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		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> <li>- Ongoing live assessment</li> <li>- Mock Examination</li> </ul>
		<p><a href="#">Knowledge Organiser Link</a></p>
<p><b>UNIT 2: Climate Change</b></p> <p>By the end of this unit of learning all students will be able to:</p> <ul style="list-style-type: none"> <li>- State evidence for climate change from the beginning of the Quaternary period to the present day.</li> <li>- Describe possible causes of climate change: natural factors – orbital changes, volcanic activity and solar output, human factors – use of fossil fuels, agriculture and deforestation.</li> <li>- Describe the effects of climate change on people and the environment.</li> <li>- Evaluate strategies to manage climate change : mitigation – alternative energy production, carbon capture, planting trees, international agreements, adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels.</li> </ul>		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> <li>- Climate change</li> <li>- Natural/physical causes</li> <li>- Human causes</li> <li>- Mitigation</li> </ul>
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> <li>- Ongoing live assessment</li> <li>- Mock Examination</li> </ul>
		<p><a href="#">Knowledge Organiser Link</a></p>
<p><b>UNIT 3: Weather Hazards</b></p> <p>By the end of this unit of learning all students will be able to:</p> <ul style="list-style-type: none"> <li>- Describe the general atmospheric circulation model: pressure belts and surface winds.</li> <li>- Describe the global distribution of tropical storms (hurricanes, cyclones, typhoons).</li> <li>- Outline the relationship between tropical storms and general atmospheric circulation.</li> <li>- Causes of tropical storms and the sequence of their formation and development.</li> <li>- Describe the structure and features of a tropical storm.</li> <li>- Explain how climate change might affect the distribution, frequency and intensity of tropical storms.</li> </ul>		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> <li>- Atmospheric circulation model</li> <li>- Tropical storm</li> <li>- Structure</li> <li>- Long term response</li> <li>- Immediate response</li> </ul>
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> <li>- Ongoing live assessment</li> <li>- Mock Examination</li> </ul>

<ul style="list-style-type: none"> <li>- Describe primary and secondary effects of tropical storms.</li> <li>- Describe immediate and long-term responses to tropical storms.</li> <li>- Use a <b>named example</b> of a tropical storm to show its effects and responses.</li> <li>- Evaluate how monitoring, prediction, protection and planning can reduce the effects of tropical storms</li> <li>- State the types of weather hazard experienced in the UK.</li> <li>- Use an <b>example</b> of a recent extreme weather event in the UK to illustrate: causes, social, economic and environmental impacts, how management strategies can reduce risk.</li> <li>- Outline evidence that weather is becoming more extreme in the UK.</li> </ul>		<a href="#">Knowledge Organiser Link</a>
<p><b>UNIT 4: Tectonic Hazards</b></p> <p>By the end of this unit of learning all students will be able to:</p> <ul style="list-style-type: none"> <li>- Explain plate tectonics theory.</li> <li>- Describe global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.</li> <li>- Explain the physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.</li> <li>- Describe primary and secondary effects of a tectonic hazard.</li> <li>- Describe immediate and long-term responses to a tectonic hazard.</li> <li>- Use <b>named examples</b> to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.</li> <li>- Explain reasons why people continue to live in areas at risk from a tectonic hazard.</li> <li>- Evaluate how monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.</li> </ul>		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> <li>- Plate tectonics</li> <li>- Primary effects</li> <li>- Secondary effects</li> <li>- Prediction</li> <li>- Protection</li> <li>- Planning</li> </ul>
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> <li>- Ongoing live assessment</li> <li>- Mock Examination</li> </ul>
		<a href="#">Knowledge Organiser Link</a>
<p><b>UNIT 5: Resource Management</b></p> <p>By the end of this unit of learning all students will be able to:</p> <ul style="list-style-type: none"> <li>- Discuss the significance of food, water and energy to economic and social well-being.</li> <li>- Describe the global inequalities in the supply and consumption of resources.</li> </ul> <p>Food:</p> <ul style="list-style-type: none"> <li>• Explain the growing demand for high-value food exports from low-income countries and all-year demand for seasonal food and organic produce</li> <li>• Larger carbon footprints due to the increasing number of 'food miles' travelled and moves towards local sourcing of food the trend towards agribusiness.</li> </ul> <p>Water:</p> <ul style="list-style-type: none"> <li>• Describe the changing demand for water</li> </ul>		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> <li>- Natural resource</li> <li>- Renewable</li> <li>- Non-renewable</li> <li>- Distribution</li> <li>- Security</li> <li>- Insecurity</li> <li>- Surplus</li> </ul>
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> <li>- Ongoing live assessment</li> <li>- Mock Examination</li> </ul>
		<a href="#">Knowledge Organiser Link</a>

<ul style="list-style-type: none"> <li>• Explain water quality and pollution management</li> <li>• Discuss matching supply and demand – areas of deficit and surplus the need for transfer to maintain supplies.</li> </ul> <p>Energy:</p> <ul style="list-style-type: none"> <li>• Describe the changing energy mix – reliance on fossil fuels, growing significance of renewables</li> <li>• Reduced domestic supplies of coal, gas and oil</li> <li>• Outline economic and environmental issues associated with exploitation of energy sources.</li> <li>- Identify areas of surplus (security) and deficit (insecurity):</li> <li>- Describe the global distribution of energy consumption and supply</li> <li>- Provide reasons for increasing energy consumption: economic development, rising population, technology</li> <li>- Outline factors affecting energy supply: physical factors, cost of exploitation and production, technology, and political factors.</li> <li>- Discuss the Impacts of energy insecurity – exploration of difficult and environmentally sensitive areas, economic and environmental costs, food production, industrial output, potential for conflict where demand exceeds supply.</li> <li>- Outline an overview of strategies to increase energy supply: renewable (biomass, wind, hydro, tidal, geothermal, wave and solar) and non- renewable (fossil fuels and nuclear power) sources of energy</li> <li>• Provided an <b>example</b> to show how the extraction of a fossil fuel has both advantages and disadvantages.</li> <li>- Discuss how we are moving towards a sustainable resource future:</li> <li>- Outline examples of individual energy use and how we impact our carbon footprints.</li> <li>- Explain methods of energy conservation: designing homes, workplaces and transport for sustainability, demand reduction, use of technology to increase efficiency in the use of fossil fuels</li> <li>- Provide an <b>example</b> of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy.</li> </ul>		
<p><b>UNIT 6: Rivers</b></p> <p>By the end of this unit of learning all students will be able to:</p> <ul style="list-style-type: none"> <li>- Describe the long profile and changing cross profile of a river and its valley.</li> <li>- Describe fluvial processes: erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion, transportation – traction, saltation, suspension and solution, deposition – why rivers deposit sediment</li> </ul>		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> <li>- River profile</li> <li>- Erosion</li> <li>- Deposition</li> <li>- Transportation</li> <li>- Landform</li> <li>- Hydrograph</li> <li>- Flood management</li> </ul>

<ul style="list-style-type: none"> <li>- Describe characteristics of and explain the formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges.</li> <li>- Describe characteristics of and explain the formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes.</li> <li>- Describe characteristics of and explain the formation of landforms resulting from deposition – levées, flood plains and estuaries.</li> <li>- Provide an <b>example</b> of a river valley in the UK to identify its major landforms of erosion and deposition.</li> <li>- Explain how physical and human factors affect the flood risk – precipitation, geology, relief, and land use.</li> <li>- Describe the use of hydrographs to show the relationship between precipitation and discharge.</li> <li>- Discuss the costs and benefits of the following management strategies: hard engineering – dams and reservoirs, straightening, embankments, flood relief channels, soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration.</li> <li>- Provide an <b>example</b> of a flood management scheme in the UK to show: why the scheme was required, the management strategy, the social, economic and environmental issues.</li> </ul>		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> <li>- Ongoing live assessment</li> <li>- Mock Examination</li> </ul>
		<p><a href="#">Knowledge Organiser Link</a></p>
<p><b>UNIT 7: Coasts</b></p> <p>By the end of this unit of learning all students will be able to:</p> <p>Wave types and characteristics. Coastal processes:</p> <ul style="list-style-type: none"> <li>• Describe weathering processes – mechanical, chemical</li> <li>• Describe mass movement – sliding, slumping and rock falls</li> <li>• Explain erosion types – hydraulic power, abrasion and attrition</li> <li>• Explain types of transportation – longshore drift, traction, saltation, suspension and solution</li> <li>• Describe how deposition works – why sediment is deposited in coastal areas.</li> </ul>		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> <li>- Weathering</li> <li>- Mass movement</li> <li>- Erosion</li> <li>- Transportation</li> <li>- Deposition</li> <li>- Landform</li> <li>- Hard engineering</li> <li>- Soft engineering</li> <li>- Managed retreat</li> </ul>
<ul style="list-style-type: none"> <li>- Describe how geological structure and rock type influence coastal forms.</li> <li>- Describe characteristics of and explain the formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks.</li> <li>- Describe the characteristics of and explain the formation of landforms resulting from deposition – beaches, sand dunes, spits and bars.</li> <li>- Provide an <b>example</b> of a section of coastline in the UK to identify its major landforms of erosion and deposition.</li> <li>- Discuss the costs and benefits of the following management strategies: <ul style="list-style-type: none"> <li>• hard engineering – sea walls, rock armour, gabions and groynes</li> <li>• soft engineering – beach nourishment and reprofiling, dune regeneration</li> </ul> </li> </ul>		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> <li>- Ongoing live assessment</li> <li>- Mock Examination</li> </ul>
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<ul style="list-style-type: none"><li>• managed retreat – coastal realignment.</li><li>- Use an <b>example</b> of a coastal management scheme in the UK to show:<ul style="list-style-type: none"><li>• the reasons for management</li><li>• the management strategy</li><li>• the resulting effects and conflicts.</li></ul></li></ul>		
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