



LATHOM
HIGH SCHOOL

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Curriculum Outline

Geography

Year 7

Unit 1 Tectonics	Unit 2 Rivers	Unit 3 Africa	Unit 4 Weather & Climate
<p>Throughout our introductory topic students will:</p> <ul style="list-style-type: none"> • identify how the structure of our Earth has shaped the lands surface. • Use GIS to inform their ability to view the distribution of tectonic hazards • Understand how each plate boundary creates different tectonic hazards. • Use GIS to research two contrasting natural hazard events to analyse the causes, effects, and responses. • Develop map skills, so students can gain an understanding of scale, grid references, contours, and coordinates. • Understand how tectonic hazards are managed <p>Summative Assessment: ‘Protection is the most effective way of managing a tectonic hazard’. To what extent do you agree?</p>	<p>In this topic students will:</p> <ul style="list-style-type: none"> • understand how physical processes will influence the landscape creating erosional and depositional landforms. • Use GIS and the study of a river students will appreciate how a river changes from source to mouth. • Develop map skills using OS maps, map symbols, contours, and grid references. • explore the causes of flooding to understand whether human or natural factors are more significant. • A focus on the Sheffield floods in 2019 will be researched to analyse the causes, effects, and responses. <p>There will be an opportunity for fieldwork skills to be developed as students will investigate how infiltration rates across the school site differ.</p> <p>Summative Oracy Assessment: ‘Hard Engineering is the best choice to manage rivers.’ To what extent do you agree?</p>	<p>In this topic students will:</p> <ul style="list-style-type: none"> • develop locational knowledge and spatial awareness with a detailed exploration of Africa. • explore the physical and human geography that shapes the African continent and its wider links to the UK. • This is further explored on our fieldtrip to Liverpool, to explore the links Liverpool has with Africa and slavery. • study Africa’s physical features and biomes. • consider how developed countries within Africa are, and what is hindering the development of some African countries. • focus on the Sahel as an environment, exploring its characteristics and analysing the strategies in place to try and manage the spread of the Sahel. • explore the features of urbanisation within Africa and the opportunities and challenges of Africa’s population growth. <p>Summative Oracy Assessment: The opportunities of population growth in Africa far outweigh the challenges. To what extent do you agree.</p>	<p>Throughout this unit we will explore:</p> <ul style="list-style-type: none"> • how meteorological features can be measured and how they are presented. • factors that affect the UK’s weather and climate are considered whilst also analysing cloud and rainfall types. • An in-depth study of an extreme weather event that effected the UK, ‘Beast from the East’ is investigated to analyse the causes, impacts and responses. • An understanding of microclimates is considered and forms the basis of a microclimate’s fieldwork study across the school site to inform our <p>Summative Assessment; ‘Microclimates exist within Lathom High School’ To what extent do you agree?</p> <p>Whilst undertaking this study, students will gain an understanding of the scientific method approach to research, as well as experience using weather and climate measuring instruments such as, anemometer, light meter, compass, thermometer.</p>

Year 8

Unit 1 Climate Change	Unit 2 Population	Unit 3 Cold Environments	Unit 4 Urbanisation	Unit 5 Globalisation & Superpowers
<p>In this topic students will:</p> <ul style="list-style-type: none"> • Explore the evidence for climate change and how this has been influenced by both human and natural causes. • Investigate how the impacts of climate change have impacts on a local, national, and international scale with a particular focus on tropical storms and wildfires. • This will also be analysed using GIS. • Management of climate change will also be addressed with a focus on mitigation and adaptation that will inform the assessment <p>Summative Oracy Assessment: ‘Mitigation is more effective at dealing with climate change than adaptation strategies’ to what extent do you agree</p>	<p>Within the population topic students will:</p> <ul style="list-style-type: none"> • Consider reasons for population growth and decline whilst using GIS to analyse the trends through choropleth maps. • Analyse models such as the Demographic Transition Model to see why countries experience population growth and decline. • focus on population structures, as well as the causes, consequences and impacts of ageing populations. • explore pro-natalist and anti-natalist approaches to managing populations, whilst focusing on the reasons for migration and the consequences that emerge. <p>Summative Assessment: ‘Migration from Mexico brings only positives.’ To what extent do you agree.</p>	<p>In this unit students will:</p> <ul style="list-style-type: none"> • gain an understanding of how areas have been shaped by physical processes, and how humans have had to adapt to thrive in these areas. • explore the processes that create both erosional and depositional glacial landforms. They then recreate these landscapes using Minecraft • identify glacial landforms using OS maps and attend virtual fieldwork to incredible glacial environments in Norway and post-glacial environments in the Lakes. • use GIS to track polar bear movements, to see how climate change is impacting their migration patterns • gain an insight into what life is like in the Northernmost settlements in the world and how areas like the Alps are used for tourism. <p>Summative Oracy Assessment: To what extent should tourism be banned in the Alps.</p>	<p>This unit includes:</p> <ul style="list-style-type: none"> • A study of how human settlements have changed throughout time • how this was exacerbated through the industrial revolution. • an insight into why people are leaving cities, and what the patterns for urbanisation look like around the globe. • An exploration of the emergence of megacities and a focus on the opportunities and challenges that arise, with a particular focus on informal settlements and the Favela Bairro. <p>This informs our summative assessment: Evaluate the success of the Favela Bairro project.</p> <ul style="list-style-type: none"> • Identification of how cities are seeking to become more sustainable and focus on the Maldives as an example. 	<p>In this topic students will:</p> <ul style="list-style-type: none"> • Explore how globalisation is conducted with students identifying how they are connected to the wider world, with a focus on the operation of Coca-Cola in India. • Study the emergence of superpowers, where students look at the characteristics of USA as a superpower and then explore whether it is losing its superpower status. • Analyse the emerging superpowers with a focus on BRICS and MINTS. • Look at how emerging superpowers can create conflict with a focus on the South China Sea. • An environmental lens is placed over whether superpowers established or emerging should take more ownership of the environment. • study how superpower and development status is being furthered through space exploration and we look at how the relationships between LICs and superpowers is changing to inform our <p>Summative oracy Assessment: ‘China should be allowed to invest in Laos’ To what extent do you agree</p>

Year 9

Unit 1 The Middle East	Unit 2 Development	Unit 3 Conflict	Unit 4 Russia	Unit 5 Coasts
<p>In this topic students will:</p> <ul style="list-style-type: none"> • Deepen their knowledge of the Middle East and its physical and human Geography with an in-depth study of the area. • focus on Dubai and explore how it has been able to develop over time. • Explore the challenges that exist within the Middle East and how they are managed. • look at conflict within the Middle East with a focus on Yemen. • Carry out a decision-making exercise to debate whether or not the World Cup should have been held in Qatar. <p>This feeds into our summative oracy assessment: Qatar should not have been allowed to host the World Cup in 2022. To what extent do you agree?</p>	<p>Students will:</p> <ul style="list-style-type: none"> • explore how we measure development, and what makes countries develop over time. • focus on India, and how its economic sector has changed overtime. • study the factors that cause uneven development with a link to sustainable development. • analyse whether countries will remain eternally poor. • As some countries are blessed with an abundance of resources, we evaluate whether resources can be considered a blessing or a curse. • Study how countries attempt to reduce the development gap <p>Summative Assessment: ‘Aid is the best method for reducing the development gap’ To what extent do you agree.</p>	<p>In this unit students will:</p> <ul style="list-style-type: none"> • focus on the processes that lead to local, national and international conflict. • Study the causes, effects and outcomes of these differing conflicts. • Gain an insight into a variety of conflicts ranging from; Bolivia’s water wars, Blood diamonds and child soldiers, landmines, the South China Sea and HS2. <p>This will lead into our decision-making summative oracy assessment: “HS2 should be scrapped as the costs outweigh the benefits” how far do you agree with this statement.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Deepen their locational knowledge of Russia’s physical and human Geography • Analyse how this impacts Russia’s development and whether it helps or hinders it. • focus on the Saami tribe that live within the Arctic circle, with emphasis on the impacts climate change are bringing to the area with an appreciation for why the Arctic should be managed. <p>This will lead into our summative oracy assessment: ‘An Arctic Sanctuary should be implemented’. To what extent do you agree?</p>	<p>In the coasts topic, students will study:</p> <ul style="list-style-type: none"> • how physical processes shape coastlines. This includes wave types and characteristics, mechanical and chemical weathering, mass movements and erosion. • explore transportation processes like longshore drift and sediment deposition. • Study the influence of geological structure and rock type on coastal landforms, such as headlands, bays, cliffs, wave cut platforms, caves, arches, stacks, beaches, sand dunes, spits, and bars • analyse the Holderness coastline to identify major landforms and evaluate management strategies, including hard and soft engineering and managed retreat. They will also investigate the Holderness coastline management strategy, focusing on its reasons, strategies, effects, and conflicts. <p>Summative assessment: Coastal GCSE Exam Section.</p>

GCSE Geography

Year 10

Unit 1a: Tectonic Hazards	Unit 1b: Weather Hazards	Unit 1c: Climate Change	Unit 2a: Ecosystems & Tropical Rainforests	Unit 2b: Hot Deserts
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Whilst studying tectonic hazards students will explore how physical processes cause tectonic events. They will study plate tectonics theory and the global distribution of earthquakes and volcanic eruptions in relation to plate margins. The course covers the physical processes at different plate margins (constructive, destructive, conservative) that lead to seismic and volcanic activity. Students will examine the primary and secondary effects of tectonic hazards and the immediate and long-term responses. In Haiti (2010) and Christchurch, New Zealand (2011), they will compare how the effects and responses vary between areas of contrasting wealth. The topic also includes how management strategies—monitoring, prediction, protection, and planning—can reduce the risks and reasons why people live in hazard-prone areas.

Summative Assessment: GCSE Topic Test

During the weather hazards topic students will study how atmospheric circulation patterns determine weather and climate. They will learn about the general atmospheric circulation model, including pressure belts and surface winds. The course will cover the development of tropical storms (hurricanes, cyclones, typhoons), their global distribution, and their relationship with atmospheric circulation. Students will explore the causes, formation, structure, and features of tropical storms, and how climate change might affect their distribution, frequency, and intensity. They will examine the significant effects of tropical storms on people and the environment, and immediate and long-term responses, of Typhoon Haiyan. The topic also includes how monitoring, prediction, protection, and planning can reduce tropical storm effects.

Students will also study weather hazards in the UK, with an overview of the types of hazards experienced. They will examine the impacts of extreme weather events on human activity, in the Somerset Levels to illustrate causes, impacts, and management strategies. Lastly, students will evaluate evidence that weather is becoming more extreme in the UK. **Summative Assessment: GCSE Topic Test**

In the climate change topic, students will explore how natural and human factors contribute to climate change and its various effects. They will examine evidence of climate change from the Quaternary period to the present. The course will cover possible causes, including natural factors (orbital changes, volcanic activity, solar output) and human factors (use of fossil fuels, agriculture, deforestation). Students will gain an overview of climate change effects on people and the environment. They will learn about managing climate change through mitigation (alternative energy production, carbon capture, planting trees, international agreements) and adaptation (changes in agricultural systems, managing water supply, reducing risk from rising sea levels).

Summative Assessment: GCSE Topic Test

In the ecosystem's topic, students will explore how ecosystems function at various scales, involving biotic and abiotic interactions. They will study a small-scale UK ecosystem to understand interrelationships within natural systems, including producers, consumers, decomposers, food chains, food webs, and nutrient cycling. Students will examine the balance between ecosystem components and the impact of changes. They will gain an overview of large-scale global ecosystems and their characteristics.

Focusing on tropical rainforest ecosystems in particular the Amazon Rainforest, students will study their physical characteristics, the interdependence of climate, water, soils, plants, animals, and people, and adaptations of plants and animals. They will explore biodiversity issues, the causes and impacts of deforestation, and changing deforestation rates. The Amazon Rainforest will illustrate deforestation causes (farming, logging, road building, mineral extraction, energy development, settlement, population growth) and impacts (economic development, soil erosion, climate change). Students will also learn about the value of tropical rainforests and strategies for sustainable management, such as selective logging, replanting, conservation, education, ecotourism, international agreements, and debt reduction. **Summative Assessment: GCSE Topic Test**

In the hot desert ecosystem students will study the characteristics of hot desert environments, the interdependence of climate, plants, animals, and people, and explore how plants and animals survive in these conditions and examples of biodiversity issues. The Sahara case study will illustrate opportunities (mineral extraction, farming, tourism) and challenges (extreme temperatures, aridity, inaccessibility). Students will learn about the risk of desertification on the fringe of hot deserts (climate change, population growth, removal of fuel wood, over-cultivation, soil erosion), and how to reduce this risk (water management, tree planting, conservation technology). **Summative Assessment: GCSE Topic Test**

Year 11

Unit 1a: Urban Issues and Challenges	Unit 1b: Changing Economic World	Unit 1c: Resource Management	Unit 2a: Food
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<p>In the urbanisation topic, students explore global trends where an increasing percentage of the population resides in cities, varying between high-income countries (HICs) and low-income countries (LICs). Factors like migration (push-pull theory) and natural increase drive urbanisation rates, leading to the emergence of megacities globally. Our study of Lagos will illustrate the dynamics: In an LIC or NEE, cities like Lagos exemplify significant regional and international importance. Their growth stems from natural increase and migration, presenting social opportunities such as improved healthcare and education access, alongside economic benefits through industrial development. Challenges include managing informal settlements, ensuring clean water, sanitation, and energy access, providing essential services, reducing unemployment, crime rates, and addressing environmental issues like waste and pollution. In the UK, urban change impacts major cities like Liverpool, shaped by national and international migration. Cities benefit socially and economically from cultural diversity, recreational amenities, employment opportunities, and enhanced transport systems. However, challenges include urban deprivation, housing disparities, and environmental concerns like dereliction and waste management, compounded by urban sprawl impacting rural-urban fringes and commuter settlements. Urban regeneration projects, such as Liverpool One, highlight efforts to revitalise urban areas by enhancing infrastructure and housing, addressing economic decline and improving quality of life. Sustainability efforts focus on resource management (water conservation, energy efficiency, waste recycling) and transport strategies to mitigate traffic congestion and environmental impact. Overall, understanding urbanisation's global</p>	<p>In the study of global economic development and quality of life, students examine classifications of countries based on their economic status and quality of life indicators. Measures include gross national income (GNI) per capita, birth and death rates, infant mortality, life expectancy, literacy rates, access to safe water, and the Human Development Index (HDI), although these have limitations. The Demographic Transition Model links demographic stages to development levels. Causes of uneven development, such as physical, economic, and historical factors, result in disparities in wealth, health, and international migration. Strategies to reduce the development gap include investment, industrial development, tourism promotion, aid, intermediate technology, fair trade, debt relief, and microfinance. For example, tourism growth in the Maldives can alleviate poverty and promote development. Case studies like Nigeria illustrate rapid economic development's broader impacts, including industrial restructuring, TNC influence, political shifts, and environmental consequences, affecting quality of life. In the UK, economic shifts—de-industrialization, globalization, and governmental policies—shape a post-industrial economy focused on IT, services, finance, and research. Industrial impacts on the environment prompt sustainable development efforts. Social and economic changes in rural areas, infrastructure</p>	<p>Food, water, and energy are crucial for human development, impacting economic and social well-being globally. Inequalities in resource supply and consumption worldwide highlight disparities. In the UK, changing demands and provisions present both opportunities and challenges. Food trends include increased high-value exports from low-income countries, year-round demand for seasonal and organic produce, and efforts to reduce carbon footprints by sourcing locally. Agribusiness plays a significant role. Water management involves balancing changing demands, addressing quality and pollution issues, and ensuring supply meets demand through transfer systems. Energy dynamics include shifts from fossil fuels to renewables, dwindling domestic coal, gas, and oil resources, and associated economic and environmental concerns. Understanding these resource dynamics is critical for addressing global inequalities and enhancing sustainable development strategies worldwide. Summative Assessment: GCSE Topic Test</p>	<p>Global demand for food is escalating yet supply remains insecure, posing potential conflicts. Areas vary in food security:</p> <ul style="list-style-type: none"> • Global disparities in caloric intake and food distribution • Increasing food demand driven by economic growth and population rise. • Factors affecting supply include climate change, technology, pests, water scarcity, conflict, and poverty. <p>Food insecurity consequences include famine, undernutrition, degradation, price hikes, and social unrest. Strategies to boost food supply:</p> <ul style="list-style-type: none"> • Utilising irrigation, aeroponics, hydroponics, and biotechnology in the new green revolution. • Indus Basin Irrigation System illustrate large-scale agricultural development advantages and drawbacks <p>Achieving a sustainable food future:</p> <ul style="list-style-type: none"> • Promoting organic farming, permaculture, urban agriculture, and sustainable fish/meat sources. • Emphasizing seasonal consumption and reducing waste. • Examples from Jamalpur fish farming showcase local
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<p>patterns, impacts, and management strategies is crucial for addressing socio-economic disparities and environmental sustainability in diverse urban contexts worldwide. Summative Assessment: GCSE Topic Test</p> <p>Fieldwork – The study of urban regeneration in Liverpool. To what extent has regeneration been a success?</p>	<p>developments, and regional disparities, such as the north-south divide, are managed through various strategies. The UK's global position is influenced by trade, cultural ties, and political alliances like the EU and Commonwealth, impacting economic and social policies domestically and internationally. Understanding these dynamics is crucial for addressing global economic disparities and enhancing sustainable development strategies worldwide. Summative Assessment: GCSE Topic Test</p>		<p>initiatives enhancing sustainable food supplies</p> <p>Summative Assessment: GCSE Topic Test</p>
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