

	Paper 1 - Natural Hazards	Paper 2 – Urban Challenges	Paper 1 - Physical Landscapes	Paper 3 - Fieldwork
Year 10	<p>Concepts/Tier 3 vocabulary</p> <p>Natural hazard, hazard risk, tectonic theory, primary and secondary effects, immediate and long term responses, monitoring, prediction, protection and planning, global atmospheric circulation model, typhoons, extreme weather, Quaternary period, epoch, climate change, Milankovitch cycles, sunspot theory, volcanic theory, agriculture, deforestation, fossil fuels, mitigation, adaptation, carbon sequestration, renewable energy, LIC, NEE, HIC</p>	<p>Concepts/Tier 3 vocabulary</p> <p>Urbanisation, megacity, push and pull factor, natural increase, rural, urban, rural to urban migration, migration, industrial activity, development, squatter settlements, favelas, sanitation, literacy rate, life expectancy, GDP, air and water pollution, congestion, relief, population distribution, cultural mix, demography, government policies, integrated transport systems, social inequality, urban sprawl, rural-urban fringe, commuter settlements, urban greening, greenbelt, greenfield, brownfield, deprivation, deindustrialisation, derelict, regeneration, sustainability, energy conservation, LIC, NEE, HIC</p>	<p>Concepts/Tier 3 vocabulary</p> <p>Upland, lowland, mechanical and chemical weathering, mass movement, landslide, mudslide, slumping, rockfall, hydraulic action, solution, attrition, abrasion, longshore drift, traction, saltation, solution, suspension, deposition, geology, concordant, discordant, headlands, bays, spit, bar, tombolo, embryo dune, wave cut not and platform, cave, arch, stack, stump, hard engineering, soft engineering, cost-benefit analysis, government decisions, groynes, sea wall, gabions, replenishment, reprofiling, rock armour, fluvial, long profile, upper, middle and lower course, v shaped valley, gradient, interlocking spurs, waterfall, gorge, meander, oxbow lake, levees, floodplain, estuaries, delta, precipitation, drainage basin, watershed, source, mouth, confluence, urbanisation, hydrograph, lag time, dam, reservoir, embankment, restoration, afforestation</p>	<p>Concepts/Tier 3 vocabulary</p> <p>Hard and soft engineering, groynes, reprofiling, sea wall, rock armour, replenishment, tourism, cost-benefit analysis, longshore drift, geology, weathering, mass movement. Random, systematic and stratified sampling, sample size, accuracy. Validity, ethics, risk assessment, methodology, ranging pole, sediment sample, attrition, beach profiling, environmental quality survey, field sketch, pie chart, bar chart, line graph, scatter graph, radar graph, choropleth, proportion symbol, isoline map, relief map, contour lines, OS map symbols, questionnaire, footfall survey, pedestrian count, urbanisation, regeneration, stakeholder</p>
	<p>Justification:</p> <p>Natural hazards draws upon a lot of themes seen in the final year of KS3. By covering this topic first, students can focus on developing their literacy skills and exam technique with the support of familiar ideas. This wide-ranging topic introduces many concepts seen across the rest of the key stage with climate, development, economics, risk management and resources featured throughout.</p>	<p>Justification:</p> <p>Urban challenges investigates contrasting locations and how our societies function when densely packed together. The development of these areas over time, their impact on the environment as well as how to sustainably change them is explored. By looking at contrasting examples, students develop their ability to spot similarities as well as differences, considering the physical and human factors that impact the world around us. Later in the year, students are able to conduct their own fieldwork by visiting different sites at Stratford and comparing the impact of their regeneration.</p>	<p>Justification:</p> <p>Physical landscapes includes looking at both the coastal locations across our world, as well as the rivers. Building on a foundation of knowledge from KS3, these topics explore the physical landscapes that surround us as well as investigating how humans interact with them. Later in the year, students are then able to conduct their own fieldwork at a coastal location, demonstrating their understanding of these systems and seeing first-hand how humans can adapt these environments.</p>	<p>Justification:</p> <p>Students throughout Y10 will have had 2 experiences of fieldwork. One investigation will focus on the regeneration of the urban area Stratford and its impact. The other will focus on the management of the coast at Walton-on-the-Naze. For both of these investigations, students will experience planning, conducting, interpreting and presenting their findings from the fieldwork. By completing this at the end of Year 10, students have had sufficient time to explore the content that underpins both of these investigations.</p>
	<p>Assessment</p> <ul style="list-style-type: none"> • Students are assessed frequently using past paper questions and marked against exam criteria and assessment objectives. • Year 10 PPE paper consists of Paper 1, 2 and 3 topics. • Students complete DIRT feedback following each assessment and complete standardised feedback sheet which includes re-writes of 6/9 mark answers. 			

	Paper 2 – Changing Economic World	Paper 1 – The Living World	Paper 2 – The Challenge of Resource Management	Paper 3 – Fieldwork and Pre-Release
Year 11	<p>Concepts/Tier 3 vocabulary Quality of life, GNI, HDI, birth rate, death rate, natural increase, infant mortality, life expectancy, literacy rate, GDP, Demographic Transition Model, deprivation, inequality, international migration, population density, development gap, aid, tourism, industrial development, primary, secondary, tertiary, quaternary, quinary, intermediate technology, Fairtrade, debt relief, microfinance loans, trade blocs, LIC, NEE, HIC, cultural erosion, rapid economic development, TNCs, bilateral, tied, multinational aid, deindustrialisation, science and business parks, globalisation, government policies, rural, urban, transport infrastructure, north-south divide, EU, Commonwealth</p>	<p>Concepts/Tier 3 vocabulary Interrelationships, food webs, producers, consumers, decomposers, nutrient cycling, ecosystems, biomes, biodiversity, tropical rainforest strata, deforestation, subsistence farming, soil erosion, climate change, settlement growth, sustainable management, selective logging, ecotourism, tropical hardwoods, debt reduction, economic development, aid, adaptations, inaccessibility, desertification, bunding</p>	<p>Concepts/Tier 3 vocabulary Social well-being, agriculture, global inequality, resource consumption, food miles, organic, carbon footprints, agribusiness, aquifer, reservoir, grey water, pollution, supply and demand, water surplus, stress, deficit, water transfer schemes, energy mix, fossil fuels, climate change, renewable energy, energy security and insecurity, population increase, exploitation, government policies, biomass, wind, hydroelectric, tidal, geothermal, wave, solar, nuclear, natural gas, fracking, carbon footprint, energy conservation, biodiversity, transport infrastructure, energy efficiency, sustainability</p>	<p>Concepts/Tier 3 vocabulary Synoptic, stakeholder</p>
	<p>Justification: This topic looks at levels of development and the strength of economies around the world. The complex nature of this topic draws upon a substantial amount of knowledge developed over KS3 and KS4, introduces new terminology and continues to strengthen the students' abilities to evaluate a range of factors, appreciate different viewpoints and construct solutions.</p>	<p>Justification: The ecosystems on the planet are a theme which most students have had experience with across their schooling experience. This topic takes a deep dive into two in particular: rainforests and deserts, while also looking at our more local ecosystems. Students need to understand the complex structures that hold together these systems and recognise the delicate balance humans need to keep to avoid irreversible damage to them. Throughout this topic, students will draw upon their understanding from all previous topics to appreciate how our changing climate impacts these ecosystems, how they can fuel urban development and economics and identify common features seen across our physical landscapes.</p>	<p>Justification: An increasingly topical module, the challenge of resource management looks at food, water and energy resources across the world. Our students will focus in on energy, making connections across the curriculum when considering which energy mixes might be the most important in our future.</p>	<p>Justification: The exam board provides a 'pre-release' booklet 12 weeks before the Paper 3 exam. This booklet chooses a theme from the previous topics and presents the students with an issue to evaluate. As one of the last steps in the KS4 journey, this booklet is explored with students, considering the information presented and creating solutions. Links between the booklet's theme and the rest of course is explored, signposting the connections and supporting students to think synoptically about the subject.</p>
	<p>Assessment:</p> <ul style="list-style-type: none"> • Students are assessed frequently using past paper questions and marked against exam criteria and assessment objectives. • Year 11 PPE papers consists of Paper 1, 2 and 3 topics • Students complete DIRT feedback following each assessment and complete standardised feedback sheet which includes re-writes of 6/9 mark answers. 			
<p>Cultural capital:</p> <ul style="list-style-type: none"> • Experience of planning, participating and analysing fieldwork and the collection of data on 2 days of fieldwork • Wider reading/experience provided and signposted including: articles, books, academic magazines, data sources (e.g ONS), documentaries, films, trip locations 				