Geography

"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. Bring all that knowledge and help bridge divides and bring people together." ***Barack Obama***

Our overall curriculum design is underpinned by our vision for what the students in our communities need to thrive and become confident learners. Our Curriculum offer identifies the Knowledge, Skills, Attributes and Experiences (K-ASE) we seek to develop in our students. We see each component of K-ASE as an entitlement for students and K-ASE shapes the whole experience within our school.

Our Subject Curriculum design is driven by the Knowledge aspect of K-ASE; developing *expert* subject knowledge alongside disciplinary skills in order to encourage critical thinkers who can *communicate* ideas and thoughts with clarity. Key to our curriculum vision is that students experience a wide range of cultural opportunities and materials within school and that students are encouraged to communicate and talk about their knowledge, thinking and learning.

Knowledge: is the driver for our subject planning and the aim is to develop expertise by ensuring that students master, over time, the key substantive and disciplinary knowledge within each subject discipline.

Rational/ Intent: Our geography curriculum will inspire a **life-long curiosity and fascination** about the world and its people at a variety of scales. It will equip them with knowledge about **contrasting places, sustainability and natural and human environments**, together with a deep understanding of the Earth's **key physical and human processes.**
Learners will become **responsible global citizens** who are socially and environmentally aware and have mastered a wide range of **geographical skills**.
Our **spiral curriculum** allows us to revisit and build on our most important knowledge strands. **Our 3 main knowledge strands are: interconnections between human and physical geography, sustainability and sense of place.**

YEAR 9

Term/Length of Unit	Outline	Knowledge and Skills	End points and associated key assessments
		Year 9	
Autumn Term 1 ***Geopolitical World***	To understand how the world is ever changing and the impacts on people	**Knowledge:** - Concept of Geopolitics - Understand and assess why some countries have more power than others. - Explanation of why some countries are switched off from Geopolitics - Detailed investigation into Britian and the commonwealth - Understanding the future of Geopolitics - The Space Race / Geopolitical Tensions - Understanding and evaluation of the methods to reduce conflicts - Military action vs Non Military Action **Locational knowledge**: - UK and the Commonwealth - North Korea - USA vs Russia and in the future China - Sudan and Taiwan (China) - Afghanistan, Serbia and Haiti - Sierra Leone, Cote D'Ivoire and Syria **Skills:** - Extended Writing - Research and application of recent news articles. - Application to location - Reflection on decision. - Debate and stakeholder opinion.	**End of topic assessment**: Range of short answer and multiple-choice questions to recall knowledge and application to exam style questions. **AND Extended writing on:** Students can provide an extended argument advising on the impacts and solutions to reduce conflict using a variety of examples from around the world.
Autumn Term 2	To use the case study country of Russia to explain how cold	**Knowledge:** **Locational knowledge**: - *Key Physical features of Russia* -Bordering countries / Relief / Climate / Agricultural use / Population density	**End of topic assessment**: Range of short answer and multiple-choice questions to recall knowledge and

Frozen World	environments impact people.	- *Glaciation* - Processes of Glaciation / and Features found in Glacial Landscapes **Knowledge:** - *Concept of an ecosystem:* - Tundra / Location / Climate / Food Web or Chain / Animal Adaptation / - *Human life in the tundra ecosystem* - Nenets - Natural resources (retrieval) / Fossil fuels, advantages, and disadvantages - Global concept of energy and conflict - *Concept of Urban and Rural* - Migration - Push and pull factors **Skills:** - Extended Writing - Research and application of recent news articles. - Map reading - Drawing and reading Graph skills (Climate) - Thematic maps (Choropleth, Relief, Agricultural) apply interconnectedness between human and physical population. - Analysis of source of information - Application to location - Reflection on decision. - (Nenets vs Oil workers) - Interconnectivity of physical and human processes (future of the tundra). - Debate and stakeholder opinion.	application to exam style questions. **AND Extended writing on:** Students can argue whether the Nenets should move to Urban areas of Russia, due to a variety of opportunities and threats to their culture and way of life.
Spring Term 1 ***Resourceful World***	To explain how energy in the world is ever changing and how it impacts on a variety of scales	**Knowledge:** *- Knowledge on the different types of Energy* - Renewable vs Non Renewable *-Supply vs Consumption of Resources* -Impacts of Supply vs Consumption *-Fracking*	**End of topic assessment**: Range of short answer and multiple-choice questions to recall knowledge and application to exam style questions.

		- Knowledge of how it works -Benefits and Drawbacks to Fracking - UK Example to study. - *Renewable Energy* -Benefits and Drawbacks -Investigation of one location specifically -UK Example to study (Stakeholders) *Water and Energy (HEP and Management)* -Understand how water and energy can be used -Understand the impacts of water supply and demand -Explain why water demand and supply is diferent -LIC vs HIC method to increase Water supply. **Skills:** - Extended Writing - Research and application of recent news articles. - Map reading - Drawing and reading Graph skills - Comparison and Evaluation - Analysis of source of information - Application to location - Reflection on decision. - Local vs Far locations - Interconnectivity of physical and human processes (Climate change and impacts on people.	**AND Extended writing on:** Students are expected to argue (through extended writing) the question: To what extent will the worlds energy run out?
Spring Term 2	To understand how the Global Commons are	**Knowledge:** *To understand what a Global Common is* *To understand the physical concepts of Antarticia* - Location/ Climate/ Animals etc	**End of topic assessment**: Range of short answer and multiple-choice questions to recall knowledge and

Disputed World	managed- Case study of Antarctica	*To understand the threats to Antartica (Tragedies)* - Should we go to visit Antartica? *To understand how we can manage Antarticia* - COP/ Treaties etc *To understand how we impact the Atmosphere and Space (Links to previous learning)* - How are these impacted by humans - What are the management methods **Skills:** - Extended Writing - Research and application of recent news articles. - Map reading - Drawing and reading Graph skills (Temperature Graphs) - Thematic maps and application. - Analysis of source of information - Application to location - Reflection on decision. - Local vs Far locations - Interconnectivity of physical and human processes (Climate change and impacts on people.	application to exam style questions. **AND Extended writing on:** Students are expected to decide how the global commons have been managed.
Summer Term 1 ***Explosive World***	To evaluate whether you should live near a plate boundary.	**Knowledge:** - What is a Hazard (different categories of Hazards) - Structure of the Earth / Plate boundaries/ Convection Currents/ Slab Pull and Ridge Push. - Structure of Volcanoes/ Hot Spots - Impacts of Volcanoes (What happens when a volcano erupts?) - Comparison of two volcanoes - Why do people live near Volcanoes? - Management of Volcanoes (Prediction/ Protection/ Prevention) **Locational knowledge:** - Hawaii, USA - Mt Pinatubo eruption	**End of topic assessment**: Range of short answer and multiple-choice questions to recall knowledge and application to exam style questions. **AND Extended writing on:** To what extent are volcanic eruptions in an LIC more significant than an HIC.

		- Eyjafjallajökull eruption **Skills:** - Map/Latitude/Longitude skills (Locational) - Explanation of physical processes in a logical order (Plate tectonics) - Analysis of information from sources - Locational examples go beyond everyday experiences	
Summer Term 2 ***Transition World***	To build skills for GCSE Geography	**Knowledge:** GCSE Course Outline Decision making exercises - Understand what they are - Apply knowledge from previous work to this - Complete a Decision making exercise Understand key concepts from the GCSE Course through building skills and applying to previous knowledge. - Types of Erosion - North South Divide - Urbanisation - Ecosystems (World Biomes) - Resources **Skills:** Graph Skills/ Map Skills/ Photo Interpretation/ Analysis of information to make an informed decision / Locational description	**End of topic assessment**: End of KS3 Exam.

KS4 Curriculum

Term/Length of Unit	Outline: Key Concepts/Key content	Substantive Knowledge	Key Assessment(s)
Year 10			

Autumn Term 1 ***Living World*** ***Tropical Rainforests***	Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components	An example of a small-scale UK ecosystem (**Local woodland**) to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, food chain, food web, and nutrient cycling. **Skills:** Logical thinking to organise thoughts into processes (nutrient cycle/ food chain) **Skills:** Annotation of images (animals/ an area) The balance between components. The impact on the ecosystem of changing one component. An overview of the distribution and characteristics of large scale natural global ecosystems. **Skills:** Mapping locations (biomes) at various scales The physical characteristics of a tropical rainforest. The interdependence of climate, water, soils, plants, animals, people and biodiversity **Skills:** Drawing and reading of graphs (Climate graphs/ pattern of deforestation). How plants and animals adapt to physical conditions. Changing rates of deforestation A case study of a tropical rainforest (**Brazil**) - Causes of deforestation - Impacts of deforestation - Value of tropical rainforest to people and the environment. - Strategies on the management of tropical rainforest **Skills: *Deforestation in Brazil*** Describing of trends- in relation to time, scale, and locale.	Students create an A3 worksheet with location of biomes, and the different characteristics and interrelations in each biome. Students can define the characteristics of the tropical rainforest including weather/ rainfall/ location/ animal adaptions. Students create an extended piece of writing to argue the importance and value of the tropical rainforest including solutions to deforestation. **Paper 1: Section B: Living World: exam questions:** Including map evaluation, multiple choice questions, climate graph interpretation, image interpretation and key knowledge explanation in 6/9-mark questions.
	Tropical Rainforests have a range of distinct characteristics		
	Deforestation has economic and environmental impacts. Management of Tropical rainforests must be sustainable.		

		Skills: - Categorising information into social, economic, environmental. - Drawing a well evidenced argument using key terms/ factors and specific information - Questioning and critically thinking about problems and solutions - Comparison of pros and cons Concluding an argument	
Autumn Term 1 ***Living World*** ***Deserts***	Hot desert ecosystems have a range of distinctive characteristics. Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification.	The physical characteristics of a hot desert. **Skills:** Mapping locations (biomes) at various scales The interdependence of climate, water, soils, plants, animals, and people. **Skills:** Annotation of images (animals/ an area) How plants and animals adapt to the physical conditions. Issues related to biodiversity. A case study of a hot desert (**Australian Desert**) to illustrate: - development opportunities in hot desert environments: mineral extraction, energy, farming, tourism - challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility. **Skills: *Opportunities in Australian Desert*** Categorising information into social, economic, environmental/ mining/ tourism/ farming/ energy Causes of desertification **(Sahel**)	Students can define the characteristics of hot deserts including; weather/ lack of rainfall/ location/ animal adaptations. Students create an extended piece of writing to argue to importance and value of the desert against the challenges found there. Students annotate a diagram of desertification to include explanation, location and solutions. **Paper 1: Section B: Living World: exam questions:** Including map evaluation, multiple choice questions, climate graph interpretation, image interpretation and key knowledge explanation in 6/9 mark questions.

		- Climate change, population growth, removal of fuel wood, overgrazing, over-cultivation, and soil erosion. Strategies used to reduce the risk of desertification - Water and soil management, tree planting and use of appropriate technology. **Skills:** Describing of trends- relation to time, scale, and locale. **Skills:** Logical thinking to organise thoughts into processes (desertification) **Skills:** - Drawing a well evidenced argument using key terms/ factors and specific information. Questioning and critically thinking about problems and solution Comparison of pros and cons Concluding an argument	
Autumn Term 2 Urban Issues and Challenges	Understanding the growing percentage of the world's population living in urban areas Urban growth creates opportunities and challenges for cities in LICs Urban change in cities leads to a variety of social, economic, and environmental opportunities and challenges.	Global pattern of urban change **Skills:** Mapping locations (cities) at various scales Urban trends in different parts of the world (LIC/HIC/NEE) **Skills:** Analysis of maps Describing of trends- in relation to time, scale, and locale. Emergence and definition of a mega city Distribution of mega cities around the UK A Case Study of a major city in an LIC (**Rio De Janeiro**) - Location - Importance of city - Causes of growth - Social and economic opportunities - Challenges of urban growth	**Students are able to articulate;** The distribution of Megacities around the world Students create a summary sheet on Rio/ Birmingham including: Location Reason for growth Opportunities Challenges Regeneration (benefits and drawbacks) **9 Mark question:** Students expected to evaluate the challenges cause by Urban growth in a city.

	Urban Sustainability required management of resources and transport	An example (**Favella Barrio Project**) of how urban planning is improving the quality of life for the urban poor. **Skills:** Categorising information into social, economic, environmental / Push and Pull factors **Skills:** Drawing a well evidenced argument using key terms/ factors and specific information A Case Study of a major city in the UK (**Birmingham**) - Location - Importance - Impacts of national and international migration - Opportunities created by urban growth - Challenges created by urban growth An example of an urban regeneration project (**Longbridge**) **Skills:** Drawing a well evidenced argument using key terms/ factors and specific information Features of sustainable urban living (**Curitiba**) - Water - Waste and recycling - Green spaces **Skills:** Questioning and critically thinking about problems and solutions Comparison of pros and cons Concluding an argument	**Paper 2: Section A: Urban Issues and Challenges exam questions:** Including Multiple choice questions, graph interpretation, short answer questions and a 9 mark question.
Spring Term 1 ***Economic World***	There are global variations in economic development and quality of life.	Different ways of classifying parts of the world according to their level of economic development and quality of life. **Skills:** Dual Coding **Skills:** Key terms and definitions	Students can use case study knowledge to annotate how the multiplier effect theory can reduce the development gap through tourism in Kenya.

	Various strategies exist for reducing the global development gap. Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental, and cultural change.	Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). Limitations of economic and social measures. **Skills:** Application of key terms in examples (historical/ geographic/ Location) Link between stages of the Demographic Transition Model and the level of development. **Skills:** Description of graphs (DTM)- application of graphs to location/ time. Causes of uneven development: physical, economic, and historical. **Skills:** Development of synoptic links between topics (urban issues, deforestation, development of biomes). Consequences of uneven development: disparities in wealth and health, international migration. **Skills:** Creation of case study summary sheets An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans. An example of how the growth of tourism in an LIC or NEE (**Kenya**) helps to reduce the development gap. A case study of one LIC or NEE (**Nigeria**) to illustrate: - the location and importance of the country, regionally and globally	Students create an A3 mid map on the solutions to the development gap explaining how each one works. Students create a case study summary sheet on Nigeria to include: Global importance, development over time, industrial structure. Students create an extended piece of writing to explain/argue how TNCs provide both advantages and social and environmental impacts on Nigeria. **9 Mark question:** Students expected to evaluate the effects of economic development on the quality of life.

		- the wider political, social, cultural, and environmental context within which the country is placed - the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development - the role of transnational corporations (TNCs) (**Shell Oil**) in relation to industrial development. - Advantages and disadvantages of TNC(s) to the host country - the changing political and trading relationships with the wider world - international aid: types of aid, impacts of aid on the receiving country - the environmental impacts of economic development - the effects of economic development on quality of life for the population. **Skills**: - Categorising information into social, economic, environmental. - Drawing a well evidenced argument using key terms/ factors and specific information - Comparison of pros and cons - Questioning and critically thinking about problems and solutions - Concluding an argument	
Spring Term 2 ***Economic World***	Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.	Economic futures in the UK: - Causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation, and government policies - Moving towards a post-industrial economy: development of information technology, service	Students create an A3 summary sheet on how the UK has changed over time. Students apply knowledge learnt to Economic world exam style questions.

		industries, finance, research, science, and business parks - Impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable (**Torr Quarry, Somerset**) - Social and economic changes in the rural landscape in one area of population growth and one area of population decline (**Outer Hebrides and South Cambridgeshire**) - Improvements and new developments in road (**A303**) and rail infrastructure (**HS2**), port (**Liverpool1**), and airport capacity (**Heathrow**) - The north–south divide. Strategies used to resolve regional differences - The place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth. **Skills**: - Dual Coding - Key terms and definitions - Application of key terms in examples (historical/ geographic/ Location) - Description of graphs (DTM)- application of graphs to location/ time. - Development of synoptic links between topics (urban issues, deforestation, development of biomes). - Creation of case study summary sheets - Categorising information into social, economic, environmental.	**Paper 2: Section B: Economic World: exam questions:** Including maths skills, interpretation of diagrams or images, and use of key knowledge explanation in 6/9-mark questions.

		- Drawing a well evidenced argument using key terms/ factors and specific information - Questioning and critically thinking about problems and solutions - Comparison of pros and cons - Concluding an argument	
Summer Term 1 ***Rivers*** ***Physical Fieldwork Trip***	The UK has a range of diverse landscapes. The shape of river valleys changes as river's flow downstream. Distinctive fluvial landforms result from different physical processes.	An overview of the location of major upland/lowland areas and river systems. The long profile and changing cross profile of a river and its valley. Fluvial processes: erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion/ transportation – traction, saltation, suspension, and solution/ deposition – why rivers deposit sediment. Characteristics and formation of landforms resulting from erosion - interlocking spurs, waterfalls, and gorges. Characteristics and formation of landforms resulting from erosion and deposition - meanders and ox-bow lakes. Characteristics and formation of landforms resulting from deposition - levées, flood plains and estuaries. An example of a river valley in the UK to identify its major landforms of erosion and deposition. (**River Severn**) How physical and human factors affect the flood risk: precipitation, geology, relief, and land use.	Students can explain the formation (using clear key terms and processes) of the following features found down a river in locational context downstream: Waterfall Interlocking Spurs Meanders Ox Bow lakes Estuaries Students use knowledge of Hydrographs and river management to explain the causes of a flood event (River Severn in Worcester). Students fully complete pre created by staff which progress learning through a step-by-step process to fieldwork. This includes introduction, data collection, data presentation, evaluation, and conclusion. Students attend 2 days of fieldwork investigation. **End of Year Exam: Paper 1:** Including maths skills, interpretation of diagrams or images, and

	Different management strategies can be used to protect river landscapes from the effects of flooding. Geographical Fieldwork Skills (Paper 3) 1. Suitable question for geographical enquiry	The use of hydrographs to show the relationship between precipitation and discharge.] 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. An **example** of a flood management scheme in the UK to show (**Worcester**): - why the scheme was required - the management strategy - the social, economic, and environmental issues **Skills:** - Drawing of diagrams to show a process. - Explanation of processes in the creation of landforms in a logical order. - Key terms and definitions. - Use of maps to show landforms in different settings - Description and drawing of graphs (Long profile/ hydrographs)- application of graphs to key knowledge and processes. - Application of knowledge to locations (case studies). Undertaking of two geographical enquiries (**Birmingham City Centre/ Cardingmill Valley**), each of which must	use of key knowledge explanation in 6/9-mark questions.

	2. Selecting, measuring, and recording data appropriate to the chosen enquiry 3. Selecting appropriate ways of processing and presenting fieldwork data 4. Describing, analysing and explaining fieldwork data 5. Reaching conclusions 6. Evaluation of geographical enquiry	include the use of primary data, collected as part of a fieldwork exercise. Students will develop knowledge/skills in: - Questioning and critically thinking about problems and solutions (flood event). - Comparison of pros and cons to engineering strategies. - Concluding an argument **Skills: Creation of a geographical question/ hypothesis to investigate** - Writing a risk assessment - Describing of location - Annotating background secondary, information. - Explanation of methodology - Undertaking of fieldwork- collection of data- - Questionnaires - Environmental quality - Pedestrian count - Sketching - Cross profile analysis - River width data - Drawing graphs to present data - Rose Graphs - Proportional symbol (Circles) - Mapping data - Annotation of sketches - Line graphs to show cross profile of a river - Mode/median/mean to show averages. - Comparative bar charts - Evaluation/ analysis of data sets	

		- Concluding an enquiry	
Summer Term 2 ***Coasts***	The coast is shaped by several physical processes. Distinctive coastal landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the effects of physical processes.	Wave types and characteristics. Coastal processes: - weathering processes – mechanical, chemical - mass movement – sliding, slumping and rock falls - erosion – hydraulic power, abrasion and attrition - transportation – longshore drift - deposition – why sediment is deposited in coastal areas. How geological structure and rock type influence coastal forms. Characteristics and formation of landforms resulting from erosion. - Headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. Characteristics and formation of landforms resulting from deposition. - Beaches, sand dunes, spits and bars. An example of a section of coastline in the UK to identify its major landforms of erosion and deposition (**Holderness Coast).** The costs and benefits of the following management strategies: - hard engineering – sea walls, rock armour, gabions, and groynes - soft engineering – beach nourishment and reprofiling, dune regeneration - managed retreat – coastal realignment. An **example** of a coastal management scheme in the UK to show (**Holderness Coast**):	Students can explain the formation (using clear key terms and processes) of the following features found along a in locational context (Holderness Coast): Headlands Bays Beaches Wave cut platforms Cave Arch Stacks and Stumps Spits Bars Sand dunes Students use understanding of management techniques to apply to a location (Holderness Coast) to protect the area. **End of Topic Test:** Including maths skills, interpretation of diagrams or images, and use of key knowledge explanation in 6/9-mark questions.

		- the reasons for management - the management strategy - the resulting effects and conflicts. **Skills:** - Drawing of diagrams to show a process. - Explanation of processes in the creation of landforms in a logical order. - Key terms and definitions. - Use of maps to show landforms in different settings - Description of graphs and drawing- application of graphs to key knowledge and processes. - Application of knowledge to locations (**case studies**). - Questioning and critically thinking about problems and solutions (**management of the coast**). - Comparison of pros and cons to engineering strategies. - Concluding an argument	
Year 11			
Autumn Term 1 ***Resource Management***	Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK create opportunities and challenges Demand for food resources is rising globally but supply can be	The significance of food, water, and energy to economic and social well-being. An overview of global inequalities in the supply and consumption of resources. An overview of resources in relation to the UK. Food: - The growing demand for high-value food exports from low-income countries and all-year demand for seasonal food and organic produce - Larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food - The trend towards agribusiness. Water:	Students can describe the pattern of Food, Water and Energy around the World. Students can explain how the UK uses food, water and energy and the challenges associated (checked through 3 separate summary paragraphs) Students create 2 A3 summary sheets on factors to increase food supply and sustainable food supply solutions Students create a case study summary sheet on Almeria, Spain.

	insecure, which may lead to conflict. Different strategies can be used to increase food supply.	- The changing demand for water - water quality and pollution management - Matching supply and demand – areas of deficit and surplus - The need for transfer to maintain supplies. Energy: - The changing energy mix – reliance on fossil fuels, growing significance of renewables - Reduced domestic supplies of coal, gas and oil - Economic and environmental issues associated with exploitation of energy sources. Areas of surplus (security) and deficit (insecurity): Global patterns of calorie intake and food supply reasons for increasing food consumption: economic development, rising population factors affecting food supply: climate, technology, pests and disease, water stress, conflict, poverty. Impacts of food insecurity – famine, undernutrition, soil erosion, rising prices, social unrest. Overview of strategies to increase food supply: Irrigation, aeroponics and hydroponics, the new green revolution, the use of biotechnology, and appropriate technology An **example** of a large-scale agricultural development to show how it has both advantages and disadvantages (**Almeria, Spain**). Moving towards a sustainable resource future:	Students write an extended piece of writing to explain we can increase food supply in a range of locations- LIC/ HIC/ Individuals/ Global scale. **End of Topic Test:** Including maths skills, interpretation of diagrams or images, and use of key knowledge explanation in 6/9-mark questions.

		The potential for sustainable food supplies: organic farming, permaculture, urban farming initiatives, fish and meat from sustainable sources, seasonal food consumption, reduced waste, and losses. An **example** of a local scheme in an LIC or NEE to increase sustainable supplies of food (**Jaipour, Bangladesh**) . **Skills:** - Categorising information into social, economic, environmental - Drawing a well evidenced argument using key terms/ factors and specific information - Questioning and critically thinking about problems and solutions (Large scale/ small scale solutions to food) - Comparison of pros and cons - Concluding an argument - Development of synoptic links between topics (urban issues, deforestation, development of biomes/ resources). - Creation of case study summary sheets	
Autumn Term 2 ***Hazards***	Natural hazards pose major risks to people and property. Earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, a tectonic hazard vary between	Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk. Plate tectonics theory. Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity. Primary and secondary effects of a tectonic hazard. Immediate and long-term responses to a tectonic hazard.	Students can explain how volcanoes and earthquakes are formed. Students create 2 case study summary sheets on the causes, impacts and responses to Haiti and Japan Earthquakes including specific information. Students evaluate the effectiveness of the responses to the hazards.

	areas of contrasting levels of wealth. Management can reduce the effects of a tectonic hazard.	Use **named examples** to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth (**Japanese Tsunami/ Haiti Earthquake).** Reasons why people continue to live in areas at risk from a tectonic hazard. How monitoring, prediction, protection, and planning can reduce the risks from a tectonic hazard. **Skills:** - Drawing of diagrams to show a process (Plate tectonic theory). - Explanation of processes in the creation of landforms (Volcanoes/ Earthquakes and plate boundaries) in a logical order. - Key terms and definitions. - Use of maps to show processes in different settings - Description and drawing of graphs (plate boundaries)- application of graphs to key knowledge and processes. - Creation of case study summary sheets - Application of knowledge to locations (**case studies**). - Questioning and critically thinking about problems and solutions (HIC vs LIC). - Comparison of pros and cons to management techniques.	**Assessment:** Various 6/9-mark questions spaced throughout the topic to check for understanding
Spring Term 1 ***Hazards***	Global atmospheric circulation helps to determine patterns of weather and climate. Tropical storms (hurricanes, cyclones,	General atmospheric circulation model: pressure belts and surface winds. An understanding of the relationship between tropical storms and general atmospheric circulation. Tropical Storms	Student draw, annotate and explain (extended text) the formation of GAC. Students use the knowledge of Tropical Storms including a case study to explain how and why tropical storms may change in the future.

	typhoons) develop because of particular physical conditions. Tropical storms have significant effects on people and the environment. The UK is affected by several weather hazards. Extreme weather events in the UK have impacts on human activity.	- Causes - Global distribution of tropical storms (hurricanes, cyclones, typhoons). - The sequence of their formation and development. - The structure and features of a tropical storm. - How climate change might affect the distribution, frequency, and intensity of tropical storms. - Primary and secondary effects of tropical storms. - Immediate and long-term responses to tropical storms. - Monitoring, prediction, protection, and planning can reduce the effects of tropical storms. Use a named example of a tropical storm to show its effects and responses (**Tropical Storm Haiyan. Philippines**). An overview of types of weather hazard experienced in the UK. An example of a recent extreme weather event in the UK to illustrate (**Somerset Level Flood**): - Causes - Social, economic, and environmental impacts - How management strategies can reduce risk. **Skills:** - Evidence that weather is becoming more extreme in the UK. - Drawing of diagrams to show a process (GAC). - Explanation of processes in the creation of tropical storms in a logical order. - Key terms and definitions.	Students watch a video on the Somerset Level floods to explain what happened and the impacts to people and the environment **Assessment:** Various 6/9-mark questions spaced throughout the topic to check for understanding

		- Use of maps to show landforms in different settings - Description and drawing of graphs (Tropical Storms over time)- application of graphs to key knowledge and processes. - Creation of case study summary sheets - Application of knowledge to locations (**case studies**). - Questioning and critically thinking about problems and solutions (Weather vs Tectonic/ UK vs Tropical/ HIC vs LIC). - Comparison of pros and cons to management techniques. - Development of individual solutions for future events	
Spring Term 2 ***Climate Change***	Climate change is the result of natural and human factors and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).	Evidence for climate change from the beginning of the Quaternary period to the present day. Possible causes of climate change: Natural factors – orbital changes, volcanic activity and solar output Human factors – use of fossil fuels, agriculture and deforestation. Overview of the effects of climate change on people and the environment. Managing 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. **Skills:**	Extended piece of writing to explain why/how climate change a global problem/ human and a physical cause is. Students fully complete pre created by staff which progress learning through a step-by-step processes to fieldwork. This includes introduction, data collection, data presentation, evaluation, and conclusion. Students come to a well-reasoned argument in relation to given topic. **Assessment:** Various 6/9-mark questions spaced throughout the topic to check for understanding

		Explanation of processes in the creation of issues in a logical order. Key terms and definitions. Description and drawing of graphs (climate change over time)- application of graphs to key knowledge and processes. Questioning and critically thinking about problems and solutions. Comparison of pros and cons to management techniques. Synoptic links/ Connecting prior knowledge from science.	
Summer Term 1 **Paper 3**	Issue Evaluation:	The issue(s) will arise from any aspect of the compulsory sections of the subject content (Hazards/Tropical Rainforests/ Economic world/ Urban Issues and Challenges/ Resource Management (not the food section). Students develop knowledge and understanding of physical and human geography themes. Development of synoptic links and analysis at a range of scales, consider and select a possible option in relation to a Geographical issue(s) and justify their decision. - Developing a reasoned argument - Generating appropriate solutions/ reflection on decisions - Gathering background information, summarising information - Critically examining information - Application to prior knowledge and creation of synoptic links - Development of own thoughts and opinions - Understanding of different stake holders' opinions	Students complete a booklet of information to support the use of pre-release material for paper 3 examination Assessment: End of topic test with a paper 3 exam.

KS5 Curriculum

Term/Length of Unit	Outline: Key Concepts/Key content	Substantive Knowledge	Key Assessment(s)
		PHYSICAL GEOGRAPHY OVERVIEW	
Autumn Term	Earth as a 'System'	Knowledge of earth and its spheres. Understand how the spheres interconnect and enable the earth to work as a system. **Vocabulary:** Dynamic Equilibrium, Components, Negative & Positive Feedback, Open, Closed system, Biosphere, Cryosphere, Atmosphere, Lithosphere, Hydrosphere.	To be equipped with a wider vocabulary which relates to the Geographical content and application to locations/ case studies. **Mid Topic Assessments**
	Systems in Geography	Understanding of smaller systems found on earth, how they interrelate to enable the larger spheres to work and create the earth as a system. Knowledge of concepts as Sun, the Rock cycle, Water cycle, Carbon cycle, Atmosphere in motion and Oceans in motion.	**Outline the flows in hill slope processes within the water cycle (4)** **Explain the role of cryospheric change in the water cycle (4)**
	WATER CYCLE	**Systems Concepts:** Rock cycle, Water cycle, Carbon cycle, Atmosphere in motion and Oceans in motion.	**Explain the concept of dynamic equilibrium in relation to the water cycle (4)**

	Global distribution of stores of water Process driving change of stores of water spheres over time and space Drainage basin Flood Hydrograph Changes in water cycle – natural and human	To understand where stores of water, in their different states, are found on the lithosphere, hydrosphere, cryosphere and atmosphere. To understand how the stores of water can move from one state to another and then into different spheres. **Graphical Skills:** Compound bar chart creation, Graph Skill Analysis (PAD), Analysis Vocabulary: Latent Energy, Sublimation, Condensation, Precipitation **Vocabulary:** Accumulation, Ablation <u>Hydrosphere:</u> Water movement within the water cycle, where it is stored within Evaporation, Condensation, Precipitation and in the river. <u>Cryosphere:</u> Storage of water in ice on highland. Zone of Accumulation and Ablation, effect on the land and hydrosphere. Hill slope process of glacier movement. <u>Lithosphere</u>: Process of water movement from precipitation, to the soil and movement through Throughflow and Ground water storage within Aquifers. Water balance and its features. Factors that can affect the water balance. **Skills:** Classification & Categorisation, Application to diagram Definition of a Drainage Basin, Movement of water within drainage basin; Input, Output, Storage & Flows/Transfers. Drainage basin; Source, tributary, confluence, main channel & estuary. Movement of water from atmosphere, onto biosphere; interception & stemflow, onto lithosphere; infiltration, throughflow, surface runoff, percolation, groundwater flow and storage. Onto hydrosphere; channel storage, channel flow. Structure and features of a flood hydrograph. Terminology of the features of the flood hydrograph diagram. Factors that can affect the flood hydrograph.	**Evaluate the view that human activity is having a greater impact than natural factors on the water cycle (9)** **Explain the role of carbon sequestration (4)** **Assess the extent to which there are inter-relationships between the processes in the water cycle and factors driving change in the carbon cycle (20)** **End of Topic Assessment: Previous Exam paper**

	Human impact on water cycle **CARBON CYCLE** Global distribution of Carbon Cycle Movement of carbon within the cycle Changes in the carbon cycle Carbon Budget **WATER, CARBON, CLIMATE & LIFE ON EARTH** Role of Water & Carbon cycle to support life on earth Role of feedbacks and changes to	Factors that can cause a river to flood; soil features, climate conditions, human impacts & slope features. Natural: Storm events & Seasonal changes can affect the water cycle and impact upon the dynamic equilibrium Human: Farming practices, land use changes & water abstraction **Vocabulary:** Carbon Skills: Bar Chart of Carbon stores in earth **Skills:** Concepts application to flood hydrograph, Venn Diagram, Categorisation, Analysis, Evaluation Graphical Analysis Understanding of the carbon cycle, how it works, where it is found within the spheres; biosphere, lithosphere, hydrosphere, atmosphere & cryosphere **Research:** Finding information regarding human impacts on water cycle, application to impacts on water cycle and evaluation to the earth spheres and earth system Understanding the cycle of flows, storage, inputs and outputs of carbon within the carbon cycle. Movement of carbon at the Plant, Sere and Continent levels. Processes in the carbon cycle; Photosynthesis, Respiration, Decomposition, Combustion, Weathering, Burial, Carbon Sequestration. **Skills :** Links to the spheres and application of changes to carbon cycle processes and impacts Carbon cycle & changes impact on Carbon Cycle Diagram Natural: Wildfires & Volcanic Activity Human: Hydrocarbon fuel extraction & burning, Farming practices, Deforestation & Land use change Explain how these changes can affect the carbon cycle, link it back to plant, sere and continent level	

	water and carbon cycle Human Interventions to Climate Change Case Studies	Understanding of carbon budget and impact of change to carbon cycle, lithosphere, atmosphere, hydrosphere & global climate How a positive increase in temperature would affect the water and carbon cycle and spheres and tropical rainforest **Skills:** Application of water and carbon cycle to tropical rainforest – how it works Understanding of how water and carbon cycle work together to enable the earth to exist – link to spheres, processes and impacts on spheres and back to water and carbon cycles. How water and carbon cycle work in the atmosphere; Global warming and Enhanced greenhouse effect Water and Carbon cycle impact on global climate and the spheres. Understanding of the methods that humans have made towards carbon transfer and carbon mitigation processes to mitigate the effects of climate change. Factors to look at; Carbon Capture Storage, Transportation, Afforestation, Farming Practices. Politics; COP 26, Kyoto Protocol, Paris Agreement **Vocabulary:** Carbon Capture Storage Skills: Evaluate the methods effectiveness to reduce carbon and mitigate the effects of climate change Water Cycle: Tewkesbury Floods Water & Carbon Cycle: Amazon Tropical Rainforest	
Spring Term	**COASTS** Coasts as a 'system'	Understanding of the coast as an open system of inputs, outputs, flows and storage. Understanding the factors that can influence the feedback of a coast. **Vocabulary:**	To be equipped with a wider vocabulary which relates to the Geographical content and application to locations/ case studies **Mid Topic Assessments:**

	SYSTEMS & PROCESSES Sources of Energy in a Coast Sediment sources, cells & budgets Geomorphological Processes Coastal Processes **COASTAL LANDSCAPE** Origin and development of coastal landforms by erosion Origin and development of coastal landforms by deposition	Dynamic Equilibrium, Components, Negative & Positive Feedback, Open, Closed system, Cryosphere, Atmosphere, Lithosphere, Hydrosphere. Understanding of the energy impacts upon a coast and the factors that can affect its changes over time. Factors to learn are; Fetch, Wave Types, Strata, Geology, Tides. **Vocabulary:** Strata **Skills:** Application of coastal processes to coastal landscapes Understand the term, concept & locations of Sediment cells around England. To understand the system within a sediment cell, movement of sediment within a cell and how it can change the coastal landscape over time. **Cartographic Skills:** Map of England Sediment Cells **Skills:** Knowledge of formation & application to locations **Research:** Dalmatian coasts To understand the term Geomorphological processes and apply them to changing the coastline over time. Processes include, Weathering, Marine Processes, Sub-Aerial. Erosion, Transportation, Deposition, Aeolian **Vocabulary:** Terminology processes Understanding of the landforms created by erosion, their formation, processes involved, timescale and examples within and outside of the UK. Landforms are: **Skills:** Knowledge of formation & application to locations **Research:** Research of the coastal processes and presentation to peers	**Outline how the coast is described as a natural system (4)** **2.5 Evaluate the role of sea level change over the last 10,000 years in the development of coastal landscapes (9)** **2.6 Assess the extent to which predicted climate change will present challenges for the sustainable management of a local coastal scale environment that you have studied (20 marks)** **No amount of coastal intervention by people can halt the natural processes which continue to present potentially serious risks to coastal communities now and even more so in the future. To what extent do you agree with this view. (20)** **End of Topic Assessment: Previous exam paper.**

	Development of Estuarine mudflats and saltmarsh Sea Level change in last 10,000yrs ago Origin & Development of coastlines of Emergence & Submergence Recent & Predicted Climate change impacts to coastline **COASTAL MANAGEMENT** Traditional approaches to coastline Sustainable approaches to coastline **CASE STUDIES**	Understanding of the landforms created by deposition, their formation, processes involved, timescale and examples within and outside of the UK. Landforms are: Spits & Compound Spits, Barrier Beaches, Tombola, Sand Dunes **Skills:** Knowledge of formation & application to locations Understanding of the term, location and formations of Estuarine mudflats and saltmarshes **Skills:** Knowledge of formation & application to locations, Extraction of information Understanding of height of sea level 10,000yrs ago, the changes over time with sea level change, impact of this change on the British Isles. Understand the types of sea level change; eustatic and isostatic and impact on the coastal landforms **Maths:** Composition of graphical creation of sea level change Vocabulary: Eustatic & Isostatic **Skills:** Cartographic skills of map understanding of sea level change **Evaluation:** Application of sea level change to continents Understanding of the development of coastlines created by emergence and submergence. Understanding of the features and the processes involved in the creation of the landforms. Understanding how sea level rise will and the effect it will have on continental landscape, impacts for communities and issues for the future. **Research:** SMP & ICZM **Application:** To Dorset & Holderness Knowledge, understanding and evaluation of the traditional approaches to coastal management; Hard and Soft.	

	Holderness Coast Dorset Coast Maldives	**Research:** Hard & Soft management methods Understanding of the Shoreline Management Plan; SMP and Inter Coastal Zone Management; ICZM sustainable methods to coastal management. Understanding of the methodology of the sustainable practices and its impact in protecting the coast over time. **Research:** Case studies information gathering & evaluation of each location's future All case studies will focus on understanding the following:- Location, Physical Features, Coastal Processes affecting location, Human Influences in area, SEEn Impacts of Coastal Processes on landscape, Management Methods; Traditional & Sustainable, Effectiveness of Management Methods, Future impacts of sea level change – Future for coastline.	
Summer Term	**NEA**	Identification of NEA; Human or Physical Identification of Topic & Investigation title & Sub-Hypothesis/Aims Methods of Data Collection Fieldwork – Primary Data collection Write up: Introduction, Methodology, Data Presentation, Data interpretation, Conclusion, Evaluation, Executive Summary, Final Reviews: Appendix, Risk Assessment, Bibliography	
Year 13			
Autumn + Spring Term **1 lesson a week**	**NEA Preparation and Fieldwork**	Identification of NEA; Human or Physical Identification of Topic & Investigation title & Sub-Hypothesis/Aims Methods of Data Collection Fieldwork – Primary Data collection	**End of Year Exam on 2 topics** **Submission for marking of NEA (Final April of Yr 13)**

		Write up: Introduction, Methodology, Data Presentation, Data interpretation, Conclusion, Evaluation, Executive Summary, Final Reviews: Appendix, Risk Assessment, Bibliography	
Autumn + Spring Term **1 lesson a week**	**NATURAL HAZARDS** Concept of a Geographical hazard Perception of a hazard Human responses to a hazard Hazard Models **PLATE TECTONICS** Earth structure & internal energy sources Plate tectonic theory & crustal evolution Plate Margins	Understand the concepts & types of a geographical hazards classification; Geophysical, Atmospheric & Hydrological Understand the perception of a hazard and the cultural determinants of a hazard Understand the human responses to Fear, Fatalism and Adaptation to a hazard Understand and Evaluate the Park Model and Hazard Management Cycle **Skills:** Evaluate Models, Adapt models to suit case studies Understand the features of the layers of the earth, properties to enable the earth to work **Skills:** Research of earth layers Understand the concepts of tectonic/crustal plates, plate movement, gravitational sliding, convection currents and sea flood spreading Understanding of the features and movements found at the Destructive, Constructive and Conservative plate boundaries/margins. Understand the landforms found at each margin **Research:** How the plates move and the landforms found	To be equipped with a wider vocabulary which relates to the Geographical content and application to locations/ case studies. **End of Topic/ Unit Test on Natural Hazards** Mid Topic Assessments: 'The Disaster Response Curve (The Park Model) has contributed to improved understanding and therefore management of the impact of tropical storms Natural Hazards.' To what extent do you agree with this view? [20 marks] SAMPLE 1 0 5 . 1 Outline the relationship between magma plumes and plate movement. [4marks] SAMPLE 2 0 5 . 6 How far do you agree that secondary impacts of volcanic eruptions present a greater long-term threat to people than primary impacts? [9 marks] 2018

	Processes of Vulcanicity & Seismicity	Understanding of the processes found in volcanic activity & seismicity	0 5 . 4 Evaluate the effectiveness of the hazard management cycle in assisting with the planning for wildfire events. [9 marks] SAMPLE 2 0 5 . 8 With reference to a multi-hazardous environment that you have studied, assess the view that the underlying cause(s) leading to the hazards is human activity rather than physical factors. [20 marks] 2018
	Magma plumes & relationship to plate movement	Understanding of magma movement and how they move crustal plates; margins, landforms, hazards, hot spots	
	VOLCANIC HAZARDS Nature of vulcanity & its relation to plate tectonics	Understanding the types of volcanic hazards, lithosphere and atmosphere.	
	Spatial distribution	Understanding the magnitude, frequency, regularity and predictability of hazard events **Cartographic:** World location of volcanoes	
	impacts of vulcanicity	Understanding of primary/secondary, environmental, social, economic, political impacts	
	Responses to vulcanicity	Understanding of Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation	
	Impacts & human responses to recent volcanic hazard	**CASE STUDY RESEARCH:** Eyjafjallajökull 2010 & Mt Pinatubo 1991	
	SEISMIC HAZARDS Nature of seismicity & its relation to plate tectonics	Understanding of forms of seismic hazard: earthquakes, shockwaves, tsunamis, liquefaction, landslides **Vocabulary:** Tsunamis, Liquefaction, Landslides	

	Spatial distribution Impacts of seismicity Responses to seismicity Impacts & human responses to recent seismic hazard **STORM HAZARDS** The nature of tropical storms and their underlying causes Forms of storm hazard Spatial distribution Impacts Short and long-term responses	Understanding of randomness, magnitude, frequency, regularity, predictability of hazard events Understanding of primary/secondary, environmental, social, economic, political impacts **Cartographic:** World location of earthquakes Understanding of Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation **CASE STUDY**: Haiti 2009, Fukushima 2011 Understanding of the location, causes and creation of tropical storms Understanding of high winds, storm surges, coastal flooding, river flooding and landslides Understanding of magnitude, frequency, regularity, predictability of hazard events Understanding of primary/secondary; environmental, social, economic, political	

	Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world	Understanding of risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation **CASE STUDY:** Hurricane Katrina 1995, Typhoon Haiyan 2013	
	FIRES IN NATURE Nature of wildfires	Understanding of Definition, location and features of a wildfire **Cartographic:** World location of wildfires	
	Conditions favouring intense wildfires	Understanding of factors that can cause wildfire; vegetation type, fuel characteristics, climate and recent weather and fire behaviour	
	Causes of fires	Understanding the human and physical causes of wildfires	
	Impacts	Understanding of primary/secondary, environmental, social, economic, political	
	Short and long-term responses	Understanding of risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation	
	Impact and human responses as evidenced by a recent wild fire event	**CASE STUDY:** Australia 2019/20	
	MULTI HAZARD LOCATIONS Global	Understanding of Philippines to analyse the nature of the hazards and the social, economic and environmental risks presented, and how human qualities and responses such as	

	Local scale	resilience, adaptation, mitigation and management contribute to its continuing human occupation **Research:** Case study research **Skills:** Map annotations Understanding of Christchurch to physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk **Research:** Case study research	
Term/Length of Unit	**Outline: Key Concepts/Key content**	**Substantive Knowledge**	**Key Assessment(s)**
HUMAN GEOGRAPHY OVERVIEW			
Autumn Term	- Global Systems and Governance - Introduction to Globalisation	Students engage and use with quantitative and qualitative approaches across the theme. **These include:** Maps/ Raw data/ Graphs/ Text/ Scholarly articles Videos/ News articles/ Statistical Tests Students are expected to apply these resources to themes/ Geographical theory to evidence arguments. Geographical Skills: Drawing of bar/ graphs and topical maps Analysis of Graphs using, pattern, data, anomaly. **Knowledge:**	**End of Topic/ Unit Test on Global systems and Governance** Describe and explain what a global system is and the factors that influence it Application of the KOF index to key knowledge on globalisation. Homework study task on WTO/ WBG and IMF to summarise the key information on each one. Two case study summaries of flows of people from Poland to UK and India to Qatar

	- Factors in Globalisation - Global Systems - Flows of People - Flows of Money International trade and access to markets Global Governance	Dimensions of globalisation: flows of capital, labour, products, services and information; global marketing; patterns of production, distribution and consumption. The development of technologies, systems and relationships, including financial, transport, security, communications, management and information systems and trade agreements. Form and nature of economic, political, social and environmental interdependence in the contemporary world. Unequal flows of people, money, ideas and technology within global systems can sometimes act to promote stability, growth and development but can also cause inequalities, conflicts and injustices for people and places Unequal power relations enable some states to drive global systems to their own advantage and to directly influence geopolitical events, while others are only able to respond or resist in a more constrained way. - Global features and trends in the volume and pattern of international trade and investment associated with globalisation. - Trading relationships and patterns between large, highly developed economies such as the United States, the European Union, emerging major economies such as China and India and smaller, less developed economies such as those in sub-Saharan Africa, southern Asia, and Latin America. - Differential access to markets associated with levels of economic development and trading agreements and its impacts on economic and societal well-being. - The nature and role of transnational corporations (TNCs), including their spatial organisation, production, linkages, trading	To apply Lorenz curve and statistical tests to relate the pattern of unevenness within countries **TNC summary presentations** To what extent to TNCS provide positive effects on Global systems (20). **Trade game analysis (Who were the winners and losers)** **Summarise the pattern of maize trade around the world.** “Flows of capital, labour, products, services and information are a cause of globalisation rather than a consequence of globalisation.” Discuss the extent to which you agree with this quote **Summary of the Advantages and disadvantages of Global Governance (some of which is Independent Study)** To what extent do you agree that the UN is able to promote development (6 marks) **Home learning on a global common- and peer teaching of each common.**

	The 'Global Commons' Antarctica the Global Common Globalisation Critique	and marketing patterns, with a detailed reference to a specified TNC and its impacts on those countries in which it operates. - World trade in at least one food commodity or one manufacturing product. - Analysis and assessment of the geographical consequences of global systems to specifically consider how international trade and variable access to markets underly and impacts on students' and other people's lives across the globe. - The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems. Issues associated with attempts at global governance, including how: - agencies, including the UN in the post-1945 era, can work to promote growth and stability but may also exacerbate inequalities and injustices - interactions between the local, regional, national, international and global scales are fundamental to understanding global governance. The concept of the 'global commons'. The rights of all to the benefits of the global commons. Acknowledgement that the rights of all people to sustainable development must also acknowledge the need to protect the global commons. An outline of the contemporary geography, including climate, of Antarctica (including the Southern Ocean as far north as the Antarctic Convergence) to demonstrate its role as a global common and illustrate its vulnerability to global economic pressures and environmental change.	**Creation of a 'poster' on Antarctica to summarise the key information (bullet points)** Global Governance is necessary to manage the effects of Globalisation (9) Improvement to work done in Summer transition project. How successful has the Antarctic treaty system been in protecting Antarctica from its many threats?

		Threats to Antarctica arising from: • climate change • fishing and whaling • the search for mineral resources • tourism and scientific research. Critical appraisal of the developing governance of Antarctica. International government organisations to include United Nations (UN) agencies such as United Nations Environment Programme (UNEP) and the International Whaling Commission. The Antarctic Treaty (1959), the Protocol on Environmental Protection to the Antarctic Treaty (1991); IWC Whaling Moratorium (1982) – their purpose, scope and systems for inspection and enforcement. The role of NGOs in monitoring threats and enhancing protection of Antarctica. Analysis and assessment of the geographical consequences of global governance for citizens and places in Antarctica and elsewhere to specifically consider how global governance underlies and impacts on students' and other people's lives across the globe. The impacts of globalisation to consider the benefits of growth, development, integration, stability against the costs in terms of inequalities, injustice, conflict and environmental impact.	
Spring Term		Students engage and use with quantitative and qualitative approaches across the theme. **These include:** Observation skills/ Measurement / Geospatial mapping skills/ Data manipulation / Statistical skills/ Maps / Raw data/ Graphs/ Text / Scholarly articles / Videos / News articles/ Statistical Tests	**End of Topic/ Unit Test on Population and the Environment** Understand and explain the global patterns of food consumption Independent research and presentation:

	Population and the Environment Introduction Environment and population Environment, health and well-being	Students are expected to apply these resources to themes/ Geographical theory to evidence arguments. **Geographical Skills:** Drawing of bar (Climate)/ graphs and topical maps Analysis of Graphs using, pattern, data, anomaly. **Knowledge:** The environmental context for human population characteristics and change. Key elements in the physical environment: climate, soils, resource distributions including water supply. Key population parameters: distribution, density, numbers, change. Key role of development processes. Global patterns of population numbers, densities and change rates. Global and regional patterns of food production and consumption. - Agricultural systems andagricultural productivity. Relationship with key physical environmental variables – climate and soils. - Characteristics and distribution of two major climatic types to exemplify relationships between climate and human activities and numbers. Climate change as it affects agriculture. - Characteristics and distribution of two key zonal soils to exemplify relationship between soils and human activities especially agriculture. Soil problems and their management as they relate to agriculture: soil erosion, waterlogging, salinisation, structural deterioration. - Strategies to ensure food security. Global patterns of health, mortality and morbidity. Economic and social development and the epidemiological transition. - The relationship between environment variables eg climate, topography (drainage) and incidence of disease. Air quality and health. Water quality and health.	Impacts of global environmental change on agriculture productivity OR Global environmental change on nutritional standards OR Benefits of eating a meat free diet Apply previous learning and create interconnections between human physical topics on the impacts of climate change on Agriculture. Creation of an A3 biome map including the key characteristics of each biome. Students apply the PRB booklet to knowledge of DTM and EPT Students have a completed case study summary sheet on Malaria and CHD Students can give the advantages and disadvantages of the 3 models of population theory, and apply it to health and food(Carrying capacity etc.)

	Population change Principles of population ecology and their application to human populations Global population futures	- The global prevalence, distribution, seasonal incidence of one specified biologically transmitted disease, eg malaria; its links to physical and socio-economic environments including impacts of environmental variables on transmission vectors. Impact on health and well-being. Management and mitigation strategies. - The global prevalence and distribution of one specified non-communicable disease, e.g. a specific type of cancer, coronary heart disease, asthma; its links to physical and socio-economic environment including impacts of lifestyles. Impact on health and well-being. Management and mitigation strategies. - Role of international agencies and NGOs in promoting health and combating disease at the global scale. Factors in natural population change: the demographic transition model, key vital rates, age–sex composition; cultural controls. - Models of natural population change, and their application in contrasting physical and human settings. Concept of the Demographic Dividend. - International migration: refugees, asylum seekers and economic migrants: environmental and socio-economic causes, processes. Demographic, environmental, social, economic, health and political implications of migration. - Population growth dynamics. Concepts of overpopulation, underpopulation and optimum population. Implications of population size and structure for the balance between population and resources; the concepts of 'carrying capacity' and 'ecological footprint' and their implications. - Population, resources and pollution model: positive and negative feedback. Contrasting perspectives on population growth and its implications; Malthusian, neo-Malthusian and alternatives such as associated with Boserup and Simon. - Health impacts of global environmental change: ozone depletion – skin cancer, cataracts; climate change – thermal stress,	Students have a case study summary sheet on Japan (changing population structure) Presentation on the pattern of food consumption around the world (Home learning research). A3 Biome research (teacher marked) Explain the various methods to ensure food security. Compare using examples the relationship between the DTM and Epidemiologic Transition To what extent is Japan a changing population structure Explain by using examples the effectiveness of Population theories Explain how population change has a direct corelation between health and life expectancy. What are the future global population projections.

		emergent and changing distribution of vector borne diseases, agricultural productivity and nutritional standards. - Prospects for the global population. Projected distributions. Critical appraisal of future population-environment relationships	
Summer Term	**NEA Preparation and Fieldwork**	Identification of NEA; Human or Physical Identification of Topic & Investigation title & Sub-Hypothesis/Aims Methods of Data Collection Fieldwork – Primary Data collection Write up: Introduction, Methodology, Data Presentation, Data interpretation, Conclusion, Evaluation, Executive Summary, Final Reviews: Appendix, Risk Assessment, Bibliography	**End of Year Exam on 2 topics** **Submission for marking of NEA (Final April of Yr 13)**
Year 13			
Autumn + Spring Term **1-2 lessons a week**	**NEA Preparation and Fieldwork**	Identification of NEA; Human or Physical Identification of Topic & Investigation title & Sub-Hypothesis/Aims Methods of Data Collection Fieldwork – Primary Data collection Write up: Introduction, Methodology, Data Presentation, Data interpretation, Conclusion, Evaluation, Executive Summary, Final Reviews: Appendix, Risk Assessment, Bibliography	**End of Year Exam on 2 topics** **Submission for marking of NEA (Final April of Yr 13)**
Autumn + Spring Term **1-2 lessons a week**	**Changing Places**	Students engage and use with quantitative and qualitative approaches across the theme. These include: Observation skills/ Measurement / Geospatial mapping skills/ Data manipulation / Statistical skills/ Maps / Raw data/ Graphs/ Text / Scholarly articles / Videos / News articles/ Statistical Tests	Internal Exam: - November Mock (3 Topics) - February Mock (3 Topics) Place studies apply the knowledge. acquired through engagement specification content and thereby further enhance understanding of the

		Students are expected to apply these resources to themes/ Geographical theory to evidence arguments. Geographical Skills: Drawing of bar / graphs and topical maps Analysis of Graphs using, pattern, data, anomaly.	way students' own lives and those of others are affected by continuity and change in the nature of places. Independent reseaech on two contrasting places of Detroit and Longbridge
	The nature and importance of places	Knowledge: The concept of place and the importance of place in human life and experience. Insider and outsider perspectives on place. Categories of place: - near places and far places - experienced places - media places. Factors contributing to the character of places: - Endogenous: location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics. - Exogenous: relationships with other places.	- Students gather information from a range of sources. - Apply to previous learning. Explain how endogenous factors affect the local place (6) Explain how exongenous factors affect a place (6) Use of * figure, explain how this represents place/space/ media place/ experienced place
	Changing places- Relationships, connections, meaning and representation	In relation to the local place within which students live or study and then at least one further contrasting place and encompassing local, regional, national, international and global scales: The ways in which the following factors: relationships and connections, meaning and representation, affect continuity and change in the nature of places and our understanding of place and	Explain how globalisation can impact the character of a place. (6) To what extent has your local place changed due to endogenous factors (20)

	Relationships and connections	The ways in which students' own lives and those of others are affected by continuity and change in the nature of places and our understanding of place. - How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment, and ideas at all scales from local to global. - The characteristics and impacts of external forces operating at different scales from local to global, including both government policies or the decisions of transnational corporations and the impacts of international or global institutions. - How past and present connections, within and beyond localities, shape places and embed them in the regional, national, international and global scales.	
	Meaning and representation	- How humans perceive, engage with and form attachments to places and how they present and represent the world to others, including the way in which everyday place meanings are bound up with different identities, perspectives and experiences.# - How external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions. - How places may be represented in a variety of different forms such as advertising copy, tourist agency material, local art exhibitions in diverse media (eg film, photography, art, story, song etc) that often give contrasting images to that presented formally or statistically such as cartography and census data.	

	Local Place Study **Contrasting Place study**	- How both past and present processes of development can be seen to influence the social and economic characteristics of places and so be implicit in present meanings. Local place study exploring the developing character of a place local to the home or study centre. Contrasting place study exploring the developing character of a contrasting and distant place. Both place studies must focus equally on: people's lived experience of the place in the past and at present in relation to economic change and social inequalities. Suitable data sources could include: - statistics, such as census data - maps - geo-located data - geospatial data, including geographic information systems (GIS) applications - photographs - text, from varied media - audio-visual media - artistic representations - oral sources, such as interviews, reminiscences, songs etc.	