

**Subject: Geography**

	<b>Half Term 1 - 7 weeks</b>	<b>Half Term 2 – 7 weeks</b>	<b>Half Term 3 – 7 weeks</b>	<b>Half Term 4- 6 weeks</b>	<b>Half Term 5- 5 weeks</b>	<b>Half Term 6- 7 weeks</b>
7	<p><b>Where and why are fantastic places in geography?</b></p> <p>Our place in the world – Baseline assessment            What locational knowledge do you have?            Is Hull’s location a cause of challenge or opportunity?            Decision making exercise – where should we locate a new activity centre</p> <p>Focus on fantastic places around the world developing a range of geographical skills ( direction, scale, grid references etc)            North America – why has the rock moved?            Europe – Svalbard – Why would a tourist go on holiday where it is cold and dark?            Africa – the crazy animals of Madagascar            Oceania – Why is Australia such a popular tourist destination?            South America – Why do 1.5 million visitors go to Machu Picchu each year?            Asia – How is Masdar city, Dubai sustainable</p>	<p><b>How at risk am I? (12 lessons)</b></p> <p>What is a Natural hazard?            Boscastle, what caused the flood?            How did people respond to the flood?            Drought: What are the causes and effects?            How are humans affected by deforestation?            What are the physical and human causes of wildfires?            What are the impacts of wildfires in Australia?            How is the UK affected by extreme weather?</p>	<p>How does ice change the world?            How do people use glaciers?            To what extent is Haiti a multi hazard environment?            How at risk am I? <b>Assessment</b></p> <p><b>What are the challenges and opportunities facing Africa? (12 lessons)</b></p> <p>What does Africa mean to you?            What is the physical landscape of Africa?            How has Africa’s past shaped it’s present?            How developed are African countries?</p>	<p><b>What are the challenges and opportunities facing Africa? (12 lessons)</b></p> <p>School link with Salt River School Cape Town- South Africa. (comparison of the students’ life/aspirations etc.) – letter writing</p> <p>What is the pattern of climate and Biomes in Africa?            What is the difference between drought and desertification?            Is there a future for the Sahel?            What are the challenges and opportunities of population change in Africa?            What are the challenges and opportunities of urbanisation in Africa?</p>	<p>What are the challenges and opportunities facing Africa?  <b>Assessment</b></p> <p><b>What happens where the land meets the sea? (12 lessons)</b></p> <p>What shapes our coastal landscape?            What forms of erosion take place on the coast?            What landforms are created by forces of erosion?            How does transportation change the coastline?</p>	<p>How does deposition change the coastline?            How has life on the Holderness coast changed?            What defences can be used to protect the coast?            Weighing it up are the benefits worth the costs?            Decision making activity on the Holderness coast            Fieldwork visit to Bridlington            What happens where the land meets the sea? <b>Assessment</b></p>

<p><b>Where and why are fantastic places in geography? Skills development</b></p> <p>Knowledge of Hull's location within the world.</p> <p>Location of a range of places around the world using globes, maps and atlases</p> <p>Development and implementation of key terminology</p> <p>Different exam techniques</p> <p>the world using globes, maps and atlases</p>	<p><b>How at risk am I? Skill development</b></p> <p>Thinking skills - What risks does nature poses?</p> <p>Development of locational knowledge through places/examples studied</p> <p>Development of extended writing linked to concepts introduction</p> <p>Development and implementation of key terminology</p> <p>Social economic and environmental effects and responses practice</p> <p>Different exam techniques</p>	<p>Development and implementation of key terminology</p> <p>Social economic and environmental effects and responses practice</p> <p>Different exam techniques</p> <p><b>What are the challenges and opportunities facing Africa? Skill development</b></p> <p>Development of locational and place knowledge.</p> <p>Introduction to physical and human geography processes</p> <p>Development of extended writing</p> <p>Development and implementation of key terminology</p>	<p><b>What are the challenges and opportunities facing Africa? Skill development</b></p> <p>Development of extended writing</p> <p>Development and implementation of key terminology</p> <p>Development of global awareness and cultural capital of place.</p> <p>Development of locational and place knowledge</p>	<p>Development of extended writing</p> <p>Different exam techniques</p> <p><b>What happens where the land meets to sea? Skill development</b></p> <p>Introduction of physical processes at the coast</p> <p>Development and implementation of key terminology</p> <p>Physical processes</p>	<p>Change over time along the Holderness coast. Increasing range of places studied linked to physical processes</p> <p>Links back to the concept of risk Human's impact on their environment</p> <p>Development of OS map skills</p> <p>Fieldwork opportunity</p> <p>Development and implementation of key terminology</p> <p>Different exam techniques</p>
<p><b>Where and why are fantastic places in geography? Assessment</b></p> <p>Retrieval questions/activities every lesson.</p> <p>Baseline assessment. Locational knowledge test – continents and oceans – our place within Europe/England</p> <p>Big question - Where are fantastic places in the world?</p>	<p><b>How at risk am I? Assessment</b></p> <p>Retrieval questions/activities every lesson.</p> <p>Big Question – how at risk am I?</p> <p>End of unit assessment – including mastery form previous topic</p>	<p>Big Question – How at risk am I?</p> <p>End of unit assessment – including mastery form previous topic</p> <p>The UK is a safe place to live free from hazards. To what extent do you agree with this statement</p> <p><b>What are the challenges and opportunities facing Africa? Assessment</b></p> <p>Retrieval questions/activities every lesson.</p> <p>Big Question – challenges and opportunities In Africa</p>	<p><b>What are the challenges and opportunities facing Africa? Assessment</b></p> <p>Retrieval questions/activities every lesson.</p> <p>Big Questions</p> <p>Mini test on human and physical geography of Africa plus mastery form previous topic – for example continents and oceans.</p>	<p>End of unit assessment on the challenges and opportunities facing Africa- including mastery form previous topic</p> <p>Different exam techniques</p> <p><b>What happens where the land meets the sea? Assessment</b></p> <p>Retrieval questions/activities every lesson.</p> <p>Knowledge recall - physical processes and landforms</p>	<p><b>Year 7 End of Year exam</b></p> <p>Retrieval questions/activities every lesson.</p> <p>Big Question – what happens where the land meets the sea</p> <p>End of unit – Decision making activity on protecting the Holderness Coast</p> <p>Different exam techniques</p>

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8	<p><b>Can the earth cope? (18 lessons)</b></p> <p>What are the causes and effects of global warming/climate change?</p> <p>Why use renewable energy?</p> <p>Wind energy study.</p> <p>Oilville decision making exercise - <b>Assessment</b></p> <p><b>Trash – Within Can the earth cope unit</b></p> <p>Imagine what life would be like on a dumpsite</p> <p>Is child labour still present today?</p> <p>Is education useful for children living on dumpsite?</p> <p>Is it fair for prisoners to live in squalor?</p>	<p>Comparison of the three main characters- Gardo, Raphael and Rat</p> <p><b>Assessment</b> – Big Write – write an alternative ending to the novel.</p> <p><b>Can the earth cope?</b> What are the problems associated with food miles?</p> <p>How do are carbon footprint compare?</p> <p>How can we reduce our carbon footprint?</p> <p>Plastics pollution – how is it affecting our seas?</p> <p>Waste and waste disposal – which is the best option?</p> <p>What are the effects of the population explosion?</p> <p>Can the Earth Cope? <b>Assessment</b></p>	<p><b>Can we ever know enough about earthquakes and volcanoes to live safely? (12 lessons)</b></p> <p>Do continents fit together like jigsaw pieces?</p> <p>Where are the worlds earthquakes and volcanoes?</p> <p>What happens beneath our feet?</p> <p>What happens at plate boundaries?</p> <p>What do we know about Earthquakes?</p> <p>Can people manage the risk of living in Earthquake zones?</p> <p>Earthquake case study – Nepal</p> <p>What is a Tsunami?</p> <p>What do we know about Volcanoes?</p> <p>Can people manage the risk of living in Volcano zones?</p>	<p>Volcano case study - Iceland</p> <p>Can we ever know enough about earthquakes and volcanoes to live safely? <b>Assessment</b></p> <p><b>What is development? 9 lessons)</b></p> <p>What is development?</p> <p>How is money spread around the world?</p> <p>What other ways can be used to measure development?</p> <p>How can development change over time?</p> <p>What is the global development map missing?</p> <p>Why do people live in poverty?</p> <p>How can gender equality increase development? How do countries and organisation support development?</p> <p>What is development? <b>Assessment</b></p>	<p><b>Why is the weather changing? (9 lessons)</b></p> <p>Can you identify different types of weather?</p> <p>How do we measure weather?</p> <p>What are clouds and why does it rain?</p> <p>What is air pressure and what weather does an anticyclone bring?</p> <p>What are depressions and how do they affect our weather?</p> <p>How do I conduct a weather enquiry?</p> <p>What is the climate of the UK?</p> <p>How does climate vary across the world?</p> <p>Why is the weather changing? <b>Assessment</b></p>	<p><b>Why are rivers important? (6 weeks/9 lessons)</b></p> <p>How does water flow into rivers?</p> <p>What work do rivers do?</p> <p>How do rivers change from source to mouth?</p> <p>How do rivers shape the land?</p> <p>How do I conduct a river fieldwork enquiry?</p> <p>How are rivers important to people?</p> <p>How do rivers create problems?</p> <p>How can flooding be managed?</p> <p>Why are rivers important? <b>Assessment</b></p>
	<p><b>Skill development – Can the Earth cope?</b></p> <p>Development of local, national and global impacts</p> <p>Increasing range of locations studied.</p> <p>Opportunities for extended writing</p> <p>Oilville assessment – Decision making exercise</p> <p>Development and implementation of key terminology</p> <p><b>Trash</b></p>	<p><b>Skill development – Can the Earth cope?</b></p> <p>Development of local, national and global impacts</p> <p>Increasing range of locations studied.</p> <p>Opportunities for extended writing</p> <p>Development and implementation of key terminology</p> <p>Development of local, national and global impac.</p>	<p><b>Skill development – can we ever know enough about Earthquakes and volcanoes?</b></p> <p>Increasing range of locations studied - plate boundaries map</p> <p>Increasing range of locations studied - plate boundaries map</p> <p>Development of geographical processes linked to tectonic hazards</p> <p>Opportunities for extended writing</p> <p>The world map from different perspectives</p>	<p><b>Skill development What is development?</b></p> <p>Increasing range of locations studied linked to global development</p> <p>Opportunities for extended writing</p> <p>Process of international development. Comparison skills between countries of different development</p> <p>Development and implementation of key terminology</p>	<p><b>Skill development Why is the weather changing?</b></p> <p>Creation of and delivery of a Weather enquiry.</p> <p>Microclimate investigation</p> <p>Development and implementation of key terminology</p>	<p><b>Skill development – Why are rivers important?</b></p> <p>Mastery of physical processes</p> <p>Change over time along a river</p> <p>Human’s impact on their environment</p> <p>Link back to risk and concept of flooding</p> <p>Development of OS map skills Increasing range of locations studied linked to physical processes</p>

<p>Literacy – reading of the novel Trash – making geographical links Development of decision-making skills Literacy – reading of the novel Trash – making geographical links</p> <p>Development and implementation of key terminology</p>	<p>Opportunities for extended writing</p>	<p>Development and implementation of key terminology</p>	<p>Discussion of Gender equality</p> <p>Development and implementation of key terminology</p>		<p>Development and implementation of key terminology</p>
<p><b>Assessment– Can the Earth cope?</b></p> <p>Retrieval questions/activities every lesson.</p> <p>Big Questions Future for Oilville. Decision making enquiry</p> <p><b>Assessment - Trash</b> Retrieval questions/activities every lesson</p> <p>Big write- alternative ending to the book</p>	<p>Purple zone -Extended writing</p> <p>End of unit test – knowledge recall and application of skills developed</p>	<p><b>Assessment - Can we ever know enough about Earthquakes and volcanoes?</b></p> <p>Retrieval questions/activities every lesson.</p> <p>Big Question –</p> <p>Purple zone -Extended writing</p> <p>End of unit assessment - knowledge recall and application of skills developed</p>	<p><b>Assessment- What is development?</b></p> <p>Retrieval questions/activities every lesson.</p> <p>Big Questions</p> <p>Purple zone -Extended writing</p> <p>End of unit assessment - knowledge recall and application of skills developed</p>	<p><b>Assessment - Why is the weather changing?</b></p> <p>Retrieval questions/activities every lesson Big Questions?</p> <p>End of unit assessment - knowledge recall and application of skills developed</p> <p><b>Year 8 End of Year exam</b></p>	<p><b>Assessment – Why are rivers important?</b></p> <p>Retrieval questions/activities every lesson. Big Questions?</p> <p>Physical and human changes along a river</p> <p>Knowledge recall - physical processes and landforms</p> <p>End of unit assessment - knowledge recall and application of skills developed</p>

9	<p><b>Contrasting world regions – Is the geography of Russia a curse or a benefit?</b></p> <p>Physical geography of Russia (landscape, climate, biomes)</p> <p>Human geography of Russia (population, urbanization, economy)</p> <p>Investigating Russia using GIS</p> <p>Chernobyl in Russia</p> <p>Geographical enquiry – Why did Russia plant their flag on the seabed of the North Pole?</p>	<p><b>Contrasting world regions – Why is the Middle east an important world region?</b></p> <p>Physical geography of the region</p> <p>What problems does the climate create for the region?</p> <p>Human geography of the region (population, economy)</p> <p>Economic development of the region</p> <p>Migration and conflict in the Middle East</p>	<p><b>South America – Why does the environment change so much?</b></p> <p>Location of South America</p> <p>Physical geography of the region</p> <p>Human Geography of the region</p> <p>Life in a South American City: Opportunities Challenges – Favelas</p> <p>Improving the quality of life in a favela</p>	<p><b>South America – Why does the environment change so much?</b></p> <p>Features of the rainforest</p> <p>Tribes and life in the rainforest</p> <p>Deforestation in the rainforest – causes, impacts and solutions</p> <p>Study of the rainforest – decision making activity of whether the road should be built through the forest.</p>	<p><b>Antarctica – Is Antarctica the last known wilderness?</b></p> <p>Location of Antarctica</p> <p>Animal survival in Antarctica</p> <p>Climate – why is it cold and dry?</p> <p>Tourism in Antarctica</p> <p>Climate Change in Antarctica</p> <p>Antarctic Treaty</p> <p>Future for Antarctica</p>	<p><b>How is Asia being transformed?</b></p> <p>Introduction to Asia</p> <p>Monsoon climate in Asia</p> <p>Flooding in Asia</p> <p>Mountain biome in Asia</p> <p>Why is the population of Asia diverse?</p> <p>How is urbanization changing lives in Asia?</p>
	<p><b>Skill Development</b></p> <p>Increasing range of locations studied.</p> <p>Development of understanding and application of key physical and human geographical processes</p> <p>Opportunities for extended writing</p> <p>Decision making activity – extended writing</p>	<p><b>Skill Development</b></p> <p>Increasing range of locations studied.</p> <p>Development of understanding and application of key physical and human geographical processes</p> <p>Opportunities for extended writing</p>	<p><b>Skill Development</b></p> <p>Increasing range of locations studied.</p> <p>Development of understanding and application of key physical and human geographical processes</p> <p>Opportunities for extended writing</p> <p>Decision making activity – extended writing</p>	<p><b>Skill Development</b></p> <p>Increasing range of locations studied.</p> <p>Development of understanding and application of key physical and human geographical processes</p> <p>Opportunities for extended writing</p> <p>Decision making activity – extended writing</p>	<p><b>Skill Development</b></p> <p>Increasing range of locations studied.</p> <p>Development of understanding and application of key physical and human geographical processes</p> <p>Opportunities for extended writing</p>	
	<p><b>Assessment</b></p> <p>Why did Russia plant their flag on the seabed of the North Pole</p>	<p><b>Assessment</b></p> <p>End of unit test – knowledge recall and application of skills developed</p>	<p><b>Assessment</b></p> <p>Improving the quality of life in the favelas</p>	<p><b>Assessment</b></p> <p>Decision making activity - Should they build the road through the Amazon</p>	<p><b>Assessment</b></p> <p>End of unit test – knowledge recall and application of skills developed</p>	
10	<p><b>The Challenge of Natural Hazards – Tectonic Hazards</b></p> <p>Natural hazards pose major risks to people and property</p>	<p><b>The Challenge of Natural Hazards – Weather Hazards</b></p> <p>The UK is affected by a number of weather hazards</p>	<p><b>Urban Issues and challenges</b></p> <p>A case study of a major city in a LIC or NEE - Lagos, Nigeria</p>	<p><b>The Changing Economic World</b></p> <p>Global variations in economic development and quality of life.</p>	<p><b>The Changing Economic World</b></p> <p>Major changes in the economy of the UK have affected and will continue to affect, employment patterns and regional growth</p>	<p><b>Fieldwork trip to Bridlington</b></p> <ul style="list-style-type: none"> <li>Suitable question for geographical enquiry</li> </ul>

<p>Earthquakes and volcanic eruptions are the result of physical processes</p> <p>The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. HIC case study – Christchurch LIC case study – Haiti</p> <p>Management can reduce the effects of a tectonic hazard</p> <p>Global atmospheric circulation helps to determine patterns of weather and climate</p> <p>Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions</p> <p>Tropical storms have significant effects on people and the environment. Case study – Typhoon Haiyan</p>	<p>Extreme weather events in the UK have impacts on human activity Case study – Somerset floods</p> <p><b>Climate change</b></p> <p>Climate change is the result of natural and human factors and has a range of effects.</p> <p>Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change)</p> <p><b>Urban Issues and challenges</b></p> <p>A growing percentage of the world’s population lives in urban areas</p> <p>Urban growth creates opportunities and challenges for cities in LICs and NEEs</p> <p>A case study of a major city in a LIC or NEE - Lagos, Nigeria</p> <ul style="list-style-type: none"> <li>• Location and importance of the city</li> <li>• Causes of growth</li> <li>• How urban growth has created opportunities (social and economic)</li> <li>• How urban growth has created challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Location and importance of the city</li> <li>• Causes of growth</li> <li>• How urban growth has created opportunities (social and economic)</li> <li>• How urban growth has created challenges.</li> </ul> <p>An example of how urban planning is improving the quality of life for the urban poor – Lagos, Nigeria</p> <p>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges</p> <p>Overview of the distribution of population and the major cities in the UK</p> <p>A case study of a major city in the UK – London.</p> <ul style="list-style-type: none"> <li>• Location and importance of London</li> <li>• Impacts of migration</li> <li>• How urban change has created opportunities (social, economic and environmental)</li> <li>• How urban change has created challenges</li> </ul> <p>An example of an urban regeneration project – Stratford, London</p> <p>Sustainable living in the UK</p>	<p>Various strategies exist for reducing the global development gap.</p> <p>An example of how the growth in tourism in an LIC or NEE helps to reduce the development gap. Case study – Kenya</p> <p>Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change Case study – Nigeria</p> <ul style="list-style-type: none"> <li>• Location and importance</li> <li>• Political, social, cultural and environmental context of the country.</li> <li>• Changing industrial structure.</li> <li>• The role of transnational corporations (TNCs)</li> <li>• Changing political and trading relationships with the wider world</li> <li>• International aid</li> <li>• Environmental impacts of economic development</li> <li>• Effects of economic development of the quality of life of the population.</li> </ul>	<ul style="list-style-type: none"> <li>• Causes of economic change</li> <li>• Post-industrial economy</li> <li>• physical environment</li> <li>• An example of how modern industrial development can be more environmentally sustainable – Bridgehead Business Park</li> <li>• Social and economic changes in the rural landscape</li> <li>• Improvements and new developments in infrastructure</li> <li>• North – south divide</li> <li>• Place of the UK in the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• Select, measure and record data appropriate to the chosen enquiry</li> <li>• Select appropriate ways of processing and presenting fieldwork data</li> <li>• Describe, analyse and explain fieldwork data</li> <li>• Reach conclusions</li> </ul> <p>Evaluation of geographical enquiry</p> <p><b>Physical landscapes in the UK</b></p> <p>UK has a range of diverse landscapes</p> <p><b>Coastal Landscapes</b></p> <p>The coast is shaped by a number of physical processes.</p> <p>Distinctive coastal landscapes are the result of rock type, structure and physical processes.</p> <p>Different management strategies can be used to protect coastlines from the effects of physical processes.</p> <p>An example of a coastal management scheme in the UK – Mappleton, Holderness Coast</p>
<p><b>Skill development</b> Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the interrelationships between places, environments and processes. Apply knowledge and understanding to interpret, analyse and evaluate</p>	<p><b>Skill development</b> Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the interrelationships between places, environments and processes. Apply knowledge and understanding to interpret, analyse and evaluate</p>	<p><b>Skill development</b> Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the interrelationships between places, environments and processes. Apply knowledge and understanding to interpret, analyse and evaluate</p>	<p><b>Skill development</b> Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the interrelationships between places, environments and processes. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p>	<p><b>Skill development</b> Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the interrelationships between places, environments and processes. Apply knowledge and understanding to interpret, analyse and evaluate</p>	<p><b>Skill development</b> Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the interrelationships between places, environments and processes. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. Select, adapt and use a variety of skills and techniques to investigate</p>

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	<b>Assessment</b> Mid unit assessment – Challenge of natural hazards: Tectonic hazards	<b>Assessment</b> End of unit assessment – Challenge of natural hazards Mid - unit assessment - Urban issues and challenges	<b>Assessment</b> End of unit assessment – Urban issues and challenges	<b>Assessment</b> Mid - unit assessment – Changing Economic world	<b>Assessment</b> Mid - unit assessment – Changing Economic world	<b>Assessment</b> Mid – unit assessment - Coastal landscapes in the UK  Fieldwork write up on Bridlington  End of year assessment
11	<b>Physical landscapes in the UK – River Landscapes</b>  The shapes of river valleys changes as rivers flow downstream  Distinctive fluvial landforms result from different physical processes  Different management strategies can be used to protect river landscapes from the effects of flooding  An example of a flood management scheme in the UK – Boscastle floods.	<b>The Living World</b>  Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components  Tropical rainforests – Tropical rainforest ecosystems have a range of distinctive characteristics  Deforestation has economic and environmental impacts. Case study – Amazon rainforest  Tropical rainforests need to be managed to be sustainable.  Hot deserts Hot desert ecosystems have a range of distinctive characteristics  Hot deserts Development of hot desert environments creates opportunities and challenges. Case study – Thar desert	<b>The Living World</b>  Areas on the fringe of hot deserts are at risk of desertification  <b>Challenge of Resource Management</b>  Food, water and energy are fundamental to human development  The changing demand and provision of resources in the UK create opportunities and challenges: Food Water Energy  <b>Food</b> Demand for food resources is rising globally but supply can be insecure, which may lead to conflict.  Different strategies can be used to increase food supply. Example of large scale agricultural development – Almeria, Spain	<b>Challenge of Resource Management</b>  Different strategies can be used to increase food supply. Example of large scale agricultural development – Almeria, Spain  Example of a local scheme in an LIC or NEE to increase sustainable supplies of food – Rice fish farming, Bangladesh  <b>Unfamiliar fieldwork</b>  Use of geographical skills applied to unfamiliar fieldwork: Cartographic skills Graphical skills Numerical skills Statistical skills Use of qualitative and quantitative data	<b>Issue evaluation</b>  Develop a critical perspective of the issues studied Consider the points of view of the stakeholders involved Make an appraisal of the advantages and disadvantages Evaluate the alternatives	
	<b>Skill development</b> Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and	<b>Skill development</b> Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and	<b>Skill development</b> Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and	<b>Skill development</b> Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the interrelationships	<b>Skill development</b> Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and	

	processes, the interrelationships between places, environments and processes. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	processes, the interrelationships between places, environments and processes. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	processes, the interrelationships between places, environments and processes. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	between places, environments and processes. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	processes, the interrelationships between places, environments and processes. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	
	<b>Assessment</b> Mid – unit assessment - River landscapes in the UK	<b>Assessment</b> Mid unit assessment - Ecosystems and Tropical Rainforest  Mock exam session	<b>Assessment</b> End of unit assessment – Living World Mid unit assessment - Challenge of Resource Management	<b>Assessment</b> End of unit assessment – Challenge of resource management  Mock exam session	<b>Assessment</b> Practice paper on the pre-release issue	
12	<b>Term 1 – Physical Geography</b>  <b>Coastal systems and landscapes</b>  Coasts as natural systems  Systems and processes  Coastal landscapes development  Coastal management  Case study – coastal environment at a local scale - Holderness Coast  Case study – contrasting coastal landscape beyond the UK - Odisha and Sundarbans	<b>Term 1 – Human Geography</b>  <b>Changing Places</b>  The nature and importance of places  Changing places – relationships, connections, meaning and representation  Place studies: Local study – Humber Street, Hull, including field trip  Contrasting place study – Stratford, London	<b>Term 2 – Physical Geography</b>  <b>Hazards</b>  The concept of hazard in a geographical context  Plate tectonics  Volcanic hazards - Mt Ontake - Mt Etna  Seismic hazards -Nepal - Christchurch  Storm hazards – Katrina, Matthew, - Sandy	<b>Term 2 – Human Geography</b>  <b>Contemporary Urban Environments</b>  Urbanisation  Urban forms  Social and economic issues associated with urbanization  Urban climate  Urban drainage  Urban waste and its disposal  Other contemporary urban environmental issues	<b>Term 3 – Physical Geography</b>  <b>Hazards</b>  Fire in nature - Australian 2019/2020, California UK Saddleworth Moor  Case studies – Multi hazard environments - Haiti, Japan  <b>Fieldwork investigation</b> Field work visits NEA <ul style="list-style-type: none"> <li>● Explore a focus and choose an aim</li> <li>● Planning primary data collection</li> <li>● Design a sampling strategy</li> <li>● Secondary data</li> <li>● Submit investigation proposal</li> <li>● Collect primary data</li> <li>● Begin write up</li> </ul>	<b>Term 3 – Human Geography</b>  <b>Contemporary Urban Environments</b>  Sustainable urban development  Case studies of 2 contrasting urban areas – London and Mumbai  <b>Fieldwork investigation</b> Field work visits NEA <ul style="list-style-type: none"> <li>● Explore a focus and choose an aim</li> <li>● Planning primary data collection</li> <li>● Design a sampling strategy</li> <li>● Secondary data</li> <li>● Submit investigation proposal</li> <li>● Collect primary data</li> <li>● Begin write up</li> </ul>
	<b>Skill development</b> Develop knowledge of locations, places, processes and environment, at all geographical scales from local to global Develop an in-depth understanding of the processes in physical and human geography at a range of temporal and spatial scales and the concepts which illuminate their significance in a range of locations. Recognise and be able to analyse the complexity of people-environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today. Develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the NC and	<b>Skill development</b> Develop knowledge of locations, places, processes and environment, at all geographical scales from local to global Develop an in-depth understanding of the processes in physical and human geography at a range of temporal and spatial scales and the concepts which illuminate their significance in a range of locations. Recognise and be able to analyse the complexity of people-environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today. Develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the NC and	<b>Skill development</b> Develop knowledge of locations, places, processes and environment, at all geographical scales from local to global Develop an in-depth understanding of the processes in physical and human geography at a range of temporal and spatial scales and the concepts which illuminate their significance in a range of locations. Recognise and be able to analyse the complexity of people-environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today. Develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the NC and	<b>Skill development</b> Develop knowledge of locations, places, processes and environment, at all geographical scales from local to global Develop an in-depth understanding of the processes in physical and human geography at a range of temporal and spatial scales and the concepts which illuminate their significance in a range of locations. Recognise and be able to analyse the complexity of people-environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today. Develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the NC and GCSE, including developing a more nuanced understanding of these concepts		

	<p>GCSE, including developing a more nuanced understanding of these concepts Gain understanding of specialised concepts relevant to content. These must include the concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalization, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds Improve understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising. Become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, and applying them as an integral part of their studies</p>	<p>GCSE, including developing a more nuanced understanding of these concepts Gain understanding of specialised concepts relevant to content. These must include the concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalization, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds Improve understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising. Become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, and applying them as an integral part of their studies</p>	<p>Gain understanding of specialised concepts relevant to content. These must include the concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalization, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds Improve understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising. Become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, and applying them as an integral part of their studies</p>			
	<b>Assessment</b> - End of unit test	<b>Assessment</b> – End of unit test	<b>Assessment</b> – Mid unit test	<b>Assessment</b> – mid unit test	<b>Assessment</b> – End of unit test	<b>Assessment</b> – end of unit test
13	<p><b>Term 1 – Physical Geography</b></p> <p><b>NEA</b> – Analysis, Conclusions and Evaluation</p> <p><b>Water and Carbon Cycles</b></p> <p>Water and carbon cycles as natural systems</p> <p>The water cycle</p> <p>The carbon cycle</p> <p>Water, carbon, climate and life on Earth</p>	<p><b>Term 1 – Human Geography</b></p> <p><b>NEA</b> – Analysis, Conclusions and Evaluation</p> <p><b>Global Systems and Global Governance</b></p> <p>Globalisation</p> <p>Global systems</p> <p>International trade and access to markets</p> <p>Global governance</p>	<p><b>Term 2 - Physical Geography</b></p> <p><b>Water and Carbon Cycles</b></p> <p>Case study of a tropical rainforest – River Amazon</p> <p>Case study of a river catchment at a local scale.</p> <p><b>Revision</b></p>	<p><b>Term 2 – Human Geography</b></p> <p><b>Global Systems and Global Governance</b></p> <p>The global commons.</p> <p>Antarctica as a global common</p> <p>Globalisation critique</p> <p><b>Revision</b></p>	<p><b>Term 3</b></p> <p><b>Revision</b></p>	<p><b>Term 3</b></p> <p><b>Revision</b></p>
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	<b>Assessment</b> – Mid unit test	<b>Assessment</b> – Mid unit test	<b>Assessment</b> – End of unit test	<b>Assessment</b> – End of unit test		