

Subject: Geography

	Half Term 1 - 7 weeks	Half Term 2 – 7 weeks	Half Term 3 – 7 weeks	Half Term 4- 6 weeks	Half Term 5- 5 weeks	Half Term 6- 7 weeks
7	<p>Where and why are fantastic places in geography?</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>How at risk am I? (12 lessons)</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? Assessment</p> <p>What are the challenges and opportunities facing Africa? (12 lessons)</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>What are the challenges and opportunities facing Africa? (12 lessons)</p> <p>School link with Salt River School Cape Town- South Africa. (comparison of the students’ life/aspirations etc.) – letter writing 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? Assessment</p> <p>What happens where the land meets the sea? (12 lessons)</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? Assessment</p>
	<p>Where and why are fantastic places in geography? Skills development</p> <p>Knowledge of Hull’s location within the world. Location of a range of places around the world using globes, maps and atlases Development and implementation of key terminology Different exam techniques the world using globes, maps and atlases</p>	<p>How at risk am I? Skill development</p> <p>Thinking skills - What risks does nature poses? Development of locational knowledge through places/examples studied Development of extended writing linked to concepts introduction Development and implementation of key terminology Social economic and environmental effects and responses practice Different exam techniques</p>	<p>Development and implementation of key terminology Social economic and environmental effects and responses practice Different exam techniques</p> <p>What are the challenges and opportunities facing Africa? Skill development</p> <p>Development of locational and place knowledge. Introduction to physical and human geography processes Development of extended writing</p>	<p>What are the challenges and opportunities facing Africa? Skill development</p> <p>Development of extended writing Development and implementation of key terminology Development of global awareness and cultural capital of place. Development of locational and place knowledge</p>	<p>Development of extended writing Different exam techniques</p> <p>What happens where the land meets to sea? Skill development</p> <p>Introduction of physical processes at the coast Development and implementation of key terminology Physical processes</p>	<p>Change over time along the Holderness coast. Increasing range of places studied linked to physical processes Links back to the concept of risk Human’s impact on their environment Development of OS map skills Fieldwork opportunity Development and implementation of key terminology Different exam techniques</p>

			Development and implementation of key terminology			
<p>Where and why are fantastic places in geography? Assessment</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>How at risk am I? Assessment</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>What are the challenges and opportunities facing Africa? Assessment</p> <p>Retrieval questions/activities every lesson.</p> <p>Big Question – challenges and opportunities In Africa</p>	<p>What are the challenges and opportunities facing Africa? Assessment</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>What happens where the land meets the sea? Assessment</p> <p>Retrieval questions/activities every lesson.</p> <p>Knowledge recall - physical processes and landforms</p>	<p>Year 7 End of Year exam</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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<p>Can the earth cope? (18 lessons)</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 - Assessment</p> <p>Trash – Within Can the earth cope unit</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>Assessment – Big Write – write an alternative ending to the novel.</p> <p>Can the earth cope?</p> <p>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? Assessment</p>	<p>Can we ever know enough about earthquakes and volcanoes to live safely? (12 lessons)</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? Assessment</p> <p>What is development? 9 lessons)</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? Assessment</p>	<p>Why is the weather changing? (9 lessons)</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? Assessment</p>	<p>Why are rivers important? (6 weeks/9 lessons)</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? Assessment</p>
<p>Skill development – Can the Earth cope?</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>Trash</p> <p>Literacy – reading of the novel Trash – making geographical links</p>	<p>Skill development – Can the Earth cope?</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>Opportunities for extended writing</p>	<p>Skill development – can we ever know enough about Earthquakes and volcanoes?</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>Development and implementation of key terminology</p>	<p>Skill development What is development?</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>Discussion of Gender equality</p>	<p>Skill development Why is the weather changing?</p> <p>Creation of and delivery of a Weather enquiry.</p> <p>Microclimate investigation</p> <p>Development and implementation of key terminology</p>	<p>Skill development – Why are rivers important?</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>Development and implementation of key terminology</p>

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

		Case study – Thar desert	Different strategies can be used to increase food supply. Example of large scale agricultural development – Almeria, Spain			
	Skill development 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.	Skill development 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.	Skill development 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.	Skill development 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.	Skill development 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.	
	Assessment Mid – unit assessment - River landscapes in the UK	Assessment Mid unit assessment - Ecosystems and Tropical Rainforest Mock exam session	Assessment End of unit assessment – Living World Mid unit assessment - Challenge of Resource Management	Assessment End of unit assessment – Challenge of resource management Mock exam session	Assessment Practice paper on the pre-release issue	
12	Term 1 – Physical Geography Coastal systems and landscapes 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	Term 1 – Human Geography Changing Places 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	Term 2 – Physical Geography Hazards 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	Term 2 – Human Geography Contemporary Urban Environments Urbanisation Urban forms Social and economic issues associated with urbanization Urban climate Urban drainage Urban waste and its disposal Other contemporary urban environmental issues	Term 3 – Physical Geography Hazards Fire in nature - Australian 2019/2020, California UK Saddleworth Moor Case studies – Multi hazard environments - Haiti, Japan Fieldwork investigation Field work visits NEA <ul style="list-style-type: none"> ● Explore a focus and choose an aim ● Planning primary data collection ● Design a sampling strategy ● Secondary data 	Term 3 – Human Geography Contemporary Urban Environments Sustainable urban development Case studies of 2 contrasting urban areas – London and Mumbai Fieldwork investigation Field work visits NEA <ul style="list-style-type: none"> ● Explore a focus and choose an aim ● Planning primary data collection ● Design a sampling strategy ● Secondary data ● Submit investigation proposal ● Collect primary data

				<ul style="list-style-type: none"> • Submit investigation proposal • Collect primary data • Begin write up 	<ul style="list-style-type: none"> • Begin write up 	
	<p>Skill development 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 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>Skill development 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 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>Skill development 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 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>			
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13	<p>Term 1 – Physical Geography</p> <p>NEA – Analysis, Conclusions and Evaluation</p> <p>Water and Carbon Cycles</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>Term 1 – Human Geography</p> <p>NEA – Analysis, Conclusions and Evaluation</p> <p>Global Systems and Global Governance</p> <p>Globalisation</p> <p>Global systems</p> <p>International trade and access to markets</p> <p>Global governance</p>	<p>Term 2 - Physical Geography</p> <p>Water and Carbon Cycles</p> <p>Case study of a tropical rainforest – River Amazon</p> <p>Case study of a river catchment at a local scale.</p> <p>Revision</p>	<p>Term 2 – Human Geography</p> <p>Global Systems and Global Governance</p> <p>The global commons.</p> <p>Antarctica as a global common</p> <p>Globalisation critique</p> <p>Revision</p>	<p>Term 3</p> <p>Revision</p>	<p>Term 3</p> <p>Revision</p>
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