

IDSALL SCHOOL



KS3 Geography Curriculum

Our vision for Geography

By offering a broad and rich curriculum, in line with the national curriculum, which promotes curiosity into and greater understanding of both the natural processes and human interactions which occur on our planet, we hope our students become aware of the risks and challenges both the planet and humans face in the 21st century.

Geography is a key tool for understanding the significance of the past, and how it has shaped the world today, whether that be through physical or human systems. Through studying the local area, the UK and wider contrasting places, students will foster a compassion and sense of responsibility as an informed global citizen, enabling them to reflect on their place and role in the future, as well as developing critical thinking and evaluative skills which they can take forward into future learning experiences.

KS3 & KS4 Learning Journey for Geography

How do we measure development?

How do we read a OS Map?

Why are some countries less developed?

Why does it rain?

Weather Processes

River Processes & Landforms

Why do rivers flood?

Why do the impacts of hurricanes vary between locations?

Climate Change

Challenging Physical World

Globalisation & Economy

Why are industries relocating overseas?

What are the impacts of extreme weather?

Challenge of Natural Hazards

How do we respond to earthquakes?

Interpreting a range of resources

How can climate change be mitigated?

What are the issues in managing the UK's resources?

Global Development & LICs

Weather Processes

River Processes & Landforms

Microclimate Investigation

Climate Change

Challenging Physical World

Globalisation & Economy

Challenge of Natural Hazards

Globalisation & Economy

Challenge of Natural Hazards

Challenge of Natural Hazards

Challenge of Natural Hazards

Challenge of Natural Hazards

Challenge of Natural Hazards

Challenge of Natural Hazards

Challenge of Natural Hazards

OS Map Skills

Weather Processes

River Processes & Landforms

Microclimate Investigation

Climate Change

Challenging Physical World

Globalisation & Economy

Challenge of Natural Hazards

Globalisation & Economy

Challenge of Natural Hazards

Challenge of Natural Hazards

Challenge of Natural Hazards

Challenge of Natural Hazards

Challenge of Natural Hazards

Challenge of Natural Hazards

Challenge of Natural Hazards

Year 7

Weather Processes

River Processes & Landforms

Microclimate Investigation

Climate Change

Challenging Physical World

Globalisation & Economy

Challenge of Natural Hazards

Globalisation & Economy

Challenge of Natural Hazards

Challenge of Natural Hazards

Challenge of Natural Hazards

Challenge of Natural Hazards

Challenge of Natural Hazards

Challenge of Natural Hazards

Challenge of Natural Hazards



Skills and knowledge gained at KS2



IDSALL SCHOOL

Physical Geography

Human Geography

Geographic Skills

Year 8

Weather Processes

Climate Change

Challenging Physical World

Globalisation & Economy

Challenge of Natural Hazards

Globalisation & Economy

Challenge of Natural Hazards

Challenge of Natural Hazards

Challenge of Natural Hazards

Challenge of Natural Hazards

Challenge of Natural Hazards

Challenge of Natural Hazards

Why are our towns and cities being regenerated?

Why are earthquakes deadly?

Tectonic Processes

Population Growth

What is the impact of rapid population growth?

What are the challenges & opportunities in megacities

Urban Issues & Challenges

Coastal Processes & Landscapes

River Processes & Landscapes

Challenge of Natural Hazards

How can flood risk be reduced?

Challenge of Natural Hazards

Challenge of Natural Hazards

Challenge of Natural Hazards

Why does the school site have different microclimates?

What are the processes in, and features of a river?

Why is the UK switching to renewable energy?

How have glaciers shaped the UK?

How do glaciers erode?

How are some countries managing increasing drought conditions?

How does climate influence ecosystems?

Global Biomes

Why are rainforests being cut down?

What should we do with all our waste?

Challenge of Resource Management

How can the development gap be reduced?

Unfamiliar Fieldwork Techniques

What are the opportunities arising from Nigeria's growth?

Unfamiliar Fieldwork Techniques

Why does the UK generate energy?

UK Energy Sources

How does the UK generate energy?

What are the challenges of coastal features formed?

Coastal Processes & Landforms

Why is our coastline eroding?

How are cities being made more sustainable?

Urban Issues & Challenges

How can coastal erosion be managed?

Coastal Processes & Landscapes

What are the causes of desertification?

The Living World

How can rainforests be managed sustainably?

Familiar Fieldwork Techniques

How can we reliably collect data?

How have our towns and cities developed over time?

UK Settlements

Why are earthquakes deadly?

Tectonic Processes

What are the challenges of coastal features formed?

Coastal Processes & Landforms

Why is our coastline eroding?

How are cities being made more sustainable?

Urban Issues & Challenges

How can coastal erosion be managed?

Coastal Processes & Landscapes

What are the causes of desertification?

The Living World

How can rainforests be managed sustainably?

Familiar Fieldwork Techniques

How can we reliably collect data?

E X A M



Moving on using the geographic skills developed to A Levels or Apprenticeship

The Big Picture

During Year 7, students gain core geographic knowledge and skills which serve them throughout the Key Stage, building the foundations for deepening understanding in the future. Students are introduced to the main geographical processes which underpin the physical world, and learn where and why there is inequality in wealth and development across the globe, exploring countries and continents which expand their understanding of the world from KS2. Students also begin to investigate the impact that people have on the planet’s environment, starting broad with a global impact, but bringing this into a local context so they are able to identify their role as a global citizen.

Intent

Year 7 contains a mix of physical, human and environmental geography with 6 main topical units (the 7th is an extension of the 6th unit). Each unit has been selected to provide core knowledge and skills which are developed upon through the remainder of KS3 and beyond, and is structured to learn and develop core knowledge and skills before exploring their application and use.

Geographical skills such as map reading, data/graphical interpretation and image analysis are developed from KS2 with the introduction of specific geographical terminology. The geographical description of place and understanding of how places contrast and why is introduced, along with how physical processes can be used to explain the sequential formation of landforms.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation

Autumn Term topic units start with the core geographic skills of OS Map Reading and the human geography topic of Development to consolidate future interpretative skills for future physical topics as well as to provide an introduction to a wider view of the world beyond students KS2 knowledge. Spring Term topic units focus on physical processes and the UK landscapes to embed key processes and how they link together as well as enabling a more national locational knowledge to be developed. Summer Term topic units build on the Spring Term in a local context before exploring national issues and branching out into global environmental issues.

Throughout the topics, students will question “What, Where, When, Who, Why” to commence a geographical enquiry approach. This will culminate in the microclimate investigation.

Students will be encouraged to BUG questions and use acronyms and PEEL strategies to support written work. Literacy will be promoted with the use of key geographical terminology and vocabulary to extend understanding.

Assessments will test knowledge and understanding and use common command words to prompt the development of describe, suggest and explain responses.

Key Summative Assessments:

Alongside live marking throughout the year & low stakes retrieval quizzing for key knowledge/terms and vocabulary:

- Retrieval homework
- Seven opportunities for self/peer review & deep marking on redrafted work
- Five ‘end of unit’ knowledge tests
- An end of year exam in the summer term

Autumn Term

- A. OS Map Skills
- B. Global Development Patterns

Spring Term

- C. Weather in the UK
- D. River Processes & Landscapes in the UK

Summer Term

- 7-E Microclimates Investigation
- 7-F UK Energy Sources
- 7-G Campaigns

Impact

By the end of the year students will have greater understanding of space and place within the UK and their local context along with extending their locational knowledge more globally, being aware of spatial variations in development and quality of life. Students will understand key geographic processes associated with the hydrological cycle and how these create physical events and characteristics of the landscape, leading to an increase in student attainment, as evidenced in regular, formal and interleaved assessments. Students will also be developing an awareness of how physical & human processes interact and the challenges this can pose, with the need for sustainable solutions. These themes will be embedded and developed further throughout Year 8.

Year 7 Geography Curriculum Overview

Year 7 Autumn Term	
Golden Threads: Place, space & scale / interdependence & connectivity / cultural awareness, diversity & understanding / global development / sustainability & management / geospatial interpretation	
<p>Unit: Map Skills</p> <ol style="list-style-type: none"> 1. The location of the major global oceans, continents and countries 2. Maps are orientated according to compass directions which can be used to provide directions from a map. 3. Distance on a map can be represented by scale, which keeps features in proportion. 4. Features can be located on maps via 4 figure and 6 figure grid references, both of which have an appropriate use. 5. Map symbols help represent real life features onto maps. 6. Height and relief can be represented on a map through contours. 7. 21st century maps are interactive and consist of layers of information. 8. Maps can be used to plan routes. 	<p>Unit: Global Development Patterns</p> <ol style="list-style-type: none"> 1. Development is a measure of how advanced a country is and is used to classify a country's level of economic development and quality of life. 2. There are global variations in the level of development – both in terms of economic development and quality of life 3. Development indicators are used to measure the level of development. 4. There are different stages in global development which countries go through as they develop over time. 5. There are a range of factors which can impact development either through enabling or limiting it. 6. Health issues within a country can have a significant impact on all aspects of development. 7. Fresh, clean, safe water supplies are a basic requirement but are not available everywhere, impacting the level of development in a country. 8. The continent of Africa has varying levels of development, but globally is considered to be low income or developing. 9. Levels of development are not equal within a country and inequality in Kenya has led to a variation in the standards of living for many. 10. Tourism is one strategy to reduce the global development gap and for some countries, can be a route out of poverty and low levels of development

Year 7 Spring Term
Golden Threads: Place, space & scale / changing physical landscapes / hazards, impacts & risk / geospatial interpretation / decision-making

Unit: Weather in the UK

1. The water cycle is an important global system.
2. The Hydrological Cycle is made up of stores and flows (processes)
3. There is a difference between weather and climate.
4. Different atmospheric conditions, and equipment, are used to measure the weather.
5. There are distinctive features of weather which help describe weather conditions.
6. Climate graphs are used to compare and interpret different climate types.
7. There are a range of factors which affect climate at a global scale.
8. Distinct factors influence the weather and climate of the UK.
9. Air pressure is an important aspect of weather and directly influences our weather with high- and low-pressure weather systems having distinctive characteristics.
10. There are three main different types of rainfall that can occur in the UK.
11. Low pressure weather systems combine different air masses to bring a sequence of weather associated with warm and cold fronts.
12. There are several climate types found in the UK which influences the landscape and landuses across the UK.

Unit: River Processes and Landscapes in the UK

1. Water is transferred across the surface of the land via streams and rivers.
2. The characteristics of a river, and its valley, changes as it travels downstream.
3. Rivers can erode material, transport it and deposit it further down the rivers course.
4. Erosional processes create distinctive landforms in the upper course of the river.
5. There is a sequence of processes and features in the formation of a waterfall.
6. Erosion and deposition processes create distinctive landforms in the middle and lower course of a river.
7. Erosion and deposition processes create distinctive features on a river bend.
8. There is a sequence of processes and features in the formation of a meander and oxbow lake.
9. There are a range of physical and human factors which can lead to river flooding.
10. Flooding in the UK can have social, economic, and environmental impacts which can significantly disrupt lives and communities.
11. Different management strategies can be used to protect river landscapes from the risks of flooding.
12. Selecting the most suitable river management strategy requires investigating the benefits and costs of the management strategy.

Year 7 Summer Term

Golden Threads: Place, space & scale / interdependence & connectivity / cultural awareness, diversity & understanding / changing physical landscapes / changing climate / sustainability & management / geographical enquiry / geospatial interpretation / decision-making

Unit: Microclimates – a local school-wide investigation

1. Geographical enquiries follow a set route of investigation.
2. A microclimate is the climate of a small area, which varies from the surrounding area.
3. The school site has several different microclimates, and several characteristics allow different microclimates to be identified.
4. Data can be primary or secondary / discrete or continuous, and the methods used to obtain this data have both strengths and weaknesses.
5. Data from fieldwork can be represented through a range of different types of graphs.
6. The data recorded during the fieldwork can be used to describe patterns of differing microclimates as well as to prove or disprove hypotheses on what the climate was expected to be.
7. Conclusions can be drawn that different locations around the school site have different microclimates.

Unit: UK Energy Futures

1. There are different sources of energy supply, with a range of non-renewable and renewable options.
2. Many countries still rely on fossil fuels for energy, but this pattern varies over time and space.
3. Fossil fuel consumption poses challenges for countries and increased carbon emission which is a threat to the environment.
4. An energy mix is the variety of sources from which a country obtains its energy supply.
5. Why the UK's energy mix has changed over time and is increasingly diverse.
6. Different energy sources have a variety of advantages & disadvantages [studies of Coal, Gas, Wind, Solar and HEP]
7. Is moving to completely non-renewable energy supplies realistic for the UK?
8. Russia is a resource superpower: what are the patterns of energy resources in Russia and why has Russia been important for Europe in the past?
9. What are the challenges associated with relying on imported energy supplies such as Russian Gas?
10. How can energy supplies be more sustainable in the future?

Unit: Plastic pollution has long term impacts on the environment

1. Why are we concerned about the environment?
2. What types of pollution are there and how do we recognise them?
3. What are the issues surrounding plastic pollution in rivers and oceans
4. What are the causes of plastic pollution in rivers and oceans
5. How can plastic pollution in rivers and oceans be managed and reduced?

The Big Picture

During Year 8, students gain core geographic knowledge and skills building on Yr7 and preparing them to explore wider global issues in Yr9. The progression from broadening learning from a UK to global scale continues with key NC locations of the Middle East, China and India explored. Students continue to develop understanding of the main geographical processes and investigate how these processes can bring both challenges and opportunities, beginning the geographic process of evaluating the potential solutions, identifying how different groups may have different viewpoints, and considering their role as a global citizen.

Intent

Year 8 contains a mix of physical and human geography with a focus on the impact of processes on people and lives. There are 6 main topical units, each unit being selected to provide core knowledge and skills which are developed on through the remainder of KS3 and beyond. Each topic unit is structured to learn and develop core knowledge and skills before exploring the impact of the processes, whether that be the creation of risk or challenges to overcome in the search for more sustainable lives.

Geographical skills continue to be developed using a range of source material and an emphasis on graphical interpretation and the communication of geographical information using a wider range of specific terminology. Students develop a deeper understanding of place and learn to look for both challenges and opportunities across a global range of locations. Further work on key geographic processes associated with erosion will enable students to build on work in Year 7, improving their ability to explain the sequential formation of a wider range of landforms from different contexts. All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation

Topic units focus on core understanding which is expanded on through the remainder of Year8. UK urbanisation explores settlement processes and how UK cities are adapting to more sustainable solutions, before the challenges of rapid population growth and rapidly expanding cities in Asia are considered. Likewise in physical geography, fundamental knowledge of the earths structure and formation of rock is developed through the impact of water and ice on the landscape.

Throughout the topics, students will question “What, Where, When, Who, Why” to continue a geographical enquiry approach and will begin to assess and evaluate solutions and opportunities.

Students will be encouraged to BUG questions and use acronyms and PEEL strategies to support written work. Literacy will be promoted with the use of key geographical terminology & vocabulary to extend understanding along with a selected range of texts to extend comprehension.

Assessments will test knowledge and understanding and use a range of command words to prompt the expansion of describe, explain and justify responses with an emphasis on developing detailed reasons and evidence.

Key Summative Assessments:

Alongside live marking throughout the year & low stakes retrieval quizzing for key knowledge/terms and vocabulary:

- Retrieval homework
- Seven opportunities for self/peer review & deep marking on redrafted work
- Five ‘end of unit’ knowledge tests
- An end of year exam in the summer term

Autumn Term

- A. UK Urbanisation & Settlement
- B. Tectonic Processes & Hazards

Spring Term

- C. Population Growth & Challenges
- D. Coastal Processes & Landscapes in the UK

Summer Term

- E. NEE Urbanisation
- F. Glaciers and their impact on the UK Landscape

Impact

By the end of the year students will have broadened their locational knowledge across the globe whilst retaining a focus on the UK and locally, within the urbanisation of Shifnal and the West Midlands. Students will have developed an understanding of how people live across the globe, being able to link the challenges posed by urban living to a rapidly growing local and global population. Further work on key geographic processes consolidates the understanding of how erosion impacts both landscapes and lives and will have introduced the idea of hazardous events. Students will, by the end of Year 8, have covered the core units of Geographic Study, understanding how physical and human geographical processes bring about spatial variation and change over time. leading to an increase in student attainment, as evidenced in regular, formal and interleaved assessments.

Year 8 Curriculum Overview

Year 8 Autumn Term	
<p>Golden Threads: Place, space & scale / interdependence & connectivity / cultural awareness, diversity & understanding / global development / changing human landscapes / changing physical landscapes / hazards, impacts & risk / changing climate / sustainability & management / geographical enquiry / geospatial interpretation / decision-making</p>	
<p><u>Unit: UK Urbanisation & Settlement</u></p> <ol style="list-style-type: none"> 1. Settlements are places where people live and can be categorised into a hierarchy. 2. Smaller settlements are found in a variety of shapes depending on several factors. 3. Settlements have a site and situation which enable the settlement to grow. 4. Settlements have a variety of functions which enable urbanisation to occur. 5. UK and other HIC cities can be zoned into similar land-uses which have distinctive characteristics and features. 6. Different land-uses, such as industry, have varying requirements for sites which leads them to be located in similar parts of a city. 7. Settlements are traditional places where there are opportunities for work. 8. Over time, employment patterns in UK settlements have changed for a range of reasons. 9. UK Cities have experienced a decline in population and are now currently experiencing an increase in population - both these changes have led to challenges and opportunities. 10. Why are UK Cities now experiencing regeneration in the CBD and Inner City? 11. What are the benefits of regeneration to UK cities to the community and environment? 12. How are UK cities trying to become more sustainable? 13. Why is the Middle East considered to have an extreme environment? 	<p><u>Unit: Tectonic Processes & Hazards</u></p> <ol style="list-style-type: none"> 1. Plate tectonic theory informs our understanding of how the earth works. 2. Plate tectonic theory can explain the distribution of earthquakes and volcanoes. 3. There are different types of plate boundary, with different landforms and varying characteristics. 4. Earthquakes have similar characteristics but vary in magnitude. 5. Why are some earthquakes more deadly than others? 6. Earthquakes cause contrasting impacts. 7. Different countries respond to earthquakes in different ways. 8. How can the risk associated with earthquakes be reduced? 9. Tsunamis are an infrequent but devastating consequence of some earthquakes. 10. Why are volcanic eruptions not always the same? 11. Volcanic eruptions can cause a range of impacts, across a range of scales. 12. How do countries respond to volcanic eruptions? 13. Despite the danger, people still live near to active volcanoes – why is this?

<p>14. How have cities in the Middle East adapted to an extreme environment? 15. What is controversial about cities in some countries in the Middle East?</p>	
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Year 8 Spring Term	
<p>Golden Threads: Place, space & scale / cultural awareness, diversity & understanding / global development / changing physical landscapes / hazards, impacts & risk / sustainability & management / geospatial interpretation / decision-making</p>	
<p><u>Unit: Population Growth & Challenges</u></p> <ol style="list-style-type: none"> 1. There are reasons why the global population is growing. 2. Population growth varies within countries over time. 3. The global population is not evenly distributed, and there are variations in population growth between countries. 4. The population within a country can be represented by a population pyramid. 5. What are the challenges from having a large population and/or a growing global population? 6. A rising population requires more resources 7. China implemented a population policy to reduce population growth to enable resource demand to be met. 8. China's population policy had social and economic impacts. 9. What are the characteristics of the UK population? 10. What are the reasons for the UK population distribution? 11. What might happen to the global population in the future? 12. Is a growing global population sustainable? 	<p><u>Unit: Coastal Processes & landscapes in the UK</u></p> <p>The rock cycle is an important global process. Different types of waves have different characteristics. Waves play an important role on the coastal landscape and are influenced by the wind. Waves transport sediment through longshore drift and deposit sediment further along the coast. The deposition of sediment forms distinctive landforms such as beaches and spits. There is a sequence to the formation of a coastal spit. Weathering of the coasts is an important input of sediment into the coast. Erosion forms distinctive landforms, such as headlands and bays, on a large-scale as a result of different rock types along the coast. Waves can erode the coast in several ways, which results in distinctive small-scale landforms such as notches, platforms, caves and arches. There is a sequence to the formation of caves, arches and stacks along the coast. There are different coastal management strategies which try to reduce erosion and stop longshore drift. Coastal Management strategies have costs and benefits and need to be used together to be effective. The coastline at Happisburgh has experienced rapid erosion which has led to serious consequences for residents. There are several options for managing the coastline at Happisburgh.</p>

Year 8 Summer Term

Golden Threads: Place, space & scale / cultural awareness, diversity & understanding / global development / changing human landscapes / changing physical landscapes / changing climate / sustainability & management / geospatial interpretation / decision-making

Unit: Urbanisation in newly-emerging economies

1. What is urbanisation and how are the world's largest cities distributed?
2. How and why does the rate of urbanisation vary across the globe?
3. People move to cities for a range of reasons, with economic factors being the most common.
4. Rural-urban migrants in NEE's congregate in slum housing on the outskirts of the city or other unwanted land.
5. What are the living conditions like in slums?
6. Slums create a range of challenges for residents.
7. Slums change and develop over time, with improvements from the residents as well as governmental support.
8. Choosing and justifying the strategies for how a slum can be improved.
9. What makes Dharavi in Mumbai a typical slum?
10. What opportunities does Dharavi offer which make the attraction of living there outweigh the challenges?
11. How is Dharavi being redeveloped and improved?
12. Design a slum building and evaluate its strengths and weaknesses.

Unit: Glaciers & their impact on the UK Landscape

1. The Earth has transitioned through a number of different ice ages over geological time with the last ice age extending across much of the British Isles.
2. Glaciers are still found in parts of the world today but their distribution is limited to high latitudes and altitudes.
3. There are different types of glacier and different types of glacial landscapes.
4. The glacial system and glacial budget determines if glaciers advance or retreat.
5. Glaciers erode, transport and deposit material through a range of processes.
6. Glaciation forms distinctive landforms from erosion which remain visible in the relict landscape.
7. There is a sequence to the formation of a corrie, which is found in upland areas in the UK.
8. Glaciation forms distinctive landforms from deposition which remain visible in the relict landscape.
9. The UK has a range of distinctive landforms as a consequence of glaciation.
10. Landuses in UK glaciated upland areas are sometimes in conflict with one another.
11. Contemporary cold environments are used for different purposes.
12. Contemporary cold environments are fragile and need careful management.

The Big Picture

Students bring together prior learning and understanding to tackle and reflect upon some of the main global issues challenging humans in the modern world. Whilst exploring these issues across a range of scales, focusing on “new” global locations such as low-lying coral atolls and emerging economies, students are encouraged to consider the causes of the challenges and to assess the potential solutions. Taking a global approach across three main themed topics, and contrasting the impacts across countries at differing levels of economic development, students can contrast the UK to other parts of the globe and consider their role and impact on the planet and how the planet and human systems can impact them.

Intent

Year 9 contains a mix of physical and human geography continuing to focus on the impact of processes on people and lives. There are 4 main topical units, further split into specific areas of focus. Exemplification and locational knowledge is extended globally, selecting contrasting and relevant case studies which enables students to understand and empathise. Core knowledge and skills from KS3 are developed upon with an increasing degree of complexity as students move from conceptual to reality. Each topic unit asks students to evaluate and consider roles, causes, impacts and solutions to enable them to become informed global citizens.

Geographical skills of analysis and evaluation are now developed to demonstrate more critical thinking and reasoning skills. Source material and globally contrasting examples build awareness and empathy, along with adding more advanced geographic terminology. All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation

Autumn Term focuses on how the world is becoming more hazardous to live in and the challenges of a changing physical environment through the study of climate change, changing sea levels and weather patterns, building on content covered in Year 7 and 8.

Spring Term switches to human geography and how industry and countries interact investigating the impacts on contrasting populations in the UK and abroad, preparing students for a changing economic world and the social and moral challenges facing people.

From March, strands of the many topic areas in KS3 are drawn together through studying the functioning and challenges facing the global environment with a focus on tropical rainforests and hot desert environments to explore the fragility of the planet.

Throughout the topics, students will question “What, Where, When, Who, Why” to continue a geographical enquiry approach and will analyse the reasons and causes behind global issues as well as assess and evaluate the solutions and opportunities which arise from these challenges.

Students will be encouraged to BUG questions and use acronyms and PEEL strategies to support written work. Literacy will be promoted with the use of key geographical terminology and vocabulary to extend understanding along with a selected range of texts to extend comprehension.

Assessments will test knowledge and understanding and use more challenging command words, such as analyse, assess, evaluate and to what extent, to prompt the development of an evaluative approach to writing as well as prepare students for a GCSE style of questioning.

Key Summative Assessments:

Alongside live marking throughout the year & low stakes retrieval quizzing for key knowledge/terms and vocabulary:

- Retrieval homework
- Six opportunities for self/peer review & deep marking on redrafted work
- Five ‘end of unit’ knowledge tests
- An end of year exam in the summer term

Autumn Term

- A. Hazardous World: Climate Change
- B. Hazardous World: Extreme Weather: Hurricanes & Drought

Spring Term

- 9-C: Globalisation
- 9-Di: The Living World: Global Biomes & Ecosystem Functioning

Summer Term

- 9-Dii: The Living World: Tropical Rainforests & the challenges / opportunities of living in extreme environments

Impact

By the end of the year students will have developed contextual knowledge of a wide range of globally significant places and be able to make links between places as well as contrast them, alongside a deep understanding of the interaction between physical and human processes and the impact people are having on the planet. The global issue themed approach will have inspired a curiosity and fascination for the world and how both the physical and human worlds function, which either encourages students to extend their Geographic studies at GCSE and beyond, or prompts students to actively consider the consequences of their actions and roles they can play in the solutions, as responsible, inquisitive and compassionate global citizens.

Year 9 Curriculum Overview

Year 9 Autumn Term	
Golden Threads: Place, space & scale / cultural awareness, diversity & understanding / global development / changing physical landscapes / hazards, impacts & risk / changing climate / sustainability & management / geospatial interpretation / decision-making / synopticity	
<p><u>Unit: Climate Change</u></p> <ol style="list-style-type: none"> 1. Long-term climate change has resulted in alternating warm and cold periods over geological time. 2. There are several sources of evidence of long-term climate change, going back 500,000 years into geological time. 3. Long-term climate change is several natural causes such as orbital changes, along with variations in volcanic activity and solar radiation output. 4. Contemporary climate change is known as global warming and is driven by human actions. 5. Global warming will have a range of impacts on a global scale. 6. Low-lying islands are at particular risk from rising sea levels as a result of global warming. 7. There are significant concerns over rising sea levels for low-lying islands as the impacts are widespread and acute. 8. There are a range of solutions for low-lying islands faced with rising sea levels, but these have strengths and weaknesses. 9. Global warming will have a range of social and economic impacts on the UK. 10. Globally there are a range of solutions to rising global temperatures, which vary in their potential and effectiveness. 	<p><u>Unit: A Challenging Physical World: Extreme Weather</u></p> <ol style="list-style-type: none"> 1. Extreme weather can be classed as being outside the normal expected range. 2. Global Atmospheric Circulation helps explain where extreme weather might occur. 3. Tropical storms are distributed across certain areas of the globe. 4. Tropical storms are formed through the combination of specific conditions. 5. Tropical storms have a distinct structure which is noticeable as they pass overhead. 6. Tropical Storms and hurricanes bring three main events which lead to a range of different impacts. 7. Tropical Storms and hurricanes cause significant social and economic impacts in LICs such as the Philippines. 8. Tropical storms in HICs, such as the USA, lead to more economic than social impacts. 9. There are a range of strategies designed to reduce the impacts of tropical storms which can be implemented before, during and after a hurricane. 10. The immediate and long-term responses to tropical storms have varying degrees of success and their effectiveness is influenced by the level of development and governance of the country hit by the tropical storm. 11. Tropical Storms and hurricanes can be tracked, and the location and time of their landfall can be predicted. 12. Hurricane preparedness is essential in reducing the impacts of hurricanes.

Year 9 Spring Term

Golden Threads: Place, space & scale / interdependence & connectivity / cultural awareness, diversity & understanding / global development / hazards, impacts & risk / changing climate / sustainability & management / geospatial interpretation / decision-making

Unit: A Challenging Physical World: Drought

1. The lack of water is an extreme weather condition but drought, water scarcity and water stress do not necessarily occur in the same places.
2. Water resources are increasingly under pressure from changing climate and human actions, leading to water scarcity and water stress in some places.
3. The causes of drought in a low-income region such as the Sahel are predominantly due to water scarcity although overpopulation plays a role.
4. The impacts of drought in a low-income region are social, economic, and environmental.
5. The causes of drought in a high-income region such as California are linked to high consumption rates as well as water scarcity.
6. The impacts of drought in a high-income region are predominantly economic and environmental.
7. Drought in California can be managed in a variety of ways, each having their own costs and benefits.

Unit: Globalisation & the global economy

1. Industry and jobs in the UK have changed significantly in the last 200 years.
2. There are specific factors which industry requires for its ideal location.
3. The pattern of global manufacturing is changing with the growth of manufacturing in LICs and importantly in NEEs.
4. TNCs play an important role in globalisation and have an impact on the characteristics of source countries through urban decline.
5. TNCs bring both costs and benefits to host countries (NEEs and LICs).
6. China is rapidly developing and becoming increasingly important but is not evenly developed with a contrast in wealth between the coast and rural areas as a result of globalisation.
7. Clothes are manufactured in a wide range of countries, but countries have specific roles to play in the production chain.
8. Factory workers in NEE/LICs might consider globalisation good in terms of providing jobs, but are they being exploited?
9. Globalisation leads to interdependence between countries due to trade interactions but can create both surpluses and deficits.
10. Trade in goods varies from country to country and there are advantages in grouping together with countries for trade purposes.
11. Relying on primary products for export can lead to a range of challenges for LICs.
12. Fair Trade is a solution to the challenges posed by the reliance on the export of a primary product.
13. Fair trade creates a range of benefits for farmers and their communities, leading to the poverty cycle being broken and standards of living increasing.

Year 9 Summer Term

Golden Threads: Place, space & scale / interdependence & connectivity / cultural awareness, diversity & understanding / global development / changing physical landscapes / hazards, impacts & risk / changing climate / sustainability & management / geospatial interpretation / decision-making

Unit: Global Biomes & Ecosystems

1. Biomes and Ecosystems exist at a range of scales and involve the interaction of biotic and abiotic components.
2. What are the characteristics of the main global biomes?
3. Where are the global biomes found and what are the reasons for this distribution?
4. How do species interact within an ecosystem and transfer energy through the ecosystem?
5. How are nutrients cycled through an ecosystem?
6. What is the impact of a change or a disturbance on how an ecosystem functions?
7. What are the characteristics and features of a small-scale UK ecosystem?
8. Tropical Rainforests have a range of distinctive environmental characteristics.
9. Tropical Rainforests have a range of distinctive physical characteristics.
10. Plants and Animals have a range of adaptations to the physical conditions in the Tropical Rainforest.
11. What is the rate of Tropical Rainforest deforestation and is there a global pattern of distribution?
12. There are range of causes of Tropical Rainforest deforestation.
13. Tropical Rainforest deforestation leads to significant, negative environmental impacts at both the local and the global scale.
14. Tropical Rainforest deforestation leads to both economic gains and losses.
15. Tropical rainforests are valuable and are important both locally and globally.
16. There are a range of strategies to manage Tropical Rainforest more sustainably which each have potential strengths and weaknesses.

Unit: The challenges & opportunities of living in extreme environments

1. Hot Deserts are distributed in the sub-tropical regions due to the presence of atmospheric high-pressure systems.
2. Hot Desert ecosystems have a distinctive climate and unique characteristics.
3. Animals and Plants have a range of adaptations to the distinctive characteristics of Hot Desert ecosystems.
4. Living in Hot Deserts, such as the Thar Desert, poses significant challenges.
5. How have people adapted to live in the challenging conditions of the Thar Desert?
6. The development of hot desert environments creates opportunities and reasons for people to live in Hot Deserts, such as the Thar Desert.
7. Do the opportunities of living in Hot Deserts outweigh the challenges.
8. Desertification is an increasing challenge for people living on the edge of Hot Deserts.
9. There are a range of causes of desertification, but human activity is increasing the risk of desertification.
10. There are a range of strategies for how the risk of desertification can be reduced.

IDSALL SCHOOL



KS4 Geography Curriculum

Our vision for Geography

For GCSE we have selected the AQA 9-1 8035 Geography course for its accessibility, broad geographic content and complimentary style to our KS3 and KS5 curriculum.

Through studying GCSE Geography students develop an understanding of physical processes and the need for management strategies to promote sustainability in the environment, as well as developing an understanding of the factors which produce a diverse variety of human environments. The balanced framework of physical and human themes allow students to investigate the links between them, and they are encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Overall, GCSE Geography continues to stimulate students and promote curiosity into the modern world, and generates awareness and a sense of responsibility towards the issues facing people in the 21st century, informing decisions later in life and further educational studies.

The Big Picture

Commencing the GCSE Geography course, students build key skills which serve them throughout the Key Stage, building on the foundations from KS3 and covering more than half the taught content for the final examination. Students develop their understanding of the main geographical processes which underpin the physical world, and investigate the challenges facing human populations in expanding urban areas and in securing reliable resource supplies.

Intent

Over five lessons a fortnight, students cover a mix of content from all three papers (5 of 7 units), enabling a composite full paper to be sat by the end of the year. Geographical skills such as map reading, data/graphical interpretation and image analysis are embedded into the taught content to develop confidence on the skills sections of the examinations. All students will be able to access the main content of all lessons, with a focus on the specific geographical terminology and concepts/processes. Scaffolding, adaptive teaching and stretch and challenge will be provided to enable all students to achieve their potential. Fieldwork enquiries will be undertaken to stimulate, and prompt deeper understanding and develop core geographic skills around sampling, methodology, data presentation and interpretation as well as comparative analysis and critical evaluation.

Implementation

The sequence of learning mixes physical and human geography to maintain interest and structure the course with the more complex topic units in the second half of the GCSE, once core geographic principles have been established. Taught content on Urban Challenges and Rivers will also incorporate fieldwork opportunities to embed comprehension and engage students in the geographic content.

Students will be expected to apply knowledge and understanding to interpret, analyse and evaluate issues throughout the topics. There will be opportunities to discuss and use a variety of skills and techniques to investigate questions and issues in depth to consolidate understanding.

Students will be encouraged to BUG questions and use acronyms and PEEL strategies to support written work. Literacy will be promoted with the use of key geographical terminology and vocabulary to extend understanding.

Retrieval work is embedded throughout the course and into every lesson, with content being interleaved to ensure it is revisited frequently through starter activities and homework.

Assessments test knowledge and understanding, using a wide range of GCSE examination command words, from describe and explain through to analyse, assess, evaluate and to what extent, preparing students for GCSE styles of questioning. The self-reflection of responses using mark schemes will be supported and the redrafting of key examination question practice will seek to improve responses and embed good practice.

Key Summative Assessments:

Each topic unit has an 'end of unit' assessment based on an examination section as well as a knowledge test per sub-section

Practice examination style questions over 6 & 9 marks

Live marking in class

Retrieval homework with low stakes retrieval quizzing for key knowledge / terms & vocabulary

Mock Examination covering a composite full examination paper

Autumn Term

P2: Section A: Urban Issues & Challenges

Fieldwork

Spring Term

P1: Section C: Physical Landscapes of the UK : Coasts & Rivers

Fieldwork

Summer Term

P1: Section B: The Living World

P2: Section C: Challenges of Resource Management

Impact

By the end of the year students will have a wide range of geographical place contexts, and have developed an understanding of geographic processes, concepts and issues covering all three examination papers (physical and human geography plus geographical skills). Students will be prepared for the fieldwork questions and be experienced in collecting primary data, evaluating the methods they have used, and be able to use that data to propose answers to geographical enquiry questions. Overall, students will be showing an increase in attainment, evidenced in regular, formal and interleaved assessments.

Year 10 Curriculum Overview

Year 10 Autumn Term	
<p>Golden Threads: Place, space & scale / cultural awareness, diversity & understanding / global development / changing human landscapes / sustainability & management / geospatial interpretation / decision-making</p>	
<p><u>Unit: AQA Paper 2: Question 1: Urban Issues and challenges</u></p> <ol style="list-style-type: none"> 1. Global patterns of urbanisation vary by continent and have changed over time. 2. There are a range of reasons for global urbanisation which can be split into push and pull factors. 3. Rapid urbanisation has led to the growth of Megacities which are unevenly distributed across the globe. 4. The growth of Megacities has created a range of distinct challenges. 5. Where is the NEE city of Rio located and what is its national and international importance? 6. How and why have the population characteristics of Rio changed and grown over time. 7. Different areas of Rio have distinct characteristics which can be differentiated by landuse, challenges and opportunities. 8. There are social and economic challenges in Rio. 9. Evaluating the solutions to the social and economic challenges in Rio 10. There are environmental challenges in Rio as a result of rapid urban growth, which require a range of solutions. 11. What are the characteristics and challenges of housing (slums) in Rio? 12. Investigation into slum housing in Rio / exam question practice on the challenges of slum housing. 13. How are slums in Rio being improved and what is the success of these improvements/strategies/projects? 14. Despite the challenges of living in Rio, living in the city present many social and economic opportunities. 	<p><u>Unit: AQA Paper 2: Question 1: Urban change and sustainability in the UK</u></p> <ol style="list-style-type: none"> 1. What are the national and international reasons for migration to Birmingham? 2. How has migration influenced the character and growth of areas of Birmingham (impacts of migration – national and international) 3. Deprivation and inequality creates social and economic challenges in Birmingham. 4. Urban decline and deindustrialisation creates social, economic and environmental challenges in Birmingham. 5. Development on the edge of Birmingham associated with urban sprawl creates social and environmental challenges in Birmingham. 6. Overview of the challenges within Birmingham / exam question practice on the challenges within Birmingham. 7. Birmingham – from challenge to opportunity – the case for regeneration. 8. Case study of the impact of regeneration within Birmingham. 9. A multicultural society has resulted in a range of social and economic opportunities for living in Birmingham. 10. Regeneration has resulted in a range of social and economic opportunities for living in Birmingham. 11. Birmingham has had varying success in investing in improving its environment through traffic management, waste disposal and urban greening. 12. What is Urban Sustainability and how is Freiburg a good example of a sustainable urban setting?

<p>15. Where is the HIC city of Birmingham located and what is its national and international importance?</p> <p>16. How and why has Birmingham developed over time?</p> <p>17. Birmingham case study – how do landuse models apply to Birmingham and what are the zones of Birmingham like?</p> <p>18. How and why have the population characteristics of Birmingham changed and grown over time?</p>	<p>13. What are integrated Transport Systems and through evaluating their strengths and weaknesses, can we judge how successful they are?</p>
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Year 10 Spring Term	
<p>Golden Threads: Place, space & scale / changing physical landscapes / hazards, impacts & risk / changing climate / sustainability & management / geospatial interpretation / decision-making</p>	
<p>Unit: AQA Paper 1: Question 3: Coastal Landscapes</p> <ol style="list-style-type: none"> 1. A range of factors influence coastal processes. 2. Waves are an important part of coasts, with different types of waves occurring leading to contrasting consequences. 3. Coasts erode through a range of marine and weathering processes. 4. Mass movement on cliff faces is an important input of sediment to the coast. 5. Large scale landforms, such as headlands and bays, are influenced by rock type and differential erosion. 6. Smaller scale landforms, such as wave-cut notches and platforms as well as caves and arches, are influenced by the effect of marine erosion and weathering processes on geological structures within the cliffs. 7. Material is moved within and along coasts and deposited further along the coast through longshore drift. 8. Landforms of deposition, such as beaches and coastal spits, are formed by constructive waves and longshore drift. 9. Sand dunes are landforms of deposition and form an important ecological habitat and coastal sediment store. 	<p>Unit: AQA Paper 1: Question 4: River Landscapes</p> <ol style="list-style-type: none"> 1. The shape and characteristics of rivers and their valleys (the long and cross profiles) change as rivers flow downstream. 2. The characteristics of the river channel change as the rivers flow downstream, as represented by the Bradshaw Model. 3. Rivers erode and transport material in a range of different ways. 4. Distinctive fluvial landforms, such as interlocking spurs and waterfalls, form through a sequence of erosional processes in the upper course of a river. 5. River bends have distinct characteristics and features which are formed through both erosional and depositional processes. 6. Distinctive fluvial landforms, such as meanders and oxbow lakes, form through a sequence of erosional and depositional processes in the middle and lower courses of a river. 7. Distinctive fluvial landforms, such as levees, floodplains, and estuaries, form through a sequence of depositional processes in the lower course of a river.

<p>10. The Dorset coast contains a range of distinctive coastal landforms which can be identified from maps and aerial / satellite images.</p> <p>11. What are the Policies and Strategies which we use to manage the coast and protect the coast from erosion and flooding?</p> <p>12. Hard engineering strategies on the coast have costs and benefits but are chosen where land values are high.</p> <p>13. Soft engineering strategies and managed retreat have costs and benefits but are chosen where land values are lower and/or there is a need for the sediment supply to be maintained.</p> <p>14. Lyme Regis is an example of a Coastal Management Scheme in the UK which can be judged a success despite having both costs and benefits.</p>	<p>8. The River Tees contains the full range of river landforms and features along its course and these can be identified via O.S maps and aerial photographs.</p> <p>9. Flooding is a risk along UK rivers and has a range of both physical and human causes.</p> <p>10. Hydrographs can be used to show the relationship between precipitation and the discharge in a river and whether a river is likely to flood or not.</p> <p>11. Key Idea: Different management strategies can be used to protect river landscapes from the effects of flooding.</p> <p>12. Hard engineering strategies for river flooding have costs and benefits but are chosen where both flood risk and land values are high.</p> <p>13. Soft engineering strategies for river flooding have costs and benefits but are chosen to reduce impacts and slow down the processes where there is space and where land values are lower.</p> <p>14. Banbury is an example of a Flood Alleviation Scheme where there were social, economic, and environmental costs and benefits of the scheme.</p>
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Year 10 Summer Term	
Golden Threads: Place, space & scale / interdependence & connectivity / cultural awareness, diversity & understanding / global development / changing physical landscapes / changing climate / sustainability & management / geospatial interpretation / decision-making	
<p><u>Unit: AQA Paper 1: Question 2: The Living World</u></p> <ol style="list-style-type: none"> Global Biomes and ecosystems have a range of biotic and abiotic factors. The distribution of global biomes is broadly in latitudinal bands due to a range of reasons, linked to the abiotic factors. Each global biome has distinct characteristics – soil, vegetation, climate, seasonal cycles. Ecosystems function via moving energy through food chains and webs, with varying amounts of energy at each trophic level. Ecosystems function through cycling nutrients via biomass, litter and soil. 	<p><u>Unit: AQA Paper 2: Question 3 & 6: The challenge of Resource Management</u></p> <ol style="list-style-type: none"> There are global inequalities in essential resources, caused by differences in supply and demand. Food, water, and energy are fundamental to human development, and governments strive to provide a secure supply of these resources. The changing demand for food in the UK creates both opportunities and challenges. How can the UK reduce its food miles and the associated carbon footprint? The UK has areas of water surplus and water deficit which leads to a mismatch in the provision of a reliable water supply and the need to transfer water across the UK.

<ol style="list-style-type: none">6. A UK pond ecosystem is an example of a small scale ecosystem which illustrates the concept of interrelationships within a natural ecosystem.7. Ecosystems can become unbalanced as a result of the impact from changing one component, such as the loss or gain of a species in the food chain.8. Tropical rainforest ecosystems have distinctive environmental (climate) characteristics.9. Tropical rainforest ecosystems have distinctive physical (vegetation structure) characteristics which create a variation in the abiotic factors within the tropical rainforest.10. Plants and Animals have adapted to the physical / abiotic conditions in the Tropical Rainforest.11. Tropical rainforests are experiencing varying rates of deforestation depending on location.12. There are a range of social and economic causes of deforestation.13. Deforestation leads to significant, negative environmental impacts at both the local and global scale.14. The economic impacts of deforestation can be both negative and positive.15. Tropical rainforests are important, providing goods and services, and hold value at both the local and global scale.16. There are a range of strategies to manage Tropical Rainforests more sustainably, but these have differing potential for success.	<ol style="list-style-type: none">6. Water quality is an issue in the UK and water pollution needs to be managed.7. There are social, economic, environmental and political reasons for the UK's energy mix changing, as the UK moves away from fossil fuels and towards more renewable sources of energy.8. There are economic and environmental issues with energy production in the UK.9. The demand for energy resources is rising globally, and there are many factors which influence energy supplies and consumption.10. Global energy supplies can be insecure, with some countries having an energy gap, which may lead to economic and environmental impacts and conflict.11. Diversifying the energy mix with renewables can increase the supply of energy but these have both costs and benefits.12. Exploiting new sources of fossil fuels or nuclear energy can increase the supply of energy but these have both costs and benefits.13. Energy security can be achieved through a range of strategies which promote increased efficiency and more sustainable resource use.14. Local renewable energy schemes in LIC's, such as a micro-hydro plant in the Andes, can provide sustainable supplies of energy, creating significant social, economic, and environmental benefits for the community.
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The Big Picture

Students bring together prior learning and understanding from Yr10 and add the remaining topic units to assess the direct and indirect effects of changing levels of global development and the growing human interactions with the Earth and the atmosphere. Students explore links between content and concepts to tackle and reflect upon some of the main global issues challenging humans in the modern world in the Issue Evaluation segment. Coming full circle from studying UK urban changes in Autumn Term Yr10, Yr11 finishes investigating the changes apparent in the UK’s economy and considers the place of the UK moving forward. This enables students to place the UK in the wider global context and ‘think like a geographer’, understanding that interactions between people and environments leads to change in places and processes over space and time, and that this can be different at different scales and in different contexts.

Intent

Over five lessons a fortnight, students cover the remaining taught content and develop a synoptic approach to their application of geography through the Issues Evaluation examination. This requires a balanced and substantiated approach to issues analysis and effective use of source material. Clear reasoning skills and more advanced geographic terminology require development. Geographical skills such as map reading, data/graphical interpretation and image analysis continue to be embedded into the taught content to develop confidence on the skills sections of the examinations. All students will be able to access the main content of all lessons, with a focus on the specific geographical terminology and concepts/processes. Scaffolding, adaptive teaching and stretch and challenge will be provided to enable all students to achieve their potential.

Implementation

The sequence of learning continues to mix physical and human geography to maintain interest, with the more complex topic units being covered in Yr11. Paper 1 is completed first to enable full examination papers to be attempted in the Autumn Mock Examinations. Having covered The Living World and Challenge of Resource Management in Yr10 enables past paper practice on Issue Evaluation to commence in the Autumn Term.

Students will be expected to apply knowledge and understanding to interpret, analyse and evaluate issues throughout the topics. There will be opportunities to discuss and use a variety of skills and techniques to investigate questions and issues in depth to consolidate understanding.

Students will be encouraged to BUG questions and use acronyms and PEEL strategies to support written work. Literacy will be promoted with the use of key geographical terminology & vocabulary to extend understanding.

Retrieval work is embedded throughout the course and into every lesson, with content being interleaved to ensure it is revisited frequently through starter activities and homework. Session 6 and targeted intervention is advertised in advance and planned based on identified weaknesses alongside question-level analysis of exams.

Assessments test knowledge and understanding, using a wide range of GCSE examination command words, from describe and explain through to analyse, assess, evaluate and to what extent, preparing students for GCSE styles of questioning. The self-reflection of responses using mark schemes will be supported and the redrafting of key examination question practice will seek to improve responses and embed good practice.

Key Summative Assessments:

Each topic unit has an ‘end of unit’ assessment based on an examination section as well as a knowledge test per sub-section

Practice examination style questions over 6 & 9 marks

Live marking in class

Retrieval homework with low stakes retrieval quizzing for key knowledge / terms & vocabulary

2x formal Mock Examination sessions covering full examination papers

Specific past paper practice using pre-release booklets on Issue Evaluation

Autumn Term

P1: Section A:
Challenge of Natural Hazards
Issue Evaluation

Spring Term

P2: Section B:
Changing Economic World
Issue Evaluation

Summer Term

Revision for final examination

Impact

By the end of the year, students will have expanded and consolidated their geographical place contexts, and understanding of geographic processes, concepts and issues. They will be able to draw together knowledge, understanding and skills from the full course of study demonstrating a breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study. This will culminate in being fully prepared for all three examination papers (physical and human geography plus geographical skills) enabling students to perform to their potential in the final GCSE examination.

Year 11 Curriculum Overview

Year 11 Autumn Term	
<p>Golden Threads: Place, space & scale / interdependence & connectivity / cultural awareness, diversity & understanding / global development / changing physical landscapes / hazards, impacts & risk / changing climate / sustainability & management / geospatial interpretation / decision-making</p>	
<p><u>Unit: AQA Paper 1: Question 1: The challenge of tectonic hazards, climate change and weather hazards in the UK and tropics</u></p> <ol style="list-style-type: none"> 1. The structure of the earth provides evidence of theories of plate tectonics, which can help explain the occurrence of earthquakes and volcanic eruptions. 2. Tectonic hazards are distributed along plate boundaries, with different types of boundaries having distinct characteristics and processes. 3. Earthquakes cause a range of social and economic impacts, the severity of which varies, depending upon the context of the location of the earthquake. 4. Earthquakes demand both immediate and long-term responses, both of which are important in the reduction of impacts and recovery from the tectonic event. 5. Some people chose to live in tectonically active areas despite the risks for a range of reasons. 6. Tectonic hazards can be managed with the aim of reducing the impacts. 7. Historical, long-term climate change is evidenced from several sources and has natural causes associated with celestial movements and activity. 8. Contemporary climate change is associated with increases in greenhouse gases from a range of emission sources leading to global impacts from global warming. 9. There are contrasting methods of managing climate change – adaptation and mitigation. 10. What is extreme weather in the context of the UK? 11. Are extreme weather events in the UK becoming more common? 	<p><u>Unit: AQA Paper 2: Question 2: The changing Economic World: Global development</u></p> <ol style="list-style-type: none"> 1. There are different ways of classifying parts of the world according to their level of economic development and quality of life. 2. Different levels of development exist over space – the world not evenly developed. 3. Rostow’s model of economic development shows how a country’s level of development changes over time as that country becomes wealthier, and technology & medicine is shared. 4. The Clark-Fisher Model shows how economic sectors and employment changes as the level of development increases. 5. There are a range of different methods of measuring development, each of which have strengths and weaknesses. 6. As countries develop their position on the Demographic Transition Model changes along with the shape of their population pyramid, which in turn impacts the level of development in the country. 7. A range of factors influence the level of development, creating an uneven pattern of development known as the Development Gap. 8. There are consequences of uneven levels of development. 9. Economic development is one of several strategies which can help reduce the development gap. 10. Aid, which can take a range of forms, is one of several strategies which can help to reduce the development gap. 11. Fair trade is one of several strategies which can help to reduce the development gap. 12. Governments can help reduce the development gap through debt relief.

<p>12. What are the impacts of extreme weather events in the UK? Case study – Somerset flooding</p> <p>13. The global atmospheric circulation model illustrates how heat is transferred from the equator to the poles and explains the location of biomes and weather events.</p> <p>14. What are the characteristics of tropical storms and hurricanes and how are they structured?</p> <p>15. Tropical storms and hurricanes are distributed with the tropics due to the requirement of specific conditions in order for them to form.</p> <p>16. The formation of tropical storms or hurricanes follows a sequence of physical processes.</p> <p>17. Tropical storms and hurricanes, such as Typhoon Haiyan, cause significant social and economic impacts in LICs and NEEs.</p> <p>18. Managing tropical storms and hurricanes take the form of immediate and long-term responses, which have varying degrees of success.</p> <p>19. Tropical storms and hurricanes can be predicted and forecast which allows responses prior to the event to reduce the risk faced by communities.</p>	<p>13. Tourism and Eco-tourism are one of several strategies which can provide an income for local communities and create opportunities to reduce the development gap.</p>
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<h3>Year 11 Spring Term</h3>	
<p>Golden Threads: Place, space & scale / interdependence & connectivity / cultural awareness, diversity & understanding / global development / changing human landscapes / changing climate / sustainability & management / geographical enquiry / geospatial interpretation / decision-making / synopticity</p>	
<p><u>Unit: AQA Paper 2: Question 2: The changing Economic World: A Newly emerging economy</u></p> <ol style="list-style-type: none"> 1. Where is Nigeria and why can it be classed as a leading emerging economy? 2. What is the regional and global importance of Nigeria? 3. What is the political, social, cultural, and environmental context of Nigeria? 4. How and why are Nigeria’s political and trade relationships changing? 	<p><u>Unit: AQA Paper 2: Question 2: The changing Economic World: The changing UK economy</u></p> <ol style="list-style-type: none"> 1. How and why has the structure of the UK economy changed? 2. How have government policies affected the UK economy and what have been the impacts on this on employment patterns and regional growth? 3. How is the UK moving towards a post-industrial economy? 4. What are the criteria for the development of a science or business park? 5. How can UK industry operate in a more sustainable and environmentally sensitive manner?

<p>5. How is Nigeria’s economy changing and what is the impact of this on the population and employment structure?</p> <p>6. What is the role and impact of TNCs in Nigeria’s economic development?</p> <p>7. How has economic development in Nigeria impacted upon the environment?</p> <p>8. Why does Nigeria receive International Aid and what has been the impact of this?</p> <p>9. What has been the effect of economic development on the Quality of Life in Nigeria? Does inequality within the country still exist and what is the impact of this?</p>	<p>6. How and why are the UK’s rural landscapes changing?</p> <p>7. The UK is improving its transport and key infrastructure, but why does this lead to conflict?</p> <p>8. What evidence is there of a North-South Divide in the UK and what strategies are being implemented to “level up” the UK and reduce regional differences?</p> <p>9. What is the UK’s place in the world?</p> <p><u>Unit: AQA Paper 3: Issue evaluation pre-release preparation</u></p> <p>Content/skills and schedule of learning depends on the focus and steer associated with the pre-release material.</p>
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<h3>Year 11 Summer Term</h3>	
<p>Golden Threads: Place, space & scale / interdependence & connectivity / cultural awareness, diversity & understanding / global development / changing human landscapes / changing physical landscapes / hazards, impacts & risk / changing climate / sustainability & management / geographical enquiry / geospatial interpretation / decision-making / synopticity</p>	
<p>Revision and preparation for the final examinations across Paper 1, 2, & 3.</p>	<p><u>N/A</u></p>

IDSALL SCHOOL



KS5 Geography Curriculum

Our vision for Geography

We study the Edexcel A-Level Course for Geography. This specification has been selected on account of its current and future-orientated content which enables staff to reflect the dynamic and changing physical and human environments, along with its synergy with the GCSE course studied as well as future geographic studies beyond A-level.

Through the study of Geography at A-level, an inquisitive and empathetic approach allows the study of a range of pressures and issues facing the world today. The course draws student's attention to current affairs and prompts a balanced and evaluative review of reasons and impacts, encouraging the development of a responsible and informed attitude to global affairs. Additionally, valuable transferable skills are developed such as cognitive and interpersonal communication skills. The A-level Geography course develops students' critical thinking, analytical and problem-solving skills whilst the deeper study of a Non-examined Assessment encourages the development of adaptability and self-management in students whilst being encouraged to pursue a geographical enquiry approach to situations.

KS5 Learning Journey for Geography



**IDSALL
SCHOOL**

Skills & knowledge gained and consolidated at GCSE



**Year
12**

**Topic 1:
Tectonic
Processes &
Hazards**

Why are some locations more at risk from tectonic hazards?
What are the processes related to tectonic hazards?

Can we successfully manage tectonic hazards?

Why do some tectonic hazards develop into disasters?

What are the impacts of globalisation?

What are the consequences of globalisation?

Why are coastal landscapes different & what processes cause these differences?

How do characteristic coastal landforms contribute to coastal landscapes?

How do coastal erosion and sea-level change alter the physical characteristics of coastlines and increase risks?

**Topic 3:
Globalisation**

What are the causes of globalisation?

Why has globalisation accelerated in recent decades?

How can we respond to the challenges of globalisation?

**Topic 2B:
Coastal
Landscapes
& Change**

**Topic 4A:
Regenerating
Places**

How can coastlines be managed to meet the needs of all players?

What are superpowers and how have they changed over time?

**Topic 7:
Superpowers**

What are the impacts of superpowers on the global economy, political systems and the global environment?

What are the implications of superpowers contesting spheres of influence?

**Topic 5:
The
Water Cycle
& Water
Insecurity**

What are the mechanisms for maintaining power?
What processes operate at different scales within the hydrological cycle?

How does water insecurity occur?

Why is water insecurity an increasing global issue?

**Topic 6:
The
Carbon
Cycle &
Energy
Security**

What are the impacts of hydrological variations over short- and long-term timescales?

How does the carbon cycle operate to maintain planetary health?

How can energy security be best achieved; fossil fuels/alternative sources of energy or radical technologies?

How are biological carbon cycles and the water cycle threatened by human activity?

**Paper 3:
Synoptic
Issues
Analysis &
Evaluation**

What are the implications of the degradation of the water & carbon cycles?

Analysing & evaluating a familiar issue in an unfamiliar location

What are the threats to national sovereignty in a more globalised world?

How do global organisations manage global issues & conflicts?

What are the impacts of globalisation on international migration?

**Topic 8B:
Migration,
Sovereignty
& Identity**

Moving on using the geographic skills developed to a degree, employment or Apprenticeship



How have nation states evolved in a globalising world?

**We study the 2016
Edexcel A-Level
Specification**



Geographical enquiry process: sampling, methodology, data interpretation & analysis, critical evaluation

Why might regeneration be needed?

How and why do places vary?

How is regeneration managed?

How successful is regeneration?

The Big Picture

Year 12 introduces students to more complex content and deeper understanding around topical geography with which they are already familiar. Content retains a focus on the UK and is more case study based when exemplification moves outside the UK. This approach encourages exploration of the processes and interactions between the physical and human geography as students gain in confidence and competence in their core geographic knowledge.

Intent

Half the taught content for examinations is covered in Year 12 along with the inception, design and implementation of the Non-examined Assessment of the course, the skills for which are incorporated into the schemes of work. The taught content comprises of:

- 2 topics in Paper 1: Dynamic Landscapes (Topic 1: Tectonic Processes & Hazards and Topic 2B: Coastal Landscapes & Change)
- 2 topics in Paper 2: Dynamic Places (Topic 3: Globalisation and Topic 4A: Regenerating Places)

The content with the four topical units builds on understanding developed at KS4, avoiding unnecessary repetition while also ensuring that students new to the subject are appropriately supported.

Implementation

Papers 1 + 2 are taught simultaneously to maintain variety interest. Topics 1 + 3 are taught in the Autumn Term as the content of hazard risk and the impacts of globalisation are required to be taught prior to Topics 2 + 4. Additionally, Topics 1 + 3 are assessed via 12 mark essays which enables assess & evaluative skills to be embedded prior to tackling the extended mark schemes of the 20 mark essays in Topics 2 + 4.

Content is delivered similarly across all modules and is clearly signposted to relevant specification areas, enabling students to focus content into revision areas for examination questions. Smart case studies are selected to facilitate multiple use and content is extended beyond the specification to challenge.

Geographical skills and analysis are incorporated into the schemes of work at appropriate times, such as statistical analysis and data representation techniques. This supports the independent investigation, the practical fieldwork skills for which are taught and explored over 4 days of field trips to Telford and West Wales.

Students work independently and in groups to analyse, interpret and present a wide range of sources and content. Wider reading (through the use of Geofiles, Geofactsheets and Geography Review) is encouraged and students are frequently directed to relevant current global events to bring the subject to life and make the course applicable to the modern world. Additionally, students are encouraged to actively and independently follow world affairs to bring the course up-to-date and consolidate wider understanding.

Key Summative Assessments:

- Folder checks
- Live marking of questions in class
- Practice 12/20 mark essays per specification area
- Short Exam Question 24 mark assessments per enquiry question
- End of Unit Assts
- Mock Exams in the Summer Term (2 half length papers reflecting the taught content for Paper 1 + 2)

Autumn Term

- P1: Topic 1: Tectonic Processes & Hazards
- P2: Topic 3: Globalisation

Spring Term

- P1: Topic 2B: Coastal Landscapes & Change
- P2: Topic 4A: Regenerating Places

Summer Term

- P1: Topic 2B: Coastal Landscapes & Change
- P2: Topic 4A: Regenerating Places
- NEA proposal, data collection and presentation via fieldwork

Impact

By the end of the year, students will be familiar with the style and content of Paper 1 and Paper 2, having tackled all assessment styles in these examinations. They will have consolidated core geographic process knowledge and have a range of potential exemplification which will be up-to-date and beyond the core specification place study. Their geographic enquiry will be underway with the geographical fieldwork skills and elements covered during fieldtrips. Whilst students may find the course challenging, we would hope they find the course enjoyable and be eagerly anticipating the broadened of the specification in Year 13 to cover the current global affairs.

Year 12 Curriculum Overview

Year 12 Autumn Term

Golden Threads: Place, space & scale / interdependence & connectivity / cultural awareness, diversity & understanding / global development / changing human landscapes / changing physical landscapes / hazards, impacts & risk / changing climate / sustainability & management / geospatial interpretation / decision-making / synopticity

Unit: Tectonic Processes and hazards

1. Physical processes and theoretical frameworks associated with plate boundaries and plate tectonics explain the distribution of, and causes of, tectonic hazards.
1. There are theoretical frameworks that attempt to explain plate movements and the causes of intra-plate earthquakes, and volcanoes associated with hot spots from mantle plumes.
2. Physical processes associated with earthquakes, volcanoes and tsunamis explain the causes of tectonic hazards.
3. Some locations are more at risk from tectonic hazards than others due to a range of reasons.
4. There are a range of reasons why some hazards develop into disasters, and others do not.
5. Contrasting hazard events in developed, emerging and developing countries to show the interaction of physical factors and the significance of context in influencing the scale of disaster.
6. Disaster occurrence can be explained by the complex inter-relationship between the hazard event and the locations wider context: its vulnerability and resilience.
7. Hazard profiles help understand hazard impacts and community vulnerability & resilience.
8. Governance and levels of development play an important role in understanding disaster impacts and reducing the risk from hazards.
9. Trends in disaster impacts vary over the last 60 years and reflect the complex inter-relationships in the risk equation.

Unit: Globalisation

1. A range of historical and technological developments have been significant in the acceleration of globalisation.
2. Political and economic decision-making are important factors in the acceleration of globalisation, with IGOs, national governments and TNCs all playing a role in the spread of globalisation.
3. The degree of globalisation varies by country and can be measured through a range of indicators.
4. There are physical, political, economic, and environmental reasons why some locations remain largely 'switched off' from globalisation.
5. Globalisation and the global shift have affected places differently, creating winners and losers for people and the environment.
6. The globe is more interconnected leading to an increasing scale and pace of migration creating consequences for people and the environment in both the host and source location.
7. The increased interconnectedness has led to the emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment; however, both opportunities and concerns/opposition over the loss of indigenous cultures and economic and environmental exploitation exist.
8. Globalisation has led to rapid and dramatic increases in development for some countries.
9. The global development gap is widening, leading to disparities in wealth and environmental quality.

<p>10. Tectonic mega-disasters can have regional or global impacts and significance in terms of economic and human interdependence.</p> <p>11. Multiple-hazard zones are particularly vulnerable to disasters with hydrometeorological hazards sometimes contributing to a tectonic disaster.</p> <p>12. The accuracy of prediction and forecasting depends upon the type and location of the tectonic hazard.</p> <p>13. Theoretical frameworks can be used to understand the impact of tectonic hazards and the ability of countries to recover from the disaster.</p> <p>14. Theoretical frameworks can be used to understand the processes and stages within the management of tectonic hazards.</p> <p>15. Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness and success.</p>	<p>10. Globalisation has created winners and losers for people and physical environments between and within developed, emerging and developing economies.</p> <p>11. The pace of global change from globalisation has led to social, political and environmental tensions between and within countries.</p> <p>12. Open borders, deregulation and encouragement of FDI have created culturally mixed societies and thriving migrant diasporas in some locations, but tensions have resulted elsewhere.</p> <p>13. Attempts have been made in some locations to control the spread of globalisation by censorship, limiting immigration & trade protectionism.</p> <p>14. Some groups seek to retain their cultural identity within countries and seek to retain control of culture and physical resources, whereas others embrace the economic advantages of globalisation.</p> <p>15. Ethical and environmental concerns over unsustainability have led to pushback to globalisation with increased localism and greater awareness of the social and environmental impacts of a consumer society.</p> <p>16. The responses to globalisation have economic, social and environmental costs and benefits, and their success varies by strategy and by place.</p>
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<p>Year 12 Spring Term</p>	
<p>Golden Threads: Place, space & scale / interdependence & connectivity / cultural awareness, diversity & understanding / global development / changing human landscapes / changing physical landscapes / hazards, impacts & risk / changing climate / sustainability & management / geospatial interpretation / decision-making / synopticity</p>	
<p><u>Unit: Coastal Landscapes and Change</u></p> <p>1. The coast, and wider littoral zone, has distinctive features and landscapes.</p> <p>2. Coasts can be classified by using longer-term criteria such as geology and changes of sea level or shorter-term processes such as inputs from rivers, waves, and tides.</p> <p>3. Coastal landscapes differ as a consequence of varying processes and characteristics.</p>	<p><u>Unit: Regenerating Places</u></p> <p>1. Economies can be classified in different ways and vary from place to place.</p> <p>2. Differences and inequalities in economic activity is reflected through variation in social factors and in quality-of-life indices.</p> <p>3. Places have changed their function, economic activity, and demographic characteristics over time, with those changes being measured through a range of indicators.</p>

<ol style="list-style-type: none"> 4. Geological structure influences the development of coastal landscapes and morphology at a variety of scales. 5. The rates of coastal recession and stability depend on a range of factors, from lithology and geological structure to vegetation and cliff profile. Different processes and characteristics influence the development and formation of coastal landscapes and landforms. 6. Different types of waves influence beach morphology and beach sediment profiles, which vary at a variety of temporal scales from short term (daily) through to longer periods. 7. Marine erosion creates distinctive coastal landforms and contributes to coastal landscapes. 8. The direction and volume of fluvial and aeolian transportation of sediment throughout the coastal zone, is influenced by the strength and angle of waves, tides and currents and the process of longshore drift. 9. Plant succession plays an important role in the stabilisation of coastal landscapes and the formation of sand dunes in the coastal zone. 10. Sediment transport and deposition create distinctive landforms and contribute to coastal landscapes. 11. Subaerial processes (mass movement & weathering) influence landforms and contribute to sediment production and rates of recession. 12. The Sediment Cell concept is important in understanding the coast as a system of dynamic equilibrium, with both negative and positive feedback. 13. Sea-level changes result from a complex interplay of factors influencing coasts on different timescales and has produced distinctive landscapes. 14. Contemporary sea-level change from global warming or tectonic activity is a risk to some coastlines. 15. Rates of coastal retreat are not constant at a spatial or temporal scale, being caused by a range of physical factors and influenced by human actions. 16. Coastal flooding is influenced by both local and global factors. 17. Coastal flood risk is an increasing threat, but the pace and magnitude of this threat is uncertain. 	<ol style="list-style-type: none"> 4. Past and present physical, historical, and political factors influence the direction and rate of change in places. 5. Regional, national, and international/global influences have shaped the characteristics of a range of places. 6. Economic and social changes in places have influenced people's identity. 7. There are significant variations in economic and social indicators between successful and less successful regions. 8. Economic and social inequalities between places change the perception of an area and lead to contrasting views on the need for regeneration. 9. The lived experience of an area impacts the degree of engagement in that area, which can influence the need for regeneration. 10. Conflicts which can occur among contrasting groups in communities that have different views about the priorities and strategies for regeneration, have complex causes. 11. The need for regeneration can be evaluated in a range of ways, from statistical evidence to media portrayal. 12. Government, at a range of scales (national and local), plays a key role in the decision regarding, and success of, regeneration. 13. National decision-making on planning, migration, deregulation, and decentralisation affects the economic regeneration of both rural and urban areas. 14. Infrastructure investment, in order to maintain growth and improve accessibility, is used to regenerate regions. 15. Local government policies aim to represent areas as being attractive for inward investment, promoting a range of regeneration strategies in both rural and urban settings. 16. Local interest groups play a key role in decision-making about regeneration, with tensions between those who wish to preserve environments and those who seek change. 17. Rebranding, through a variety of media, is a strategy used to change the perception of places in the UK and instigate regeneration, through attracting increased visitors. 18. The success of regeneration can be measured through a range of economic, demographic, social and environmental criteria.
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<p>18. Coastal recession and coastal flooding both have significant consequences for affected communities, resulting from economic and social losses.</p> <p>19. There are different approaches to managing the risk associated with coastal recession and flooding which vary in their effectiveness and the degree of conflict created.</p> <p>20. Coastlines are now increasingly managed by holistic integrated coastal zone management, the policy decisions for which are based on complex judgements which can lead to conflicts between different players with perceived winners and losers in countries at different levels of development.</p>	<p>19. Regeneration in urban and rural places is often contested within local communities.</p> <p>20. Stakeholders in both urban and rural settings, hold contrasting criteria for judging the success of regeneration based on the lived experience and impact of that change.</p>
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Year 12 Summer Term	
Golden Threads: Place, space & scale / global development / changing human landscapes / changing physical landscapes / changing climate / sustainability & management / geographical enquiry / geospatial interpretation / decision-making / synopticity	
<p><u>Unit: Water Cycle and Water Insecurity</u></p> <ol style="list-style-type: none"> 1. The processes operating within both the global and local hydrological cycles determine the relative importance of the stores and annual fluxes between the stores. 2. The processes operating within both the global and local hydrological cycles determine the relative importance of the inputs, flows & outputs. 3. The hydrological cycle is a system of linked processes, the importance of which is influenced by a range of physical factors within drainage basins. 4. Stores within the global hydrological cycle have different residence times, making some stores non-renewable. 5. Human activity can interrupt the hydrological cycle with regards to store residency times and flux rates, through accelerating processes or directly impacting storage capability. 	<p><u>Unit: NEA</u></p> <ol style="list-style-type: none"> 1. Formation of an Independent Investigation via a geographical enquiry - to be ongoing through Yr13 2. The process of a geographical enquiry 3. Big picture and contextual theory to the geographical enquiry 4. Planning of aims and hypotheses to test. 5. Data collection and methodology. The strengths and weaknesses of techniques employed, and the impact of varying degrees of accuracy and reliability of the data collected. 6. The ethical considerations associated with the methodology. 7. Data interpretation, analysis and assessment of hypotheses, using statistical comparison tests to evaluate the significance of any relationships or similarities/differences. 8. Data representation including the use of graphical and map techniques.

	<ol style="list-style-type: none">9. Conclusions drawn relating to the original aim of the geographical enquiry.10. Critical evaluation of the investigation and the validity of the results and subsequent conclusions.
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The Big Picture

Year 13 aims to inspire students to engage critically with real world issues and places, and to apply their geographical knowledge, theory and skills to the world around them, making links between different geographic themes, ideas and concepts through synoptic themes. Students will grow as independent thinkers and as informed and engaged citizens, understand the role and importance of geography as one of the key disciplines relevant to understanding the world’s changing peoples, places and environments.

Intent

The remaining four taught content units are covered in Year 13, raising the complexity and depth required of students. An issues-based approach to studying geography, enables students to explore and evaluate contemporary geographical questions and issues such as the consequences of globalisation, responses to hazards, water insecurity and climate change.

- 2 topics in Paper 1: Physical Systems & Sustainability (Topic 5: Water Cycle & Water Insecurity and Topic 6: Carbon Cycle & Energy Security)
- 2 topics in Paper 2: Human Systems & Geopolitics (Topic 7: Superpowers and Topic 8B: Migration, Identity & Sovereignty)

A holistic approach to understanding geography is taken in preparation for Paper 3, which is introduced in Year 13. Key synoptic themes of players, attitudes & actions and futures & uncertainties are interweaved into the taught content. The Non-examined Assessment is completed through data analysis, interpretation and conclusion as well as critical evaluation and linked to the wider geographical context.

Implementation

Papers 1 + 2 are taught simultaneously to maintain variety interest. Topics 6 + 7 are taught in the Autumn Term to feed in content for synoptic issues and Paper 3. The last enquiry question on Topic 6 is taught after Topic 5 to draw together processes and concepts on overall environmental issues. Topic 7 feeds into Topic 8B on content enabling a deeper understanding of human systems.

Content is delivered similarly across all modules and is clearly signposted to relevant specification areas, enabling students to focus content into revision areas for examination questions. Smart case studies are selected to facilitate multiple use and content is extended beyond the specification to challenge.

Geographical skills & analysis are incorporated into schemes of work at appropriate times, such as statistical analysis and data representation techniques. The synoptic themes encourage deep learning and higher-order skills focusing on eight specialist geographic concepts, empowering the use of transferable skills.

Students work independently and in groups to analyse, interpret and evaluate a wide range of sources and content. Wider reading (through the use of Geofiles, Geofactsheets and Geography Review) is encouraged and students are frequently directed to relevant current global events to bring the subject to life and make the course applicable to the modern world. Additionally, students are encouraged to actively and independently follow world affairs to bring the course up-to-date and consolidate wider understanding.

Key Summative Assessments:

- Folder checks
- Live marking of questions in class
- Practice 12/20 mark essays per specification area
- Short Exam Question 24 mark assessments per enquiry question
- End of Unit Assts
- Mock Exams x2 in Autumn & Spring Terms (for P1/P2/P3)

Autumn Term

- P1: Topic 6: Carbon Cycle & Energy Security
- P2: Topic 7: Superpowers
- P3: Synoptic Issues NEA

Spring Term

- P1: Topic 5: Water Cycle & Water Insecurity
- P2: Topic 8B: Migration, Identity & Sovereignty
- P3: Synoptic Issues

Summer Term

- P1/P2: Revision
- P3 Synoptic Issues

Impact

By the end of the year, students will be energised about a range of global issues and aware of the causes and impacts of a range of global affairs. This will be reflected in their knowledge and understanding as well as their wider reading and awareness of current affairs. They will have developed an in-depth understanding of physical and human geography, and grasp the complexity of people and environmental interactions. Students will be fully prepared for the three examination papers in content and style and have become critical, reflective and independent learners, which will enable them to move forward in their future careers with confidence in their competencies.

Year 13 Curriculum Overview

Year 13 Autumn Term

Golden Threads: Place, space & scale / interdependence & connectivity / cultural awareness, diversity & understanding / global development / changing human landscapes / changing physical landscapes / hazards, impacts & risk / changing climate / sustainability & management / geospatial interpretation / decision-making / synopticity

Unit: Water Cycle and Water Insecurity

1. Water budgets vary across a range of temporal scales in response to physical processes.
2. Water budgets, such as soil moisture, being influenced by climate type, show the annual balance between precipitation and evapotranspiration and their impact on water availability.
3. River systems respond to hydrological processes at a range of spatial and temporal scales, from river regimes to storm hydrographs, and are influenced by a range of physical and human factors.
4. Deficits within the hydrological cycle result from both physical processes and human activity and can impact the flows and flux rates within the drainage basin hydrological cycle.
5. Deficits within the hydrological cycle have significant impacts on ecosystem functioning and the resilience of these ecosystems.
6. Surpluses within the hydrological cycle result from both physical processes and human activity and can impact the flows and flux rates within the drainage basin hydrological cycle.
7. The damage from UK flood events has both environmental and socio-economic impacts.
8. Climate change will affect inputs, outputs, stores, and flows as well as flux rates within the hydrological cycle, at a range of spatial and temporal scales.
9. Climate change resulting from short-term oscillations such as El Nino, and global warming, increases the uncertainty over the security of water supplies within the hydrological cycle, along with future projections of drought and flood risk.

Unit: Superpowers

1. Geopolitical power stems from a range of human and physical characteristics.
2. The mechanisms of gaining and maintaining power sit on a spectrum, the processes in which vary in their effectiveness, and the relative importance of these mechanisms has changed over time.
3. The patterns of power have changed over time, from direct colonial rule through to indirect, neo-colonial mechanisms, yet there are similarities in the mechanisms utilised and the factors leading to the decline of superpowers.
4. Different patterns of power bring varying degrees of geopolitical stability and risk.
5. A range of countries are emerging to contest the US hegemony, but these countries have both strengths and weaknesses, consequently varying in their influence and power projection, and inhibiting their economic and geopolitical role in the future.
6. Geographic theory helps to explain the changing patterns of power and how countries can gain and maintain power.
7. Superpowers have a significant influence over the global economic system through IGOs and TNCs, which in turn have a role in maintaining the power and wealth of superpowers.
8. Superpowers exert considerable cultural influence through TNCs, media, and the arts, which supports their economic and technological global influence.
9. Superpowers play a key role in international decision-making, through global action, the UN and economic and military alliances.

<ol style="list-style-type: none"> 10. Water insecurity has both physical and human causes leading to a mismatch between water supply and demand. 11. The finite water resource faces pressure from rising demand, which is increasingly serious in some locations, and is leading to an increasing risk of water insecurity. 12. There are complex reasons why the price of water varies globally. 13. Global economic water scarcity is a consequence of the global pattern of inequality in wealth and access of technology. 14. The consequences of water insecurity impact upon the environment, the level of economic development, and human health and well-being. 15. There are political consequences of water insecurity arising from conflicts over trans-boundary water sources. 16. The techno-fix approach of hard engineering schemes to manage water supplies has both costs and benefits. 17. There are different approaches to managing water supplies, with some being more sustainable than others. 18. Integrated drainage basin management for large rivers and water-sharing treaties and frameworks can help reduce the risk of water conflicts. 	<ol style="list-style-type: none"> 10. Superpowers maintain global stability and security through IGOs engaged in upholding human rights such as the UN and ICJ, as well as through peacekeeping missions. 11. Global environmental concerns and issues are disproportionately influenced by superpowers resource demands, consumption and economic growth. 12. There are differences in the willingness of powers to act on environmental concerns due to the complex inter-play of political and economic factors. 13. Superpowers are contesting a range of spheres of influence over political territory, physical resources, and intellectual property. 14. Contested spheres of influence can lead to tension between superpowers or result in open conflict, both with implications for people and the environment. 15. The changing relationships between superpowers and developing countries, especially in Africa, are increasing interdependence and opportunities for people but are also generating environmental impacts and social challenges, with accusations of a shift to neo-colonialism. 16. Rising tensions in Asia and the Middle East are grounded in complex causes and create consequences for people and the environment. 17. Existing superpowers face economic and political challenges from both home and abroad over maintaining their power projection. 18. The future balance of global power in 2030 and 2050 is uncertain leading to a range of possible outcomes for future global power structures.
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<p>Year 13 Spring Term</p>
<p>Golden Threads: Place, space & scale / interdependence & connectivity / cultural awareness, diversity & understanding / global development / changing human landscapes / changing physical landscapes / hazards, impacts & risk / changing climate / sustainability & management / geospatial interpretation / decision-making / synopticity</p>

Unit: Carbon Cycle and Energy Security

1. The global biogeochemical carbon cycle is driven by both geological and biological processes.
2. Annual fluxes of carbon between global stores vary in size and rates as well as on different timescales.
3. Most global carbon is locked in terrestrial stores as part of the long-term geological cycle.
4. Biological processes sequester carbon on land and in the oceans on shorter timescales.
5. A balanced carbon cycle is important in sustaining and regulating other systems but is being increasingly altered by human activities.
6. The process of fossil fuel combustion has altered the balance of carbon pathways and stores with implications for climate, ecosystems and the hydrological cycle.
7. Different countries have varying levels of access to and consumption of energy resources due to a range of factors.
8. Energy security is a key political objective for most countries resulting in the development of both conventional and unconventional fossil fuels.
9. There is a mismatch between the supply and demand for fossil fuels which leads to the creation of energy pathways, which brings tension and conflict between players at a range of levels.
10. As conventional fossil fuels deplete, the development of unconventional sources has social costs and consequences for the environment.
11. Renewable and recyclable energy resources could help decouple fossil fuel from economic growth, but these energy sources have economic, social, and environmental costs and benefits.
12. Biofuels and radical technologies are increasing globally but have implications on food supply and uncertainty over how “carbon neutral” they are.
13. There are questions over the contribution renewable and alternative energy supplies can make to energy security.
14. Global systems such as the Carbon & Hydrological Cycles are threatened by human activity, which is altering the stores and flux rates within those cycles.

Unit: Migration, Identity and Sovereignty

1. Globalisation, through changing the pattern for demand of labour, has led to an increase in migration both within countries and among them, creating diasporas of varying size depending on the level of engagement with the global economy of the host country.
2. The pattern of international migration is changing and continues to change as a consequence of globalisation and environmental, political and economic events in both source areas and destinations.
3. The causes of migration are varied, complex and subject to change, aided by the varying ability to migrate, both of the migrant and the presence of controls or international borders.
4. The unrestricted movement of labour, whilst enabling economic efficiency, poses serious challenges for national identity and sovereignty.
5. The consequences of international migration on the cultural and demographic composition of states, as well as the political stability of the state, are varied and disputed, but depend upon the degree and rate of assimilation along with differences in the perception of the social, economic, and cultural impacts of migration.
6. Nation states vary in unity depending upon their history, development, and location, leading to variations in ethnic composition and cultural heterogeneity, contested territories, conflict and population displacement.
7. National borders can be a consequence of physical geography, historical development, or colonial history and can either be stable or contested, depending on the context of that border designation. Where borders are contested, this can lead to problems over sovereignty and legitimacy, unrecognised states, population movements, and conflict.
8. Nationalism has played a role in the development of the modern world, from European states and empires through to the independence from colonialism.
9. Nationalism has led to conflicts which have been costly in human, economic and environmental terms.

15. The degradation of carbon stores in the ocean and biosphere has implications for human well-being as well as environmental health & ecosystem functioning.
16. The impacts of degradation in the carbon and hydrological cycles are more keenly felt in developing countries and those in vulnerable locations.
17. As countries develop, there are increasing measures and steps being taken to protect and restore carbon and hydrological stores.
18. Future emissions, atmospheric concentration levels and climate warming are uncertain owing to natural factors, human factors, and feedback mechanisms.
19. Responses to climate change are required from different players at a range of scales but are compromised by uncertainty over the uncertainty of global projections.
20. Both responses to climate change through adaptation and re-balancing the carbon cycle through mitigation, have different costs and risks associated with them, not least the requirement for global-scale agreement and action.

Unit: Synoptic Issues (Paper 3 preparation)

1. Who are the different players involved in geographical issues and decisions, and why do some players have greater influence than others?
2. Why do attitudes to geographical issues vary so greatly and how does this influence actions?
3. There are contrasting approaches when making decisions about geographical issues, the future outcomes of which are uncertain

10. The liberalisation of the global economy and consequent closer integration of states has led to political tensions and challenges over identity and sovereignty for states.
11. Globalisation, through increased global connectivity and interdependence, has led to the emergence of new states, such as tax havens, which have generated tension between states.
12. Some states have rejected the US-dominated global economic and political system and promoted alternative models, with varying success.
13. Interventions, whether economic sanctions or direct military interventions, made by the UN have had a mixed record of success.
14. The UN's role in global governance is affected by the contrasting geopolitical ideology of members of the Security Council, leading to some states operating independently of the UN.
15. IGOs established after WWII have and continue to control the rules of world trade and financial flows, through exerting a "western" capitalist, neo-liberal ideology via an almost universal membership.
16. Global borrowing rules and trade policies have been especially effective in delivering growth to the developed world, but the impact of Structural Adjustment and HIPC policies on the developing world's economies and economic sovereignty is disputed.
17. IGOs have been formed to manage global environmental issues concerning common resources such as the oceans, atmosphere, biosphere, and Antarctica.
18. Environmental management at a global scale has had varying success depending on the environmental issue, the scale of the issue and whether a consensus on management has been reached.
19. National identity is a contested and complex concept in a globalised world.
20. National identity can be tied to distinctive characteristics belonging to the state and governments attempt to reinforce this through a range of strategies.
21. There are a range of challenges to national identity which can undermine state sovereignty.
22. Strong nationalist movements are seeking to create independent smaller states where state national identity is fractured.

Year 13 Summer Term

Golden Threads: Place, space & scale / interdependence & connectivity / cultural awareness, diversity & understanding / global development / changing human landscapes / changing physical landscapes / hazards, impacts & risk / changing climate / sustainability & management / geographical enquiry / geospatial interpretation / decision-making / synopticity

REVISION

REVISION

23. There are consequences and tensions resulting from a lack of unity and identity in states, which can lead to the loss of state sovereignty, and ultimately, failed states.