**CURRICULUM PLAN**

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| Department: Geography |
| Vision Statement:  Geography is the study of earth as a home to humankind. It teaches us to love and look after the natural world around us as well as identify what part we must play in the processes that shape and drive different communities and countries. Thinking like a Geographer allows you to make sense of the world and face the challenges that shape our societies and environments at different scales. |
| Strapline: [No more than 6 words. Make it catchy, memorable – alliteration always helps!]  Participate, Persevere, Protect. |
| Curriculum Story: [No more than 50 words on the story of the curriculum sequence]  We start our journey looking at where places are located. We then travel the world, landing in contrasting places to study physical processes and how we can protect our environment. We explore communities and unfair justices that shape economies, acknowledging our role and responsibility in closing the global development gap. |
| Skills developed: [No more than 50 words on what students get from your curriculum]  In Geography, students learn to analyse the advantages and disadvantages of processes taking place, evaluate strategies to sustain our planet and justify what actions they will take to become well rounded, global citizens who can make sense of the world around them and face up to the challenges it faces. |

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| **Year 7:** **Your Geography passport** [**All around the World**] | | | | | | |
| **Topics** | **Why we  teach this** | **Links to  last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1** [Which country and where?] | | | | | | |
| Stamping your passport | Students need to know where places are and how to describe the location of places – Identify continents, know where countries are, know their capital city, and identify famous landmarks and flags. | Builds on KS2 curriculum: location knowledge, human & physical landscapes and map skills | All topics | Location knowledge  Map skills – Atlases  Compass directions  Genre - Recount | What a map is  The making of maps: Who and how  What an atlas is  What a compass is and how to use it  The making of a compass: Who and how  What a key is | Precious planet |
| **Autumn 2** [Map skills] | | | | | | |
| Where are you without google maps? | Students need to know how to navigate their way around using map skills, identifying key common features of maps including symbols, contours and scale in order to interpret their surroundings. | Map skills  Location knowledge | All topics | Location knowledge  Mathematical skills  Quantitative skills  Map skills – OS maps  Genre – Instruct | What an OS map is | Artistic creativity  Technological processes |
| **Spring 1 & 2** [Exploring ecosystems – How plants, animals and people adapt] | | | | | | |
| Life along the latitudes | Allow students to appreciate that the world is not all the same, that different ecosystems exist and within those, different plants and animals are adapted to survive in contrasting conditions. Global issues, such as climate change, threaten the future of these ecosystems. | Location of places  Map skills | An understanding and appreciation of how society must adapt – India, Coasts, Rivers (Yr 8) Sustainable cities (Yr 9), Ecosystems (Yr 10) Resource Management (Yr 11) | Location knowledge  Place knowledge  Mathematical skills  Quantitative skills Climate graphs  Data analysis  Genre – Describe & explain | Evolution of animals and plants  The history / story of uncontactable tribes  What the difference between weather and climate is  The climate story | Precious planet  Cultural diversity |
| **Summer 1** [Why is there so much plastic pollution, why is it a problem and what can we do about it?] | | | | | | |
| Plastics – People vs the planet | A current global problem that we are responsible for and we must act to change to prevent the pollution of our oceans which are crucial for regulating our temperature. | Map skills  Global warming / climate change  Problems that people face, decision making | India (Yr 8)  Ecotourism (Yr 8)  Sustainable living (Yr 9) | Decision making skills  Genre – Describe & explain | What plastic is  Why plastic was made  The climate story | Precious planet  Technological processes  Ethical enterprise |
| **Summer 2** [What are Geographical Issues?] | | | | | | |
| Investigating Geographical Issues | An exciting unit that will help to enhance students general knowledge on past and present issues that underpin every day life; crime and piracy, dark tourism, fair trade, fashion, sport, fantastic places. | Map Skills  Location knowledge  Problems that people face  SMSC | All topics and -  TNCs (Yr 8)  Sustainable living (Yr 9)  Economic Development (Yr 10) | Data analysis  Decision making skills  Genre – Describe & explain | Are pirates real?  Where do clothes come from?  Where does chocolate from? | Precious planet  Technological processes  Ethical enterprise  Cultural diversity |

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| **Year 8:** **People and principles** **[How processes around the world affect people]** | | | | | | |
| **Topics** | **Why we  teach this** | **Links to  last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1** [Quality of life in LICs and life in the slums] | | | | | | |
| Inside India – The story of slums | Cities around the world are experiencing mass population growth – We need to know why, what the benefits and consequences are of it and what the solutions to the problems are to ensure even development. | Problems that people face, decision making | Sustainable cities (Yr 9)  Urban Issues (Yr 10) | Locational knowledge  Place knowledge  Map skills – Chloropleth maps  Decision making  Persuasive writing  Genre – Describe, explain, evaluate | Population and how it differs in every country, how population is calculated  HIC / LIC, urban / rural concepts and contrasts  India’s economy: A timeline included independence and becoming an NEE | Social justice  Cultural diversity  Healthy living  Ethical enterprise |
| **Autumn 2** [Processes that shape our coastline and how we can protect people that live there] | | | | | | |
| Conquering our coastlines | To give students an opportunity to explore the physical landscapes of the world, to apply theory to contrasting case studies and to inform them of processes that take place in the world which affect society, the economy and the environment | Extreme weather (Yr 7)  Problems that people face, decision making, sustainability | Rivers (Yr 8)  Coasts, Rivers (Yr 10)  Natural Hazards (Yr 10)  Coasts (Yr 12) | Map skills  Location knowledge  Place knowledge  Evaluation skills  Persuasive writing  Genre: Describe, explain, evaluate | Different coastlines around the world  Different erosion rates around the world  Geology | Social justice  Civic responsibility  Precious planet  Ethical enterprise |
| **Spring 1** [Exploitation of LICs by HICs for economic advantage] | | | | | | |
| Who made your Nike trainers?  TNCs in LICs | To give students an understanding of economic processes around the world, how HICs often exploit LICs and trade secrets. | Problems that people face, decision making | Economic Development – TNCs, Year 10 | Location knowledge  Justification skills  Persuasive skills  Moral compass  Genre: Justify | The story of Nike  Business and economics: What is profit, how is it made  The morality of world trade, what is exploitation | Social justice  Civic responsibility  Ethical enterprise |
| **Spring 2** [Processes that shape our rivers and how we can protect people that live there] | | | | | | |
| Rising rivers | To give students an opportunity to explore the physical landscapes of the world, to apply theory to contrasting case studies and to inform them of processes that take place in the world which affect society, the economy and the environment | Extreme weather (Yr 7) Coasts (Yr 8)  Problems that people face, decision making, sustainability | Coasts, Rivers (Yr 10) Natural Hazards (Yr 10) | Map skills  Location knowledge  Place knowledge  Evaluation skills  Persuasive writing  Genre: Describe, explain, evaluate | Different rivers around the world; name, size, function etc  Location of mountains  Water cycle | Social justice  Civic responsibility  Precious planet  Ethical enterprise |
| **Summer 1** [The geography of war and conflict] | | | | | | |
| The Middle East | To give students an opportunity to explore this region, the countries within it and significant place contrasts – Afghanistan versus Dubai. To understand contemporary geopolitical issues and the impacts of this. | Extreme weather (Yr 7) | Population, China (Yr 9)  Economic development (Yr 11) | Map skills  Location knowledge  Place knowledge  Genre: Describe, explain, evaluate | The history / story of Afghanistan  War and conflict  Geopolitics | Social justice  Precious planet |
| **Summer 2** [Sustainable tourism that looks after local people, their economy and environment] | | | | | | |
| Putting the Eco in Tourism | To introduce students to the concept of sustainability, looking after people without expense and long term damage to the environment. | Location knowledge  Sustainability | Plastics (Yr 7)  Sustainable cities (Yr 9)  Sustainability is also a general theme running through several GCSE topics, eg. Management of coasts / rivers. | Location knowledge  Evaluative skills  Justification skills  Persuasive skills  Genre: Justify | The concept of sustainability – social, economic, environmental  Travel companies and how they make money | Social justice  Precious planet  Ethical enterprise |

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| **Year 9:** **People and the planet [How processes around the world affect the planet]** | | | | | | |
| **Topics** | **Why we  teach this** | **Links to  last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1** [Causes, effects and responses to tectonic hazards in rich and poor countries] | | | | | | |
| Natural hazards | Students need to know the hazards the world creates, and how they affect people. Students will also be shown how the effects of the natural hazard can be minimised. | Stamping your passport (year 7)  Coasts (year 8)  Location knowledge.  Problems that people face.  Sustainability. | Weather hazards (year 9)  The challenge of natural hazards (year 10) | Map skills  Location knowledge  Use of diagrams.  Many links to the skills required at GCSE, including justifying the effects and responses of people.  Use of case studies.  Genre- Describe, explain and evaluate. | Different natural hazards around the world, and where they can effect.  How charities can support affected areas.  Different responses between HIC’S and LIC’S. | Precious planet  Civic responsibility.  Ethical enterprise |
| **Autumn 2** [What is the happening to world population?] | | | | | | |
| Population | To give students the opportunities to research into population growth, population distribution, the effects of overpopulation and controversial impacts of migration. | Inside India  (year 8)  Location knowledge  Problems that people face. | China (Year 9)  Urban issues and challenges (Year 11)  Economic development (year 11) | Writing skills  Map skills  Location knowledge  Data skills  Evaluation skills  Genre- Describe, explain and evaluate | Why has the world population grown?  How and why population in rural and urban areas, and the effects of this.  The effects from overpopulation. | Precious planet  Social justice |
| **Spring 1** [Causes, effects on the social, economic and environment and the responses to weather hazards] | | | | | | |
| Weather hazards | To give students the opportunity to see how hazards can affect people around the world, the environment and the economy. Students will also look at how the effects of weather hazards can be minimised. | Weather- where and why (Year 7)  Coasts (year 8) | The challenge of natural hazards (year 10) | Writing skills  Map skills  Location knowledge  Use of case studies  Evaluation skills  Genre- Describe, explain and Justify | Different weather hazards.  How climate change is affecting weather hazards.  What support can be offered to people suffering due to weather hazards? | Precious planet  Social justice  Ethical enterprise  Civic responsibility |
| **Spring 2** [The power and progress of NEE’S] | | | | | | |
| The Middle Kingdom- China | China has one of the world’s fastest growing economies and population in the world. China dominates world trade. Students will look the controversial effects of population control policies. | Problems that people make.  Decision making.  Nike (year 8)  Population  (year 9) | Resource management (year 11)  Global governance (Year 13) | Writing skills  Map skills  Location knowledge  Persuasive skills  Use of case studies.  Evaluation skills  Genre- Describe, explain and evaluate | Chinas economy.  Ethics behind Chinas growing wealth.  How population control policies effect people.  The concept of sustainability – social, economic, environmental. | Precious planet  Social justice  Ethical enterprise |
| **Summer 1** [How people can live sustainability in their own homes, as well as how towns cities can be made sustainable] | | | | | | |
| Sustainable living to protect the precious planet | To introduce the ideas of sustainability in peoples own homes and in towns and cities.  Students will investigate sustainable energy creation, sustainable transport, sustainable housing structures and managing water supplies.  Students will investigate case studies of sustainable living (BEDZED) and sustainable towns (Freiburg). | Ecosystems  (year 7)  Plastics (year 7)  Ecotourism (year 8) | Urban issues and challenges (Year 11)  Resource management (year 11)  Contemporary urban environments  (Year 12) | Writing skills  Map skills  Location knowledge  Use of case studies.  Justification skills.  Evaluation skills  Genre- Describe, explain, evaluate and justify. | How decisions can be made to protect the planet.  The concept of sustainability – social, economic, environmental. | Artistic creativity  Precious planet  Social justice  Ethical enterprise  Healthy living |
| **Summer 2** [How is fieldwork carried out in geography?] | | | | | | |
| Fieldwork  Investigating microclimates around the school. | To introduce the cycle of completing geographical fieldwork.  Students will look at how data is collected, collect data, analyse data, arrive at conclusions and evaluate the effectiveness of fieldwork collected on the school grounds. | Ecosystems  (year 7)  Weather (year 7)  Rivers (water cycle)  (year 8) | Year 11 Fieldwork  Paper 3.  Year 12 (Urban  Year 13 NEA | Research skills – how to select data, collect data, analysis and presentation skills, evaluative skills  Writing skills  Persuasive skills  Evaluation skills | How to write up reports.  How to analyse data.  How to arrive at conclusions from data that has been collected. | Precious planet |

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| **Year 10: GCSE Geography: Protecting the people and their planet [How the physical and human world intertwine]** | | | | | | | | |
| **Topics** | **Why we  teach this** | | **Links to  last topic** | | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1** [What landforms are created by the coast and how? How can coastal issues be sustainably?] | | | | | | | | |
| Coastal landscapes | 200 million people live along the world’s coastlines. Students therefore need to know the landscapes formed there, how they are formed and how coastal landscapes can be managed to make them safe for the economy, environment and people. | | Map skills  (year 7)  Coasts (year 8)  Sustainability- social, economic and environmental. | | Rivers (Year 10)  Natural hazards (year 10)  Water and carbon (year 13) | Map skills  Location knowledge  Place knowledge  Evaluation skills  Writing skills  Genre: Describe, explain, evaluate | Different coastlines around the world  Different erosion rates around the world  Geology | Precious planet  Social Justice  Ethical enterprise  Civic responsibility |
| **Autumn 2** [The opportunities and challenges of urban growth in HICs and LICs] | | | | | | | | |
| Urban Issues | To teach students about social, economic and environmental challenges and opportunities created from population growth so we understand how to sustain places effectively while they grow in size. | | India, Ecotourism (Yr 8)  Population, Sustainable Living (Yr 9) | | Economic Development (Yr 11)  Resource Management (Yr 11) | Location knowledge  Place knowledge  Data analysis  Evaluative skills  Justification skills | How Birmingham has changed since the Industrial Revolution.  The Olympics in Rio. | Social justice  Civic responsibility  Healthy living  Ethical enterprise |
| **Spring 1**  [What landforms are created by rivers and how? How can issues caused by rivers be managed sustainably?] | | | | | | | | |
| River landscapes | Historically, people have chosen to live close to rivers as water sources and still do today. Students therefore need to know the landscapes formed there, how the landforms are formed and how coastal landscapes can be managed to make them safe for the economy, environment and people. | | Map skills  (year 7)  Weather (Year 7)  Ecosystems  (year 7)  Rivers (Year 8)  Sustainability- social, economic and environmental. | | Water and carbon (year 13)  Ecosystems  (Year 10) | Map skills  Drawing and labelling maps and diagrams.  Finding evidence from photographs.  Evaluation skills  Writing skills  Genre: Describe, explain, evaluate | Location of mountains  Water cycle  Sustainable use of rivers. | Precious planet  Technological processes  Ethical enterprise  Civic responsibility |
| **Spring 2 & Summer 1 [**Why HICs are rich, why LICs are poor and how we can close the development gap] | | | | | | | | |
| Economic Development | To teach students about the economic processes that shape the world and what part they can play in it. | India, Nike, Eco Tourism (Yr 8)  Population, China (Yr 9) | | Resource Management (Yr 11) | | Location knowledge  Place knowledge  Data analysis  Evaluative skills  Justification skills  Persuasive skills | The morality of uneven development  The concept of the development gap  The history of our economy – Industry, services, tertiary, quaternary.  Different sectors and jobs, what they are and how much they pay.  Famous people in these sectors.  Global brands. | Social justice  Cultural diversity  Civic responsibility  Technological development  Ethical enterprise |
| **Summer 2** [How are places affected by people and how can we protect them?] | | | | | | | | |
| The living world | Students will look at the location of different ecosystems around the world.  Students will investigate how different plants and animals are adapted to survive in small scale ecosystems, rainforests and deserts. Students will investigate a wide range of stakeholders (business, local people, energy companies, governments) and how they are effecting the world’s ecosystems. Students will look at how ecosystems can be sustainably managed in detail. | | Location of places  Map skills (year 7)  Weather (year 7)  Ecosystems  (Year 7)  Sustainable living (Year 9)  Sustainability- social, economic and environmental. | | Resource Management  (Yr 11)  Urban issues (year 11)  Economic development (year 11)  Water and carbon (year 12/13) | Location knowledge  Place knowledge  Mathematical skills  Quantitative skills  Describing patterns from maps and data.  Climate graphs  Data analysis  Genre – Describe & explain, justify and evaluate. | Evolution of animals and plants  Climate issues.  Sustainability issues- Social, economic and environmental.  Sustainable methods. | Precious planet  Cultural diversity  Technological processes  Ethical enterprise  Civic responsibility |

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| **Year 11: GCSE Geography: Protecting the people and their planet [How the physical and human world intertwine]** | | | | | | |
| **Topics** | **Why we  teach this** | **Links to  last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1** [Finding your field] | | | | | | |
| Fieldwork | Practice skills and apply knowledge that students have gained in the classroom to a real life situation. Provide students with an understanding of how to investigate an issue by creating a hypothesis, how to collect field work, analyse it and form conclusions. | Coasts [Yr 8]  Fieldwork [Yr 9]  Coasts [Yr 10] | NEA [Yr 13] | Research skills – how to select data, collect data, analysis and presentation skills, evaluative skills | Coasts knowledge  Real geography – a trip  Key skills | Cultural diversity  Technological development  Precious planet |
| **Autumn 2 [**What are the challenges caused by natural hazards, and how can the impacts be minimised?] | | | | | | |
| Natural hazards and climate change | Two major natural hazards are covered, which are earthquakes and tropical storms. The causes, effects and responses to the natural hazards are covered.  Students also have the opportunity to look at the weather hazards experienced in the UK.  The human and physical causes of climate change are discovered, as well as looking at how climate change can be mitigated. | Map skills  (Year 7)  Weather (year 7)  Coasts  (Year 8, 10)  Natural Hazards (Year 9) | Natural hazards (year 12) | Using different graphs to present information.  Drawing and annotating diagrams and sketches.  Describing and interpreting information from maps and graphs.  Finding evidence from photographs.  Using OS maps. | Weather hazards in the UK.  Climate change causes and solutions.  How charities can support people. | Precious planet  Technological processes  Ethical enterprise |
| **Spring 1** [Differences in demand, supply and consumption of food, water and energy across the world] | | | | | | |
| Resource management | To teach students about demand, supply and consumption of resources to appreciate why certain countries have deficits and what we can do to help in order to protect society, the economy and the environment | Population, Sustainable Living (Yr 9) | Water & Carbon (Yr 13) | Location knowledge  Place knowledge  Data analysis  Evaluative skills  Justification skills  Persuasive skills  Moral compass | Which countries are HICs and LICS, where they are located  Global climate patterns | Social justice  Technological progress  Precious planet  Healthy living |
| **Spring 2 [Issue Evaluation]** | | | | | | |
| A decision making activity | The Issue is released by the exam board, based on any topic from the spec. Gives students the opportunity to consider an issue and make a decision in order to overcome it in the best way possible, justifying their choice. | This will depend what topic the exam board base this activity on | All topics at A Level involve analysis, evaluation and justification | Analytical skills  Evaluative skills  Justification skills | Skills needed in order to make a decision | This will depend what topic the exam board base this activity on |
| **Summer 1 & Summer 2** [Revision / Exams] | | | | | | |

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| **Year 12 DWE:** **The natural world [How we manage physical processes to protect people and the planet]** | | | | | | |
| **Topics** | **Why we  teach this** | **Links to  last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1 and Autumn 2** [Our ever changing coastlines and how we manage these changes effectively] | | | | | | |
| Coasts | Students compare and contrast case studies to understand the advantages and disadvantages of natural processes on society, the economy and the environment and what decisions should be made to adapt to the situation. | Coasts (Yr 8, Yr 10)  Decision making  Sustainability | Natural hazards, water and carbon (Yr 12, 13) – Decision making | Location knowledge  Place knowledge  Map skills  Data analysis  Decision making  Evaluative skills  Justification skills | The climate story and global warming Changing coastal landscapes and the development / destruction of coastlines  The function / importance of coastlines  The history and development of coastal management strategies | Social justice  Civic responsibility  Technological progress  Precious planet |
| **Spring 1 and Spring 2** [Living in a disaster zone: How can we manage it?] | | | | | | |
| Natural hazards | Students compare and contrast case studies to understand what natural processes affect which parts of the world – where, why, how, scale. Decisions are then evaluated over how hazards are dealt with by different people. | Natural hazards (Yr 9, Yr 10) | Water and carbon (Yr 13) – Decision making | Location knowledge  Place knowledge  Map skills  Data analysis  Decision making  Evaluative skills  Justification skills | Examples – Name, size, strength, location etc.  The meaning of perception. | Social justice  Civic responsibility  Technological progress  Precious planet |
| **Summer 1and Summer 2** [Non Examined Assessment – Fieldwork ] | | | | | | |
| NEA | Students carry out their own research. This tests all the skills students have gained throughout the coursework, while preparing them for university. | All – Students may decide what their research focuses on | University – Dissertation | Research skills – how to select data, collect data, analysis and presentation skills, evaluative skills | Real geography – a trip  Key skills | This may depend on the topic they choose to cover |

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| **Year 13 DWE**: The way the world works [A deeper look how processes control our climate] | | | | | | |
| **Topics** | **Why we  teach this** | **Links to  last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1** [None Examined Assessment] | | | | | | |
| As above | | | | | | |
| **Autumn 2 and Spring 1** [The importance of water and carbon for our climate] | | | | | | |
| Water and Carbon | Students understand the interdependence of water and carbon, where it is stored, how it is transferred and the impact this has on our rivers and rainforests. | Resource management (Yr 11) | N/A | Location knowledge  Place knowledge  Map skills  Data analysis  Decision making  Evaluative skills  Justification skills |  | Civic responsibility  Technological progress  Precious planet  Ethical enterprise |
| **Spring 2, Summer 1, Summer 2** [Revision] | | | | | | |

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| **Year 12 LFR:** **Advanced Human Geography [How and why do places change?]** | | | | | | |
| **Topics** | **Why we  teach this** | **Links to  last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1and 2** [How and why do places change? How have these changes impacts my local area ] | | | | | | |
| Changing places. | Many themes from the changing places unit are applicable to practically every place.  Lessons from this unit will give students new perspectives on the place that they live in.  Students will look at perspectives on places through many different viewpoints, such as media, insiders, outsiders, near, far and excluded people. | Use of case studies.  Fieldwork  (Year 9)  Urban issues and challenges  (year 11)  Fieldwork (Year 11) | Year 12 NEA  Year 12 Contemporary urban environments  Changing places is one of the first ‘abstract’ unit taught in geography that is seen in many units at university. | Use of case studies.  Use of a wide range of data sources.  Analysing data from  Maps and data sources.  Using quantitative data, including geospatial data,  Analysing the impacts of media.  Using qualitative approaches to investigate geographical phenomena. | Use of big data sources, like the census data.  What is my local areas geography like?  Collecting data through questionnaires, interviews and focus groups. | Precious planet  Cultural Diversity. |
| **Spring 1 and 2** [Human and physical geography in urban environments around the world] | | | | | | |
| Contemporary Urban Environments | To teach students about social, economic and environmental challenges and opportunities created from urban environments so we understand how to sustain places effectively while they grow in size.  Students will also look into the many characteristics of modern day cities, including megacities and world cities.  Students will not only look at the human processes of urban environments, but also physical geography within them, like urban climate and urban drainage is very present in cities. | Year 8  Year 9 (Fieldwork)  Year 9 (Microclimates)  Year 11 (Urban issues and challenges)  Year 11 (Fieldwork) | In university, urban environments will be widely covered in many different units. | Quantitative and qualitative skills.  Using atlases and other map sources.  Interpreting digital imagery and remotely sensed images.  Presenting data and interpreting graphs.  Analysing quantitative and geospatial data, including the application of statistical skills. | Size and growth of cities in HICs and LIC’S.  Research.  Cities and environmental issues. | Civic responsibility  Technological progress  Precious planet  Ethical enterprise  Cultural Diversity |
| **Summer 1 and 2** [None Examined Assessment - Fieldwork] | | | | | | |
| None Examined Assessment | Students carry out their own research. This tests all the skills students have gained throughout the coursework, while preparing them for university. | All – Students may decide what their research focuses on | University – Dissertation | Research skills – how to select data, collect data, analysis and presentation skills, evaluative skills | Real geography – a trip  Key skills | This may depend on the topic they choose to cover |

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| **Year 13 LFR:** **Advanced human geography [How and why do places change?]** | | | | | | |
| **Topics** | **Why we  teach this** | **Links to  last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1** [None Examined Assessment - Fieldwork] | | | | | | |
| None Examined Assessment | As above | | | | | |
| **Autumn 2 and spring 1** [How do global systems and governance affect the people, economy and the environment?] | | | | | | |
| Global systems and global governance | Global systems and governance is an introduction into geography and world politics. It might seems like a ‘far away’ topic, but it effects everyone, everywhere.  It looks at many vital issues, such as the impacts of transnational companies, non-governmental organisations and charities.  Global governance looks at who is responsible for ‘global governance’ and the issues and inequalities within it.  Global governance is particularly focused on Antarctica as a ‘global common’ and the threats that must be reduced through global bodies. | Ecosystems  (Year 7, 10)  Nike (year 8)  Economic development (year 11)  Resource management (year 11) | Many universities will look at the impacts of global systems and governance, as globalisation is ‘everywhere’ | Using different types of data to develop critical perspectives. On data categories and approaches.  Use and analysis of test and creative material.  Using atlases and other map sources.  Presenting quantitative data and interpreting graphs.  Presenting quantitative data and interpreting graphs. | Threats to global economies.  How world trade works.  Climate change.  Threats to Antarctica.  Criticism of globalisation. | Civic responsibility  Technological progress  Precious planet  Ethical enterprise |
| **Spring 1, Summer 1 & Summer 2** [Revision] | | | | | | |

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