	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 7	**Topic: What is a Geographer** **Focus:** This unit focuses on introducing the role of a geographer in today's world. The main purpose of the unit is to assess pupils' geographical capabilities related to the expectations of an 11-year-old, to provide a benchmark for the rest of Year 7 **Key skills:** In this unit pupils can further develop a range of geographical skills. This unit aims to help transfer between KS2 and 3, by determining the contextual world knowledge they have already gained, encouraging them to talk about the geography they already know Has links to: Y8&9 and KS4 Geographical skills topics **Topic: Introduction to climate change** Focus: This unit focusses on introducing climate change and the impact it has on people around the world. **Key skills:** Using diagrams, developing map skills, analysing data. Introducing graph skills including bar graphs line graphs. Has links to: Year 9 climate change, changing economic world, weather hazards, population.	**Topic: Development** **Focus:** This unit focuses on links between the development level of a country and the range of impacts/ responses to hazards taken there. Also, when looking at issues such as employment structures and trade, or population, pupils will make links to the relationships and concepts covered from the Development unit. **Key skills:** In this unit pupils can help to develop as global citizens early in their secondary geography experience, by presenting them with an alternative to the single-story representation which they may have for certain countries and continents of the world. Therefore, pupils are better prepared for informed geographical conversations beyond the classroom. Has links to: Y9 topic Life in NEE and Y11 topic Changing Economic World	**Topic: Rivers** **Focus:** This unit focuses on the work of rivers, the effect they have on the landscape and the impact of rivers on the lives of people living near them. **Key skills:** In this unit pupils can progress their map skills, investigating rivers using a variety of maps and photographs, both ground and aerial. By the end of the unit, the pupils will have gained knowledge on the power by which rivers shape the land; how geographical processes interact to create distinctive physical features that change over time and space; and the relationship humans have with rivers in the context of flooding and flood prevention Has links to: Y7 topic Geology and Y10 topics Coasts and Rivers	**Topic: World of Work** **Focus:** This unit explores economic activity, with a specific focus on tourism. The growth of tourism is explored, and this would include the rise of Mediterranean destinations over traditional UK ones. The Butler Model is introduced in the initial stages of this unit and this could be explored through a Living Graph thinking skills activity. The UK provides a key location for tourism. **Key skills:** In this unit pupils will investigate examples of work in each sector of the economy in the UK . This unit further develops pupils' understanding of development from the previous unit. Has links to: Y9 topics Life in NEE & Y11 topics Economic Change	***Topic: The Geography of the Middle East*** ***Focus:*** This unit focuses on the Middle East as a geographical region that has been of great importance in history since ancient times. Strategically located, it is a natural land bridge connecting the continents of Asia, Africa, and Europe. **Key skills:** This unit will allow pupils to learn how both the human and physical geography of the Middle East are interconnected and have shaped the current perception they have come to understand Has links to: Yr7 topic Geographical skills and Development, Y8 Population and Y9 topic Russia and Urbanisation	**Topic: *The Geography of the Middle East and Field work – local.*** **Focus:** This 2nd part of this unit focuses on geographical skills element of physical and human geography of the Middle East, including map skills, qualitative and quantitative data. Fieldwork is also built into the unit towards the end of the term to allow students to put into practice what they have learnt throughout the year with emphasis on their skills knowledge conducting fieldwork and producing a physical geographical enquiry. **Key skills:** In this unit pupils will develop their knowledge of a wide range of map skills, qualitative and quantitative data that will be repeatedly referenced to throughout their learning of geographical concepts and processes. Through their fieldwork pupils would be able to see the key processes acting within their chosen enquiry, developing skills to help them with their Y8&9 fieldwork enquiry in their KS3 journey and into their GCSE where they will partake in a Coastal fieldwork Enquiry Has links to: Y7 topic What is a Geographer, Development, Rivers, Y8 topic Coasts and KS4 Topics Coasts and Rivers

Year 8	**Topic 1: Geography Of Africa** **Focus**: This unit will be completed over a 12 week period; it is to help with geographical understanding of the continent of Africa. In this topic we will look at both physical and human features of Africa. We will focus human geography looking at population distribution and structures. It will focus on the push and pull factors that influenced people to migrate, the choices involved with a focus on Kenya's opportunities and challenges. We will then move onto the physical focus of Africa looking at biomes and ecosystems in our world. In particular utilising and extending their knowledge of high and low pressure. A case study will focus on the Congo rainforest and Sahara desert. It will look at how plants and animals have adapted to their environment and how these environments have impacts on people and the environment. **Key skills:** In this unit pupils will build on knowledge of place and scale from Y7 including location of continents with the introduction of biomes and build on knowledge of differences in place. Has links to: Y7 Geography of the World, Y9 topic Hot Deserts and KS4 topic Living World	**Topic: Geography of Africa** **Focus**: This is the 2nd part of the unit, it will focus on understanding how physical processes that lead to different types of weather that we experience within Africa and how this influences the changing seasons that we experience. The unit also explores the impact of extreme weather events such as Hurricanes and Heatwaves. This then leads into future learning how we can reduce such events through Monitoring, Prediction, Planning, and Preparation **Key skills:** In this unit pupils can further develop a range of geographical skills through climate graph. By the end of this unit pupils will have gained knowledge on the power by which weather and climate can impact globally. Has links to: Y7 Geography of the World, Y9 topic Climate Change and Y10 topic Weather Hazards	**Topic: Moving World: Tectonics** **Focus:** This unit will cover a variety of natural hazards. Pupils will look in detail at what natural hazards are, including earthquakes, volcanoes and tropical storms. For each of the hazards, students will look at the causes, impacts and responses to these natural hazards **Key skills:** In this unit pupils will develop knowledge and understanding of how tectonic hazards impacts on both HIC and LIC countries. Pupils develop empathy and compassion for those who face the daily risk of a natural disasters Has links to: Y7 topic Development, Y8 Weather and Climate, Y10 topics Natural hazards and Y11 topics Changing economic world	**Topic: Moving World: Coasts** **Focus:** This unit will focus on understanding how coastlines have been developed and formed both around the UK and globally and how a changing coastline can pose a threat to life and the environment. **Key skills:** In this unit pupils can progress their map skills, investigating coasts and different landforms using a variety of maps and photographs, both ground and aerial. By the end of the unit, the pupils will have gained knowledge on the power by which coasts shape the land; how geographical processes interact to create distinctive physical features that change over time and space; and the relationship humans have with rivers in the context of coastal erosion and erosional prevention Has links to: Y7 topics Geology and Rivers and Y10 topics Coasts and Rivers	**Topic: Moving World: Population** **Focus: Focus:** This unit will revisit key development indicators and then begin to understand how development can influence birth rates, death rates, and population structures. It will focus on the push and pull factors that influenced people to migrate, the choices involved that lead to great risk and uncertainty, and whether the choices to migrate were voluntary or forced through conflict, war or economic exploitation. Within this topic, students will develop an in-depth knowledge of the movement of people within the UK and internationally. **Key skills:** In this unit pupils can build on the understanding gained from the Year 7 Development unit and also through geographical skills. They will develop a knowledge of a sense of place. Has links to: Y7 topics Development and Geographical skills and Y11 topic Economic Change	**Topic: Geographical skills& Fieldwork** **Focus:** This unit will cover geographical skills of physical and human geography, including map skills, qualitative and quantitative data. This unit could be centred around pupils conducting fieldwork and producing a physical geographical enquiry. **Key skills**: In this unit pupils will further develop their knowledge of a wide range of map skills, qualitative and quantitative data that will be repeatedly referenced to throughout their learning of geographical concepts and processes. Through their fieldwork pupils would be able to see the key processes acting within the coastal environment and the features produced by these processes, developing skills to help them with their GCSE physical fieldwork enquiry. Has links to: All KS3&4 topics
Year 9	**Topic: Global Enviromental Issues** **Focus:** This unit will be completed over a 12 week period; it is to help with geographical understanding of global environmental issues. In this topic we will focus on the contemporary issue of Climate Change and energy. The topic looks directly at causes, impacts on a range of scales, exploring the ever-changing climate whilst also looking at natural resources, in particular on energy and why energy is an important resource for humans. We also explore the problems associated with non-renewable energy and how it links to climate change, resulting in extreme	**Topic: Global Enviromental Issues** **Focus:** This 2nd part of this unit will focus on the implications of a changing climate in the future and how this will impact globally, locally and nationally in important. It will also explore renewable energy and how we may move to CC neutral cities in the future. **Key skills:** In this unit pupils will also develop a further understanding and knowledge of how climate change can be	**Topic: Geography of Russia and other NEE's** **Focus:** This unit will focus on develop an understanding of how the opportunities and challenges lead to urban growth, the impacts on an NEE (Brazil)and sustainable living. **Key skills:** In this unit pupils can build on the understanding gained from the Year 8 Population unit. They will further develop a knowledge of a sense of place Has links to: Y8 topic Population, Y9 topic Urbanisation in the UK and KS4 topics Urban issue and Challenges	**Topic: Geography of Russia and other NEE's** **Focus:** This unit will focus on develop an understanding of how economies and industry is structured and how this can influence and dictate the levels of wealth and impact on the quality of life for the people living in different countries. The unit will also contain an in-depth study of an NEE country, Nigeria. **Key skills:** In this unit pupils will investigate examples of work in each sector of the economy in the NEE's This unit further develops pupils' understanding of development from the previous Y7 unit.	**Topic: Geographical skills** **Focus:** This unit will revisit and introduce key geographical skills of physical and human geography, including map skills, qualitative and quantitative data. **Key skills**: In this unit pupils will further develop their knowledge of a wide range of map skills, qualitative and quantitative data that will be repeatedly referenced to throughout their learning of geographical concepts and processes. They will develop their skills and knowledge through the use of place around the world beginning with the UK.	**Topic: Fieldwork** **Focus:** This unit will revisit and introduce key geographical skills of physical and human geography, including map skills, qualitative and quantitative data. This unit could be centred around pupils conducting fieldwork and producing a human geographical enquiry. **Key skills**: In this unit pupils will further develop their fieldwork skills. In their fieldwork task pupils will look at an Environmental Assessment for 2 contrasting urban areas, developing skills to

	weather events such as floods in Pakistan and heatwaves in the UK. **Key skills:** In this unit pupils will also develop an understanding and knowledge of why climate change and energy and are important and how the impacts can be managed or be reduced. Has links to: KS4 topic Resource Management	managed, and the impact can be reduced. Has links to: Y7 Geography of the World, Y8 topic Ecosystems and KS4 topics Natural World and Living World It will also look at the impact of Fossil fuels and how we can mitigate the impacts through renewable energy.		Has links to: Y7 topic Development, Y8 topic Population, Y9 topic Urbanisation in the UK and KS4 topics Urban issue and Challenges	Has links to: All KS3&4 topics	help them with their GCSE human fieldwork enquiry. Has links to: All KS3&4 topics

	A1	A2	Sp1	Sp2	S1	S2
Year 10	Topics: Challenge of Natural Hazards Tectonic hazards Tropical storms Contextual factors: Definition of a natural hazard/ Types of natural hazard/Factors affecting hazard risk/Plate tectonics theory/Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins/Physical processes taking place at different types of plate margin/Primary and secondary effects of a tectonic hazard/Immediate and long-term responses to a tectonic hazard/Reasons why people continue to live in areas at risk from a tectonic hazard/How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard. Understanding that global atmospheric circulation helps to determine patterns of weather and climate.: General atmospheric circulation model/Global distribution of tropical storms/The relationship between tropical storms and general atmospheric circulation/Causes of tropical storms and the sequence of their formation and development/The structure and features of a tropical storm/How climate change might affect the distribution, frequency and intensity of tropical storms/ Primary and secondary effects of tropical storms/Immediate and long-term	Topics: Challenge of living with the physical environment – challenge of natural hazards referencing extreme weather in the UK and climate change. Contextual factors: Students will understand that extreme weather events in the UK have impacts on human activity. Focusing on an example of a recent extreme weather event in the UK to illustrate causes, social, economic and environmental impacts and how management strategies can reduce risk/understand that weather is becoming more extreme in the UK/will understand that climate change is the result of natural and human factors/Evidence for climate change from the beginning of the Quaternary period to the present day/Possible causes of climate change/Overview of the effects of climate change on people and the environment/ managing climate change involves both mitigation/Adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels. Links: KS5: Water and Carbon and Hazard	Topics: Living with the Physical Environment Tropical rainforests Hot Deserts Contextual factors: Students will understand that ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components: producers, consumers, decomposers, food chain, food web and nutrient cycling. Tropical rainforest ecosystems have a range of physical characteristics. The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the physical conditions. Deforestation has economic and environmental impacts. Changing rates of deforestation, causes of deforestation and strategies used to manage the rainforest sustainably. Hot Deserts: Students will understand that hot deserts ecosystems have a range of physical characteristics. Interdependence of climate, water, soils, plants, animals, and people. How plants and animals adapt to the physical conditions. The development of hot desert environments creates opportunities) and challenges Desertification: Causes and	Topics: Living with the Physical Environment River Landforms Contextual factors: Students will understand the shape of river valleys changes as rivers flow downstream (long and cross profile), Fluvial processes: Erosion (vertical and lateral erosion) Transportation and Deposition. Students will understand river landforms resulting from erosion, erosion and deposition and deposition. Students will understand that different management strategies can be used to protect river landscapes from the effects of flooding, they will understand how physical and human factors affect the flood risk, the use of hydrographs to show the relationship between precipitation and discharge, the costs and benefits of hard and soft management strategies to prevent river flooding. Links: KS5 Water and Carbon Cycles Year 7 Rivers	Topics: Living with the Physical Environment Coastal Landforms Contextual factors: Students will understand: Wave types and characteristics, weathering processes (mechanical and chemical), mass movement (sliding, slumping and rock falls), erosion (hydraulic power, abrasion and attrition), Transportation and Deposition. Students understand that coastal landforms are the result of rock type, structure and physical processes, how geological structure, and rock type influence coastal landforms. Characteristics and formation of landforms resulting from erosion (headlands, bays, cliffs, and wave cut platforms, caves, arches and stacks). Characteristics and formation of landforms from deposition. Students understand the different management strategies used to protect coastlines from the effects of physical processes, the costs and benefits of the hard and soft engineering strategies. Links: KS5 Coastal landscapes Year 8 Coasts	Topics: Living with the Human Environment Megacities Living in Lagos Contextual factors: Students will understand that a growing percentage of the world's population lives in urban areas, (the global pattern of urban change, Urban trends in different parts of the world including HICs and LICs, factors affecting the rate of urbanisation and the emergence of megacities) Students will understand that urban growth creates opportunities and challenges for cities in LICs and NEEs. They will use a case study of Lagos to illustrate: the location and importance of the city (regionally, nationally and internationally), the causes of growth (natural increase and migration) how urban growth has created opportunities and challenges: Social, Economic and Environmental and how urban planning is improving the quality of life for the urban poor. Links: KS5 Contemporary Issues and Challenges KS5 Changing Places Year 9 Life in a NEE Year 7 Development Studies

	responses to tropical storms/How monitoring, prediction, protection and planning can reduce the effects of tropical storms. Links KS5 Hazards unit. Year 8 tectonic and weather hazards Year 9 Deserts	Year 9 Climate change year 9 energy Science	Strategies used to reduce the risk of desertification Links: Year 8 Ecosystems Year 9 Hot Desert biomes Science			Geography Fieldwork Contextual factors: Students will understand: The factors considered when selecting suitable questions / hypotheses for geographical enquiry, the geographical theory/concept underpinning the enquiry, appropriate sources of primary and secondary evidence, including locations for fieldwork, potential risks how these risks might be reduced. Selecting, measuring, and recording data appropriate to the chosen enquiry, difference between primary and secondary data. Identification and selection of appropriate physical and human data, measuring and recording data using different sampling methods, description, and justification of data collection methods, selecting appropriate ways of processing and presenting fieldwork data. Description, explanation, and adaptation of presentation methods, Describing, analysing and explaining fieldwork data, Description, analysis and explanation of the results of fieldwork data, establishing links between data sets, use appropriate statistical techniques, identification of anomalies in fieldwork data, reaching conclusions, reaching evidenced conclusions in relation to original aims of the enquiry. Evaluation of geographical enquiry: Identification of problems of data collection methods, Identification of limitations of data collected, Suggestions for other data that might be useful, Extent to which conclusions were reliable. Links: KS5 NEA Year 9 Life in a HIC city Year 8 Coasts

Year 11	A1	A2	Sp1	Sp2
	Topics: Living with the Human Environment Life in a HIC City: Liverpool Sustainable Cities Contextual factors: Students will understand that urban change in cities in the UK leads to a variety of social, economic, and environmental opportunities and challenges. They will understand: The distribution of population and the major cities in the UK. They will use Liverpool as a case study of a major city in the UK to illustrate: The location and importance of the city in the UK and the wider world, impacts of national and international migration on the growth and character of the city, how urban change has created opportunities and challenges (Socio-economic and Environmental), Anfield as an urban regeneration project to show the reasons why the area needed regeneration the main features of the project. Students will understand urban sustainability requires management of resources and transport. They will understand the: Features of sustainable urban living: Water and energy conservation, Waste recycling, creating green space and how urban transport strategies are used to reduce traffic congestion Links: KS5 Changing Places, Contemporary Urban Issues Year 9 Energy Year 9 Climate Change Year 9 Life in a HIC	Topics: Living with the Human Environment The Development Gap Life in a NEE (Nigeria) The changing UK Economy Contextual factors: Students will understand there are global variations in economic development and quality of life, different ways of classifying parts of the world according to their level of economic development and quality of life, different economic and social measures of development and their limitations, Links between stages of the Demographic Transition Model and the level of development, causes, consequence and solutions to uneven development, how the growth of tourism in Kenya helps to reduce the development gap. Students will understand some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. Nigeria as a case study illustrate: The location and importance of the country, regionally and globally, the wider political, social, cultural and environmental context within which the country is placed, the changing industrial structure, the balance between different sectors of the economy, how manufacturing industry can stimulate economic development, the role of TNCs in relation to industrial development, Advantages and disadvantages of TNC(s) to the host country, the changing political and trading relationships with the wider world, International aid types and impacts on Nigeria, the environmental impacts of economic development and the effects of economic development on quality of life for the population. Causes of economic change in the UK: de-industrialisation and decline of traditional industrial base, globalisation and government policies moving towards a post-industrial economy (development of information technology, service industries, finance, research, science and business parks) impacts of industry on the physical environment, Torr Quarry as an example of how modern industrial development can be more environmentally sustainable, social and economic changes in the rural landscape in one area of population growth and one area of population decline, improvements and new developments in road and rail	Topics: Living with the Human Environment Resource Management Contextual factors: Students will understand that food, water and energy are fundamental to human development, The significance of food, water and energy to economic and social wellbeing, global inequalities in the supply and consumption of resources, the changing demand and provision of resources in the UK create opportunities and challenges: An overview of resources in relation to the UK. Food (The growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce, larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food, the trend towards agribusiness) Water: (The changing demand for water, water quality and pollution management, Matching supply and demand, the need for transfer to maintain supplies). Energy: (The changing energy mix, reduced domestic supplies of coal, gas and oil, economic and environmental issues associated with exploitation of energy sources). Students will understand that demand for water resources is rising globally but supply can be insecure, which may lead to conflict. Areas of surplus (security) and deficit (insecurity), reasons for increasing water consumption, factors affecting water availability, impacts of water insecurity, different strategies to increase water supply (diverting supplies and increasing storage, dams and reservoirs, water transfers and desalination) an example of a large scale water transfer scheme to show how its development has both advantages and disadvantages. Moving towards a sustainable resource future: water conservation, groundwater management, recycling, 'grey' water and an example of a local scheme in an LIC or NEE to increase sustainable supplies of water. Links: KS5 Contemporary Urban Environments, Global Systems and Global Governance. Year 9 Energy Year 9 Climate Change Year 9 Hot Deserts	Topic: Geographic Applications Contextual factors: This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. This section is synoptic and the assessment will require students to use their learning of more than one of the themes so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision. A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Assessment will consist of a series of questions related to a contemporary geographical issue(s), leading to a more extended piece of writing which will involve an evaluative judgement. They will use geographical skills to set the issue(s) in context and to examine conflicting viewpoints about the issue(s). Students will develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives. The exam will also require students to consider physical and human interrelationships and to make reasoned justifications for proposed solutions in terms of their likely impact on both people and the physical environment

		infrastructure, port and airport capacity, the north–south divide and strategies used in an attempt to resolve the divide, the place of the UK in the wider world: through trade, culture, transport, and electronic communication, economic and political links (the European Union (EU) and Commonwealth) Links: KS5 Global Systems Global Governance, Changing Places Year 9 Life in a NEE Year 7 Development studies		
Throughout the course	Geographic Skills taught throughout the two years: Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification. Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams. Geography Skills taught throughout the course: Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification. Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams. Ordnance Survey maps: use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000, use and understand coordinates – four and six-figure grid references, use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales, use and understand gradient, contour and spot height, identify basic landscape features and describe their characteristics from map evidence, identify major relief features on maps and relate cross-sectional drawings to relief features, draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use, interpret cross sections and transects of physical and human landscapes, describe the physical features as they are shown on large scale maps of two of the following landscapes: coastlines and fluvial, infer human activity from map evidence, including tourism. Graphical skills to select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scatter graphs, and population pyramids, suggest an appropriate form of graphical representation for the data provided complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols, and flow lines, use and understand gradient, contour and value on isoline maps, plot information on graphs when axes and scales are provided, interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs. Numerical skills to demonstrate an understanding of number, area and scales, and the quantitative relationships between units Statistical skills to use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class) calculate percentage increase or decrease and understand the use of percentiles, describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends		

	Autumn Term 1 & 2 and Spring Term 1		Spring Term 2 and Summer Term 1 & 2	
Yr 12	**Unit: Contemporary Urban Environments** **Case studies**: London, Mumbai and Copenhagen **Contextual factors:** The topic focuses on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. The section examines these processes and challenges and the issues associated with them, in particular the potential for environmental sustainability and social cohesion. Engaging with these themes in a range of urban settings from contrasting areas of the world affords the opportunity for students to appreciate human diversity and develop awareness and insight into profound questions of opportunity, equity and sustainability. **Skills:** Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork. **Topics:** • Urbanisation • Urban Forms • Social and Economic Issues Associated with Urbanisation • Urban Climate • Urban Drainage • Urban Waste and its Disposal • Other Contemporary Urban Issues • Sustainable Urban Development **Links** Year 9 Life in a NEE Year 9 Contrasting Urban Areas Year 10 Living with the Human Environment	**Unit: Hazards** **Case studies:** Hurricane Katrina, Cyclone Nargis, The Philippines and Central Italy **Contextual factors:** The topic focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy. **Skills:** Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork. **Topics:** • The concept of a hazard in a geographical context • Plate Tectonics • Volcanic Hazards • Seismic Hazards • Storm Hazards • Fires in Nature **Links:** Year 8 Plate Tectonics Year 8 Weather and Climate Year 10 Plate Tectonics Year 10 Weather and Climate	**Unit: Coastal Systems and Landscapes** **Case Studies: Holderness and The Sundarbans** **Contextual factors:** The topic focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable. In common with water and carbon cycles, a systems approach to study is specified. Student engagement with subject content fosters an informed appreciation of the beauty and diversity of coasts and their importance as human habitats. **Skills:** The section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork. **Topics:** • Coasts as Natural Systems • Systems and Processes • Coastal Landscape Development • Coastal Management **Links:** Year 8 Coasts Year 10 Coasts	**Unit: Changing Places** **Case Studies: Shoreham,** **TBC Contextual factors:** This topic focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives. Study of the content must be embedded in two contrasting places, one to be local. A contrasting place is likely to be distant showing significant contrast in terms of economic development and/or population density and/or cultural background and/or systems of political and economic organisation. **Skills:** Study of this section offers particular opportunities to exercise and develop qualitative (and quantitative) investigative techniques and practice-related observation, measurement and various mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork. **Topics:** • Relationships and connections • Meaning and representation • Places studies **Links:** Year 9 Contrasting Urban Areas Year 10 Living with the Human Environment
	Autumn Term 1 and Spring Term 1 & 2		**Autumn Term 2**	

Yr 13	**Unit: Global systems and Global Governance** **Case study: Antarctica, TNC in Malawi, The UN** **Contextual factors:** This topic focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of	**Unit: Water and Carbon Cycles** **Case studies: The Amazon Basin, The Eden Basin** **Contextual factors:** This section of our specification focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography. This section specifies a systems approach to the study of water and carbon cycles. The content invites students to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations.	**Unit: NEA** **Field trip: Slapton in Devon (November)** **Contextual factors:** Students must undertake 4 days of fieldwork in the A-Level course. The fieldwork undertaken as part of the individual investigation may be based on either human or physical aspects of geography, or a combination of both. They may incorporate field data and/or evidence from field investigations collected individually or in groups. What is important is that students work on their own on contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding.