Geography Department: Curriculum Overview 2024-25

Curriculum Intent:

The Humanities Faculty consists of Geography, History and Religious Studies. As part of the Fullbrook School, the Humanities Faculty intend to provide a broad, balanced and knowledge-rich curriculum for all which is sequenced to build upon prior knowledge toward clearly defined end points at every stage of their seven-year journey. This will ensure that our students leave Fulbrook with a love and understanding of the Humanities which will support them across their adult life.

The Humanities Faculty intend their curriculum to support the development of:

- **Questioning and curious students:** Foster a love for the Humanities subjects, whilst being challenged to interact and to ask and pose questions about the world around them.
- **Deep thinking and critical students:** To develop their oracy, think critically and form their own judgements and arguments backed by evidence, whilst reflecting on experiences other than their own.
- **Independent students:** Opportunities for students to develop metacognitive strategies and revision tools alongside soft skills such as teamwork and reflection.
- **Global citizens:** Students will learn about people and places within and outside their own experiences allowing them to challenge stereotypes and place themselves in the world around them.

In addition, the Geography Department supports the Humanities Faculty intent by:

- For students to understand the impact of their actions now and the consequences for the future.
- To experience Geography in the real world through field work, developing enquiry thinking.
- Students to use diverse and broad knowledge to explain relationships between the natural and human world.

Our geography curriculum is broken into the following themes.

- **Physical processes**
- **Human processes**
- **Cartographical skills**
- **Numeracy skills**
- **Enquiry and investigative skills**

These themes are interleaved throughout our geography curriculum, linking our different topics together. Most topics carry multiple themes, and these skills are built on throughout the curriculum.

Year 7	Term 1		Term 2		Term 3		End Points
	Half Term 1 [10 lessons]	**Half Term 2 [11 lessons]**	**Half Term 3 [8 lessons]**	**Half Term 4 [9 lessons]**	**Half Term 5 [9 lessons]**	**Half Term 6 [11 lessons]**	
Topic	Map Skills + Fieldwork	The UK	Urbanisation	Rivers	Africa	Russia	
Skill (Procedural Knowledge)	The ability to recognize different geographical features, to practice the identification of countries, oceans and flags using an atlas. Practice in the use of scale, grid references, recognising height on a map and contour lines, OS symbols and compass points	The ability to describe different geographical features of the UK. Be able to explain the differences between settlements at different scales. Use of numeracy skills to interpret population pyramids.	To be able to describe and explain the growth of urban areas, both in LEDCs and MEDCs. Students should be able to identify reasons behind an increase in urbanisation, and acknowledge both the problems and benefits that it can bring	Describe the water cycle, and its impact on our supply of drinking water. Explain formation of key river landforms, including waterfalls and meanders.	The ability to observe key differences between different countries and begin to explain why they exist. The production of accurate sketch maps of countries, and a familiarity with development data for different countries.	To describe the physical location of Russia and explain how its physical geography is important on a national and global scale. To explore different factors affecting Russia and explain how this has an impact on a national and global scale.	The key focus for developing depth of knowledge in Year 7 is the application of understanding in relations to map skills, location and places at different scales and physical processes.
Content (Propositional knowledge)	• Different types of maps • Map skills (scale, contour lines, symbols etc) • Four/six fig references • Height on maps • Distance and Scales	• UK's physical geography • Countries/Towns and cities in the UK • The difference between the UK, Britain and the British Isles • Diversity and Multiculturalism • Characteristics/ importance of London to UK	• Defining urbanisation • Causes of urbanisation • How is urbanisation different around the world? • What are the impacts of urbanisation	• The water cycles • Rivers erosional and depositional features • Flooding- causes and impacts • Importance and impact of humans on rivers	• Discovery of the African continent and its history • Physical features of Africa and its climate • Case study on Nigeria- History growth, Importance of oil, challenges	• Physical features of Russia • Human features and population distribution • Development and links with physical geography • Russia's influence in the arctic	
Prior Knowledge Required	KS2 Locate the world's countries on a word map KS2 Can identify Physical and human features KS2 Grid references and symbols KS2 Enquiry skills	KS2 UK's position in the world KS2 Location and characteristics of UK cities KS2 Can identify some of the UK's colonies	KS2/3 Can explain Urban Countryside/Rural Can describe causes of migration (push and pull factors)	KS2- Can identify some features on the hydrological cycle KS2-Can describe uses of rivers KS2- Can identify some river features KS2- Can describe social, economic and environmental impacts of flooding	KS3- Causes of migration (push and pull factors) KS2/3- Can describe rural and urban areas KS3- Identify some of African problems	KS2/3Location of Russia KS2/3Can describe physical and human features of a country	
Feedback Points	Students will receive 2 formative assessments per topic. This assessment will match the topic per half term assessing the key knowledge and skills.						
Key Questions	What is Geography? What are the key features of a good map? How do we interpret a map? How do we show features on OS maps? What is a scale?	What makes the UK a multicultural country? What are the characteristics of the UK countryside? How do we use the natural environment?	What is urbanisation? What are push and pull factors? What are the cause and effect of urbanisation?	What are the characteristics of the river system? What are the stages of the course of a river? What landforms are associated with the upper course of a river?	What are the misconceptions of Africa? What problems does Africa face? What is happening in the sub-Sahara Africa	Where is Russia? Why does Russia have diverse climate? What happened in Chernobyl?	
Direct Vocab Instruction	Latitude Longitude Scale Physical Human	Demographic Multiculturalism Diversity Society Colony	Urbanisation Rural Social Economic Enviromental Hierarchy Conurbation	Erosion Deposition Weathering Abrasion Attrition Tributary Drainage Confluence Meander Gorge Transportation	Climate Biomes Culture Diversification Desertification Migration Density Drought Deforestation	Diversity Permafrost Characteristic Economy Biome Physical Human Biodiversity Ecology	

				Saltation Suspension			
Standardised Homework	One homework will be set for every lesson. They will be a combination of the following activities: • DVI quiz • Knowledge quiz • Structured research task focusing on specific concepts or case studies						

Year 8	**Term 1**		**Term 2**		**Term 3**		**End Points**
	Half Term 1 [10 lessons]	**Half Term 2 [11 lessons]**	**Half Term 3 [8 lessons]**	**Half Term 4 [9 lessons]**	**Half Term 5 [9 lessons]**	**Half Term 6 [11 lessons]**	
Topic	Weather and climate + Fieldwork	Development and emerging countries	Superpowers	Biomes	Coasts	Middle East	
Skill (Procedural Knowledge)	Pupils gain an understanding of what influences our weather, including the role of the atmosphere, and investigation into our changeable weather in the UK. The use of geographical terms in explanation, and links to map locations are vital here. Numeracy skill in using and interpreting climate graphs.	Development indicators must be explained, and this evidence can be used to compare different countries, to understand levels of development. Pupils will investigate, using a range of geographical data including the use of GIS to determine the reasons why countries in Asia are emerging.	Pupils will be able to describe what a superpower is and explain how they exert power. Evaluation of why some countries are superpowers and other aren't and what makes them successful. Analysis of data sets to compare countries.	Use of map skills to describe and explain the global distribution of biomes. Use climate graphs to describe and explain characteristics of different biomes. Explain the adaptations of different flora and fauna.	Pupils will understand the reasons why the coastline is changing and using their knowledge of appropriate geographical processes and key terms, they should be able to give reasons for these changes.	To be able to describe and explain the challenges and opportunities it faces. Interpret data to analyses the successes of sustainability in the UAE.	In year 8 students will develop and build on skills from year 7 whilst developing a greater understanding of the differences and inequalities faced across the world. They will build on both their locational knowledge and well as their understanding of both human and physical geography.
Content (Propositional knowledge)	• Difference between weather/climate • Global/local factors affecting weather • Cloud formation and precipitation • Tropical storm formation and impacts • Micro-climate fieldwork investigation	• Defining and measuring development • Top-down/bottom-up strategies • Emerging countries • China case study- Development of China and impacts of development on people and the environment	• Defining superpowers • Different types of power • USA case study- why/how did they become a superpower. Importance of TNC's • Past/Future superpowers	• Distribution and location of biomes • Importance of biomes • The UK as a biome • Case study- Desert+ rainforest biomes- Animal and plant adaptions, challenges + opportunities	• Wave types and geology • Erosional and depositional features • Human impact on the coastline • Coastal erosion. Hard and soft engineering • Case study- Happisburgh	• Location and physical geography of the middle east • Climate and its challenges • Case study- UAE, rapid development, oil, sustainability • Case study- Yemen, development + conflict	
Prior Knowledge Required	KS2/3 Seasonal and daily weather patterns in the United Kingdom KS2/3 Fieldwork and observational skills	KS3- Concept that not all countries are equal (Urbanisation. Africa)	KS3- Knowledge linked and brought forward from the development topic. KS3- Idea that not all countries are equal, and some have more power	KS2/3- climate zones KS2biomes KS2 Vegetation types	KS2- Coastal location/features. Human uses of coasts. KS3- Erosion/deposition (rivers)	KS2- Locational knowledge KS3- Global inequality/ development strategies	
Feedback Points	Students will receive 2 formative assessments per topic. This assessment will match the topic per half term assessing the key knowledge and skills.						
Key Questions	What causes the weather, why is the weather and the climate different around the world? What factors affect the weather in the UK? How can weather be dangerous for us?	Why are some countries more developed than others and how do we measure development? How is development changing around the world? What are emerging countries and why is China one of them?	What is a superpower and how do they exert power? Why is the USA a superpower? How do superpowers change overtime?	What are biomes and where are they located? What are rainforests and deserts like and how does this effect the flora and fauna within them?	What processes are taking place and how is the coastline constantly changing? What erosional landforms are at the coast? What human impacts are at the coast?	What and where is the Middle East? What are the challenges and opportunities facing the Middle East?	
Direct Vocab Instruction	Atmosphere Climate	Development Developed	Power Exert	Biosphere Biome	Erosion Deposition	Conflict War	

	Precipitation Latitude Altitude Prevailing Visibility Extreme Distribution	Emerging Communism Migration Extreme Poverty Corruption Rural Urban Informal Fairtrade	Transnational Colonialism Empire Imperialism Exploration	Ecosystem Organism Species Convection Nutrient Habitat	Weathering Abrasion Attrition	Resources Peninsula Trade Diversification Imports Exports Wealth infrastructure, migration refugees	
Standardised Homework	One homework will be set for every lesson. They will be a combination of the following activities: • DVI quiz • Knowledge quiz • Structured research task focusing on specific concepts or case studies						

Year 9	**Term 1**		**Term 2**		**Term 3**		**End Points**
	Half Term 1 [10 lessons]	**Half Term 2 [11 lessons]**	**Half Term 3 [8 lessons]**	**Half Term 4 [9 lessons]**	**Half Term 5 [9 lessons]**	**Half Term 6 [11 lessons]**	
Topic	Climate change and sustainability (Fieldwork)	Population	Tectonics	Rocks and soil	Globalisation	Glaciers	
Skill (Procedural Knowledge)	Apply learning of concepts regarding sustainability to geographical enquiry using qualitative and quantitative methods of investigation and gather, analyse and evaluate data using mathematical skills such as plotting data on scatter graph, etc	Pupils will understand reasons for a changing population and problems associated with this – migration, ageing population, rapid population growth. Interpretation and use of population pyramids, drawing of line graphs to represent population growth.	Comparison of the different impacts and consequences of tectonic activity of different countries and different groups of people. Research/Enquiry skill to investigate real-world case studies of tectonic events	To understand the geological history of the UK and how different rock types are formed / where they are found. To use this knowledge to underpin other geographical processes.	To be able to explain the causes and consequences of globalisation. To be able to explain and assess the variations in success of "switched on/off countries". To be able to explain the impacts of globalisation on us.	To be able to describe the changing distribution of glaciers around the world. To be able to explain the impact of glaciation on the world and specifically on the landscape of the UK.	Building on knowledge from year 7 and 8, the year 9 curriculum aims to develop geographers who can synthesise a wide range of geographical concepts, they will begin to place themselves in the world around them looking at the challenges our world faces and how we can develop solutions for these challenges. Students should be well-rounded geographers, with a clear understanding of their role as a global citizen.
Content (Propositional knowledge)	• Natural / Human climate change • Evidence of climate change • Consequences of climate change • Reducing impacts of climate change and how to make it sustainable • How sustainable is Fullbrook?	• Population growth and distribution • Demographic Transition Model • Population pyramids • UK changing population • Anti-natalist and pro-natalist policies • Impacts of an ageing population • Malthus and Boserup Theories	• Earth's structure • Theory of Continental Drift • Tectonic plate boundaries • Different types of volcanoes • How and why earthquakes happen • Vulnerability to tectonic hazards • Tsunamis – Indian Ocean Tsunami	• Rock cycle • Weathering • Influence on relief and landscapes • Desertification in the Sahel • Rocks and the links with soil and oil	• Define globalisation • World becoming more globalised • Causes and impacts of globalisation • Migration impacting globalisation • Switched on / switched off countries	• Distribution and location of global; glaciers now and in the past • Erosional and depositional features • Historical ice age • Impact of glaciers on the UK (Lake District) • Impacts on people • Impacts of a warming world	
Prior Knowledge Required	KS2 Climate zones KS2 Location of hot/cold areas KS2 Enquiry skills KS3 Interpretation of climate graphs, understanding of what climate is	KS2 Distribution of natural resources KS3 demographics in the UK KS3 Migration in Africa	KS2 Volcanoes and Earthquakes KS3 Development indicators linked with hazard responses	Cross curricular links to KS3 science- rock structure/type and cycle	Links with urbanisation and development in KS3	Knowledge of the UK and climate change KS3 link with climate change module	
Feedback Points	Students will receive 2 formative assessments per topic. This assessment will match the topic per half term assessing the key knowledge and skills.						

Key Questions	How has human activity influenced the process of climate change? What can be done in the future to reduce impacts of climate change?	How has global population changed over time? What will happen to global resources if population continues to rise? How can we make population growth sustainable?	What process causes tectonic plates to move? What are the impacts of tectonic events in developed and developing countries? Why do the impacts and responses to tectonic events differ according to levels of development within a country?	What causes the distribution of rock types around the UK? How do rock types and processes create distinctive landscapes in the UK?	What are the causes and consequences of globalisation? How has globalisation facilitated development within a country?	How have glacial processes created distinctive landscapes in the UK?	
Direct Vocab Instruction	Climate Atmosphere Enhanced Ozone Sustainable Radiation Deforestation Desertification	Densely Sparsely Migration Distribution Density Census Demographic	Mantle Crust Magma Subduction Focus Epicentre Responses Causes Impacts Mitigation Convection	Sedimentary Metamorphic Igneous Geology Relief Erosion Permeable Impermeable	Globalisation Transnational Relationships Exploitation Technology Import Export	Abrasion Corrie Arete Valley Glacier Weathering Plucking Moraine Retreat Alpine Ablation	
Standardised Homework	One homework will be set for every lesson. They will be a combination of the following activities: • DVI quiz • Knowledge quiz • Structured research task focusing on specific concepts or case studies						

Year 10	**Term 1**		**Term 2**		**Term 3**		**End Points**
	Half Term 1 [14 lessons]	**Half Term 2 [14 lessons]**	**Half Term 3 [10 lessons]**	**Half Term 4 [12 lessons]**	**Half Term 5 [12 lessons]**	**Half Term 6 [14 lessons]**	
Topic	Global Geographic Issues Topic 1 Hazardous Earth 1B Tectonics	Climate Topic 1 Hazardous Earth 1A Weather and climate	Global Geographic Issues Topic 2: Development dynamics	Global Geographic Issues Topic 3: Challenges of an Urbanising World	UK Geographic Issues Topic 4a: UK physical processes coasts Topic 6 Fieldwork coasts	UK Geographic Issues Topic 4b: UK physical processes rivers	
Skill (Procedural Knowledge)	Interpret a cross-section of the Earth Use and interpretation of world map showing distribution of plate boundaries and plates Use of Richter Scale to compare magnitude of earthquake events Use of social media sources, satellite images and socio-economic data to assess impact. What is the scale of global inequality and how can it be reduced?	sing GIS/satellite images, historic images and maps to investigate spatial growth Using quantitative and qualitative information to judge the scale of variations in quality of life. How does the world's climate system function, why does it change and how can this be hazardous for people? How are extreme weather events increasingly hazardous for people? Use and interpretation of climate graphs Use and interpretation	Comparing the relative ranking of countries using single versus composite (indices) development measures. Interpreting population pyramid graphs for countries at different levels of development. Using income quintiles to analyse global inequality. Using numerical economic data to profile the chosen country Using proportional flow-line maps to visualise trade patterns and flows. Using socio-economic data to	Using GIS/satellite images, historic images and maps to investigate spatial growth Using quantitative and qualitative information to judge the scale of variations in quality of life.	Photograph analysis of common glacial, fluvial and coastal landscapes and features Using simple geological cross-sections to show the relationship between geology and relief. Locating key physical features (uplands, lowland basins, rivers) on outline UK maps Recognition of physical and human geography features on 1:25000 and 1:50000 OS maps. Explore the kinds of questions capable of being investigated through fieldwork	Calculation of mean rates of erosion using a multi-year data set. Use of BGS Geology maps (paper or online) to link coastal form to geology.	The Year 10 curriculum aims to combine the application of students' knowledge and communication skills to challenge local and global issues. Students are expected to be able to apply their knowledge of the human and physical world to their learning on new places, as well

		of line graphs/bar charts showing climate change Use and interpretation of temperature and sea-level projection graphs to 2100	calculate difference from the mean, for core and periphery regions.				as familiar ones and reach well-reasoned opinions on managing the challenges faced by different places around the world.
Content (Propositional knowledge)	• The structure of the earth • Plate movement and how this leads to tectonic activity • The consequences of tectonic activity on people and the environment	• Global atmospheric and oceanic circulation • Natural and Human climate change- causes and impacts • Tropical cyclones formation and the impacts on people and the environment	• Define and measure development • Demographic indicators of development • Theories of development • India case study- Globalisation, impacts of development on people and the environment	• Processes of urbanisation in the developing and developed world • Settlement structure and city growth over time • India case study- challenges and opportunities for megacities. • Sustainability in megacities	• Geology of the UK • Coastal processes and landforms • Importance of coastal environments for humans • Impacts of humans on coastal environments • Fieldwork/enquiry processes and techniques	• River processes and landforms • Importance of river environments for humans • Impacts of flooding • Impacts on humans on river environments	
Prior Knowledge Required	Building on skills from KS3 Topics: Tectonics, Rocks and soils	Building on skills from KS3 Topics: Weather and Climate, Climate change and Sustainability	Building on skills from KS3 Topics: Development and emerging countries	Building on skills from KS3 Topics: Urbanisation, Globalisation, Population	Building on skills from KS3 Topics: Coasts, enquiry and fieldwork skills in year 7,8,9	Builds on skills from KS3 Topics: Rivers	
Feedback Points	Students will receive 2 formative assessments per topic. This assessment will match the topic per half term assessing the key knowledge and skills.						
Key Questions	What are the causes and impacts of tectonic activity? How and why does management of tectonic hazards vary with location?	How does the world's climate system function, why does it change and how can this be hazardous for people? How are extreme weather events increasingly hazardous for people?	What is development? What are the impacts of population growth? What is globalisation and how TNCs impact countries around the globe? How is ONE of the world's emerging countries managing to develop? - INDIA	How and why doe countries urbanise and how does this differ between levels of development? Why does quality of life vary so much within ONE megacity in a developing country OR emerging country? - MUMBAI	Why does the physical landscape of the UK vary from place to place? Why is there a variety of distinctive coastal landscapes in the UK and what are the processes that shape them? What are the challenges for coastal landscapes and communities and why is there conflict about how to manage them? Why is there a variety of river landscapes in the UK and what are the processes that shape them? What are the challenges for river landscapes, people and property and how can they be managed?	Why is there a variety of river landscapes in the UK and what are the processes that shape them? What are the challenges for river landscapes, people and property and how can they be managed	
Direct Vocab Instruction	Structure Convection Subduct Focus Epicentre Vulnerable/vulnerability Consequence	Hazardous Extreme Weather Climate Coriolis	Development Emerge Affluence Colonialism Economy	Migration Urban Rural Inequality	Topography Erosion Transportation Deposition Sub-aerial Protect	Meander Flood Geology Landform Defend	
Standardised Homework	One homework will be set for every lesson. They will be a combination of the following activities: • DVI quiz • Knowledge quiz • Structured research task focusing on specific concepts or case studies • Exam practice question/booklet						

Year 11	Term 1		Term 2		Term 3		End Points
	Half Term 1 [10 lessons]	**Half Term 2 [11 lessons]**	**Half Term 3 [8 lessons]**	**Half Term 4 [9 lessons]**	**Half Term 5 [9 lessons]**	**Half Term 6 [11 lessons]**	
Topic	UK Geographic Issues Topic 5 UK evolving Human Landscape: Urban/Rural Topic 6: Urban Fieldwork	People and environmental issues: Geographical decision making Topic 7: People and the biosphere	People and environmental issues: Geographical decision Topic 8 Forest under threat+ Topic 9 Consuming energy	Revision Recall of prior and procedural knowledge Exam skill and past paper practice	Revision Recall of prior and procedural knowledge Exam skill and past paper practice	N/A	
Skill (Procedural Knowledge)	Using GIS/satellite images, historic images and maps to investigate spatial growth Using quantitative and qualitative information to judge the scale of variations in quality of life. FIELDWORK: Understanding the enquiry process Planning, collection, collation, presentation and analysis of primary and secondary data	To be able to read a climate graph. Interpret nutrient cycles. Use maps skills to identify and locate biomes. Explain importance of the biosphere.	Contrast the differences between a rainforest and taiga forest's climate graph and nutrient cycle. Interpreting choropleth maps. Using GIS/satellite images, historic images and maps to investigate spatial growth	N/A	N/A		Students will have gained a plethora of knowledge, that they will be able to apply synoptically to apply and to assess/evaluate the responses by different key stakeholders to a range of geographical issues. Students' solid knowledge base is now celebrated as they prepare to be the next generation to meet the challenges that we face both globally and nationally
Content (Propositional knowledge)	• Economic, demographic and social aspects of the UK • Changing city/rural structure, economies and demographic • Causes and consequences of growth of UK cities • Impacts of processes within cities (specific focus de-industrialisation, regeneration + re-branding, migration) • Rural-urban interdependence	• Local global factors affecting biomes • Importance of biosphere • Use of resources and exploitation • Malthusian and Boserupian theories of population and resource consumption	Topics 8: Specific focus on Rainforest + Taiga: • Climate • Threats • Opportunities • Access and distribution of energy Topic 9: • Causes of changes to energy prices • Exploitation of ecologically sensitive sites (Tar Sands) • Alternative energy sources • Changing attitudes to energy consumption	N/A	N/A		
Prior Knowledge Required	Building on skills from KS3 Topics: The UK, Urbanisation. Fieldwork skills brought forward from KS2 and 3	Building on skills from KS3 Topics: Biomes, Sustainability and rocks and soil	Building on skills from KS3 Topics: Biomes, Sustainability and rocks and soil Building on skills from KS4 Topics: People and Biosphere	N/A	N/A		
Feedback Points	Students will receive 2 formative assessments per topic. This assessment will match the topic per half term assessing the key knowledge and skills.			N/A	N/A		
Key Questions	Why are population, economic activity and settlements key elements of the human landscape? How does migration shape the UK economy and society? How is the UK economy changing? What are the effects of globalisation,	How global factors influence where biomes can be found? How local factors can influence where biomes can be found? How to identify the goods and services offered to humans from the biosphere? How humans are	How do Taiga+ Rainforest differ and what are their plant and animal adaptations? What are the direct and indirect threats to forests from humans and natural factors? How to determine the impact the human impact	N/A	N/A		

	trade and investment? How these complex human processes impact on Birmingham as a major UK's city?	a threat to the rainforest? What are the differences between Malthus and Boserup's theories on population and resources?	on these environments? How have conservation groups attempted to help forest environments?				
Direct Vocab Instruction	Urban Rural Inter-dependent Economy Inequality Deprivation Regenerate	Biome Biosphere Exploitation Characteristic Biodiversity Indigenous	Consume/Consumer Distribution Subarctic Adaptation Conservation Management Deforestation Afforestation Finite/Infinite Fracking Sustainable Renewable				
Standardised Homework	One homework will be set for every lesson. They will be a combination of the following activities: • DVI quiz • Knowledge quiz • Structured research task focusing on specific concepts or case studies • Exam practice question/booklet						

Year 12	**Term 1**		**Term 2**		**Term 3**		**End Points**
	Half Term 1 [21 lessons]	**Half Term 2 [22 lessons]**	**Half Term 3 [15 lessons]**	**Half Term 4 [18 lessons]**	**Half Term 5 [18 lessons]**	**Half Term 6 [21 lessons]**	
Topic	**Dynamic landscapes: Topic 1: Tectonic processes and hazards**	**Dynamic places Topic 3: Regeneration**	**Dynamic landscapes Topic: Coasts**	**Dynamic places Topic 4: Globalisation**	**Dynamic Places: Topic 7: Superpowers**	**Fieldwork investigations: Controlled assessment**	
Skill (Procedural Knowledge)	Analysis of hazard distribution patterns on world and regional scale maps. Use of block diagrams to identify key features of different plate boundary settings. Analysis of tsunami time-travel maps to aid prediction. Use of correlation techniques to analyse links between magnitude of events, deaths and damage. Statistical analysis of contrasting events of similar magnitude to compare deaths and damage.	Learning and recall of key factual knowledge; Reading, summarising, synthesising; Revision techniques Map and Graphical Skills; Liking of Issues and Concepts; Decision making skills; Justifying judgements; Use of Qualitative and Quantitative Data; Structuring arguments.	Learning and recall of key factual knowledge; Reading, summarising, synthesising; Revision techniques; Map and Graphical Skills; Liking of Issues and Concepts; Decision making skills; Justifying judgements; Use of Qualitative and Quantitative Data; Structuring arguments; Specific skills: observational skills, measurement and geospatial mapping skills and data manipulation and statistical skills applied to field measurements.	Use of proportional flow lines showing networks of flows. Ranking and scaling data to create indices. Analysis of human and physical features on maps to understand lack of connectedness. Use of population, deprivation and land-use datasets to quantify the impacts of deindustrialisation. Use of proportional flow arrows to show global movement of migrants from source to host areas. Analysis of global TNC and brand value datasets to quantify the influence of western brands. Critical use of World Bank and United Nations (UN) data sets to analyse trends in human and economic development, including the use of line	Constructing power indexes using complex data sets, including ranking and scaling. Mapping past, present and future sphere of influence and alliances using world maps. Using graphs of world trade growth using linear and logarithmic scales. Mapping emissions and resource consumption using proportional symbols. Plotting the changing location of the world's economic centre of gravity on world maps. Analysing future Gross Domestic Product (GDP) using data from different sources.	The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data. The student's report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing.	N/A

				graphs, bar charts and trend lines. Plotting Lorenz curves and calculating the Gini Coefficient			
Content (Propositional knowledge)	As per Edexcel A-level geography specification	As per Edexcel A-level geography specification	As per Edexcel A-level geography specification	As per Edexcel A-level geography specification	As per Edexcel A-level geography specification	The purpose of this non-examination assessment is to test students' skills in independent investigation. Students are required to undertake an independent investigation that involves (but which need not be restricted to) fieldwork. The focus of the investigation must be derived from the specification the student is studying.	
Prior Knowledge Required	Links and builds from prior propositional knowledge via tectonics module at KS3 and. It flows into KS4 unit on Global Geographical Issues studied in Year 10 to give a greater scope for specialist knowledge on this topic.	Links to GCSE topic Urban issues and challenges.	At KS3 basic understanding of coastal processes and features developed, this is built on at KS4 to create a solid foundation of understanding of processes and features. In addition, coastal/physical fieldwork carried out in year 10/11.	Links to GCSE unit 'The Global Geographical Issues'. It also builds from A Changing World theme studies in Autumn term in Year 8.	Links to GCSE unit 'The Global Geographical Issues'. It also builds from KS3 topics of "urbanisation", "superpowers" and "development and emerging countries"	Fieldwork and enquiry skills brought forward from KS2/3/4	
Feedback Points	Students will receive 2 formative assessments per topic, including exam practice exam questions and skill checks						
Key Questions	Why are some locations more at risk from tectonic hazards? Why do some tectonic hazards develop into disasters? How successful is the management of tectonic hazards and disasters?	Urbanisation – change, policy and regeneration; Urban Forms characteristics of mega/world cities; New urban landscapes; Social and economic issues associated with urbanisation; Urban Climate temperatures and reduction policies; Urban drainage; Urban waste and disposal; Environmental issues; Sustainable Urban Development; Case Studies of two contrasting urban areas to illustrate patterns of economic and social wellbeing and the nature and impact of	How coasts act as natural systems? Systems and processes: sources of energy in coastal environments; sediment cells and budgets; geomorphological processes. Coastal Landscape Development using examples from beyond as well as within the UK: landforms and landscapes of erosion and deposition; estuarine environments.	What are the causes of globalisation and why has it accelerated in recent decades? What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment? What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?	What are superpowers and how have they changed over time? What are the impacts of superpowers on the global economy, political systems and the physical environment? What spheres of influence are contested by superpowers and what are the implications of this?		
Direct Vocab Instruction	Caldera Seismometer Pumice Richter scale Lahar Magnitude Dense Fissure Molten Sanitation	Accessible Depopulation Amenity Globalisation Brownfield site Retail Green belt Governance Greenfield site Urban regeneration	Gabions Urbanisation Integrated Monsoon Holistic Intercept Contaminated Impermeable Embankment Run-off	Interdependence Tariffs Inter-relationships Geopolitical Neo-colonialism Informal GNP per capita Literacy rate Gross domestic product (GDP) Infant mortality rate			

	Seismic activity Fault Convection currents	Urban sprawl Deindustrialisation	Topography Insurance	Life expectancy Multiplier effect Purchasing power parity			
Standardised Homework	One homework will be set for every lesson. They will be a combination of the following activities: • DVI quiz • Knowledge quiz • Structured research task focusing on specific concepts or case studies • Exam practice question/booklet						

Year 13	**Term 1**		**Term 2**		**Term 3**		**End Points**
	Half Term 1 [21 lessons]	**Half Term 2 [22 lessons]**	**Half Term 3 [15 lessons]**	**Half Term 4 [18 lessons]**	**Half Term 5 [18 lessons]**	**Half Term 6 [21 lessons]**	
Topic	**Dynamic Landscapes Topic 5: The water cycle and water insecurity**	**Dynamic landscapes Topic 6: Carbon cycle and energy security**	**Dynamic places Topic 8A: Health and Human rights**	**Paper 3: Synoptic investigation + Revision**	**Revision**	**N/A**	
Skill (Procedural Knowledge)	Use of diagrams showing proportional flows within systems. Comparative analysis of river regime annual discharges. Analysis and construction of Water Budget graphs. Using comparative data, labelling of features of storm hydrographs. Use of large database to study the pattern and trends in floods and droughts worldwide Interpretation of synoptic charts and weather patterns, leading to droughts and floods. Use of a global map to analyse world water stress and scarcity. Interpretation of water poverty indexes using diamond diagrams for countries at diff	Use of proportional flow diagrams showing carbon fluxes. Use of maps showing global temperature and precipitation distribution. Graphical analysis of the energy mix of different countries, including change over time. Analysis of maps showing global energy trade and flows. Comparisons of emissions from different energy source. Using GIS to map land-use changes such as deforestation over time. Analysis of climate model maps to identify areas at most risk from water shortages, floods in the future. Plotting graphs of carbon dioxide levels, calculating means and rates of change	The use of traditional definitions of development that are based largely on economic measures. To challenge these by broader definitions that are based on environmental, social and political quality of life with many new measures used to record progress at all scales in human rights and human welfare. To appreciate the variations in the norms and laws of both national and global institutions that impact on decisions made at all scales, from local to global. To acknowledge that decisions lead to a wide range of geopolitical interventions via international and national policies, from development aid through to military campaigns	A synoptic paper that brings together the key skills across the whole of Paper 1 and 2.	N/A	N/A	Students develop the skills to always think critically and geographically. They will have built upon their skills all the way from KS3 to become independent learners. They have extended their geographical understanding of the key concepts (place, scale, space, interdependence, human and physical processes and sustainability) underpinning geography, making synoptic links between these. These valuable transferrable skills that A Level Geography offer can be applied to their future educational and career choices.
Content (Propositional knowledge)	As per Edexcel A-level geography specification	As per Edexcel A-level geography specification	As per Edexcel A-level geography specification	No additional content taught. Content is synoptic from previous topics.	N/A	N/A	
Prior Knowledge Required	Links to the GCSE unit – River Landscapes as well as to People and the Environmental Issues. The unit is underpinned by the Coastal Systems unit in KS4. KS3/4 knowledge study of climate change bridges knowledge to give necessary context and purpose.	Links to the GCSE unit – People and the Environmental Issues. The unit is underpinned by the Coastal Systems unit in KS4. KS3/4 knowledge study of climate change bridges knowledge to give necessary context and purpose.	Links to GCSE unit – Development dynamics Links to KS5 year 1 topics- Globalisation and Superpowers units. The propositional and procedural knowledge is used synoptically to look at the complex concepts of	Synoptic knowledge from previous topics.	N/A	N/A	

			interdependence and relationships between the wide range of human processes				
Feedback Points	Students will receive 2 formative assessments per topic, including exam practice exam questions and skill checks						
Key Questions	What are the processes operating within the hydrological cycle from global to local scale? What are the processes operating within the hydrological cycle from global to local scale? What factors influence the hydrological system over short and long-term timescales? How does water insecurity occur and why is it becoming such a global issue for the 21st century?	The Carbon Cycle and Energy Security How does the carbon cycle operate to maintain planetary health? How does the carbon cycle operate to maintain planetary health? What are the consequences for people and the environment of our increasing demand for energy? How are the carbon and water cycles linked to the global climate system?	What is human development and why do levels vary from place to place? What is human development and why do levels vary from place to place? Why do human rights vary from place to place? How are human rights used as arguments for political and military intervention? What are the outcomes of geopolitical interventions in terms of human development and human rights?		N/A	N/A	
Direct Vocab Instruction	Scarce Interception Surface storage Soil moisture Groundwater Transpiration Through flow Infiltration Percolation	Biogeochemical processes Carbon pathway Lithosphere Carbon stores Phytoplankton Diagenesis Out gassing Thermohaline circulation Carbon flux Energy pathway	Aid dependency Bilateral aid Conditionality Cultural identity Composite Democracy aid Determinants Development aid Direct action Genocide Geopolitical Intervention Sovereignty		N/A	N/A	
Standardised Homework	One homework will be set for every lesson. They will be a combination of the following activities: • DVI quiz • Knowledge quiz • Structured research task focusing on specific concepts or case studies • Exam practice question/booklet						