Geography

The Ripley Academy

Curriculum Intent Overview

At the Ripley Academy we teach a wide range of topics in Geography at KS3. We cover skills such as map skills, GIS and the use of graphs/ charts and ICT, these underpin all topics throughout year 7 to 13. There are physical topics such as natural hazards, extreme weather and rivers and how humans interact with the natural world and the issues the environment can bring. Conversely, we look at how humans via economic development can exploit the natural world. In a nutshell the KS3 content helps students understand about the whole world around them.

Year 7

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
My Places	Pupils explore the world around them from the local scale of their own surroundings, to a town scale of Ripley, a continental scale of Europe and the role of super power countries.	• Knowledge of continents and oceans at KS2. • Place knowledge of local area Ripley in which they live. • KS1 understanding differences and similarities of a small area of the UK.	• Different scales of Geography, mapping skills and key political and physical features of continent. European scale. • The emergence and growth of settlements physical characteristics that originally encourage the development of human settlements. • Pupils understand about 'their geography'. Places and how they link to themselves, both at a local scale of Ripley but also interconnections across Europe too. How other countries influence and interconnect with each other.
Map Skills	Skills in geography underpin work from ks3 to ks5. Pupils skills in compass points, symbols, 4/6 grid references,	• Use of maps, atlases and globes. • Compass points 4 point (KS1) and 8 point (KS2)	• Further developing the use and interpreting maps, referring to scale, contour lines and relief. • Measuring distances, directions and following routes.

	scale and contour lines practiced.	• Key skills in grid references.	• The use of graphs, photographs and data (e.g. development data) across all units in KS3 to help explain and interpret real facts and figures about the world we live in.
Development	Pupils discover how development is measured. They will explore why inequalities exist in the world. They will look at low income countries and lives in the shanty towns. Students will also experience how trade influences wealth	• Locational knowledge of Russia • Differences and similarities through human and physical geography in a contrasting small area in a non-European country (KS1). • Use of photographs to analyse human and physical characteristics of places.	• Russia considered as a super power country- human political aspects and physical geography. • Wajir and Nairobi and the process of urbanisation and the development of shanty towns. Management of shanty towns. • Use of photography, data and maps. Uneven development and the use of geographical statistics to compare the development and quality of life in different areas of the world. • Place knowledge of Russia and Africa.
Hazards	Pupil's explore the causes, different types of plate boundaries and impacts of the tectonic hazard of earthquakes. They then discover how one of the largest hazards the world experienced (Boxing Day Tsunami of 2004) was triggered by tectonic events.	• Physical Geography and earthquakes (KS2) • Similarities and differences between different areas of the world. • Use maps to locate countries	• To understand the physical processes that cause the hazard of earthquakes. Earth's structure, continental drift and different types of plate tectonic boundaries and associated hazards. • To consider the Asian tsunami 2004. Deepening understanding of world events. Links in with tectonic hazards and revisiting locations where such events happen. Consideration of ways that countries at different levels of development do to reduce the impacts of hazards • Use of maps to show locational patterns of hazards.

		and describe features studied	
Environmental issues	Human behaviour impacts the environment. Pupils discover how plastic waste impacts the world. How animal species are becoming endangered due to their habitats being destroyed. Conservation is considered as a way of protecting the environment.	• Understanding about how human actions influence physical environments and habitats. • How economic activity impacts different biomes. • Use of geographical sources e.g. photographs.	• Identifying different environmental issue e.g. air pollution, plastic pollution • Consideration of environmental issues from a local to global scale. • Consideration of stakeholders involved in managing and conserving the environment sustainably e.g. WWF • Topical concerns and issues about endangered species.
Fantastic Places	There are so many exciting and unique places to discover on earth. Some places are classed as 'Wonders of the World'. Pupils get a taster of a few distinctive places such as Easter Island, the Sahara Desert, North Pole and Hampi in India.	• Locational knowledge of the Antarctic circle. • Knowledge of places outside of Europe. • Use of maps, photographs to locate countries and describe features studied.	• To discover pupils' awareness of world's countries and their environmental characteristics. • Polar and hot deserts an introduction. • Mapping and locational skills of named areas such as the Sahara Desert, North Pole, Easter Island and Hampi. • Interpretation of maps and a variety of photographs for specific locations.

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Year 8

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Tropical Rainforests	Pupil's find out about the rainforest habitats, where they are located and the unique biodiversity they bring. How animals and plants have adapted to survive the climate. The study about the threats to the environments and potential ways to protect this fragile environment.	• Defining physical characteristics of places. • How human and physical features of the world are interdependent on each other. • Use of world maps and atlases to locate countries and describe features studied (KS2)..	• Map skills of South America outlining key physical and human Geography. • Rainforest plant adaptation and climatic data and graphs. • How Amerindians live sustainably in the rainforest and shifting cultivation. • The nutrient cycle and how the rainforest/animals/ soil etc are all interdependent upon each other. • Why the rainforest is being developed how human activity relies upon natural systems. Sustainable management of this ecosystem.
Globalisation	We live in a globalised world. Pupils consider how the interconnection of the world impacts them and others across the globe. Global companies are considered, the role of sweatshops and how the world is still full of inequalities.	• Economic activity and trade links (KS2) • Geographical similarities and differences across different countries. Development unit in Year 7. • Use of various maps and geographical sources to locate countries and features studied.	• Mapping activities with main trading goods to identify globalisation and the interconnection of countries in the world. • The role of TNC's. The pros and cons of world companies. Specific reference to Mattel and Coca Cola. • Economic activity in the secondary sector in lower income countries and the impacts of sweatshops in particular Bangladesh.

			• How reliant countries are upon each other and the production of world goods like the I phone. Consideration of inequalities.
Weather and tornadoes	Pupils learn about weather conditions and how they can be measured. They consider how anticyclones and depressions trigger certain weather. Extreme weather events of tornadoes are then studied and the location, causes and impacts of this hazard outlined.	• Use simple fieldwork and observation skills to study the geography of their school grounds. • Seasons and weather KS1. • Natural hazards in year 7.	• Measuring weather and the how processes interact with human activity. • Different triggers for rainfall and understanding physical processes involved. • Depressions and anti-cyclones. • Measuring micro-climate around the school grounds. • The formation of tornadoes and how they are measured (Fujita scale) • Location of Tornadoes- choropleth mapping in the USA. • Response and management of tornadoes.
National Parks	National Parks are important areas preserved for their environments and to give people the opportunity to visit them. Pupils consider the criteria for the parks, how they are managed and any potential conflict that can occur in such areas.	• Collect, analyse and develop fieldwork to deepen understanding of geographical processes • Study of physical geography in the UK (KS1) . • Use of maps to locate geographical regions, physical characteristics and major cities.	• Development of fieldwork to look at the impacts of tourism in the Peak District. Surveying human behaviour on the physical environment. • Management strategies and resolving potential conflict over land use. • The use of maps to locate named National Parks and cities. • Development of decision-making skills.
Rivers	Pupils study the hydrological cycle and drainage basin that play a vital role in the formation of	• Understanding the water cycle (KS2). • Describing key aspects of rivers (KS2).	• More in-depth with level 3 geographical terms on the water cycle.

	rivers. Without water humans would not exist. In lessons it is considered how river landforms like waterfalls are formed. Pupils consider how river floods impact people and how they can be managed.	• Making use of diagrams, plans and maps.	• The rivers long-profile. Map skills and grid references interpreting river information. • Hydrology and physical river processes of erosion, transportation and deposition. • The formation of river landforms e.g. waterfalls.
UK Geography	The UK is our local geography. It is full of diverse physical landscapes and had unique cities /settlements created by humans. Pupils consider the population of the UK and some of the striking coastal Geography we have.	• Studying the human and physical geography of a small area of the UK (KS1). • Key physical and human features e.g. cities, mountain, rivers… • Maps, photographs to interpret physical and human geography of the UK.	• Interpretation of various map/sources to outline the physical and human geography of the UK. • Population data. The distribution and density of population and the reasons behind this. • Settlements within the UK. • Coastal geography of the UK.
China	China has one of the world's largest economies. Student's discover about the Geography of China. Including issues with over- population, how it is the 'workshop' of the world plus censorship and development issues this vast country faces.	• Key physical and human Geography of a location (KS2 and in year 8 UK geography • Economic activity including trade links (Yr 8 globalisation). • Use of maps, atlases etc. to locate information about countries and describe features studied (KS2).	• To challenge stereotypes and understand the physical and human Geography of China. • Use of maps to show human and physical Geography of China. • China as a workshop of the world, links to globalisation and development. • To understand human policies that have shaped this 'super power country' e.g. China's One Child Policy. • Understand similarities and differences of a region within Asia – China.

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Year 9

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Cold environments	Cold environments are at the focus of attention with the increasing levels of global warming. These areas also help regulate the world's temperatures too. Pupils discover how animals, plants and people survive in such areas. They explore the ways in which areas are being developed and how places like the Arctic need protection from exploitation for resources.	• Pupils will have been introduced to cold biomes in KS2 Geography. • Physical and human processes impacting sensitive ecosystems. • Arctic and Antarctic circle and location of areas as covered in KS2. Geography • Physical processes that shape landscapes (Year 8 rivers).	• Physical processes of erosion, transportation and deposition that shape glacial landscapes. • Human actions that impact glaciers and the impacts of climate change. • Animal, plant and human adaptations in cold environment. • Surviving in cold environments. • Management, conflict and conservation of cold environments.
Geography of Crime	Crime is about in many forms. Geography can have a definitive role to play in different types of crime. The locations of crime, the development of settlements to design out crime in communities and how certain environments harbour crime. Pupils also use GIS to analyse crime statistics.	• Use of digital/computer mapping to locate features studied in an area. • Settlement and land use (KS2 and Year 7). • Interpreting a range of geographical information (KS1/2, Year 7/8)	• GIS data interpretation of statistics and mapping of crime data in Greater Manchester. • Different scales of crime from local to global scale. Looking at Afghanistan in the Middle East and the heroin trail. • Location of crime, fear of crime and crime reducing methods in both urban and rural areas.
Climate Change	Climate change is a current issue in the world. Students will study the natural and human causes of this. They will also consider the effects of it and consider ways in which this	• Environmental issues studied in Year 7. • Studying the characteristics of world's human/physical features (KS2). • Deforestation in Year 8.	• Evidence of climate change. Climate change over time and the quaternary period. Evidence including glacial and interglacial periods.

	phenomena could potentially be managed to reduce the impacts.	• Impacts of climate change year 8 glaciation.	• Human and physical causes of climate change. • Effects on humans and the environment because of climate change. • Mitigation and adaptation to manage climate change. Strategies developed in low and high income countries.
Living World	There are many ecosystems in the world and pupils consider world (biomes) ones. They will consider the make-up of ecosystems, food web/chains and biomass. They will consider factors that could potentially change ecosystems. Students then focus on the desert biome and desertification and the issues surrounding this. Particular emphasis on the Thar Desert.	• Biomes visited in KS2 Geography • Tropical rainforests as a world biome in Year 8. • The significance of the equator and tropics (KS2).	• Ecosystems from local (e.g pond) to global biomes of hot deserts. Factors affecting the distribution of biomes. • Components of ecosystems – food webs, food chains and pyramids of biomass. Abiotic and biotic components. Use of data and interpretation about landscapes studied. • Characteristics and location of deserts. • How plants and animals adapt to desert environments. • Cause of desertification. Opportunities, challenges and management in desert environments. • Case study example of the Thar Desert in Asia

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KS4 Courses Overview

At The Ripley Academy we teach the AQA Specification for Geography at GCSE. This specification covers a broad range of topics across both Physical and Human Geography. For Paper 1, which we focus on in year 10, content falls under the topics of "Natural Hazards", "The Living World" and "The Physical Geography of the UK". We choose to cover this content in year 10 to prepare students for their fieldwork experience at The Holderness Coast in the Summer Term. Returning in year 11, students then cover the Paper 2 content. This content falls under the sub-topics of "Urban Issues and Challenges", "The Changing Economic World" and "The Challenge of Resource Management". Whilst teaching content for both Paper 1 and 2, we intersperse several opportunities for students to practice geographical skills such as map reading, data analysis and statistics to prepare them for Paper 3 which focuses on this.

Year 10

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
The Living World- Tropical Rainforests	In this section of The Living World we consider the World's distribution of rainforests and the conditions required for their formation. We also look at plant and animal adaptations in this biome and how we can manage the rainforest sustainably through our example of the Malaysian rainforest.	• Plant adaptations of rainforest plants are studied in Year 8 in the tropical rainforest topic. • Deforestation covered in the Year 8 rainforest topic. • Evaluation skills from KS3 are built upon.	• Specific content on the causes of deforestation in Malaysia. • Specific content on the strategies used to sustainably manage the rainforest. • Animal adaptations of the rainforest are taught at KS4. • GCSE Exam question technique.
The UK Physical Landscapes- Coasts	This content stems from The Physical Landscapes of the UK topic. Students will learn about key coastal processes such as erosion, transportation and deposition and how these shape the land. We also look at our example "The Holderness Coast" in the context of coastal management and consider whether hard or soft engineering strategies are better.	• Processes of erosion, transportation and deposition which students studied in year 8 for the Rivers topic. • Understanding of the need to protect physical landscapes for human use, studied across years 7 to 9 in various topics.	• Identification of coastal landforms from photographs, diagrams and OS maps. • Step by step process of the formation of headlands, bays, caves, arches, stacks, stumps, beaches, sand dunes, spits and bars.

	Year 10 later visit the Holderness Coast in the Summer term on a fieldtrip.	• The concept of human and physical landscapes being interconnected which is considered in years 7 to 9 across various topics.	• The difference between constructive and destructive waves and how these produce different coastal environments. • GCSE Exam question technique.
The UK Physical Landscapes- Rivers	In this topic students will learn content on the key physical geographical features of the UK including rivers, mountains, lowlands and uplands. The topic then teaches students about the changes in rivers from the upper course to the lower course and the erosional and depositional features created between these. Finally, students will consider how floods can be managed by looking at the example of Banbury which is very susceptible to flooding.	• Processes of erosion, transportation and deposition in rivers. • Key river landforms studied in the Rivers topic in Year 8. • Flood management including hard and soft engineering.	• Identification of river landforms from photographs, diagrams and OS maps. • Step by step in-detail explanations of the formations of V-shaped valleys, interlocking spurs, waterfalls, gorges, meanders, oxbow lakes, floodplains, levees, estuaries and deltas. • GCSE Exam question technique.
Natural Hazards- Tectonic Hazards and Atmospheric Hazards.	This topic focuses on tectonic hazards, atmospheric hazards and climate change. Students will learn about the influence of plate boundary types on the shape of land and the creation of tectonic hazards such as volcanoes and earthquakes. They will also look at the formation of tropical storms and how climate change is affecting these. Furthermore, students will consider the effect of these hazards through the examples of the Chile 2010 earthquake, Nepal 2015 earthquake and Typhoon Haiyan in 2013. Following this, they will study extreme weather in the UK and consider the impact	• Plate tectonic theory taught at a more basic level in the Year 7 hazards unit. • Flooding covered in the rivers unit in Year 8. • Causes of climate change taught towards the end of Year 9.	• The 3 P's of hazard management (prediction, protection and preparation). • The effects of earthquakes through specific named examples. • The formation of tropical storms and the conditions required for this. • GCSE Exam question technique.

	climate change is having on our weather through the example of the Somerset Levels Floods from 2014.		
The Urban World- Urban Issues and Challenges	This topic marks the start of teaching pupils the content for Paper 2 (Human Geography). Students will begin by considering how and why cities have spread globally throughout the 20th and 21st century. They will then begin to consider the opportunities and challenges for people living in large cities in countries with rapidly growing economies through the example of Rio de Janeiro in Brazil. To contrast this with a high-income country, students will study the example of London and consider its opportunities and challenges. Finally, students will learn about sustainable cities and the importance of this with a growing global population. They will look at the example of Freiburg in Germany which has innovative strategies to prioritise sustainable living.	• Inequality between rural and urban areas studied in the Year 7 development topic. • The requirements of settlements and towns studied in the Year 7 my places topic. • The concept of sustainability covered in the Year 8 rainforests topic.	• The causes of urbanisation in high income countries (HICs), newly emerging economies (NEEs) and low-income countries (LICs). • The social, economic and environmental opportunities and challenges in NEE and HIC urban areas. • How urban areas are becoming more sustainable. • GCSE Exam question technique.
The Changing Economic World- The Development Gap	In this topic students will gain an understanding of the spatial patterns of developed and developing countries globally and the causes of this. Additionally, this topic develops student's data skills through regular practice of data analysis. The topic is taught split between year 10 and year 11 in order to accommodate for the teaching of fieldwork skills in preparation for the Summer Holderness coast trip.	• The different categories of countries for economic development (HIC, LIC and NEE) is covered in the Year 7 development topic. • Key concepts such as birth rate, death rate and life expectancy are taught in the Year 7 development topic. • Applies prior knowledge of map skills gained from the Year 7 topic map skills.	• The causes of uneven development and how these can be overcome. • The global distribution of development. • How geographers can measure development including gross national income, human development index and quality of life. • The Demographic Transition model and its advantages and disadvantages.

			• GCSE Exam question technique.
Paper 3, Unit 3- Geographical Applications and Skills, fieldwork	At the end of Year 10 students will pause their learning of the development gap to gain knowledge and understanding of geographical fieldwork. In this topic students will study the different fieldwork strands as required by AQA which takes them through the vital stages of fieldwork including developing a hypothesis and data analysis and conclusions. Students will be informed of the enquiry questions we will consider on our fieldtrip to The Holderness Coast, which links to our topic on coasts. Additionally, they will have the opportunity to practise using the fieldwork equipment prior to the trip.	• Applies prior knowledge of map skills gained from the Year 7 topic map skills. • Applies the understanding of coastal processes and coastal management gained from earlier in year 10 to a scenario in the field. • Prior knowledge of data interpretation and statistical analysis covered across KS3 topics are applicable.	• The structure of geographical investigation including the stages of developing a hypothesis, data collection, data presentation, analysis and conclusions. • Different fieldwork data collection methods relevant in Geography including land use mapping, measuring longshore drift and cliff height. • How to use fieldwork equipment including clinometers, metre rulers, and transects. • Data presentation methods and the advantages and disadvantages of these. • GCSE Exam question technique.

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Year 11

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
The Changing Economic World- The Development Gap (in the context of Nigeria and Jamaica)	At the beginning of Year 11 students will return to the development gap topic and explore key concepts of development covered in Year 10 in application to the examples of Nigeria and Jamaica. Students will consider to what extent the development gap can be overcome by tourism by looking at the example of Jamaica. They will then consider the importance of Nigeria as a NEE, how its economy has grown and what steps the country needs to take next to develop further.	• Key concepts of changing economic development taught in Year 10 such as life expectancy. • The advantages and disadvantages of tourism studied in the Year 8 national parks topic.	• The importance of a NEE globally and within a continent and how this has affected their development. • The impact of transnational corporations (TNCs) on the development of countries. • The successes and failures of a developing NEE country. • The influence of tourism on country development. • GCSE Exam question technique.
The Changing Economic World- Changing UK Economy	In this topic students will learn about the changes in the UK economy from before the 1800s to present day. Students will learn about the increase in industry during the Industrial Revolution and the impacts of deindustrialisation on the UK's economy during the 1970s and 1980s. Finally, students will consider the impact of a globalising world on the UK's economy and how advancements in technology have changed the structure of the employment sector.	• The four economic sectors (primary, secondary, tertiary and quaternary) are covered in the Year 8 globalisation topic. • The impact of globalisation is covered in the Year 8 globalisation topic. • The increase in industry during the 1800s is discussed in the climate change topic in Year 9.	• The concept of deindustrialisation and its impacts. • The impact of globalisation specifically on the economy of the UK. • How technology has developed the UK's economy. • How research is becoming of increasing importance to the UK's economy. • GCSE Exam question technique.

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Resource Management- Global Resources and Resources in the UK	In this topic students begin by learning about the global distribution of food, energy and water. The focus is then on the above but in the context of the UK. Students will also consider the impact of key issues such as climate change and a globalising world on the UK's resources.	• The importance of resources for a country's development is discussed in the Year 7 development topic. • The concept of food miles is taught in the Year 8 globalisation topic. • Application of map skills from Year 7 map skills topic. • The impact of water shortages is discussed in the hot deserts section of The Living World topic in Year 10.	• The distribution of water, energy and food resources in the UK. • The dependence of the UK on imported food and the impact food miles is having on the planet. • How the UK's energy mix is changing in response to the decrease in fossil fuels and the impacts of climate change. • GCSE Exam question technique.
Resource Management- Water	In this sub-section of the Resource Management topic, students will focus specifically on the resource of water. The students will revisit global water supply and the distribution of areas with a water surplus and deficit. Students will also look at the example of Lesotho and consider how its Highlands Water Project has aided the country's development and improved water shortages in South Africa.	• The impact of a low water supply on a country's development learned in the Year 7 development topic. • The positives and negatives of water management schemes consider in the Year 8 rivers topic and Year 10 rivers topic. • The concept of sustainability taught in the Year 8 Rainforests topic.	• The key concepts of water surplus and water deficit. • The idea that much of the world's freshwater is inaccessible, thus creating pressure for supplies. • The impact of climate change on global water supply. • The dependence of some country's on others for water supply (the example of Lesotho and South Africa). • GCSE Exam question technique.

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KS5 Courses Overview

At The Ripley Academy we undertake the AQA Geography A Level Specification which enables students to expand upon their knowledge gained at KS4 whilst simultaneously exploring new geographical concepts. In contrast to KS4, students will be taught Physical and Human geography by a specialist for the respective sides of the courses. In the Physical Geography side of the course, students undertake the components of “Hazards”, “Coastal Systems and Landscapes” and “Water and Carbon Cycle”. Across these topics students gain an insight into key physical geography concepts and processes and explore these through examples from across the world. For the Human side of the course students will undertake components on ‘Changing Places’, ‘Contemporary Urban Environments’ and ‘Global systems and Global Governance’. 20% of the course is related to compulsory fieldwork where both physical and human enquiries can be undertaken and students undertake their own enquiry on a topic they have an interest in and write up as coursework.

Year 12 (Human Geography)

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Contemporary Urban Environments	Pupils will understand about the ever growing proportion of people living in the urban world. The process of urbanisation and how modern day urban processes cause issues. Urban areas have their own climate and the reasons for this will be outlined. With increasing numbers of urban dwellers there needs to be more sustainable management of such matters as drainage and waste.	• Levels of development and mega cities KS4 Urban Issues unit and KS3 year 7 development unit of work • Sustainable cities e.g. Freiburg studied in Human unit of KS4 Geography. • Overcoming urban challenges in Rio, Nigeria and London KS4 human Geography. Kenyan shanty towns in KS3. • Waste management in London KS4 human Geography	• Global patterns of globalisation since 1945 and the emergence of mega and world cities. e.g. Shanghai and Beijing. • Causes, characteristics and effects urban policy and regeneration. • New urban forms – mixed centre development, fortress landscapes and Post-modern Western world. • Spatial patterns of economic inequality, social segregation, and cultural diversity- issues linked with this and how to manage them. Index of multiple deprivation (quantitative data and GIS)

			• Urban climate – urban heat island effect and venturi. • Urban waste - Sources of waste – Municipal Solid Waste- types of waste. Waste trade and China buying UK waste • Urban drainage and pollution– Sustainable Urban Drainage. • Liveability, ecological footprint and living planet report. • Various case studies but main two focussing in the above are Mumbai and London. • Cities as a system. • A level exam technique, practice papers and skills development. • Various quantitative and qualitative methods of analysis. • A level exam technique, practice papers and skills development
Changing Places	This unit considers how people engage and experience places. Factors and processes impacting on places are studied. The nature and importance of place outlined. How places relate and connect to each other. How groups, bodies and organisations impact on place How place is represented e.g. media, art, maps are evaluated.	• The development and change in places Year 7 My Places. • Impacts of TNC's GCSE and Year 8 Geography. • Different forms of geographical data presentation. GCSE e.g. unseen and familiar fieldwork, year 12 NEA enquiry.	• What is place • Divisions of place • Factors contributing to place • Exogenous and endogenous factors of place • Theoretical approaches to place • Insider and outside • Representations of place- various quantitative (e.g. census information)

	Quantitative and qualitative data representations are studied.		and qualitative (e.g. music and art) data. • Characteristics of external forces at different scales e.g government policies, MNC's and global institutions • External agencies influencing places. • Near and far case studies- Detroit and Derby • A level exam technique, practice papers and skills development.

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Year 13

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Global systems and Global Governance	Pupils will gain an understanding about the world from a local to global scale. How we are interdependent on each other. How trade and flows of people shape places. How global organisations such as the UN have a part to play in our interconnected world. Also, to know about the global commons – those resources not owned by any country but that everyone wants to use such as the high seas and Antarctica.	• Globalisation is taught at KS3 and GCSE. • Trade and globalisation e.g. Global distribution of food, energy and water GCSE. • Inequalities e.g. London and Rio KS4 Geography • Use of maps, graphs and other geographical data to explain features studied KS1, 2, 3 and 4.	• Trading blocs and access to global trade. • Global commons- high seas, space, cyber space and Antarctica • Study of the global common of the Antarctic- characteristics, threats and management. • Global institutions e.g. UN, IMF and the World Bank. • Global inequalities and how global institutions try and regulate them. • A level exam technique, practice papers and skills development.
NEA and fieldwork enquiries	Towards the end of year 12 pupils will take part in fieldwork covering human and physical Geography. This is where data collection techniques are modelled and the enquiry process discussed. During year 13 pupils need to complete their own fieldwork enquiry (NEA), devising their own question and collecting their own data to complete their own coursework. Worth 20% of the A'level course.	• Fieldwork around school grounds. Measuring microclimate around the school grounds (year 8) • Fieldwork in Peak District (year 8) • Humanities trip to Derby. • KS4 trip to Holderness Coast. • Data analysis in KS3 and 4.	• The structure of a research project. • The ability to organise independent fieldwork including generating a research question and choosing a suitable location and following a line of enquiry. • The use of statistical analysis including methods such as chi squared, t-tests and spearman's rank. • The writing style of a NEA research project.

			• Take part on a human fieldwork trip. City focus to collect primary data.

Year 12 (Physical Geography)

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Hazards	In this topic students learn about the concept of natural hazards and its contrast to natural events. They also explore perceptions to natural hazards and how these can affect response and management to them. Students will learn about the causes and impacts of hazards including; volcanic eruptions, earthquakes, tsunamis, tropical storms, wildfires and a multi-hazard environment. Examples of these span across HIC and LIC locations.	• The concept of a natural hazard from the GCSE Natural Hazards topic taught in Year 10. • The formation of tectonic hazards and tropical storms taught in the Natural Hazards topic in Year 10. • The impact of climate change on tropical storms taught in the Natural Hazards topic of Year 10. • The 3 Ps of Hazard management, taught in the Natural Hazards topic in Year 10. • The impact of natural hazards on development of a country taught in the Year 11 Changing Economic World topic.	• The concept of perceptions to natural hazards and how these affect hazard management. • The concept of vulnerability and the factors that are considered when analysing a country's vulnerability to hazards. • The formation and impacts of tsunamis. • The formation and impacts of wildfires. • The impact of climate change on wildfires. • The concept of a multi-hazard environment and how being a multi-hazard environment can limit a country's development. • A Level exam technique.

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Coastal Systems and Landscapes	In this topic students will learn about the systems approach and how it is applicable to understanding key geographical concepts. Additionally, they will learn about the key processes involved in the formation of coastal landscapes and the key landforms present here. Furthermore, students will learn about coastal management including advantages and disadvantages of coastal management. Students will also learn about sea level rise and the impact it has on producing submergent and emergent coastal landforms. Finally, students will consider the opportunities of settling by the coast through the example of Odisha in India and how climate change is impact low lying countries such as Kiribati.	• The key processes of weathering, erosion, transportation and deposition learnt in the Year 10 coasts topic. • The key erosional and depositional coastal landforms studied in the Year 10 coasts topic. • The advantages of hard and soft engineering for coastal management taught in the Year 10 coasts topic. • The impact of sea level rise from climate change taught in the Year 9 climate change topic.	• The concept of the systems approach in Geography including open and closed systems. • Eustatic and Isostatic sea level rise and its impact on submergent and emergent coastal landforms. • The causes of sea level rise including thermal expansion. • The influence of sub-aerial processes on the coast. • A Level exam technique.
NEA (non-examined assessment)	The non-examined assessment (NEA) is worth 20% of the Geography A Level and requires students to generate a research question relating to an area of the specification and undertake fieldwork in order to answer this. The students then have to write this up into a report of approximately 4000 words. This part of the course is excellent in developing skills in project management, time management, statistical analysis and evaluation.	• Data collection techniques are taught on the Year 10 fieldtrip to the Holderness Coast. • Data collection techniques are also taught on the Human and Physical fieldtrips in Year 12. • Data analysis is taught regularly across the KS3, KS4 and KS5 Geography curriculum.	• The structure of a research project. • The ability to organise independent fieldwork including generating a research question and choosing a suitable location. • The use of statistical analysis including methods such as chi squared, t-tests and spearman's rank. • The writing style of a research project.

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Year 13

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Water and Carbon Cycle	In this topic students will learn about the key concepts of the water and carbon cycles. They will consider the stages and processes involved in both cycles and how they are linked through the key spheres of biosphere, hydrosphere, cryosphere, lithosphere and atmosphere. Furthermore, they will consider how essential these cycles are for life on Earth and the impact of climate change upon them.	• The systems approach taught in Year 12 in the Coastal Landscapes topic. • The water cycle taught in the Rivers topics in Year 8 and Year 10. • The impact of climate change on the water cycle taught in the Year 8 rivers topic.	• The key processes of both the water and carbon cycles in greater depth. • The impact of the carbon cycle on life on Earth. • The transfer of water and carbon between the different global spheres. • The physical and human impact of a local river catchment (we study the River Derwent). • A Level exam technique.