



	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2				
<b>Reporting Y7</b>		CfCs		BfL & LAL			BfL & LAL				BfL & LAL				
<b>Year 7</b>	<p><b>Geography Introduction:</b> Students complete a series of 3 lessons focusing on introduction to geography, different types of geography and key concepts e.g. social / environmental/ economic areas.</p>	<p><b>Middle East - Unit of Study.</b> We then study this region with a starting point of location / geographical skills using atlas skills. Economic differences are compared when looking at GDPs and HDIs of different countries within this region. Students then focus on UAE for a country case study looking at population push and pull factors for the country. Key concepts of social, environmental and economic aspects of the country are investigated followed by a written task where students produce an extended writing task on whether students would live in the UAE. Students study the oil industry, Syria a nation of conflict and the Qatar World Cup 2022 evaluating if it is a sustainable choice for holding a sporting event. Assessment: knowledge, understanding and skills tested with Middle East assessment.</p>	<p><b>Russia:</b> Students study the country, using geographical skills to identify key physical and human features of the country. Students then study the population density of the country and identify reasons for the population distribution. Environmental geography is studied with the most polluted city in the world studied and students outline the causes. Assessment through exploitation of the Arctic is evaluated where students discuss the development of the Arctic region.</p>	<p><b>Geographical Hazards:</b> Students initially focus on tectonic hazards. The learning begins with causes of these hazards with the plate tectonic theory studied and different plate margins and hazards at these margins. The students also identify locations of these hazards and the patterns that occur using geographical skills. Students then study volcanoes for a series of lessons, focusing on an eruption - an example with causes, effects and responses to this eruption. E.G - Iceland Eyja or Mount St Helens. Assessment: Students explain why people live near volcanoes and the risks they face. Volcanoes are studied in detail due to using earthquakes at GCSE. After volcanoes, earthquakes are studied with Haiti case study (different to GCSE) focusing at skills of social, environmental and economic impacts of this hazard. Tsunamis are then studied using example either Indonesian Ocean example or Japanese Tsunami with Fukushima.</p>	<p><b>Development-</b> Students study the features of measuring development indicators, students identify the HDI and how it can be used to measure countries level of development. The development gap is discussed and the trade game to simulate the challenges that some populations experience. Solutions to reducing the development gap are investigated through fair trade and sustainable development schemes. Assessment: evaluating the development gap methods - with skills and sense of place tested.</p>	<p><b>Africa:</b> The students study the continent from the different biomes, reasons for the climatic variations from Tropical Rainforests to deserts. Adaptations for plants and animals are investigated as well as specific countries. Levels of development are compared using development skills from Summer 1 study unit. Uganda is studied as a case study as the school supports the country in different ways linked with our KS4 visit. Assessment : features of biomes across Africa, adaptations - knowledge based task.</p>					Curriculum Enrichment Week				
<b>Reporting Y8</b>		CfCs		BfL & LAL			BfL & LAL				BfL & LAL				
<b>Year 8</b>	<p><b>Ecosystems - Tropical Rainforests</b> Students study the location of specific biomes across the World. The unit of study focussed specifically on the Tropical Rainforests - with features of adaptations of flora and fauna. Reasons for equatorial climate are investigated and numeracy skills through use of climate graphs to support comparison of different climatic zones. Indigenous people of the forest studied - Penan Tribe, investigate differences in lifestyle - social / economic and environmental issues comparing life with the Tawai Tribe. Threats to the forest are identified and sustainable management techniques are debated. A decision making exercise is completed on the Peruvian Road Building project - students assess the benefits and costs of this project. Evaluation skills used. Assessment: Comparison of Penan Tribe and our lifestyles - to what extent focus with skills, knowledge and understanding. Assessment: DME - evaluating skills - sense of reason and place</p>			<p><b>Resource Issues:</b> Students study resource issues from fossil fuels to sustainable resources. They identify energy production using renewable and non-renewable sources comparing the energy sources and the impact they have on the environment. Nuclear energy is also studied as an energy source debating the advantages and disadvantages of using it using Chernobyl as an example. Sustainable energy cities are studied re-visiting Middle East with Mazdar City as an example of a sustainable city. Assessment: Assessment recalls knowledge and understanding with different energy types. Geothermal focus with local example of future energy power.</p>			<p><b>Weather :</b> Students study key concepts of weather - with key features, weather recording and the concept of meteorological air pressure systems. Different rainfall types are studied with using examples of an extreme weather event within the UK - link to physical UK Landscapes. Tropical Storms are studied focussing on the causes, effects and responses through different levels of development of countries. Assessment on weather types and extreme weather types</p>			<p><b>Climate Change</b> This unit opens with physical and human causes to climate change. The unit identifies the climate crisis and the links between CO2 levels and global temperatures rising. Effects of the climate crisis on specific locations across the globe. Solutions to reducing the climate crisis are investigated. Assessment: evaluate the impact of the climate crisis</p>					Curriculum Enrichment Week
<b>Reporting Y9</b>		CfCs		BfL & LAL			BfL & LAL				BfL & LAL				
<b>Year 9</b>	<p><b>Population Pressures:</b> Students study issues associated with population from global population distribution and the reasons for this, to numerical skills for population growth. Students learn about population policies that have been used e.g. China to transmigration in Indonesia. Migration is also studied with a focus on causes and responses to migration for different localities e.g. European Migrant Crisis to Mexico to USA Migration route. Assessment : Population Change - series of knowledge, skills and sense of place questions with a large written question based on population policies.</p>			<p><b>Physical Landscapes:</b> Rivers Students study UK Physical Landscapes using relief maps to identify the link between location of rivers and relief. River processes are investigated as well as changes down stream in features from the drainage basin. Examples of river use with a DME based locally with the River Fal - Assessment. Flooding case study with Boscastle students evaluate the causes of the event a DME. Assessment: River landscapes issue evaluation based on skills and application of knowledge.</p>			<p><b>Coastal Landscapes :</b> Students continue their UK landscapes study with a focus on coastal landscapes. Weathering and erosional processes are revisited in this environment which then supports erosional features and their formation. Transportation processes then are investigated with features of deposition in the coastal environment identified. Coastal Management techniques are researched and an assessment DME on which techniques are used appropriately on location is evaluated.</p>			<p><b>Ocean Environments:</b> Students investigate a specific ecosystem that is under crisis. The Ocean - with focus on environmental impacts. Coral reefs and the dangers that face them are taught, as well as the problems with plastic including the Pacific Garbage Patch. Examples of solutions to these issues are identified to reduce this crisis.</p>					Curriculum Enrichment Week



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<b>Reporting Y10</b>		CfCs		BfL & Grades		CfCs		BfL & Grades				BfL & Report	
<b>Year 10</b>	<b>Unit 1 Section A: Natural hazards and Tectonic Hazards</b> Students study natural hazards, processes at different plate margins and the link between the location of earthquake, volcanoes and plate margins. Tectonic hazards focus on Earthquakes - Christchurch Vs Nepal - EQ. Focus on effects and responses of each event at both a primary and secondary level / immediate and long term actions. Reducing risks of tectonic hazards is outlined comparing levels of wealth and the responses to these events.		<b>Unit 1 Section A: Weather Hazards and Climate Change</b> . Students study Weather hazards through explaining the global circulation model, tropical storm formation and a focus on Typhoon Haiyan EQ. Reducing the effects of tropical storms is outlined. Weather hazards within the UK are investigated using the Somerset Levels Extreme weather event in the UK AO2 / 3 focus.		<b>Unit 2 Section A: The Urban World and Urban Change in the UK</b> Students study an urban world focus on location of megacities and issues with these. Case study focus: Rio de Janeiro - investigate how the city has faced challenges socially, economically and environmentally. Focus then on improving the city, managing squatter settlements and planning for urban developments.		<b>Unit 2 Section A: Urban Change in UK and Sustainable Urban Development</b> Students study location of urban areas within the UK - with a focus on Bristol. Students identify why Bristol is a diverse city and the issues associated with the city. Explanation of urban change through social, economic and environmental changes. Highlighting social inequality in some areas of the city and solutions to these issues. Urban regeneration in the Bristol Temple Quarter Region. Urban sustainability is evaluated using Freiburg and Copenhagen as examples.		<b>Unit 1 Section C: Physical Landscapes in the UK - Coastal Landscapes</b> The UK's relief and link to physical landscapes is investigated. Students then study the coastal landscapes environment. From Wave types, processes, weathering and mass movement to landforms formed through erosion and deposition. Coastal management techniques are evaluated using a case study of Lyme Regis.		<b>Unit 1 Section C: Physical Landscapes in the UK - River Landscapes</b> Students continue their physical landscapes unit with rivers. They identify changes in the river profile as you move downstream. Fluvial processes are described and explained. Landforms formed through erosion and deposition are outlined - use of OS maps to support these units in section C. Engineering techniques used to identify case study of managing a flood prone area.		Work Experience Week
<b>Reporting Y11</b>		CfCs & Grades		Rep & Grades		CfCs & Grades		BfL & Grades					
<b>Year 11</b>	<b>Unit 1 Section B - The Living World - Ecosystems, Tropical Rainforests and Hot Deserts</b> Students study the location of global biomes and then link to ecosystems. Key focus on small scale ecosystem of Cornish hedgerow / pond. Changes to ecosystems investigated - use of Yellowstone National Park and re-introduction of the wolves. Tropical rainforests are then studied including features, adaptations of plants and animals within the tropics. Deforestation within Malaysia - causes, impacts and management of the tropical rainforests sustainably are studied. Deserts studied looking at locations, adaptations of flora and fauna, example of a desert - Western or Thar. Desertification - causes and reduction methods then studied.		<b>Unit 2 Section B - The Changing Economic World - The development gap and Nigeria</b> Students study the development gap with a focus on the unequal world. Students outline measuring the levels of development, the stages of the demographic transition model and links to population structures. Causes of uneven development are investigated and ways to reduce the development gap through aid, fair trade, debt relief and tourism. An investigation of a NEE - Nigeria looking at the country location, structure, TNCs and impact on the environment linked to their quality of life.		<b>Unit 2 Section B: The Changing UK Economy</b> Students study the economic changes in the UK through changes linked to industry, rural landscapes and transport infrastructure. The north - south divide is investigated with links to the wider world with EU and global enterprise.		<b>Unit 2 Section C: The Challenge of Resource Management and Energy Management</b> Students study the issues with resources - identifying the global distribution of them. The UK is investigated with reference to the provision of food, water and energy. Energy management is studied focussing on the global energy supply and demand, energy security and strategies to increase energy supplies. Gas - as an energy source is studied and sustainable energy schemes to reduce impacts on energy sourcing through micro-energy schemes.		<b>Unit 3 Pre-release document focus Fieldwork Revision</b> Students study the pre-release document and focus on DME / evaluating skills for Q3 of unit 3. Fieldwork skills / evaluation methods are also revisited to support unit 3 exam.		<b>EXAM PREPARATION Revision for each paper Unit 1 / Unit 2 / Unit 3</b>		Exam revision / season