Department Intent: *'To educate our students in both physical and human geographies in order to be informed and active future citizens who understand key global issues and how their lives are connected to others. For our students to appreciate how they are shaped by, and impact on the environments they inhabit in order to make responsible choices for the future'.*

Year 13

During Year 13, students continue with the Edexcel specification, but the topics become much more synoptic with complex links between them. Students can start to incorporate knowledge acquired in Year 12 and throughout Year 13 to different questions, units and contexts.

Autumn Term 1a	Term 1b
API - The Carbon Cycle and Energy Security Students start the carbon and energy security unit, in which they study the carbon cycle and planetary health, consequences of the increasing demand for energy, geopolitical issues of energy security and supply and the human threats to the global climate system. This builds on the energy management unit from GCSE, looking further at the complex feedback systems within the carbon cycle, but also the complex geopolitical issues and conflict relating to energy security and management. Rationale: The carbon cycle unit is completed before the water cycle unit as students always find this unit more challenging, so it gives more time for consolidation and recap. This unit is one of the core units on the Paper 1 specification. It is hoped that we will also be able to incorporate a day trip to a power station as part of this unit to help with the understanding of parts of the energy component, which would also be better at the start of Y13 rather than the end prior to exams. **PR - superpowers** During this unit, students study the power of superpowers, changing patterns and polarity, the post-colonial era and neo-colonialism, emerging powers and their strengths and weaknesses, theories of power, superpower impacts and the global economic system, international decision-making, global environmental concerns, superpower spheres of influence, the opportunities and threats of developing countries and the uncertainty for existing superpowers. A large part of this unit involves wider reading around world politics and current affairs. Rationale: this unit is one of the core units on the Paper 2 specification. It is a vital unit within the human geography part of the A Level as it gives students an in-depth understanding into the complexity of world politics and the challenges that face the world in the future. There are also clear links within this unit between the human and physical papers which underpin a lot of the core	**API – The Carbon Cycle and Energy Security** Continuation and completion of the carbon cycle and energy security unit, plus assessment and Y13 mock exam 1. **PR – superpowers** Continuation and completion of the superpowers unit, plus assessment and Y13 mock exam 1. Rationale: same as autumn term 1a

topics. This unit is often complex for students to grasp and is therefore taught at the start of Y13 rather than the end so as to allow for more time for revision and consolidation of knowledge.	
Spring Term 2a	Term 2b
API – The Water Cycle and Water Insecurity Students have some prior knowledge of this topic from GCSE geography and science, but this unit builds further upon this and looks at the complex relationships in the water cycle between people and the environment. The unit covers the operation and importance of the hydrological cycle, short and long-term variations in the hydrological cycle, including human impacts and the social, economic, environmental and ecological implications this is having, plus the impacts of climate change on the hydrological cycle and resultant futures for society and resulting geopolitics. The unit then focuses on the issue of water security in different regions of the world and potential solutions to these problems. Rationale: this unit is one of the core units on the Paper 1 specification. Issues of water security are so relevant in today's climate, both metaphorically and literally speaking. It is predicted that the next major world conflicts will not be fought over money, religion or oil, but over access to water resources in a changing climate. **PR – Health, Human Rights and Intervention** During this option topic students build on their knowledge from GCSE and the superpowers topic to assess more complex issues. Students look at the concepts of human development, human health and life expectancy, development targets and policies, the importance of human rights and differences between countries and the links to superpowers, differences within countries at varying levels of development, interventions and human rights and the nature of geopolitical intervention and motives. Rationale: this unit is one of the optional units on the Paper 2 specification and was chosen instead of 'Migration, Identity and Sovereignty'. Both topics are highly relevant to the education of the students, but it was felt that the Health, Human Rights and Intervention topic was more accessible and would therefore allow access to higher grades.	**API – The Water Cycle and Water Insecurity** Continuation and completion of the water cycle and water insecurity unit, plus assessment and Y13 mock exam 2. **PR – Health, Human Rights and Intervention** Continuation and completion of the health, human rights and intervention unit, plus assessment and Y13 mock exam 2. Rationale: same as spring term 2a
Summer Term 3a	Term 3b
AJB – NEA final preparations and Paper 1 revision Final amendments are made and paperwork completed for the submission of the NEA.	No lessons – exam preparation Rationale: exam season ongoing

Focused revision is then completed on key areas of weakness, identified from mock exams, across the entirety of Paper 1 (Year 12 and 13 work). **PR – Paper 3 prep and Paper 2 revision** Paper 3 is an unseen synoptic paper, in which students are presented with a resource booklet regarding an 'issue' which crosses over numerous core topics from Papers 1 and 2 (e.g. drilling for oil in the Arctic or development issues in sub-Saharan Africa). Students must make relevant links from numerous topics in order to answer the questions relating to the resource. Therefore, students spend time looking at previous resource booklets and exam papers and making links between different topics. Focused revision is then completed on key areas of weakness, identified from mock exams, across the entirety of Paper 2 (Year 12 and 13 work). Rationale: exam season	
Year 12	
During Year 12, students begin their A-Level course, having completed some transitional work/reading in the summer holidays. The course is split between 2 teachers, one teaching the physical geography components, and the other teaching the human geography components, following the Edexcel A-Level specification.	
Autumn Term 1a	Term 1b
API – Coastal Landscapes and Change Students studied coasts at GCSE, but at a more basic level. This unit includes a much more in-depth study of coastal processes, conflict in the coastal zone and management, with a wider range of place-specific examples at a range of scales. Topics included in the unit include coastal processes, the littoral zone, classification of coastal environments, geological structure and landscapes, cliff profiles, factors affecting rates of erosion, sand dune succession, erosional and depositional landforms and landscapes, including the impacts of mass movement, wave types, coastal risks, including sea level change, storm surges and climate change. Management includes hard and soft engineering, megaprojects, sustainable management and holistic approaches. Rationale: this unit is an option topic on Paper 1, and was chosen over the topic on 'Glaciated Landscapes and Change' as it was felt that students are much more familiar and confident with coasts from GCSE and therefore have more opportunity for success within this unit. This is particularly important as this option unit is worth 42 marks in Paper 1, and is therefore the most heavily-weighted unit within the exam. Additionally, when	**API – Coastal Landscapes and Change** Continuation of the Coastal Landscapes and Change unit, plus assessment. **PR – Regenerating Places** Continuation of the Regenerating Places unit, plus assessment. Rationale: same as autumn term 1a

considering the world of work, there are many more opportunities in the sector of coastal management due to the threats posed to coastlines by climate change. Due to the size of this unit, it is therefore necessary for the teaching of this topic to cover 3 half terms (including assessment points) to adequately prepare students. **PR – Regenerating Places** Students have touched on the idea of regeneration at GCSE and looked at the example of Bristol, but have not studied the topic in vast depth. Therefore, this unit builds upon the prior knowledge of students. Topics within this unit include how and why places vary, inequalities in pay, quality of life, health and education, demographic changes and changes in characteristics and functions, a study of their local place (Stoke-on-Trent) and a contrasting place, and why regeneration might be needed, including inequalities and place perception, a comparison between urban and rural regeneration, how regeneration is managed and assessing the success of regeneration. Rationale: this unit is an option topic on Paper 2, and was chosen over the topic on 'Diverse Places' as it was felt that students are more familiar with the concept of regeneration from GCSE and therefore have more opportunity for success within this unit. This is particularly important as this option unit is worth 42 marks in Paper 2, and is therefore the most heavily-weighted unit within the exam. Additionally, when considering the world of work, there are many more opportunities in the sector of regeneration and town planning due to the previous deindustrialisation seen in many UK towns and cities.Due to the size of this unit, it is therefore necessary for the teaching of this topic to cover 3 half terms (including assessment points) to adequately prepare students (same as coasts unit).	
Spring Term 2a	Term 2b
API – Tectonic Processes and Hazards Students studied tectonic hazards at GCSE but at a more basic level. This unit includes a much more in-depth study of seismic and volcanic hazards, a wider range of place-specific examples and the application of scientific models developed for these hazards. The unit covers the locations at risk from tectonic hazards, types of tectonic hazards on a range of scales, understanding risk and hazard	**API – Tectonic Processes and Hazards** Continuation and completion of the Tectonic Processes and Hazards unit, plus assessment. Rationale: same as spring term 2a **PR – Globalisation** Continuation and completion of the Globalisation unit, plus assessment. Rationale: same as spring term 2a

risk models, development and governance, disaster impact and vulnerability and the management of tectonic hazards and disasters. Rationale: this unit is a core topic, but is the smaller of the two units studied in Paper 1 in Y12. Tectonic Processes and Hazards is worth 16 marks (equivalent of 2 questions) in Paper 1, and therefore requires less teaching time. The tricky part of this unit is preparing students for the narrow range of questions they can be asked from a wider range of knowledge, as the unit itself is still quite broad. **PR – Globalisation** Students have touched on the idea of globalisation at GCSE, but have not studied the topic in any great depth. The unit allows them to investigate the acceleration of globalisation, global flows and networks, the politics and economics of globalisation, the attitudes and actions of national governments, uneven globalisation and its geographical impacts, impacts of migration and the emergence of a global culture, environmental challenges of globalisation and development and the geopolitical impacts, conflicts and consequences of globalisation. Rationale: this unit is a core topic, but is the smaller of the two units studied in Paper 2 in Y12. Globalisation is worth 16 marks (equivalent of 2 questions) in Paper 2, and therefore requires less teaching time. The tricky part of this unit is preparing students for the narrow range of questions they can be asked from a wider range of knowledge, as the unit itself is still quite broad (same as tectonic hazards unit).	
Summer Term 3a	Term 3b
NEA Preparation During term 3a, students begin to design and write their NEA (Non-Examined Assessment – coursework component), in addition to carrying out relevant background research on their chosen locations and wider reading in order to collate a relevant literature review. Students firstly undertake a series of lessons which are designed to educate them on the types of methodology and analysis that they can use, the steps required in undertaking independent research and background to the locations that they will be visiting. Rationale: during the final week of the summer term, students participate in a residential fieldwork week, during which they collect the data required for their NEA. Therefore, it is necessary to spend	**NEA prep, revision & fieldwork** During term 3b, students continue to design and write their NEA (Non-Examined Assessment – coursework component), in addition to completing their fieldwork in the final week of summer term. Revision is also undertaken of Year 12 units and exam practice completed in preparation for final mock exams which will determine progression into Year 13 and predicted grades for university applications. Rationale: For NEA – as term 3a. As for revision and exam preparation, students have final Year 12 assessments to determine their progression into Year 13 and predicted grades for UCAS applications.

time during lessons 'setting the scene' for the NEA and researching the locations that will be visited, so that students can make an informed decision and plan thoroughly their investigation prior to the fieldwork. All students must come up with an individual title independently, and therefore staff involvement in the design of the projects is minimal. During the preparation stage, staff deliver lessons on different components which may be used during the projects in order to prepare students as well as possible. The NEA component is worth 20% of the overall A-Level. Revision is also required in preparation for the Y12 exams which determine whether a student progresses into Y13.	

Year 11	
During Year 11, students continue with their GCSE content, with all human geography content delivered together as a unit. Some of this content links to the physical topics, and all human units flow from one to the other in logical order, from wider issues such as the development gap, to more focused study of specific places, such as UK and Bristol.	
Autumn Term 1a	Term 1b
Urban world – Rio Students need to know how population dynamics have changed around the world (global scale), including the impacts of urbanisation, migration and the growth of megacities. Students look at Rio as an example of a growing city in an LIC/NEE, the characteristics of the city and the opportunities and challenges that this has created socially, economically and environmentally. They also look at sustainable urban development and the impacts of events such as the World Cup 2016 and Olympic Games 2014 on development. Rationale: the case study of Rio de Janeiro feeds directly into the GCSE exam and therefore gives students the best opportunity of accessing the highest grades, as students must be able to explain and evaluate the characteristics, opportunities and challenges of a city in a LIC or NEE. **Urban change in the UK – Bristol** Students need to know how population dynamics have changed within the UK (regional scale) and why the population of the UK is distributed the way that it is. Students look at Bristol as an example of a growing city in a HIC, the characteristics of the city and the opportunities and challenges that this has created socially, economically and environmentally. They also look at sustainable urban development and the impacts that deindustrialisation and regeneration have had on the city and the people of Bristol.	**Development Gap** Students build on their knowledge from Y7 and Y8 to look in more depth at the way in which we measure development, models such as the Demographic Transition Model and population pyramids, the global variations in economic development and quality of life, impacts of migration on development and ways in which the development gap can be reduced, including the role of aid and intermediate technology, tourism and debt relief, Fairtrade and the role of NGO's and charitable organisations. Small-scale examples are used to support concepts, such as the impacts of tourism in reducing the development gap in Jamaica and the issues surrounding the Syrian refugee crisis. Rationale: this builds upon knowledge gained in Years 7 and 8 in order to consider more complex issues and reasons for the development gap. It allows students to consolidate, stretch and apply their knowledge to different small-scale examples, before applying it to larger case studies of Nigeria and the UK economy. **Nigeria – a Newly Emerging Economy** Students need to know how economies vary around the world and the way in which some countries have recently industrialised (NEE's – newly emerging economies). Students look at Nigeria as an example of a NEE country; the characteristics, culture and political background of

Rationale: the case study of Bristol feeds directly into the GCSE exam and therefore gives students the best opportunity of accessing the highest grades, as students must be able to explain and evaluate the characteristics, opportunities and challenges of a city in HIC. Bristol is chosen due to its large-scale regeneration projects and the environmental sustainable methods they have adopted (including being awarded European Green Capital Award 2015). Students can also access an additional booklet looking at their local area (Stoke-on-Trent) to build on their studies from Y8 in their own time to support their knowledge with a comparative city.	Nigeria, the reasons for the growth of the economy in Nigeria and the opportunities and challenges that this has created socially, economically and environmentally. They look specifically at the impact of TNC's, with particular focus on the impacts of Shell and Unilever. Rationale: the case study of Nigeria feeds directly into the GCSE exam and therefore gives students the best opportunity of accessing the highest grades, as students must be able to explain and evaluate the characteristics, growth, opportunities and challenges and the impacts of TNC's on a NEE country. **Christmas Holidays - Urban sustainability Booklet** Students need to understand the way that governments and local councils can plan for urban sustainability and the way that energy supply, water supply and the environment (green spaces) can be managed in cities. Freiburg is used as an example of a sustainable city in a HIC due to its drive in renewable energy and its specific sustainable housing constructed in Vauban. Sustainable traffic management strategies are also considered, with a comparison between the strategies used in Freiburg, Singapore and Beijing. Rationale: the case study of Freiburg feeds directly into the GCSE exam on paper 2, therefore giving students the best opportunity of accessing the highest grades. Students can also be assessed on the evaluation and successes of sustainable traffic management strategies around the world, so studying these 3 gives them ample opportunity for this. Beijing, for example, was chosen due to it suffering the world's worst traffic jam in 2010 – more than 100km long and lasting 11 days!
Spring Term 2a	Term 2b
Changing UK Economy This unit looks at the changes in the economy of the UK (HIC example) and how they have affected, and will continue to affect, employment patterns and regional growth. Students will also look at variations in the UK with regards to the economy, such as the North-South divide, and the ways in which these issues can be resolved, such as HS2. This unit also covers up-to-date political situations, such as Brexit and the relationship of the UK with EU and Commonwealth nations. Rationale: the example of the UK economy feeds directly into the GCSE exam and therefore gives students the best opportunity of accessing the highest grades. It is also vital for students to be	**Energy management (GCSE option topic)** This includes global energy supply and demand, impacts of energy insecurity, including the exploitation of the Arctic, alternative energy sources, including renewable energy, fracking and nuclear, and sustainable energy use – both within LICs (Chambamontera micro-hydro scheme) and HICs (Malmo, Sweden). Rationale: In today's climate, it is vital for students to consider the issues surrounding energy management and the global carbon balance and the ways in which this can be managed. **Paper 3 Pre-Release** 12 weeks before the paper 3 exam, the pre-release booklet is released with the topic for this year's

aware of the political and economic past and present of the country in which they are living in order to further develop their cultural and political capital. **Resource management** This unit starts on a wide scale looking at the global distribution of food, water and energy. This links to the development gap unit, allowing students to apply their knowledge as to why some areas suffer resource scarcity. Students then take a brief look into the provision of food, water and energy in the UK, before looking at energy management in more depth (term 2b). Rationale: there are clear links in this unit to the climate change unit from year 9 and the development gap unit in year 11.	exam. Time is given in class to work through and annotate the booklet, making students familiar with and have a detailed understanding of the content. Staff will generate potential questions which could be asked for students to practice. Rationale: This forms 50% of the paper 3 exam (paper 3 weighting = 30% of total grade), so is a vital component for Year 11 at this time.
Summer Term 3a	Term 3b
Revision, exam preparation & paper 3 practice Lessons at this stage will be purely revision-based using a range of strategies – knowledge-based quizzes, competitions and games, exam practice using past paper questions, map work to practice skills and the analysis of model/pre-prepared answers, in preparation for their GSCE exams. Rationale: exam season starts	**Exam preparation** Students at this stage will have no complete, timetabled lessons, but sessions will be ran in previously-timetabled lessons, after school revision sessions and pre-exam revision sessions and briefings. Rationale: exam season ongoing
Year 10	
During Year 10, students start their GCSE content, with all physical geography content delivered together as a unit. Students find some of the processes and concepts in physical geography harder to understand than human geography, so by delivering this first it links concepts together and also gives them more time to prepare and practice for this unit.	
Autumn Term 1a	Term 1b
Natural and tectonic hazards Students need to understand the types of natural hazards and why some people in the world are more at risk from natural hazards than others. They will develop a geological understanding into the reasons behind tectonic hazards in particular, in addition to assessing the social and economic implications of two recent earthquakes in countries of varying levels of wealth (Nepal 2015 and Chile 2010). Rationale: we start GCSE with hazards as the first part of the unit starts at a large scale – recapping the structure of the Earth, magnetic fields and linking this to hazards, with the rest of the course being at a smaller scale. It is also useful after the summer holidays to evaluate the impact of hazards which have happened in other countries. **Weather Hazards (up to & including structure and features of tropical storms)** Students need to understand the large scale weather systems (global	**Continue with Weather Hazards – from Typhoon Haiyan case study** See Weather Hazards unit in term 1a **Climate change** Students begin by looking at the current and historical evidence we have for climate change, and looking at how and why climate has changed naturally through history. We then look at current trends, linking this to the human causes of climate change and the effects that this has, in addition to potential future scenarios (links to weather hazards unit). Finally, students must understand the mitigation and adaptation methods for climate change, and develop an understanding of the current political movements relating to climate change. **Rationale:** This unit naturally follows on from weather hazards as there are numerous links between the two topics, particularly when considering the effects and future issues of climate

atmospheric circulation model) which govern the weather types in different areas of the world. They link this to tropical storms, studying formation, effects, monitoring and futures, with a specific focus on a recent event in an LIC (Typhoon Haiyan, 2013, Philippines). Extreme weather events within the UK are then considered, with particular focus on flooding events as a comparison (Somerset Levels Floods, 2014). Rationale: weather hazards follows on from tectonic hazards as we start to consider countries which are in 'multiple hazard zones'. It is important to teach weather hazards before climate change, particularly as we look later at the impacts of climate change on extreme weather and tropical storms. It is also useful to study this at this time as it links with hurricane season in various locations and often flood events within the UK.	change. In today's political and natural climate, it is also vital for students to have an understanding and a say in what is happening in the world they are growing up in, with students made aware of the difference they can make on varying scales, from small changes at home to lobbying their MP.
Spring Term 2a	Term 2b
Ecosystems (2 lessons) Students study ecosystems at different scales and the impacts that humans are having in different locations – lots of links to biology. Links are made back to the weather hazards unit to consider the locations and characteristics of world biomes. Rationale: Students need an understanding of the locations and features of world biomes and ecosystems before looking more in-depth at two ecosystems (cold environments and tropical rainforests). Weather hazards needs to have been taught first for students to be able to make the links back to the global atmospheric circulation model. **Cold environments** Students focus on the climate and characteristics of cold environments, in addition to the opportunities and challenges for development in Svalbard and the strategies for managing cold environments in the future. Rationale: This builds upon knowledge gained in the ecosystems topic by looking in more depth at a specific ecosystem and the impacts humans are having in this area. It also links to the climate change unit, so consolidates a range of knowledge. **Tropical rainforests** Students focus on the climate and characteristics of tropical rainforests, in addition to the opportunities and challenges for development in Malaysia, the effects of deforestation (linking to climate change) and the strategies for managing tropical rainforests in the future.	**UK Landscapes** Students spend a short time looking at the physical landscapes of the UK, including famous mountain ranges, coastlines and rivers. Rationale: students need a broader understanding of UK landscapes before focusing on specific examples of landscapes. It is also important for student's general knowledge to have an awareness of famous UK landforms. **Coasts (GCSE option topic)** Students need to understand the way that coastal landscapes change due to different processes, particularly within the UK. They start by looking at the processes and landforms which can be created, before considering how coasts can be managed, considering specific examples (links to climate change). Rationale: coastal landscapes was chosen due to the clear links to the climate change unit regarding the future risks of sea level rise. There are lots of examples within the UK of coastlines at risk from coastal erosion and sea level rise, and students should be aware of the risks to different areas on a global scale (e.g. Bangladesh and the Maldives) and a regional scale (e.g. Holderness coastline, Lyme Regis and London)

Rationale: This builds upon knowledge gained in the ecosystems topic by looking in more depth at a specific ecosystem and the impacts humans are having in this area. It also links to the climate change unit, so consolidates a range of knowledge.	
Summer Term 3a	Term 3b
Glaciers(GCSE option topic) Students need to understand the way that glacial landscapes change due to different processes, particularly within the UK. They start by looking at the processes and landforms which can be created, before considering how previously glaciated landscapes can be managed, considering specific examples (links to climate change and tourism). Rationale: glacial landscapes was chosen due to the clear links with the cold environments unit which is taught in Year 9, in addition to the links to the climate change unit. With climate change threats, we believe that it is important for students to understand the changes that this will have on key areas of the world, such as Greenland and glaciated mountain regions. The UK has famous pre-glaciated landscapes which form areas of study, such as the Scottish Highlands and the Lake District.	**Fieldwork & Paper 3 Practice** During summer term of Y10, students complete their compulsory fieldwork which forms 50% of the Paper 3 exam. Lessons around the fieldwork focus on preparation and follow-up, including evaluations, analysis of results and forming conclusions. Students are also introduced to the idea of the pre-release booklet that they will be given in their Y11 exams. Time is spent analysing a booklet, and revision set over the summer holiday to complete a Paper 3 mock in September. Rationale: fieldwork is completed at this time of year as students should be able to collect a wider range of results due to better weather conditions. This also allows students to be assessed on the fieldwork and Paper 3 pre-release component in both sets of Y11 mock exams in preparation for the summer exams.
Year 9	
During Year 9, students cover a range of topics which continue to build on the foundations built within Years 7 & 8. Parts of Year 9 have a very current geopolitical link, in order to build students cultural and political awareness of world events.	
Autumn Term 1a	Term 1b
Geography in the News (2 weeks) Students start by recapping the geography compass rose, then look at the news events which have happened during the summer holidays and apply these factors to the story. Students produce their own analysis of a recent news event. Rationale: It is crucial for students to be aware of recent news events and what is happening in the world around them, particularly while they have been away from school for a longer period. **Impacts of tourism on physical landscapes** During this unit, students will focus predominately on coastal landscapes, but also glaciated and previously-glaciated landscapes. They will look briefly at the processes and landforms within these landscapes, before looking at how they are exploited for tourism and the positive and negative impacts that this can have for the local area and economy.	**Asian century** Having focused on Africa in Year 7, and the UK/Europe in Year 8, students in Year 9 now focus on the continent of Asia. This unit has quite a geopolitical focus. Following on from the world cities unit, students will begin by looking specifically at the issues relating to population in China and Singapore, comparing the anti-natalist policies in both countries before looking at the resultant pro-natalist policy in Singapore. Following on from this students will then look at the idea of dictatorships, comparing the way of living in North and South Korea. Finally, students will look at some of the history behind some of the Asian superpowers and how they have shaped the development of the continent. Rationale: this unit will allow students to develop skills in locational geography, but to also develop an understanding of some of the key issues in another of the world's continents, having previously focused on Africa. Given the world's

Rationale: It is important for students to be able to make relationships between the human and physical world, and with tourism being prevalent in most areas and many students having been on holiday over the summer, it makes the unit more relatable. Completing this unit at the start of Year 9 also gives the opportunity for fieldwork during better weather conditions to a coastal destination towards the end of term 1a.	current political climate, it is important for students to understand some of the basics regarding some of the world's superpowers, such as China, Russia and North Korea. This unit is left until Year 9 as by this stage, students will have developed a plethora of skills and understanding to tackle some of the more complex issues raised.
Spring Term 2a	Term 2b
Geography of Conflict This unit is very geopolitical and looks at recent conflicts in the world relating to geographical resources, for example, conflict in the Middle East over oil (Iraq/Iran/Syria) and water resources (conflict in the Gaza strip), European issues, such as conflict between Russia and Ukraine over gas supplies, and potential areas for future conflict worldwide, such as due to environmental refugees through sea-level rise or health pandemics (e.g. Covid-19, 2020). Rationale: Understanding the geopolitical complexities of geography is vitally important for students to appreciate the ways in which the world is interconnected and the potential conflicts which can occur because of this. In History, students are used to studying conflict, but often they don't see that this is also a topic for Geography and why the issues they study can potentially underpin world peace or unrest. It is also important for students to be aware of recent global conflicts which they may not cover in other subjects, such as those mentioned above as part of their cultural capital.	**Global Powers** This unit builds on the previous 2 units of Asian Century and the Geography of Conflict to look at some of the world's superpowers – both developed and developing, the reasons for this growth and the influence they have worldwide. Key countries of focus include USA, Russia, China, India and Brazil. Rationale: This unit links to an A-Level unit on Superpowers, but underpins a lot of the understanding required of students to synoptically link their learning from Years 7, 8 and 9, particularly relating to human geography. It is important for students to see that it isn't just HIC's who are global superpowers, but also NEEs such as India, China and Brazil, and the cultural influence seen in some of the countries, such as India.
Summer Term 3a	Term 3b
World Futures This unit brings together a lot of strands from previous units across Year 7, 8 & 9, focusing on the global challenges and opportunities for the future. This includes population strains and concerns, energy production (and renewable energy), climate change and sea-level rise, sustainable cities and the potential for 'space exploration and development'. Rationale: This topic requires the accumulation of knowledge from previous units in order to apply it to the scenarios provided in this unit, whilst introducing some new concepts such as the potential for space exploration and development. It makes for an interesting prospect for students to consider future decision that need to be made on different scales, with links to potential career	**DME – drilling in the Arctic** During this half term, students complete a large decision-making task in which they must decide whether drilling for oil should be allowed in areas of the Arctic, such as the Arctic National Wildlife Refuge. This will link to what is happening in USA now with Donald Trump allowing Shell access to drill in previously protected areas. Students will be provided with resources and have to create a project which culminates in their decision for the Arctic. Rationale: This links together a lot of the learning from Years -9, allowing students to apply their knowledge to a relevant scenario. Oil drilling in the Arctic is a current issue, with Shell, Greenpeace, indigenous people and Donald Trump having featured heavily on the news over the last 6

opportunities for the future considering the increase in employability in some of these sectors. Students can also use some of the knowledge acquired in this unit to complete the final decision-making exercise for the final unit of Year 9.	months regarding drilling in these areas. This will also prepare students for the decision-making paper at GCSE where they will be given a similar scenario, in which they must assess and evaluate a range of information to come to a justified decision.
Year 8	
During Year 8, students cover a range of topics which continue to build on the foundations built within Year 7, continuing to study both physical and human geography.	
Autumn Term 1a	Term 1b
Geography in the News (2 weeks) Students start by recapping the geography compass rose, then look at the news events which have happened during the summer holidays and apply these factors to the story. Students produce their own analysis of a recent news event. Rationale: It is crucial for students to be aware of recent news events and what is happening in the world around them, particularly while they have been away from school for a longer period. **Global issues** There is a big focus in this unit on discussion and developing student's debating and discussion skills. Content focuses on some of the big issues currently highlighted worldwide, including plastic pollution in the world's oceans, climate change, sustainable tourism, wilderness areas under threat and the geography of conflict zones, including the Syrian refugee crisis. Students will have to decide by the end of the unit which issue is the biggest problem for the future and justify why. Rationale: this unit sets the tone for structured discussion throughout Year 8, in addition to starting to consider how to make a well-justified geographical decision (an important skill in preparation for GCSE and to develop a community of 'thoughtful geographers'). It is also important for students to have an understanding of some of the key problems facing the planet today.	**Wild weather** During this unit, students will be taken on a latitudinal journey from the equator to the mid-latitudes, looking at key examples of extreme weather along the way. These include tropical storms, monsoons, droughts and heatwaves and flooding. Examples will be kept as current as possible, so may vary year on year. For each hazard, students will learn key processes and the impacts that these hazards have, applying the 4 key strands of the geography compass rose. Rationale: The idea of the latitudinal journey will form the foundation of links to the global atmospheric circulation model, which is looked at in more depth in Year 10. Using current examples will give students an awareness of recent events happening in the world around them and also give them cultural awareness regarding the impacts on life in other countries around the world.
Spring Term 2a	Term 2b
Our living world During this unit, students will look at the characteristics of global ecosystems, including deserts, tropical rainforests, oceans and savannas. This follows on from the global ecosystems unit looking at ocean plastics. Students will be introduced to the concept of food chains and food webs, features of the different biomes and threats to these biomes, including a link to climate change and the impacts this will have on these ecosystems.	**World cities** The world cities topic will allow students to develop their locational geography, identifying some of the world's major cities and where these are located, in addition to factors which have led to their growth. Students will then look at urbanisation and rural to urban migration, and the issues which results from both. Megacities will then be the focus, with students identifying the world's major megacities, but also discussing the issues arising from these megacities, such as the

Rationale: students need to have an awareness of the variations in the natural world and the features of different global regions. They need to be aware that climate change and human actions will impact all ecosystems, regardless of whether you live near to that ecosystem or not. There is also a cross-curricular link here to science/biology.	'urban poor'. Finally, students will consider how cities of the future could be built to be more sustainable, looking at examples such as Dubai, Copenhagen and Tianjin (an eco-city in China). Rationale: population growth, and therefore urban growth, is one of the major challenges facing the planet today. It is important for students to build on previous knowledge and consider issues talked about in the 'global issues' unit and apply these to the problems we are seeing in rapidly-growing urban areas. Similarly, students by now will be able to make a comparison between areas of rapid growth in HICs and LICs and the way in which these challenges will vary, using examples such as the UK, from the challenges and opportunities in the UK unit, and Lagos and Dharavi from the our unequal world and Africa units.
Summer Term 3a	Term 3b
UK Changes During this unit, students will look at the way that the UK landscape and the UK economy has changed over time, progressing from primary industries to tertiary and quaternary based industries. Students will look at the growth of London, plus the growth and decline of some previous industrial cities such as Liverpool and Leeds, and the reasons for these changes. Rationale: students need to have an awareness of how their home country has changed over time, which fits with the previous units on the urban world and globalisation; looking at the positive and negative impacts of this within the UK. London is the link here between world cities and UK Changes, and as a global financial hub, is an important city for students to study.	**The Geography of Stoke-on-Trent** This follows on from the UK Changes unit, focusing on the history of Stoke-on-Trent as the local area. Students will look at how industry has changed within the local area and why these changes have occurred. Students will look at both urban and rural change within the local area, focusing on key features such as Festival Park, Trentham Gardens, Keele University and the importance of companies such as Bet365. This unit will also incorporate a local field trip. Rationale: it is vitally important for our students to appreciate their local history and the geography of their local area; that geography isn't just large-scale events, but can be found in the smaller intricacies of their everyday lives. It is also good to foster a sense of local identity and pride within our students, which helps to counteract the brain drain effect commonly seen within the local area. This also sits nicely at the end of the year for local fieldwork and a summer project to be completed for hand-in at the start of Year 9, with potential cross-curricular links to a project with the Art department.
Year 7	
During Year 7, students cover a range of topics with locational knowledge in a range of places. Students don't focus just on key knowledge and processes, but the 'big picture' and the ways in which the natural and human world interact and interchange with the varying impacts they have on each other.	
Autumn Term 1a	Term 1b
Geography in the News (4 weeks) Students start by learning the 4 key aspects of geography through the geography compass rose (social, economic, environmental, political), then	**A world of extremes (Second part – Volcanoes, earthquakes, tsunamis)** Students start by looking at a global scale: structure of the Earth and plate tectonic theory to

look at the news events which have happened during the summer holidays and apply these factors to the story. Students produce their own analysis of a recent news event. Rationale: The geography compass rose underpins most discussions in geography, so it is important for all Y7 students to be familiar with this (social, economic, environmental and political factors). It is also crucial for students to be aware of recent news events and what is happening in the world around them. **A world of extremes (First part – Earth structure and plate tectonics)** Students start by looking at a global scale: structure of the Earth and plate tectonic theory to underpin the rest of the unit. This unit focuses on different tectonic hazards (earthquakes, volcanic eruptions and tsunamis) and the impacts they have in countries of varying levels of development. Japan appears as a case study example throughout the unit, compared to LIC regions such as the impacts of the Boxing Day tsunami 2004. Students also assess the varying responses to tectonic hazards in countries at different levels of development. Rationale: Students start with 'the big picture', looking at Earth's composition and the resultant hazards. This works well at the start of the year when events from over the summer holiday can also be incorporated into lessons. This unit, although predominately physical geography, also introduces some key components in human geography, therefore forming a good starting point.	underpin the rest of the unit. This unit focuses on different tectonic hazards (earthquakes, volcanic eruptions and tsunamis) and the impacts they have in countries of varying levels of development. Japan appears as a case study example throughout the unit, compared to LIC regions such as the impacts of the Boxing Day tsunami 2004. Students also assess the varying responses to tectonic hazards in countries at different levels of development. Rationale: Students start with 'the big picture', looking at Earth's composition and the resultant hazards. This works well at the start of the year when events from over the summer holiday can also be incorporated into lessons. This unit, although predominately physical geography, also introduces some key components in human geography, therefore forming a good starting point.
Spring Term 2a	Term 2b
Our unequal world Having looked at a world of physical extremes, students now look in more depth at the world of human extremes; how and why quality of life varies between LICs, NEEs and HICs. Students are introduced to the idea of absolute vs relative poverty and poverty on varying scales. Examples are used from different areas around the world at different levels of development, including poverty in Ghana compared to the UK, and the development gap within countries, such as Bangalore vs Dharavi slums (India) and Kensington vs Broadwater Farm (UK). Other extremes are also considered, including child poverty – 'My Super Sweet 16' vs child soldiers.	**Africa** This unit will focus on the continent of Africa and the differences within the continent across the natural and human world. Students are introduced to different ecosystems within Africa, with particular focus on the Sahara desert. Students then look at the disparity within the continent of quality of life (e.g. Johannesburg vs Lagos) and the impacts of political corruption and wars, including genocide in Rwanda and health disparities such as HIV and malaria. Rationale: a common misconception in geography is that Africa is a country, not a continent. This unit should dispel this misconception and highlight the scale of the continent itself and some differences

Rationale: It is important for students to understand that not everybody around the world has the same quality of life as themselves, and that quality of life varies not just globally, but also locally. It is important for them to understand how and why some countries are richer than others, as this knowledge will be revisited throughout their school career.	between countries within the continent – not just that 'Africa is poor'.
Summer Term 3a	Term 3b
Impacts of globalisation Students start by looking at what globalisation is and the role of TNC's in globalisation. They then looks at the positives and negatives of TNC's, both to HICs and LICS. Case study examples are used to consider the impacts of TNCs on the natural and human world, including Shell, Coca-Cola, Nestle, Apple, Primark and gold-mining and e-waste. Students then have to make a decision on whether the overall impact of TNC's is a positive or negative thing to both people in LICs and the natural environment, and consider how the situation could be improved in the future. Rationale: Students are aware of some large-scale global companies, but aren't necessarily aware of where the products from these companies come from and the impacts that this has. This unit allows students to question their own purchases and role in globalisation and make informed ethical choices in the future.	**River deep, mountain high incl. fieldwork** During this unit, students start off in the oceans (linking to the previous unit with impacts of globalisation on e-waste and ocean health) and then move on-land to look at how waste in rivers can impact ocean health as part of the riverd drainage basin system. Students will be introduced to the basic processes involved in the formation of river landscapes, then look at the relationships that people have with river and upland environments – either positive or negative (i.e. impacts on the economy, leisure activities, threats to these environments or flooding). Fieldwork will be completed during this unit where students will visit a popular riverside location (Dovedale) to see some of these processes and features for themselves. Rationale: This unit is completed in the summer term as weather should (hopefully!) be better for fieldwork, and students can identify some of these features for themselves if they visit rivers/upland areas over the summer holidays, and photograph them to show their teacher in September! The unit focuses on river landscapes within the UK, giving students an understanding of the features of the place in which they live, considering Stoke-on-Trent is based around numerous river systems. Fieldwork is also important to give students out of the classroom experiences and apply their knowledge to real-world examples.