

2024-  
2025

## Geography Curriculum map



## Year 7 Geography

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><u>Becoming a geography detective</u></p> <ul style="list-style-type: none"> <li>To complete onsite fieldwork – environmental quality across Brownhills Ormiston Academy</li> <li>To explore what geographical skills are and how to speak like a geographer.</li> <li>To understand map projections, atlases, and OS maps.</li> <li>To introduce skills of coordinates, compass directions, scale, grid references and contours.</li> <li>To practice collecting and presenting geographical data.</li> <li>To outline what statistical skills are and how they are</li> </ul>	<p><u>Superpowers</u></p> <ul style="list-style-type: none"> <li>To know and understand what a superpower is.</li> <li>To understand what factors are needed to make a country powerful.</li> <li>To know what makes the USA a superpower.</li> <li>To explore the continent of Asia.</li> <li>To describe the physical and human aspects of China.</li> <li>To explain why China is an emerging superpower.</li> <li>To complete extended writing on China as an emerging superpower.</li> <li>To explore the population distribution in China</li> </ul>	<p><u>Africa</u></p> <ul style="list-style-type: none"> <li>To describe the location of Africa.</li> <li>To successfully understand the climates of Africa and to create a climate graph.</li> <li>To explain how the landscape changes throughout Africa.</li> <li>To describe the location of Nigeria and why it is important.</li> <li>To explain why Kenya is such a popular tourist destination.</li> <li>To explore the issues with the growing urban population in cities in Kenya.</li> </ul> <p><b>Skills focus – climate graphs.</b></p> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>Inequality</li> </ul>	<p><u>The Almighty Dollar</u></p> <ul style="list-style-type: none"> <li>Chapter 1: Worshipping at the Worshipping at the and endless offers The USA to China.</li> <li>Chapter 2: Making and working the global red-carpet China</li> <li>Chapter 3: Finding love in the Niger Delta—China to Nigeria.</li> <li>Chapter 4: Spicing up the recipe for success – India</li> <li>The end of the journey – the Almighty Dollar: Iraq, Russia, Germany, UK and the USA.</li> </ul> <p><b>Skills focus – Label and annotate maps.</b></p>	<p><u>The Almighty Dollar</u></p> <ul style="list-style-type: none"> <li>Chapter 1: Worshipping at the and endless offers The USA to China.</li> <li>Chapter 2: Making and working the global red-carpet China</li> <li>Chapter 3: Finding love in the Niger Delta—China to Nigeria.</li> <li>Chapter 4: Spicing up the recipe for success – India</li> <li>The end of the journey – the Almighty Dollar: Iraq, Russia, Germany, UK and the USA.</li> </ul> <p><b>Skills focus - scatter graphs.</b></p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>Development</li> <li>Sustainability</li> </ul>	<p><u>A diverse country – The people of the UK</u></p> <ul style="list-style-type: none"> <li>The UK's population</li> <li>How is the UK's diverse population celebrated?</li> <li>Changes in the UK's ethnic mix over time.</li> <li>Measuring the UK's population</li> <li>Why is population data collected?</li> <li>The UK's ageing population.</li> <li>The impacts of migration – international migration in the UK/internal migration.</li> <li>Living in Birmingham – the growth of Birmingham, characteristics of different parts of Birmingham.</li> </ul>

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<p>applied in geography.</p> <p>Skills focus – OS maps Identify questions and sequences of enquiry.</p> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Fieldwork</li> <li>• Skills</li> <li>• Systems</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the difference between hard and soft power.</li> </ul> <p>Skills focus – Choropleth maps.</p> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Globalisation</li> <li>• Skills</li> <li>• Inequality</li> <li>• Resilience</li> <li>• Development</li> <li>• Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Skills</li> <li>• Development</li> <li>• Globalisation</li> <li>• Resilience</li> <li>• Resources</li> </ul>	<p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>• Development</li> <li>• Skills</li> <li>• Sustainability</li> <li>• Inequality</li> <li>• Globalisation</li> <li>• Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Skills</li> <li>• Inequality</li> <li>• Globalisation</li> <li>• Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities in Birmingham.</li> <li>• Urban land use in Birmingham. (map skills – virtual fieldwork)/</li> </ul> <p>Skills focus – population pyramids, statistics. Climate graphs (comparing climate graphs) GIS + google earth Choropleth maps Proportional representation. Virtual fieldwork</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>• Skills</li> <li>• Development</li> <li>• Resilience</li> <li>• Resources</li> </ul>

# Year 8 Geography

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><u>Our Angry Earth</u></p> <ul style="list-style-type: none"> <li>To explore what a natural hazard is</li> <li>To outline the global distribution of earthquakes and understand the reasons for their locations</li> <li>To understand the physical processes at plate boundaries</li> <li>To complete a case study on the Lombok Case Study</li> <li>To explore the effects and responses to the Lombok earthquake</li> <li>To have an understanding of the Amatrice Earthquake, Italy 2016</li> <li>To complete extended writing – a comparison between the two earthquakes.</li> </ul>	<p><u>Factfulness</u></p> <ul style="list-style-type: none"> <li>Are we wrong about our world?</li> <li>Is the world better than we think?</li> <li>Where are the majority?</li> <li>What can Dollar Street teach us about development?</li> <li>Why should we be positive about the world we live in?</li> <li>Are all lines straight?</li> <li>Is the world a dangerous place?</li> <li>Is it Africa's destiny to be poor?</li> <li>Why is a single story wrong?</li> <li>How can gap minder teach us about development?</li> </ul>	<p><u>Weather and climate</u></p> <ul style="list-style-type: none"> <li>What is the difference between weather and climate.</li> <li>Plotting the climate for</li> <li>Weather map symbols</li> <li>Air masses</li> <li>Factors affecting climate</li> <li>Pressure systems – how they affect the UK</li> <li>To be able to explain the processes of anticyclones and depressions.</li> <li>2020 UK Heatwave</li> <li>2023 Storm Ciaran</li> </ul> <p><b>Skills focus: climate graphs</b></p> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>Risk</li> </ul>	<p><u>River landscapes</u></p> <ul style="list-style-type: none"> <li>Where are the UK's rivers?</li> <li>The long profile of a river.</li> <li>River processes</li> <li>What are river landforms?</li> <li>Waterfalls and rapids.</li> <li>Meanders and oxbow lakes</li> <li>River flooding</li> </ul> <p><b>Skills focus – physical atlas maps</b>  <b>Infiltration rates – onsite fieldwork</b>  <b>sketch maps: draw, label, understand and interpret</b>  <b>identify basic landscape features and describe their characteristics from map evidence</b></p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>Fieldwork</li> <li>Skills</li> </ul>	<p><u>Resource Reliance</u></p> <ul style="list-style-type: none"> <li>To outline how energy is significant for our wellbeing and to outline its global distribution.</li> <li>To demonstrate an understanding of how resources are unevenly distributed across the world.</li> <li>To outline how food is significant to our wellbeing and describe its global distribution</li> <li>To explain how the demand for food in the UK is changing and how the UK is adapting.</li> <li>To outline the causes and impacts of food insecurity.</li> <li>To outline how global food supply can be increased</li> </ul>	<p><u>Cold environments</u></p> <ul style="list-style-type: none"> <li>To describe the features and location of cold environments.</li> <li>To compare the Artic and Antarctica.</li> <li>To outline what glacial landforms are, the processes and features of them.</li> <li>To complete a case study on Mt Everest.</li> <li>To outline the challenges in cold environments, including Antarctica tourism.</li> <li>To explain how animals adapt to survive in the cold environments</li> </ul> <p><b>Skills focus maps and satellite photos</b>  <b>Antarctica- choropleth maps and portional symbols.</b></p>

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<ul style="list-style-type: none"> <li>To understand why people, live with the risk of natural hazards.</li> <li>To understand the management of tectonic hazards.</li> <li>Volcanoes – formation and explosions</li> </ul> <ul style="list-style-type: none"> <li>Skills focus: Draw sketches from photographs</li> <li>Label and annotate diagrams</li> </ul> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>Risk</li> <li>Skills</li> <li>Systems</li> <li>Resilience</li> <li>Inequality</li> <li>Resources</li> <li>Development</li> </ul>	<p>Skills focus – GIS (Use GIS/use and interpret/ policing)</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>Skills</li> <li>Systems</li> <li>Risk</li> </ul>	<ul style="list-style-type: none"> <li>Systems</li> <li>Resilience</li> <li>Development</li> <li>Skills</li> </ul>	<ul style="list-style-type: none"> <li>Systems</li> <li>Risk</li> </ul>	<ul style="list-style-type: none"> <li>To outline how food supply can be increased.</li> <li>Skills focus: Comparing maps</li> <li>Key Concepts</li> <li>Sustainability</li> <li>Globalisation</li> <li>Inequality</li> <li>Skills</li> </ul>	<p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>Sustainability</li> <li>Systems</li> <li>Resilience</li> <li>Risk</li> <li>Development</li> </ul>



# Year 9 Geography

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><u>Climate change</u></p> <ul style="list-style-type: none"> <li>To explain the process of the greenhouse effect.</li> <li>To outline the causes of climate change (human and natural).</li> <li>To explain the effects of climate change.</li> <li>To outline methods of managing climate change.</li> <li>To explain the processes of adaptation and mitigation towards climate change.</li> <li>To outline the issues with plastics.</li> <li>To explain the consequences of plastic on ecosystems.</li> <li>To outline other options/recycling instead of single use plastics.</li> </ul>	<p><u>Strange places</u></p> <ul style="list-style-type: none"> <li>To explore 'strange places' around the world, gaining an understanding of the physical and human geography of these locations.</li> <li>This is a synoptic unit – drawing on skills and concepts from year 8/9 and the first unit of year 9 to reapply together in different contexts.</li> <li>We will focus on the following places:               <ul style="list-style-type: none"> <li>1.Russia – Chernobyl (2 lessons)</li> <li>2.USA – Fly Geyser</li> <li>3.USA – Glass Beach California</li> <li>4.Yemen – Socotra Island</li> <li>5.Ireland – Giants Causeway</li> </ul> </li> </ul>	<p><u>Coasts</u></p> <ul style="list-style-type: none"> <li>Why are there dinosaurs in Dorset?</li> <li>Chesil Beach – home to 180 billion pebbles.</li> <li>How do rocks erode?.</li> <li>Landforms along the coast</li> <li>3D model making (pop up headland/ stack stump etc.</li> <li>The Jurassic Coast.</li> <li>Protecting he coastline</li> </ul> <p>Skills focus – geo-spatial data presented in a geographical information system (GIS) framework.</p> <p>Demonstrate an understanding of number, area and scales.</p> <p><b>Key Concepts</b></p>	<p><u>Our living world</u></p> <ul style="list-style-type: none"> <li>The story of bamboo</li> <li>Bamboo – the worlds most useful plant.</li> <li>Where does my breakfast come from?</li> <li>Ecosystems – who is eating who?</li> <li>Global ecosystems – location</li> <li>The Mediterranean biome</li> <li>Coral reefs – rainforests of the seas</li> </ul> <p>Skills focus – maps and satellite photos – Russia's biomes.</p> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>Systems</li> <li>Skills</li> <li>Sustainability</li> <li>Resources</li> <li>Development</li> </ul>	<p><u>Work, rest and play in the UK.</u></p> <ul style="list-style-type: none"> <li>The world of work</li> <li>Job case studies in the UK.</li> <li>Changing employment in the UK.</li> <li>The growth of tourism</li> <li>Changes in communications and transport (submarine communication and satellites).</li> <li>Transport – from horse to high speed rail.</li> <li>How do we spend our free time – use of leisure in the UK – changes in shopping.</li> <li>The geography of sport (participation and sport in the UK).</li> <li>Onsite fieldwork</li> <li>The global reach of football.</li> </ul> <p>Skills focus –</p>	<p><u>Prisoners of Geography - Conflict and the Middle East</u></p> <ul style="list-style-type: none"> <li>To outline the reasons why some countries are prisoners of geography.</li> <li>To explain why geographical location and resources can cause conflict.</li> <li>To demonstrate an understanding of conflict in the Middle East.</li> <li>To demonstrate an understanding of current conflicts caused by geography.</li> </ul> <p>Skills focus – Develop and extended written argument.</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>Risk</li> <li>Skills</li> <li>Resources</li> <li>Resilience</li> <li>Development</li> <li>Globalisation</li> </ul>

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Skills focus – Line graphs/bar charts – interpretation of data.</p> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>• Resilience</li> <li>• Skills</li> <li>• Risk</li> <li>• Development</li> <li>• Resources</li> </ul>	<ul style="list-style-type: none"> <li>• 6.Bolivia – Salt Flats and Road of Death</li> <li>• 7.Unusual Mountains – Chocolate Mountains Bolivia and Rainbow Mountains China</li> </ul> <p>Skills focus – interpret and extract information from different types of maps, graphs and charts</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Globalisation</li> <li>• Inequality</li> <li>• Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Systems</li> <li>• Fieldwork/Skills</li> <li>• Risk</li> </ul>	<ul style="list-style-type: none"> <li>• Inequality</li> </ul>	<p>DME – Heathrow's third runway (map skills/GIS/interpreting and atlas).</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>• Systems</li> <li>• Sustainability</li> <li>• Resilience</li> <li>• Development</li> <li>• Risk</li> <li>• Fieldwork – on site</li> </ul>	

## Year 10 Geography

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Natural hazards/tectonic hazards:</p> <ul style="list-style-type: none"> <li>• Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.</li> <li>• Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.</li> <li>• Primary and secondary effects of a tectonic hazard.</li> <li>• Immediate and long-term responses to a tectonic hazard.</li> <li>• Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.</li> </ul>	<p>Weather hazards:</p> <ul style="list-style-type: none"> <li>• Global distribution of tropical storms (hurricanes, cyclones, typhoons).</li> <li>• An understanding of the relationship between tropical storms and general atmospheric circulation.</li> <li>• Causes of tropical storms and the sequence of their formation and development.</li> <li>• The structure and features of a tropical storm.</li> <li>• How climate change might affect the distribution, frequency and intensity of tropical storms.</li> <li>• Primary and secondary effects of tropical storms.</li> </ul>	<p>Changing economic world: Nigeria</p> <ul style="list-style-type: none"> <li>• Different ways of classifying parts of the world according to their level of economic development and quality of life.</li> <li>• Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI).</li> <li>• Limitations of economic and social measures.</li> <li>• Link between stages of the Demographic</li> </ul>	<p>Changing UK Economy: UK:</p> <ul style="list-style-type: none"> <li>• causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation, and government policies</li> <li>• moving towards a post-industrial economy: development of information technology, service industries, finance, research, science, and business parks</li> <li>• impacts of industry on the physical environment. An example of how modern industrial development can be more</li> </ul>	<p>Rivers:</p> <ul style="list-style-type: none"> <li>• The long profile and changing cross profile of a river and its valley.</li> <li>• Fluvial processes: erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion. Transportation – traction, saltation, suspension and solution. Deposition – why rivers deposit sediment.</li> <li>• Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls, and gorges.</li> <li>• Characteristics and formation of landforms resulting from</li> </ul>	<p>Coasts:</p> <ul style="list-style-type: none"> <li>• How geological structure and rock type influence coastal forms.</li> <li>• Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches, and stacks.</li> <li>• Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits, and bars.</li> <li>• An example of a section of coastline in the UK to identify its major landforms of erosion and deposition.</li> </ul>



Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<ul style="list-style-type: none"> <li>• Management can reduce the effects of a tectonic hazard.</li> <li>• Reasons why people continue to live in areas at risk from a tectonic hazard.</li> <li>• How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate and long-term responses to tropical storms.</li> <li>• Use a named example of a tropical storm to show its effects and responses.</li> <li>• How monitoring, prediction, protection and planning can reduce the impacts.</li> <li>• An example of a recent extreme weather event in the UK to illustrate: <ul style="list-style-type: none"> <li>• causes</li> <li>• social, economic, and environmental impacts</li> <li>• how management strategies can reduce risk.</li> </ul> </li> <li>• Evidence that weather is becoming more extreme in the UK.</li> <li>• Evidence for climate change from the beginning</li> </ul>	<ul style="list-style-type: none"> <li>• Transition Model and the level of development.</li> <li>• Causes of uneven development: physical, economic and historical.</li> <li>• Consequences of uneven development: disparities in wealth and health, international migration.</li> <li>• An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans.</li> <li>• An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap.</li> </ul>	<ul style="list-style-type: none"> <li>• environmentally sustainable</li> <li>• social and economic changes in the rural landscape in one area of population growth and one area of population decline</li> <li>• improvements and new developments in road and rail infrastructure, port, and airport capacity</li> <li>• the north–south divide. Strategies used in an attempt to resolve regional differences</li> <li>• the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth.</li> </ul>	<ul style="list-style-type: none"> <li>• erosion and deposition – meanders and oxbow lakes.</li> <li>• Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries.</li> <li>• An example of a river valley in the UK to identify its major landforms of erosion and deposition.</li> <li>• How physical and human factors affect the flood risk – precipitation, geology, relief, and land use.</li> <li>• The use of hydrographs to show the relationship between precipitation and discharge.</li> <li>• The costs and benefits of the</li> </ul>	<ul style="list-style-type: none"> <li>• The costs and benefits of the following management strategies: <ul style="list-style-type: none"> <li>• hard engineering – sea walls, rock armour, gabions, and groynes</li> <li>• soft engineering – beach nourishment and reprofiling, dune regeneration</li> </ul> </li> <li>• managed retreat – coastal realignment.</li> <li>• An example of a coastal management scheme in the UK to show: <ul style="list-style-type: none"> <li>• the reasons for management</li> <li>• the management strategy</li> <li>• the resulting effects and conflicts.</li> </ul> </li> </ul> <p><b>Fieldwork</b> – Students will complete river studies fieldwork</p>

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	<p>of the Quaternary period to the present day.</p> <ul style="list-style-type: none"> <li>• Possible causes of climate change:</li> <li>• natural factors – orbital changes, volcanic activity, and solar output</li> <li>• human factors – use of fossil fuels, agriculture, and deforestation.</li> <li>• Overview of the effects of climate change on people and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• A case study of one LIC or NEE to illustrate:</li> <li>• the location and importance of the country, regionally and globally</li> <li>• the wider political, social, cultural and environmental context within which the country is placed</li> <li>• the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development</li> <li>• the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country</li> </ul>		<p>following management strategies:</p> <ul style="list-style-type: none"> <li>• hard engineering – dams and reservoirs, straightening, embankments, flood relief channels</li> <li>• soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration.</li> <li>• An example of a flood management scheme in the UK to show: <ul style="list-style-type: none"> <li>• why the scheme was required</li> <li>• the management strategy</li> <li>• the social, economic, and environmental issues.</li> </ul> </li> </ul>	<p>to Carding Mill Valley. This will include the following:</p> <ul style="list-style-type: none"> <li>• The factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry.</li> <li>• The geographical theory/concept underpinning the enquiry.</li> <li>• Appropriate sources of primary and secondary evidence, including locations for fieldwork.</li> <li>• The potential risks of physical fieldwork and how these risks might be reduced.</li> </ul>

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
		<ul style="list-style-type: none"><li>• the changing political and trading relationships with the wider world</li><li>• international aid: types of aid, impacts of aid on the receiving country</li><li>• the environmental impacts of economic development</li><li>• the effects of economic development on quality of life for the population.</li></ul>			

# Year 11 Geography

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1/2
<p><b>Fieldwork</b> –Students will complete river studies fieldwork to Carding Mill Valley. This will include the following:</p> <ul style="list-style-type: none"> <li>• The factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry.</li> <li>• The geographical theory/concept underpinning the enquiry.</li> <li>• Appropriate sources of primary and secondary evidence, including locations for fieldwork.</li> <li>• The potential risks of physical fieldwork and how these risks might be reduced.</li> </ul> <p><b>Urban issues and challenges</b></p> <ul style="list-style-type: none"> <li>• Completion of urban issues and challenges – for an LIC/NEE - RIO including: Location,</li> </ul>	<p><b>Living world</b> An <b>example</b> of a small scale UK ecosystem to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling.</p> <p>The balance between components. The impact on the ecosystem of changing one component.</p> <p>An overview of the distribution and characteristics of large scale natural global ecosystems.</p> <p>The physical characteristics of a tropical rainforest.</p>	<p><b>Resource reliance</b></p> <ul style="list-style-type: none"> <li>• The significance of food, water and energy to economic and social well-being.</li> <li>• An overview of global inequalities in the supply and consumption of resources.</li> <li>• An overview of resources in relation to the UK.</li> <li>• Food: <ul style="list-style-type: none"> <li>• the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce</li> </ul> </li> <li>• larger carbon footprints due to the increasing number of ‘food miles’ travelled, and moves towards local sourcing of food</li> <li>• the trend towards agribusiness.</li> <li>• Energy: <ul style="list-style-type: none"> <li>• the changing energy mix – reliance on fossil fuels, growing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Issue evaluation -</b></li> <li>• Students will be taught a unit using a pre-release booklet. Students will complete a decision-making exercise on how a current geographical issue should be dealt with.</li> </ul>	<p><b>Revision</b></p> <p>Paper 1:</p> <ul style="list-style-type: none"> <li>• Natural hazards</li> <li>• The living world</li> <li>• UK landscapes – coasts and rivers</li> </ul> <p>Paper 2:</p> <ul style="list-style-type: none"> <li>• Changing economic world</li> <li>• Urban issues and challenges</li> <li>• Resource management</li> </ul> <p>Paper 3:</p> <ul style="list-style-type: none"> <li>• Issue evaluation</li> <li>• Fieldwork</li> </ul> <p>Exam dates:</p> <ul style="list-style-type: none"> <li>• Paper 1 PM 17<sup>th</sup> May</li> <li>• Paper 2 AM 5<sup>th</sup> June</li> <li>• Paper 3 AM – 14<sup>th</sup> June</li> </ul>

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1/2
<p>opportunities, challenges and the Favela Bairro Project.</p> <ul style="list-style-type: none"> <li>• Overview of the distribution of population and the major cities in the UK.</li> <li>• A case study of a major city in the UK to illustrate:</li> <li>• the location and importance of the city in the UK and the wider world</li> <li>• impacts of national and international migration on the growth and character of the city</li> <li>• how urban change has created opportunities:</li> <li>• social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems</li> <li>• environmental: urban greening</li> <li>• how urban change has created challenges:</li> <li>• social and economic: urban deprivation, inequalities in</li> </ul>	<p>The interdependence of climate, water, soils, plants, animals and people.</p> <p>How plants and animals adapt to the physical conditions.</p> <p>Issues related to biodiversity.</p> <p>Changing rates of deforestation.</p> <p>A <b>case study</b> of a tropical rainforest to illustrate:</p> <ul style="list-style-type: none"> <li>• causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth</li> <li>• impacts of deforestation – economic development , soil erosion, contribution to climate change.</li> </ul>	<p>significance of renewables</p> <ul style="list-style-type: none"> <li>• reduced domestic supplies of coal, gas and oil</li> <li>• economic and environmental issues associated with exploitation of energy sources.</li> </ul>		

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1/2
<p>housing, education, health and employment</p> <ul style="list-style-type: none"> <li>• environmental: dereliction, building on brownfield and greenfield sites, waste disposal</li> <li>• the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements.</li> <li>• An example of an urban regeneration project to show:</li> <li>• reasons why the area needed regeneration</li> <li>• the main features of the project.</li> <li>•</li> </ul>				



