

Geography

Geography - the future of the world within our hands

Geography helps students to make sense of their surroundings and to understand the variety of physical and human conditions found on the earth's surface. Geography prepares students with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape our societies and environments at the local, national and global scales. We strive to ensure geography stimulates an interest and a sense of wonder about places. Personal experiences are used to investigate places from the personal to the global.

Autumn		Spring		Summer
Theme 3- Environmental Challenges How ecosystems function Ecosystems under threat	Theme 3- Environmental Challenges Water Resources and management	Theme 1- Changing Places- Changing Economies Urbanisation in contrasting global cities	Theme 1- Changing Places- Changing Economies Urban and rural processes and change in the UK	Theme 1-Changing Places- Changing Economies A global perspective on development issues Fieldwork unit

- Students will be required to complete one 30 minute piece of homework every week.
- Homework will consist of a variety of different tasks, for example: revision, spelling/definitions, research tasks, exam questions.
- Homework set must be recorded by the teacher on the school's Virtual Learning Environment (VLE) and also in their own records and/or departmental records.
- For non-completion, students must have a 15 minute detention set for 3 missed homework tasks. Following this a 30 minute detention will follow if a student does not complete an additional piece of homework. If a student reaches 5 or more missed homework tasks, HOD will intervene and set up contact with parents and a meeting with the student.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Urbanisation in contrasting global cities	6	<ul style="list-style-type: none"> • To know the concepts of urbanisation and re-urbanisation • To investigate global cities and their development overtime considering social, economic and cultural patterns • To analyse the global cities in an LIC and a HIC on their current challenges • To examine the strategies that can be used to manage the impact of urbanisation in global cities
Urban and rural processes and change in the UK	20	<ul style="list-style-type: none"> • To find out about the processes of urban change in the UK considering urbanisation, suburbanisation, counter-urbanisation, re-urbanisation and infill • To investigate the impact of change on rural areas of the UK • To analyse the processes of urban change over time and the characteristics created considering zones of affluence, deprivation, regeneration, multi-cultures and multi-purpose zoning • To examine the factors that help to drive urban and rural change in the UK • To analyse the regional inequalities and social factors that contribute to population movement within the UK • To evaluate the challenges of creating sustainable living environments in urban and rural locations • To examine the causes and effects of change in retail provision across the UK • To investigate the issues associated with leisure use in urban and rural areas across the UK
A global perspective on development issues	30	<ul style="list-style-type: none"> • To find out about how development data and images are used to learn about levels of development in different countries including the UK. • To investigate the limitations of using data to ascertain levels of development. • To analyse the merits of using economic data alongside human/ social development data. • To analyse how we define groups of countries that have similar characteristics including LEDCs, LICs and NICs. • To evaluate the drivers of globalisation including trade, technology, geo-political links, cultural exchange, migration and economic investment by multi-national companies. • To justify how the UK is connected to other countries by the processes of globalisation. • To analyse how the key drivers of globalisation have

		<p>caused uneven levels of development at a global scale and within nations.</p> <ul style="list-style-type: none"> • To justify the causes of uneven development including the UK, a LIC and a NIC.
Ecosystems under threat	9	<ul style="list-style-type: none"> • To find out how humans use, modify and change ecosystems and environments in order to obtain food, energy and water resources. • To investigate how hot semi-arid grasslands and one other ecosystem have been damaged by human activity. • To investigate how processes within one ecosystem have been affected. • To analyse the effects of the damage at the local scale, to include the effect on biodiversity, and at the global scale. • To justify the reasons for conservation and management. • To evaluate the ways in which hot semi-arid grasslands and one other ecosystem have been managed. • To evaluate strategies for sustainable management.
Water resources and management	10	<ul style="list-style-type: none"> • To find out concepts of water footprints and water security. • To investigate past and present global trends in water supply and demand. • To investigate the social, economic and environmental reasons why supply and demand for water varies over time and place. • To analyse the links between population change, economic growth, consumerism and increasing demands for water. • To analyse the concept of over-abstraction and the reasons for water transfer schemes. • To analyse the impact of over-abstraction and unsustainable use of water on people, the economy and environment. • To justify ways in which an imbalance of supply and demand can be met within one country at a local scale. • To evaluate coverage to include the impacts in countries at contrasting levels of development. • To evaluate the international issues facing future water management across national boundaries. •
Fieldwork	10	<ul style="list-style-type: none"> • Fieldwork trip and write up