

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
Changing Environments	Changing Environments	Changing Environments	Changing Environments
Hydrological Cycle and Rivers	Rivers Flooding	Weather and Climate	Climate
			Coasts
			Environmental Challenges
			Desertification

- 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
Changing Environments Shaping the landscape - rivers and river management	25	<ul style="list-style-type: none"> • To describe the processes involved in the hydrological and drainage basin cycles • To explore how the cycles may be affected by human activity through changes to vegetation and urbanisation • To understand a flood hydrograph and how climate creates seasonal variations in discharge • To explain the processes of erosion and transportation • To identify features of a river and explain the different formations • To explore how human activity can affect river landscapes • To investigate the physical and human causes of flooding • To assess the social, economic and environmental impacts of flooding • To analyse the different options for managing a river and the impact this will have on hydrographs • To evaluate the economic and social impacts of river management on locations downstream • To appreciate the range of opinions that different stakeholders have on drainage basin management
Changing Environments Weather and Climate	18	<ul style="list-style-type: none"> • To describe the characteristics of the UK climate including • regional variations • To explain the reasons for the variations of the UK climate looking at the influence of global atmospheric circulation, latitude, altitude, air pressure, and distance from the sea • To explore the different locations and distributions of distinctive climate zones across the globe • To analyse the features of the hot semi-arid climate and the equatorial climate • To explore the different areas of high and low pressure and the typical weather patterns and extreme weather hazards created • To analyse two contrasting extreme weather events considering causes, impacts and responses
Changing Environments Shaping the landscape - coasts and coastal management	17	<ul style="list-style-type: none"> • To explore the ways in which climate, geology and human activity influence coastal processes and landscapes in the UK • To explain the processes of erosion and deposition and how they influence the coastline • To explain the process of transportation and longshore drift • To investigate how past human activity has modified

		<p>the UK's coastal landscapes for economic benefit</p> <ul style="list-style-type: none"> • To explore a range of hard and soft management options to reduce risk of coastal floods and erosion • To assess the costs and benefits of each management option • To consider the role of the government and local authorities in shaping shoreline management plans (SMPs) • To appreciate the conflicting views on coastal management and explain why this may lead to controversy • To examine the potential impacts of climate change on coastal communities in different countries at different levels of economic development
<p>Changing Environments-</p> <p>Climate change- cause and effect</p>	13	<ul style="list-style-type: none"> • To describe how the climate has changed considering the glacial and inter-glacial periods • To investigate the natural and human causes of the greenhouse effect • To analyse the evidence for global warming • To explore the consequences of climate change for people and the environment • To examine a range of views on climate change and the ways in which the effects could be addressed • To investigate how individuals can play a part in reducing the risk of climate change • To assess how and why the local and national UK government may attempt to reduce the risk of climate change
<p>Changing Places- Changing Economies</p> <p>Urbanisation in contrasting global cities</p>	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
<p>Changing Places- Changing Economies</p> <p>Urban and rural processes and change in the UK</p>	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

		<ul style="list-style-type: none"> • 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
<p>Changing Places- Changing Economies</p> <p>A global perspective on development issues</p>	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 caused uneven levels of development at a global scale and within nations • To justify the causes of uneven development including the UK, a LIC and a NIC
<p>Environmental Challenges</p> <p>How ecosystems function</p>	11	<ul style="list-style-type: none"> • To find out the location and distribution of biomes at a global scale and their relationship to climate zones • To investigate the characteristics and interdependence of climate, soils, vegetation, animals and humans in two contrasting biomes • To analyse the physical processes that link living/ biotic and non-living/ abiotic components in hot semi-arid grasslands and one other biome • To evaluate the benefits of the ecosystem
<p>Environmental Challenges</p> <p>Ecosystems under threat</p>	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

		<p>and one other ecosystem have been managed.</p> <ul style="list-style-type: none"> • To evaluate strategies for sustainable management.
<p>Environmental Challenges</p> <p>Water resources and management</p>	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.
<p>Environmental Challenges</p> <p>Desertification</p>	9	<ul style="list-style-type: none"> • To find out the location and global distribution of environments vulnerable to desertification. • To investigate how the location and global distribution pattern of environments vulnerable to desertification is changing over time. • To investigate the relationship of this distribution to the global circulation of the atmosphere and to the dominance of high pressure systems. • To analyse changing climatic patterns over periods of decades to include unreliable rainfall patterns and higher rates of evapotranspiration in hot semi-arid regions. • To analyse human activities to include unsustainable use of water resources, overgrazing, poor land management and use of firewood. • To analyse a range of strategies employed by NGOs working at a local level with communities, to include drip irrigation, magic stones and use of drought-tolerant crops. • To evaluate smaller scale processes related to changing patterns of vegetation, evapotranspiration and micro-climate. • To evaluate the different viewpoints, values and attitudes of stakeholders in the region. • To evaluate international strategies aimed at reducing the spread of areas experiencing desertification.