

Walthamstow Academy – Geography Curriculum Journey

Our Curriculum Intent

The purpose of the geography curriculum is to inspire curiosity in pupils, and a fascination about the world and its people. Geography provides pupils with knowledge of diverse places, people, resources, and natural and human environments, with a deep understanding of the Earth's physical and human processes. The geography curriculum prepares pupils for each stage of their academic journey but also the world beyond the classroom by ensuring that young people can think like geographers and use their geographical knowledge to make sense of the world around them.

Our Curriculum Progression Model

The curriculum has been carefully sequenced to introduce pupils to a variety of places, geographical concepts, processes, and issues. The thematic approach ensures that knowledge is acquired, developed over time, then applied via in-depth case studies. As pupils' knowledge and understanding develop within a unit, there are opportunities to apply this understanding via decision-making activities and geographical enquiries. This approach ensures that pupils are given every opportunity to apply their understanding and think like geographers.

Geography takes a 'spiral curriculum' approach. This is where themes are often revisited but in greater depth. This means that topics are sequenced strategically, considering when and how it will be revisited.

KS3

Y7

Year 7 starts with the topic 'What is a geographer?'. This gives a good introduction to the subject and the skills developed here (e.g., map skills) we be needed for the rest of their time studying geography at school. Next, Year 7 study Development. This is a study of how development is measured, global inequality and aid. Lastly, Year 7s study Rivers. This looks at the physical processes and landforms along UK rivers.

Y8

Pupils start off with the Population topic. This builds on knowledge from Y7 Development by looking key issues such as birth and death rates, migration, aging populations. Pupils then move on to Coasts. Here pupils gain an understanding of the physical processes and landforms along the coast. Pupils will then study tectonics where they gain an understanding of plate tectonics and the associated hazards.

Y9

Students start with the 'Life in an Emerging Country' topic. Here, pupils will study the world's emerging countries that have seen rapid industrialisation, urbanisation and economic growth. Next, pupils study climate change where they look at the natural and human causes and the impacts and solutions.

KS4

At GCSE we start off with Paper 3 where pupils study the biosphere, forest biomes and energy resources. We then move onto geography in the UK (Paper 2) where pupils gain an understanding of the physical and human processes that shape their own lives. These topics are supported by fieldwork investigations which are carried out at the end of Y10 and start of Y11. Lastly, pupils start on Paper 1 where pupils take a more global view while studying Hazards, Development and Challenges of an Urbanising World.

KS5

A level is taught concurrently by two teachers. In Y12 pupils start off by studying Changing Places and Coasts. Coasts builds on what pupils have done in KS3 and KS4 but builds in complexity and takes a more global view than GCSE. Changing Places is quite different from what pupils have studied before as it considers how place influences identity, how places change and stay the same and how places are represented. Next, pupils move onto study Hazards and the Water and Carbon Cycles. Hazards builds on what pupils have done at GCSE while building in complexity and the addition of wildfires and multi-hazardous environments. Water and carbon cycles looks at how water and carbon is stored and transferred around earth and the impact it has on pupils' lives.

Year 13 starts off with pupils completing the Non-Assessed Examination (NEA) and Population and the Environment. For the NEA pupils are required to carry out their own investigation into a geographical theme of their choosing covered in the specification. They will then devise questions, collect and analyse data before drawing conclusions and evaluating their study. Next pupils move onto study Global Systems and Governance. Here pupils gain an understanding of the relationships and connections of people and organisations around the world and how this is governed by global institutions with a focus on the protection of Antarctica.

Progression between Key Stages

The curriculum has been sequenced to encourage increasing cognitive demand from Year 7 onwards. As pupils progress through the curriculum, expectations around understanding and application increases. Pupils acquire knowledge and the foundations of the subject in Year 7, but in expectations of written responses, the depth of understanding increases year on year. Therefore, by the end of Year 9, pupils should be able to apply their knowledge and understanding, think like geographers, take part in geographical debates, and be able to engage with enquiry in the subject.

In Year 7 pupils will show a basic understanding of their geographical knowledge. By Year 8, this understanding will become more developed, and will be consistently presented in the form of 'chains of reason.' By Year 9, pupils will be ready to use their in-depth knowledge and understanding to begin evaluating geographical issues. At this stage, pupils are ready to progress to Key Stage 4, but for those that discontinue their geographical studies, they will still be able to engage with geographical debates and futures outside of the classroom. The curriculum is progressive, flexible, and provides an opportunity for challenge by depth rather than accelerating through the curriculum. For example, units do not sit neatly within half terms but finish naturally when the teaching cycle and learning process draws to a close.

Half Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p>Year 7 Curriculum Overview: <i>What will year 7s study and learn this academic year? Why this/ why now?</i></p> <p>Pupils start off their geographical journey with the topic ‘What is a geographer?’. This introduces pupils to what geography is teaches pupils geographical skills with a focus on maps. The skills learned in this unit will be used throughout their study until Y11. Next, they study Development. This is a study of how development is measured, global inequality and aid. This is placed near the beginning of KS3 as the content will be applied to other topics such as Tectonics in Y8. Lastly, Year 7s study Rivers. This looks at the physical processes and landforms along UK rivers. It is studied at the end of Y7 and as it compliments the Coasts topic in Y8.</p>			
<p>Year 7 HT1</p>	<p>Unit Title: What is a geographer? This unit focuses on introducing the role of a geographer in today’s world. In this unit pupils develop their geographical skills mainly through using maps.</p> <ul style="list-style-type: none"> • Continents of the world, countries and capitals of the UK. • Longitude and latitude. • OS maps and symbols. • Four figure grid references. • Six figure grid references. • Scale. • Relief on maps. • Satellite and GIS maps. • Map skills DME. 	<p>What is a geographer assessment – 45 mins</p>	
<p>Year 7 HT2 and 3</p>	<p>Unit Title: Development Pupils will extend their locational knowledge and deepen their spatial awareness of the world’s countries, using atlas maps, to focus on development. Pupils will analyse the distribution of developed, developing countries and emerging countries. In this unit pupils are asked to examine the distribution of development globally. Pupils should consider methods of measuring and comparing development and explain the factors (human and physical) that affect the varying rates of development, for example looking at the impact of colonialism on the development of both the DRC and Mali. Pupils will use a range of indicators to analyse world patterns of development, and then evaluate the effectiveness of similar indicators in assessing the quality of life of different people in different locations. Pupils are required to consider the causes of</p>	<p>Development assessment – 1 hour</p>	<p>‘The bottom billion’ – Paul Collier The Americas with Simon Reeve - https://www.bbc.co.uk/iplayer/episode/m000b8rj/the-americas-with-simon-reeve-series-1-episode-5</p>

	<p>world poverty before investigating what can be done to improve people’s quality of life via top-down and bottom-up strategies. Students will then assess the effectiveness of the different strategies being used to improve the quality of life in a specific location.</p> <ul style="list-style-type: none"> • What is development? • My development measure. • Concluding indicators. • Where is the DRC and what is it like? • Factors influencing the DRC’s development. • How can top-down projects support the DRC’s development? • Aid dilemma. • Aid decision – Haiti (part 1). • Aid decision – Haiti (part 2). • Fair Trade. • Where is Mali and why is it important? • Mali – Tree Aid. 		
<p>Year 7 HT4 and 5</p>	<p>Unit Title: Rivers This unit focuses on the work of rivers, the effect they have on the landscape and the impact of rivers on the lives of people living near them. Pupils would be able to see the key processes acting within the river and the features produced by these processes. Pupils can progress their map skills. To enhance their research skills, pupils could use sources such as BBC News to look at recent flood events, to appreciate the impact of flooding both locally, nationally and globally. By the end of the unit, the pupils will have gained knowledge on the power by which rivers shape the land; how geographical processes interact to create distinctive physical features that change over time and space; and the relationship humans have with rivers in the context of flooding and flood prevention.</p> <ul style="list-style-type: none"> • The drainage basin. • The drainage basin features/ system. • Long profile of a river. • Erosion and transportation. • How did glaciers once influence the UK’s landscape? • Waterfall formation. • Meander formation. • Floodplain formation. • Human and physical causes of floods. • River management (hard and soft engineering). • Decision Making activity. 	<p>Rivers assessment – 1 hour</p>	<p>The Lakes with Simon Reeve - https://www.bbc.co.uk/iplayer/episode/m0011wzp/the-lakes-with-simon-reeve-series-1-episode-2 River landforms - https://www.youtube.com/watch?v=8LCrhihsOc</p>

	<ul style="list-style-type: none"> • Flood (Boscastle) case study • Flood case study (Bangladesh) • Why is the Nile important? • Conflict over the Nile. 		
Year 7 HT6	<p>Unit Title: World of Work</p> <p>This unit explores economic activities, with a specific focus on tourism. Pupils will investigate examples of work in each sector of the economy. They will understand the different employment structures of countries at different levels of economic development and how these structures change overtime. The unit will also focus on the factors which influence the location of different industries. The unit will then focus upon tourism as an example of a tertiary industry, examining why this industry is the fastest growing in the world and the largest employer globally. The Butler model is introduced in the early stages of this unit and this could be explored through a living graph / thinking skills activity. The unit will have a deep focus on the impacts of tourism both positively and negatively within a chosen location picked by the school. Students will explore the economic, social, environmental opportunities and challenges created by this industry.</p> <ul style="list-style-type: none"> • Types of work (primary, secondary, tertiary, quaternary). • Employment structures (worldwide). • Factors affecting the location of different industries. • Features of quaternary industries • The impact of different industries. • The growth of tourism. • The Butler Model. • Ecotourism DME. • Dilemma – tourism to the Maasai Mara National Reserve. 	World of work assessment – 1 hour	
Term	Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
Year 8 Curriculum Overview:			
Pupils start off with the Population topic. This builds on knowledge from Y7 Development by looking key issues such as birth and death rates, migration, aging populations. Pupils then move on to Coasts. Here pupils gain an understanding of the physical processes and landforms along the coast. Pupils will then study tectonics where they gain an understanding of plate tectonics and the associated hazards.			
Year 8 HT1 and 2	<p>Unit Title: Population</p> <p>In this unit pupils' study different aspects of population growth, structure, density and distribution – in different contexts. Pupils will investigate where people of the world are</p>	Population assessment – 1 hour	<p>The Americas with Simon Reeve - https://www.bbc.co.uk/iplayer</p>

	<p>currently living and understand the difference between density and distribution, as well as the factors that contribute for the distribution. Pupils will draw population pyramids for countries at different stages of development and consider the various issues of ageing and youthful populations. The last section of this unit explores migration. The lessons build on the key aspects of migration, before moving on to look at an example of migration within the wider context of a place. This unit provides an opportunity for pupils to explore their personal geographies as well as topical news events.</p> <ul style="list-style-type: none"> • Population distribution and factors which affect it. • The population explosion. • The demographic transition model. • Population pyramids and structure. • Factors affecting population structure. • Population decision making activity. • The ageing population. • Migration – push and pull factors. • Poland to UK migration – background (1947-2004). • The impacts of Poland to the UK migration. 		<p>/episode/m000b8rj/the-americas-with-simon-reeve-series-1-episode-5 Mediterranean with Simon Reeve - https://www.bbc.co.uk/iplayer/episode/b0bqn4g1/mediterranean-with-simon-reeve-series-1-episode-4</p>
<p>Year 8 HT3 and 4</p>	<p>Unit Title: Tectonics Students develop their knowledge of tectonic events and landforms and the processes which create them. Students evaluate the issues surrounding monitoring, predicting and preparing for tectonic events. Pupils gain depth of understanding by investigating comparisons, e.g., between different types and locations of volcano, and/or volcanoes and earthquakes. Pupils broaden their understanding to include human actions and the continued human occupation of hazardous locations, human response to risk and the idea of preparedness for natural hazards. This unit provides an opportunity to build on pupil understanding of development through the investigation of the differing impact of volcanoes and earthquakes of countries at different stages of development.</p> <ul style="list-style-type: none"> • Geological timescales. • The structure of the Earth. • The world’s plates and convection currents. • Plate boundaries. • Features of a volcano – shield and composite. • Volcanic monitoring and prediction. • Living near a volcano dilemma. • Earthquakes – prediction and planning. • Earthquake protection. • Earthquake DME. 	<p>Tectonics assessment – 1 hour</p>	

	<ul style="list-style-type: none"> • 2011 Japan earthquake – case study. • Haiti earthquake – case study. 		
Year 8 HT5 and 6	<p>Unit Title: Coasts This unit further progresses pupil understanding of the processes of erosion, deposition and transportation, building on Unit 5 in Year 7, but now applied to a coastal context. The unit provides opportunities for pupils to consider different points of view regarding coastal management and to become decision makers and debate whether to defend areas of coastline. Pupils will be provided with further opportunities to interpret a variety of maps, photographs and satellite images at different scales to understand the formation of key coastal features and to consider how the position of the coastline may change over time. In carrying out the latter activity's pupils will engage in enquiry-based learning to decide whether a specific stretch of the UK coastline deserves to be defended based on a range of criteria.</p> <ul style="list-style-type: none"> • How does geology influence the UK? • Wave features and changing coastlines. • Types of erosion and weathering. • The formation of headlands and bays. • The formation of wave-cut platforms. • The formation of caves, stacks and arches. • The process of longshore drift and beach formation. • The formation of a spit. • Soft and hard engineering. • Holderness Coast case study 	Coasts assessment – 1 hour	<p>Coasts landforms - https://www.youtube.com/watch?v=ZWEJq03NBao</p>
Term	Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
Year 9 Curriculum Overview: Students start with the 'Life in an Emerging Country' topic. Here, pupils will study the world's emerging countries that have seen rapid industrialisation, urbanisation and economic growth. Next, pupils study climate change where they look at the natural and human causes and the impacts and solutions. Life in an emerging country leads on from Development and Population covered in Y7 and 8 and prepares pupils for GCSE where pupils study Challenge of an Urbanising World.			
Year 9 HT1, 2 and 3	<p>Unit Title: Life in an Emerging Country Pupils will extend their locational knowledge and deepen their spatial awareness of the world's countries using atlas maps to focus on the location of the countries classified as emerging. One of the key outcomes should be that pupils understand the characteristics and features of emerging countries. Pupils will investigate, using a range of geographical data, the reasons why rural to urban migration is a key feature within these countries. This will lead pupils to consider the opportunities and challenges faced</p>	Life in an emerging country assessment – 1 hour	<p>Colombia with Simon Reeve - https://www.bbc.co.uk/iplayer/episode/b08n5flh/colombia-with-simon-reeve</p>

	<p>due to rapid urbanisation. The unit also provides an opportunity for pupils to evaluate the impacts of TNCs on the quality of life and economic development of a host country. This unit further develops pupil understanding of development and interdependence.</p> <ul style="list-style-type: none"> • The location and features of emerging countries. • Development indicators in emerging countries. • Employment structure change. • China’s economic success. • Rural to urban migration in emerging countries. • Where is Brazil and what is it like? • Opportunities and challenges in Rio. • South Korea and economic miracle. • Where is Nigeria and why is it important? • TNCs in Nigeria. • Russia DME. 		
<p>Year 9 HT4, 5 and 6</p>	<p>Unit Title: Climate Change</p> <p>In this unit pupils will investigate the challenge of a changing climate, it’s causes (both human and physical), the consequences of changing temperatures and what, if anything, we can do to prevent it. This element of the unit builds on their understanding of river and coastal flooding studied in Y7 and 8, as well as the weather and climate unit. Pupils will study climate change through a range of geographical locations and understand the importance of international co-operation in achieving a positive outcome for the planet. Pupils will also consider their individual role and contribution to climate change and how they can reduce their carbon footprint. Pupils will explore the slogan to ‘act local, think global’, and consider approaches to sustainable development.</p> <ul style="list-style-type: none"> • Evidence for climate change. • Natural causes of climate change. • The greenhouse effect • The effects of climate change. • The effects of climate change in Bangladesh. • The climate change dilemma. • Adaptation vs mitigation. 	<p>Climate change assessment – 1 hour</p>	<p>Climate Change: The Facts - https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts</p>
<p>Term</p>	<p>Curriculum Content</p>	<p>Assessment(s)</p>	<p>Extra-Curricular Options</p>

		(assessment title, duration and approx date)	(Places to visit; wider reading; clubs to join)
<p>Year 10 Curriculum Overview:</p> <p>The students will be engaging with Component 3 of the Edexcel B Geography GCSE: <i>People and Environment Issues – Making Geographical Decisions</i>. Here, pupils learn how humans interact with their environment and how the search for resources threaten natural processes and solutions to these threats. A key part of this component is to use novel information from a resource booklet given to them during the exam to formulate arguments and complete a decision-making task.</p> <p>Students will also complete Component 2: UK Geographical Issues. This component draws across physical and human processes and people-environment interactions to consider key contemporary geographical issues for the UK. Pupils will look at UK Physical geography, including an overview of the UK Landscape, Coasts and Rivers. Next, pupils will explore the UK’s human geography by engaging with contemporary issues such as migration, inequality, and rural deprivation. Lastly, pupils will carry out fieldwork based on the previous two topics. In Y10 pupils will visit Walton-on-the-Naze to investigate coastal processes.</p> <p>We start with Component 3 because it offers pupils variety – pupils would have just studied the topics covered in Paper 1 at the end of Y9. Component 2 needs to be completed next so that fieldwork can be carried out in the summer.</p>			
<p>Year 10 HT1</p>	<p>Topic 7: People and the biosphere – pupils will get an overview of the global distribution and characteristics of large-scale ecosystems, why the biosphere is important to human wellbeing and how humans use and modify it in order to obtain resources:</p> <ul style="list-style-type: none"> • Distribution of global biomes • Local factors that influence ecosystems • The biosphere as a resource • Biomes and global services • Demand for resources • Theories of resource consumption – Malthus and Boserup 	<p>Paper 3 – 1hr 30mins</p>	<p>David Attenborough Boxsets (BBC iPlayer): Blue Planet, Life, Africa, Life on Earth, Frozen Planet, Planet Earth and Seven Worlds, One Planet</p>
<p>Year 10 HT2</p>	<p>Topic 8: Forests under threat – a detailed study of tropical rainforests and the taiga, looking at processes and interactions and issues related to their biodiversity and to their sustainable use and management</p> <ul style="list-style-type: none"> • Climate and adaptations • Nutrient cycles and biodiversity • Direct and Indirect threats • Conserving the forests • Conflicting views about forest management 		

<p>Year 10 HT3</p>	<p>Topic 9: Consuming energy resources – a study of renewable and non-renewable energy, its supply and demand, access and energy security issues, its sustainable use and management:</p> <ul style="list-style-type: none"> • Classifying energy resources • Environmental impacts of energy resources • Access to and consumption of energy • Oil production and consumption • Conventional and unconventional oil • Energy conservation and efficiency • Alternative energy sources • Conflicting views and changing attitudes 		
<p>Year 10 HT4</p>	<p>Topic 4: The UK's evolving physical landscape – pupils will get an overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes, and human activity over time. Plus, two depth studies of distinctive landscapes – Coastal change and conflict and River processes and pressures.</p> <p><i>Geology/overview of UK</i></p> <ul style="list-style-type: none"> • Geology (rock types) • Past tectonic processes + glaciation • Physical processes in uplands and lowlands • Humans impacts on the landscape (farming, forestry, urban) <p><i>Coasts</i></p> <ul style="list-style-type: none"> • Waves coastal processes • Erosional and Depositional landforms • Human activity • Coastal flooding • Coastal management • Case study: Holderness <p><i>Rivers</i></p> <ul style="list-style-type: none"> • River processes • Landforms in the upper, middle and lower course • How a river changes from source to mouth • Hydrological cycle, hydrographs and flood risk • Case study: Flooding on the Eden • Increasing flood risk 	<p>Paper 2 – 1hr 30mins</p>	<p>Coasts landforms - https://www.youtube.com/watch?v=ZWEJq03NBao River landforms - https://www.youtube.com/watch?v=8LCrhhbsOc Geography fieldtrip – Walton-on-the-Naze</p>

	<ul style="list-style-type: none"> Flood management 		
Year 10 HT5	<p>Topic 5: The UK's evolving human landscape – pupils will get an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus, students will explore the case study of London.</p> <p><i>Part 1: the UK</i></p> <ul style="list-style-type: none"> Comparing rural and urban areas of the UK (Comparing Cornwall to London) Population density Age structure Economic activities Strategies to increase rural incomes Causes and impacts of migration to the UK Changing UK economy (North East vs. South East) FDI in the UK <p><i>Part 2: London</i></p> <ul style="list-style-type: none"> London's site, situation and connectivity London's structure Migration in London Inequality London decline and expansion Regeneration (Olympic Park) Strategies for a sustainable London Rural-urban interdependence Challenges faced by rural areas Opportunities in rural areas 		<p>Cornwall with Simon Reeve - https://www.bbc.co.uk/iplayer/episode/m000pjgj/cornwall-with-simon-reeve-series-1-episode-2</p>
Year 10 HT6	<p>Topic 6: Geographical investigations – pupils will carry out two investigations, including fieldwork and research, carried out in contrasting environments, one from 'Coastal change and conflict' and another from 'Dynamic urban areas'</p> <ul style="list-style-type: none"> Formulate enquiry questions Sampling Primary and secondary data collection Analysis and presentation Drawing conclusions 		

	<ul style="list-style-type: none"> Evaluating the study 		
Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 11 Curriculum Overview: <i>What will year 11s study and learn this academic year? Why this/ why now?</i>			
Year 11 HT1	<p>Topic 5: The UK's evolving human landscape – pupils will get an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus, students will explore the case study of London.</p> <p><i>Part 1: the UK</i></p> <ul style="list-style-type: none"> Comparing rural and urban areas of the UK (Comparing Cornwall to London) Population density Age structure Economic activities Strategies to increase rural incomes Causes and impacts of migration to the UK Changing UK economy (North East vs. South East) FDI in the UK <p><i>Part 2: London</i></p> <ul style="list-style-type: none"> London's site, situation and connectivity London's structure Migration in London Inequality London decline and expansion Regeneration (Olympic Park) Strategies for a sustainable London Rural-urban interdependence Challenges faced by rural areas Opportunities in rural areas 	<p>Paper 2 – 1hr 30mins</p>	<p>Cornwall with Simon Reeve - https://www.bbc.co.uk/iplayer/episode/m000pjgi/cornwall-with-simon-reeve-series-1-episode-2</p> <p>Geography fieldtrip - Islington</p>
Year 11 HT2	<p>Topic 6: Geographical investigations – pupils will carry out two investigations, including fieldwork and research, carried out in contrasting environments, one from 'Coastal change and conflict' and another from 'Dynamic urban areas'</p> <ul style="list-style-type: none"> Formulate enquiry questions 		

	<ul style="list-style-type: none"> • Sampling • Primary and secondary data collection • Analysis and presentation • Drawing conclusions • Evaluating the study 		
Year 11 HT3	<p>Topic 2: Development dynamics – pupils will gain an understanding of the scale of global inequality. Plus, a depth study of how India is developing and the consequences for people, environment, and the country’s relationship with the wider world.</p> <p><i>Global inequality</i></p> <ul style="list-style-type: none"> • Defining development – development indicators (e.g. GDP) • Comparing indicators for Developed, Emerging and Developing countries (including population pyramids). • Causes of global inequalities (e.g. lack of education) • Consequences of global inequalities (e.g. conflict) • Theories of development (Rostow vs. Frank) • Bottom-up strategy for development (WaterAid) • Top-down strategy for development (IGO – Merowe Dam and TNC – Nike in India) <p><i>Case study: India</i></p> <ul style="list-style-type: none"> • India’s global connections • India’s context – social, environmental and political • Economic trends • Causes of rapid economic development • Impacts of economic development: <ul style="list-style-type: none"> • Demographics (fertility and death rates) • Regional differences (Bihar vs. Maharashtra) • Urbanisation • Different impacts on different groups (young vs. old + men vs. women) • Environmental impacts • India’s changing international role 	Paper 1 – 1hr 30mins	<p>The Americas with Simon Reeve - https://www.bbc.co.uk/iplayer/episode/m000b8rj/the-americas-with-simon-reeve-series-1-episode-5</p> <p>Mediterranean with Simon Reeve - https://www.bbc.co.uk/iplayer/episode/b0bqn4g1/mediterranean-with-simon-reeve-series-1-episode-4</p>
Year 11 HT4	<p>Topic 3: Challenges of an urbanising world – pupils will get an overview of the causes and challenges of rapid urbanisation across the world. Plus, one depth study of Mumbai.</p> <p><i>Urban change across the world</i></p> <ul style="list-style-type: none"> • Trends in urbanisation 		<p>Colombia with Simon Reeve - https://www.bbc.co.uk/iplayer/episode/b08n5flh/colombia-with-simon-reeve</p>

	<ul style="list-style-type: none"> Economic change and migration (exploring growth and decline of cities across the world) Comparing cities (formal/informal + employment structure) How cities change Urban land use <p><i>Mumbai</i></p> <ul style="list-style-type: none"> Site and situation Mumbai's structure Population growth (rural-urban migration) Spatial growth Opportunities and challenges Quality of life Top-down + bottom-up 		
Year 11 HT5	<p>Revision – this is the half-term before the GCSE examinations. Pupils will use this time to revise knowledge and exam technique needed for the exam.</p> <ul style="list-style-type: none"> Topic 7, 8, 9 Topic 4, 5, 6 Topic 1, 2, 3 		
Term	Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
Year 12 Curriculum Overview: <i>What will year 12s study and learn this academic year? Why this/ why now?</i>			
Year 12 HT1, 2 and 3	<p>Coastal landscapes and systems This focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. Student engagement with subject content fosters an informed appreciation of the diversity of coasts and their importance as human habitats. The section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.</p> <p>Changing Places Students will focus on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which</p>	<p>Assess topics as we complete them – this will mean amalgamating Paper 1 and Paper 2 where appropriate. The first PPE is likely to only last 100mins as only two topics would have been covered by this point.</p>	<p>Urban fieldwork – Walthamstow and Stratford Coasts landforms - https://www.youtube.com/watch?v=ZWEJq03NBao</p>

	<p>impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places. Study of this section offers particular opportunities to exercise and develop qualitative (and quantitative) investigative techniques and practice-related observation, measurement and various mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork.</p> <p><i>Nature and importance of place</i></p> <ul style="list-style-type: none"> • What is place and why is it important (identity + insiders/outside). • Categories of place: near/far + media/experienced. • Endogenous and exogenous factors that make up the character of a place. <p><i>Relationships and connections</i></p> <ul style="list-style-type: none"> • How shifting flows of people, money, resources and ideas affect the demographic, cultural, economic characteristics of a place and may lead to social inequality. • How external forces can change the character of a place. (Stratford) • How past and present connections shape places (Sheffield) <p><i>Meaning and representation</i></p> <ul style="list-style-type: none"> • What is meant by meaning and representation and why it is important. • How external agents shape representation of place (incl. Stratford case study). • Quantitative and Qualitative representation of place. • Past and present development shapes representation (Sheffield) <p><i>Near place study (Walthamstow)</i></p> <ul style="list-style-type: none"> • Context • Relationships and connections • Quantitative and Qualitative representation <p><i>Distant place study (Blaenau Ffestiniog)</i></p> <ul style="list-style-type: none"> • Context • Relationships and connections • Quantitative and Qualitative representation 		
<p>Year 12 HT4, 5, 6</p>	<p>Water and Carbon Cycles Students will focus on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography.</p>		<p>Epping Forest Fieldtrip Climate Change: The Facts - https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts</p>

Hazards

Student will focus on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy.

The concept of hazard

- Nature, form and impact
- Hazard perception
- Hazard Management Models

Plate tectonics

- Structure of the earth
- Plate tectonic theory and movement
- Plate boundaries: constructive, destructive, conservative
- Hotspots

Volcanic hazards

- Nature, spatial distribution, frequency and predictability
- Hazards
- Impacts and response
- In depth case study: Montserrat

Seismic hazards

- Nature, spatial distribution, frequency and predictability
- Hazards
- Impacts and response
- In depth case studies: Japan and Haiti

Storm hazards

- Nature, spatial distribution, frequency and predictability
- Hazards
- Impacts and response
- In depth case studies: Matthew and Katrina

Fires in nature

	<ul style="list-style-type: none"> Nature, spatial distribution, frequency and predictability Hazards Impacts and response In depth case studies: Black Saturday (Australia) and Algeria <p><i>Multi-hazardous environment case study (Philippines)</i></p> <ul style="list-style-type: none"> Causes and nature of hazards Impacts Preparation and response 		
Term	Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
Year 13 Curriculum Overview: <i>What will year 13s study and learn this academic year? Why this/ why now?</i>			
Year 13 HT1 and 2	<p>Non-Examined Assessment (NEA) Year 13 starts off with pupils completing the Non-Assessed Examination (NEA) and Population and the Environment. For the NEA pupils are required to carry out their own investigation into a geographical theme of their choosing covered in the specification. They will then devise questions, collect, and analyse data before drawing conclusions and evaluating their study.</p> <ul style="list-style-type: none"> Aims/hypotheses/sub-questions Literature review – link to the geography Locational context Methodology + sampling Data presentation, analysis and interpretation Analysis: using statistical techniques to manipulate data Interpretation and conclusion Evaluation Ethical considerations <p>Population and the Environment This topic explores the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment. Engaging with these themes at different scales fosters opportunities for students to contemplate the</p>	<p>Coasts, Hazards and Water and Carbon – 2hr 30mins</p>	<p>Stratford urban fieldwork trip. Epping Forest physical geography trip.</p>

	<p>reciprocating relationships between the physical environment and human populations and the relationships between people in their local, national, and international communities.</p>		
<p>Year 13 HT3 and 4</p>	<p>Global Systems and Governance This section of our specification focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades.</p> <p>Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them.</p> <ul style="list-style-type: none"> • Globalisation – flows and factor • Global systems • Unequal flows of people, money, ideas and technology • Unequal Power Relations • International trade and access to markets • Trends in international trade and investment • Trading relationships • Differential access to markets • TNCs (Apple) • Trade in Coffee • Consequences of globalisation • Global governance • The ‘global commons’ and the Antarctica 		<p>Rotten (Netflix documentary on food trade) - https://www.netflix.com/gb/title/80146284</p>
<p>Year 13 HT5</p>	<p>Revision – this is the half-term before the A level examinations. Pupils will use this time to revise knowledge and exam technique needed for the exam.</p>		

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