GEOGRAPHY

Geography

Why is the study of Geography important?

Geography is the study of Earth's landscapes, peoples, places and environments. It is about the world in which we live and its study will make you question how and why the world is changing, globally and locally but also, how human actions can complicate and exacerbate natural changes and events. Geography will encourage you to think about the vast number of physical and human connections that exist within our world and about the pressures that the world's natural environments face. From Year 7 you will have the exciting opportunity to understand the natural processes that affect millions of people every year like volcanic eruptions, earthquakes and tsunamis, how climate change is affecting populations and how population change is itself affecting different countries. Geography allows you to study a wide range of topics from across the globe and enables you to develop a wide range of skills that you will use to interpret the world around you and understand how we can make changes that will have implications on a variety of scales, from your local area to the whole world! Your study of Geography will encourage you to think deeply and help you more effectively make links to other subjects like Science and Maths, great life skills that all universities and employers will appreciate.

Across your study you will explore Physical, Human and Environmental Geography. You will gain an understanding of why countries are at different levels of development and the impact that this has on the populations and environments of those countries. You will understand the physical and human factors that cause and contribute to natural disasters and the importance of natural resources, ecosystems and economic links around the world. Lessons will provide a wide range of opportunities for group work, role play, independent research and will encourage you to challenge yourself to suggest solutions to problems faced around the world. Geography is both creative and problem solving and your Geography classroom will be brimming with opportunities to explore the world through images, film clips, stories of personal experiences and of course, maps! You will engage with questions such as 'Does aid help or hinder the development of lower income countries?' Why do people live in dangerous places? What is the darker side of tourism in Dubai? Is Russia a prisoner of geography? Do we live in a divided world? You will have the chance to ask questions about what is changing in the UK and about your local environment, to

study it more closely by collecting data and analysing it to find out what it tells you. Seems challenging - you are going to love it! Geography will widen your horizons!

Big Questions such as how do our individual actions contribute to positive and negative physical and human changes like climate change, habitat loss, pollution and development are key aspects of what we study in Geography. You will investigate different sources of information to answer these big questions including data that shows us distinct patterns from which we can identify both the causes and possible solutions to some of the biggest challenges our world faces in the future. I bet you can't wait to get started…

What skills will the study of Geography teach you?

You are a citizen in this world and you need to know how to analyse a variety of sources of information, to be able to use data to identify key patterns. It will teach you to…

- Interpret maps, diagrams, photographs and satellite images
- See patterns in our everyday lives and in the environments around us
- Use Geographical Information Systems to explain geographic information
- Collect primary data through fieldwork and about what secondary data is relevant and reliable
- Present data using a wide variety of maps, graphs and diagrams
- Understand how modelling can help us predict changes
- Develop detailed written arguments that incorporate evidence
- Solve problems
- Use a variety of maths skills to help interpret geographical information and explain events and patterns
- Recognise the strengths and weaknesses of data
- Evaluate the usefulness of information
- Assess the effectiveness of different data collection methods and data presentation techniques
- Write strong arguments and use evidence to convince others of your viewpoint

What will you know and understand from your study of Geography?

- The basic physical systems that affect everyday life e.g. out weather and climate, plate tectonics, water and nutrient cycles, wind and atmospheric currents.
- You will learn the location of places and the physical and cultural characteristics of different places
- You will improve your understanding of why our world is so interconnected and how technology is changing the geography of the planet.
- We will understand the geography of the past and how geography has played important roles in the way people develop their ideas to understand places and environments.
- You will develop a detailed knowledge and understanding of a wide range and scale of places including your local area, your country and the world so that you can understand the where places are, why events happen and what impact the location of these events might have
- You will be able to explain how the processes of human (e.g. urbanisation) and physical systems (e.g. weather and climate) have organised and sometimes changed the surface of the Earth.
- You will use your understanding of spatial distributions at all scales — local and worldwide — in order to understand the complex connectivity of people and places.
- You will learn to evaluate sensible evidence driven judgements about how people and the environment interact.
- You will be able to apply your knowledge in order to suggest wise management decisions about how the planet's resources should be used.
- You will gain a better understanding of global interdependence and to become a better global citizen.

How does your study of Geography support your study in other subjects?

Study of any subject in our curriculum takes full advantage of links with other subject areas- we term these as interdisciplinary links and we make the most of them because we know that deep learning requires the transference of knowledge and skills from one topic of learning to another. Once you can transfer your learning across topics and subject areas then you are really mastering what you know and how to apply your understanding and skills.

Geography touches on so many other subjects such as Science, where there are lots of overlaps with topics like ecosystems, tectonics and climate change. Our links with Maths include the use of graphical and statistical skills to analyse and interpret data so we can see patterns that we can explain. Geography shares the use and interpretation of texts and the development of written skills with English, and with History, the use of sources and the interrogation of them to consider whether they are reliable and how best to use them to back up our arguments. Geography is the perfect subject to link together the 'arts'

with the sciences. You will learn methods of thinking and research that are widely applicable to other subject areas which will help to develop your thinking in all subjects.

Across the teaching of subjects, teachers will make reference to your learning in other areas such as Geography and this will help you to develop your understanding. There are even opportunities to apply this learning in Y7 and 8 when interdisciplinary study days are organised to deepen your understanding across the curriculum when our geography and science departments work together to explore ecosystems or natural hazards

How can you deepen your understanding of Geography?

The Geography department offers lots of great opportunities for you to really engage with this fabulous subject. The Year 7 curriculum starts with a big question 'Why is our world amazing?' where students delve more deeply into the 7 continents of the world. Throughout the rest of Year 7, students will explore the world's different ecosystems, explore the differing levels of development experienced across the world and understand some of the physical processes shaping our landscape. Year 8 students will investigate just 'How risky are natural hazards?' learning about the complex relationship between humans and the natural world, exploring the processes creating some of the world's most spectacular, and devastating, events around the world. Year 9 students begin with the topic 'Is our world divided?' This topic takes the students across many different parts of the world and locally to gain an insight into different cultures and communities. In Years 7, 8 and 9, students will have the opportunity to conduct some geographical fieldwork - establishing and conducting their own investigation linked to one of the key concepts students have learnt about. Students will have the opportunity to go beyond the learning in their classroom too - with the Geography club enrichment. This enrichment gives students space to explore contemporary geographical events happening at the time - we only need one thing, enthusiasm!

In Years 10 and 11 studies will be studying towards their GCSE through AQA. As part of the course, we offer students two fieldwork opportunities - one within Middlesbrough and the other to the coastal town of Redcar. These trips are a great way to see and experience the geographical concepts we cover in class. The GCSE course offered at Outwood Academy Ormesby is rich and varied - covering a broad range of geographical ideas and concepts.

Our revision website (geography.outwood.com) provides a rich resource of geography information for you to use to support your studies including revision guides, links to case studies, key word glossaries and much more. The website is designed with all year groups in mind - there is relevant and engaging material for all.

How are you assessed in Geography?

Throughout the 5 year Geography course you are assessed using the following assessment objectives which ensure that you can cumulatively build your subject understanding in preparation for future GCSE. At KS3 students are assessed regularly through formative assessment in lessons, and at the end of each

unit with a quiz, focusing on knowledge, maps, graphs, and extended writing. At GCSE we make informed predictions informed by our holistic assessment of their progress against the key assessment objectives and their aspirational GCSE targets. These are also the basis for any appropriate support and intervention.

Key Assessment Objectives

AO1:

Demonstrating knowledge of locations, places, processes and environments at different scales. Question types could include describe, give, define, outline or name.

AO2

Demonstrates geographical understanding of concepts and interrelationships in relation to places, environments and processes. Question types could include explain why, outline the reasons for, and compare.

AO3

Apply knowledge and understanding in a new context

Question types could include interpret, analyse, evaluate and make a judgement or decision.

AO4

Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

Question types could include

How many, describe, calculate, complete this graph to show, using figure 9.

How can Geography support your future?

Of course we offer the study of GCSE and A Level Geography and we encourage your continued study in this fantastic subject. Yet we know that choice and personal interest are important aspects of worthy study. Whether you have continued your study of Geography into GCSE or A level or not you will have gained access to this enriching subject and its study will have taught you to think differently and deeply.

The very fact that Geography develops such a wide range of transferable skills such as analysis, interpretation and the use of statistical techniques to explore a wide range of data will help your future application be they for colleges, universities, apprenticeships or employment.

Geography is offered at most prestigious universities either as a single honours or a joint honours subject studied alongside other disciplines e.g. BA Geography and Economics, Geography and Sociology, Geography and Management (University of Leeds), Social Sciences including Geography (Liberal Arts Degree at University of Durham). Students of Geography will usually continue to study physical and human aspects of the subject but you can then opt for units that particularly interest you.

The study of Geography can be a springboard into a huge range of career choices because of the transferable skills you will develop. Students who study Geography are among the most employable people and according to the UKs higher education statistics, Geography graduates are among the least likely to be unemployed after their degree. Of specific note are the analytical and IT based Geographical skills that Geography students develop.

Geographers fulfil a wide range of careers;

- financial services
- planning
- working in the environment, environmental law, environmental engineering
- travel and tourism
- international charities
- retail
- International relations
- GIS
- Management
- Environmental Health Technician
- Transport

- GIS officer
- Environmental Adviser
- Sales Recruitment Consultant
- GIS Technician/ Analyst
- Data Quality Officer

Example Programme of Study:	**Half Term 1**	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Year 7 (2 lessons per week)	**Why is our world amazing?**	**Are all ecosystems the same?**	**Is development equal around the world?**	**How does ice change the world?**	**How am I linked to climate change?**	**How diverse is Africa?**

Year 8 (1 lessons per week)	**How risky are natural hazards?**	**Is Asia the most diverse and dynamic continent?**	**What happens when the land meets the sea?**	**Tourism: Is it a blessing or a curse?**

Year 9 (2 lessons per week)	Is our world divided?	How wild is our weather?	Is Russia a prisoner of geography?	Why are rivers important?	Why is the Middle East an important region?

Y10 (3 lessons a week)	Paper 1 - Living with the Physical Environment Section B - The Living World	Paper 2 - Challenge in the Human environment Section C - The Challenge of Resource Management	Paper 1 - Living with the Physical Environment Section A - The Challenge of Natural Hazards - Tectonics	Paper 2 - Challenges in the Human Environment Section A - Urban issues and challenges	Paper 1 - Living with the Physical Environment Section A - The Challenge of Natural Hazards - Weather and Climate Change	Paper 1 - Living with the Physical Environment Section C - Physical landscapes in the UK - Rivers	Paper 3 - Geographical Applications Section B - Fieldwork - Physical

Y11 (3 lessons a week) 2023/24	Paper 1 - Living with the Physical Environment Section C - Physical landscapes in the UK - Coasts	Paper 3 - Geographical Applications Section B - Fieldwork - Human	Paper 2 - Challenges in the Human Environment Section B - The Changing Economic World	Paper 1 - Living with the Physical Environment Section C - Physical landscapes in the UK - Rivers	Paper 3 - Geographical Applications Section A - Issue Evaluation	Paper 3 - Geographical Applications Section B - Fieldwork - Unseen	Revision and preparation

KS3 programme of study	Aim	Location / Place / Scale	Link to KS3 PoS	Link to KS2/1 PoS & GCSE LInk	Links between units & Local geography/ fieldwork	Key Concepts
Why are Ecosystems so different? 	**Theme - Polar and hot desert environment** Building on students' studies from their first topic, this unit will explore the vast biomes of the Earth - ranging from the polar environments to the hot and humid rainforests of the tropics and deserts. Students will explore how these environments have formed and developed and the unique plants and animals that exist here. Within this unit students will study three different ecosystems, looking at their characteristics, plant and animal adaptations and the context in which humans interact with the different ecosystems. The ecosystems included is' the tropical	**Location**: - Tropical rainforest in South America - Atacama desert in South America - Polar in Svalbard	**KS3 links:** Polar and hot desert environments. Also soils, weather and climate Link to human and physical processes interact and change landscapes, environments and climate. Focus on how human activity relies on effective functioning	**KS1/KS2 links:** Climate zones, biomes and vegetation belts. **GCSE links:** Living world unit - theory, TRF & hot deserts.	Possible link to amazing world Through the locations of ecosystems in Africa. Links to adaptations in Atacama. Climate change and the Great Barrier Reef.	Sustainability Climate Change Human & Physical Interactions

	rainforest in South America, The Atacama desert in South America, and Polar in Svalbard. Finally, they will explore the ways in which humans have started to change and influence these fragile environments.		natural systems.			
Is development equal around the world? 	**Theme - Development** This enquiry will see students explore the differing level of development across the world. Students will tangle with big questions such as 'Why do we have rich and poor countries?', 'What are the causes of the development gap', and 'How has Singapore developed? In this unit students will look at the differences in levels of development around the world, investigating the causes of the development gap historically, socially and geographically. Students will look at the impacts of disease on development in Africa and how trade and aid can be used to reduce the development gap. Students will also look at how Singapore, one of the smallest	**Location**: - Africa - Singapore	**KS3 links:** International development and economic activity.	**KS1/KS2 links:** Trade links, major cities. **GCSE links:** Economic change unit.	Possible link to amazing world Link to Asia - study Singapore Link between Trade/Aid-Te esport Link to how diverse is Africa? Link to Is Asia the most diverse and dynamic continent?	Sustainability Development Human & Physical Interactions

	countries in the world with few resources developed. Students will look at how differing levels of development affects the population structures of countries. '. A true Geographer's topic - we explore a range of locations around the world and their unique histories and features.					
How am I linked to climate change? 	**Theme - Climate change** Some people think climate change is the most pressing cause facing human life today. This topic will demystify some of the 'fake news' behind the phenomena and show students the real evidence. Students will consider the ways in which a changing climate affects us all - locally, nationally and globally. Students will learn about the causes, effects and impacts of climate change. They'll also learn about their powerful place in shaping this new world. Finally, students will conduct a fieldwork investigation in their local community - framed around climate change. Students will investigate	**Location**: - The UK - Middlesbrough	The change in climate from the Ice Age to the present and how human and physical processes interact to influence and change the climate and how human activity relies on the effective functioning of natural systems.	**KS1/KS2 links:** **GCSE links:** Hazards unit focus on climate change	Distribution of natural resources - energy, food, water and minerals.	Sustainability Climate Change Human & Physical Interactions

	their own impacts on climate by looking at their climate footprint and how they could reduce their personal impact.					
Why is our world amazing? 	**Place** This unit is designed to inspire students to see the awe and wonder of the world. Students explore each of the world's seven continents - focusing on one of the amazing places on each continent. This introductory topic will build on the geography students have covered before and induct them into the knowledge and skills of the geography curriculum. Students will explore all 7 continents of the world moving from the west to the East. To begin with in North America, Students will look into what Yellowstone National Park is and why it is important, then moving to South America, students will look at the Galapagos Islands. In Europe, students will look at why tourists visit Europe as a whole. In Asia Students will decide if the one child	**Location**: - North America- Yellowstone National Park - South America- Galapagos Islands - Europe- UK tourism destinations - Asia- China - Oceania- Great Barrier Reef - Antarctica	**KS3 links:** Links between places through the study of human and physical geography, the impact of human activity on the functioning of natural ecosystems. How geographical processes interact to create distinctive human and physical landscapes. Use Geographical	**KS1/KS2 links:** Key characteristics of Europe, North America, South America. name and locate the world's seven continents and five oceans. name, locate the four countries and capital cities of the UK. **GCSE links:** need to know continent names to explain distribution	Link to ecosystems and development- Galapagos Link to climate change- GBR Resources link in Antarctica.	Development Climate Change Human & Physical Interactions

	policy is necessary. In Oceania, students will look at what is threatening the Great Barrier Reef, and finally in Antarctica, students will look at if it should be developed.		Information Systems (GIS) to view, analyse and interpret places and data.			
How diverse is Africa? 	**Place - continent / regional geography** A huge misconception - Africa is a country?! This topic aims to unpick some of these ideas and show students the incredible diversity behind the world's second largest continent. Investigating the troubled history of the continent through to its position today as a hugely diverse and divided continent. By exploring the different peoples, cities, ecosystems and landscapes across Africa - students will never look at the continent in the same way again. In this unit students will begin to look at the ecosystem and the physical landscape of Africa, how diverse it is. Students will then look at the population of Africa and why some places may be more popular than	**Location**: - Africa - Kenya	**KS3 links:** Links between places through the study of human and physical geography of a region within Africa. Use Geographical Information Systems (GIS) to view, analyse and interpret places and data..	**KS1/KS2 links:** Biomes of the world, locational knowledge. **GCSE links:** Economic change unit focus on Nigeria	Development indicators, ecosystems. Link to ecosystems, to development and resources.	Sustainability Development Human & Physical Interactions

	others. Students will then focus on Kenya, and look into the challenges it is facing, with a focus on tourism, and how it impacted the country.					
Is Asia the most diverse and dynamic continent in the world? 	**Place - continent / regional geography** Similar to the Africa study students conduct, students will be exploring the continent of Asia. The largest, most populous continent on Earth. This topic will draw on a number of geographical threads students have covered previously - including development, ecosystems, climate change and landscapes. Students will look into the physical landscapes of Asia, and how the population differs. Students will then look at India as a country, and the Middle East as a region. Afterwards students will begin a focus on Chongqing in China (NEE) looking into the opportunities and challenges of developing the southwestern region of China.	**Location**: - Asia - India - China and Chongqing within China - Middle East	**KS3 links:** Asia's environmental regions (esp hot deserts), key physical and human characteristics, countries and major cities, similarities, differences and links between places through the study of human and physical geography of a region within Asia.	**KS1/KS2 links:** Biomes of the world, locational knowledge. **GCSE links:** Urban change issues with NEE/ LIC (although city example for KS3 is Asia and GCSE is Rio S.America)	Development indicators, ecosystems Resources .	Sustainability Development Human & Physical Interactions

How Risky are Natural Hazards? 	**Theme - Hazards** A detailed and in-depth exploration of natural hazards. Students begin their unit of study by investigating what a natural hazard is and considering the factors which affect risk associated with these. Students will explore the global distribution of a range of hazards and explore the ways that countries may respond to these. The in-depth hazard focus in this unit is volcanoes so students will be introduced into the physical processes which create volcanoes alongside the different classifications. Students will progress to study two named examples of volcanic eruptions, in contrasting locations. They will study the Eyjafjallajokull eruption of 2010 in Iceland and the 2018 Volcan De Fuego eruption in Guatemala. Exploring two contrasting examples will allow students to link back to	**Location**: - Guatemala - Iceland.	**KS3 links:** Although no direct reference in the KS3, it bridges the gap prior to content in GCSE/ a level from KS2.	**KS1/KS2 links:** Volcanoes and earthquakes **GCSE links:** Natural hazards (although KS3 focus is Volc nd GCSE is EQ)	Development. What is a hazard from weather hazards Resources Climate change	Human & Physical Interactions Physical processes

	their work on development from Y7. The topic will conclude with a focus on management of hazards and an evaluation of the role humans play in increasing hazard risk.					
How does ice change the world? 	**Theme - Physical landscape** The first chance students get to study classic physical geography! Students will look at the ways in which ice have shaped and changed our landscapes. Looking at a range of UK, and global, examples students will understand the important role these natural processes play in creating the world we have today. The students will look at the Lake District and how glaciers have attracted tourism. Finally the students will look at how the glaciers are changing in the Himalayas and predict the future of the glaciers.	**Location**: - Lake District - Himalayas - Middlesbrough	**KS3 links:** Geological timescales, rocks, weathering, changing in climate, ice age to present and glaciation, Also human and physical processes, change in landscapes, human activity relies on effectively functioning natural systems.	**KS1/KS2 links:** Rivers **GCSE links:** Glaciers not chosen as GCSE option but links of process linked in the Physical Landscape Unit	Link to processes- Coasts and Rivers Links to climate change.	Human & Physical Interactions Physical processes

Why are Rivers Important? 	**Theme - Physical landscape** The first chance students get to study classic physical geography! Students will look at the ways in which water has shaped and changed our landscapes. Looking at a range of UK, and global, examples students will understand the important role these natural processes play in creating the world we have today. Students start this unt looking at how water ends up in our rivers. We explore the features of the River Severn, the UK's longest. Our journey along the river includes looking at the physical processes a river uses to change the landscape and how humans use the river as it changes from its source to its outh. We also look at the impacts of flooding in Boscastle as a case study for causes, effects and responses. Students also look at how flooding can be managed and how these schemes impact the environment.	**Location**: - River Severn - Boscastle	**KS3 links:** Rocks, weathering, hydrology Also human and physical processes, change in landscapes, human activity relies on effective functioning natural systems. Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.	**KS1/KS2 links:** Rivers **GCSE links:** Physical landscapes unit - rivers	Link back to processes - glaciers/ coasts Link to development. Local link to River Tees.	Human & Physical Interactions Physical processes

What happens when the land meets the sea? 	**Theme - Physical landscape** The first chance students get to study classic physical geography! Students will look at the ways in which water and ice have shaped and changed our landscapes. Looking at a range of UK, and global, examples students will understand the important role these natural processes play in creating the world we have today. In this unit students look at how we use our coastline and the benefits and challenges this creates. Traditional physical geography looks at how erosion and deposition shapes our coast line. Students will also consider the impacts of a changing coastline looking at one of the fastest eroding coastlines in Europe. Students will investigate the impacts of protecting the coastline in Happisburgh and the costs and benefits protecting the coastline brings.	**Location**: - Happisburgh - Europe	**KS3 links:** Geological timescales, rocks, weathering, hydrology and coasts. Also human and physical processes, change in landscapes, human activity relies on effective functioning natural systems. Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.	**KS1/KS2 links:** **GCSE links:** Physical landscapes unit - coasts	Revisits glaciers in terms of processes Link to local geography- Redcar Link to development and resources- Ports Link to ecosystems- Engineering	Human & Physical Interactions Physical processes
How wild is our weather?	**Theme - Hazards** Students start off this unit looking at what influences the weather in	**Location**: - UK- Beast from the East 2018	**KS3 links:** Weather and climate,	**KS1/KS2 links:** Seasonal and daily weather patterns.	Local geography links	Climate Change

	the UK. We then have a look at the extremes of weather in the UK using 2018 as an example when we went from the Beast from the East impacting our winter weather through to the heatwaves experienced during the summer. Students will then compare our weather extremes to those experienced worldwide.	- America- Hurricane Katrina - Wildfires LA	understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems	**GCSE links:** Hazards, extreme UK weather	Links to climate change Links to development- HIC's Link to GACM (Ecosystem) Link to resources- Impacts	Human & Physical Interactions Physical processes
Is our world divided?	**Theme - Human geography/ Place- Regional geography** Students continue to look at the four main global issues facing the world today, this time we focus on the division humans create. Walls are about dividing people - for good or for bad. Walls can be fences or barriers. Despite globalisation, we live in an age of division whether that be digital	**Location**: South Africa North and South Korea North America Palestine Morroco	**KS3 links:** Poverty and inequality theme runs through the topic, and how this division influences the development of a country. Students will	**KS1/KS2 links:** Revisiting different continents. **GCSE links:** Urbanisation	local area Middlesbrough/ Ormesby	Core concepts Development, Human and Physical interactions.

	firewalls or physical walls and barriers. We have been building walls for about 12,000 years. In fact, we have been building walls from the time when we began to stop being hunter gatherers. From that point in history, we became stationary. The things that we loved and wanted to protect were stationary, and people wanted to protect them with walls. Fast forward 12,000 years and after World War 2, we became increasingly accepting of our interconnected and globalised world and so could have moved away from wall building. However, what has happened over the last 20-30 years has been an explosion in wall building! 65 countries wall or fence themselves and that's 1/3 of all nation states in the world. Of all walls built since World War II, the majority have been built this century. We are now living in an era of wall building! Students explore the divide not only in their local area but also between Mexico and the USA, Africa's colonial		use GIS to gain an understanding of each place.			

	borders, Morocco's wall of sand, the Rainbow nations segregation, Korea's divided nation and then Chinese digital divide. Finally we look at gender divides to see if we live in a divided community.					
Why is the Middle East an important world region? 	**Place - regional geography** Students will begin with a study of why the Middle East region is important, this topic will then focus on the physical geography and climate of the Middle East. Before moving on to the human aspects of the Middle East where students will study the population, resources and conflict. In this unit students will look to discover what a region is, and how does the physical landscape influence the region. Students will look into how the UAE has developed, in comparison to Yeman which is the poorest country in the Middle East. Finally students will look at Mazda city which is a city that has been designed to be sustainable.	**Location**: - Mazda City Abu Dhabi- sustainability - Yeman - UAE	**KS3 links:** The Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities	**KS1/KS2 links:** World countries **GCSE links:** No direct link	Possible link to Amazing world Link to ecosystems Link to resources link to development	Sustainability Development

Is Russia a Prisoner Geography? 	**Place - regional geography** The final topic is based on Tim Marshall's book 'Prisoners of Geography' and is an investigation of the impact of Geography on a country's development. Whilst Russia is the focus of the topic, a number of other examples will be married in to give wider geographical context. This topic aims to bring together everything students have learnt in the previous two years. Considerations of Russia's environmental regions, the influence of these on human actions and development, the placement and importance of key cities and the subsequent position of the country in the world. In this unit students will begin to look at the physical geography of Russia and why residents only live in specific areas. Next students will look into the population of Russia, and the procreation day. Moving onto the economy of Russia, students will look at the industry and if it helps	**Location**: - Russia - Chernobyl	**KS3 links:** Russia's environmental regions (esp polar), key physical and human characteristics, countries and major cities, similarities, differences and links between places through the study of human and physical geography of a region within Asia	**KS1/KS2 links:** World countries - location of Russia. **GCSE links:** No direct link	Link to ecosystems, development. As a final topic this is perfect to tie together all the units taught in KS3	Sustainability Development Human & Physical Interactions

	or hinders the Russian economy. Finally students will look into what happened at Chernobyl, and the impacts and responses that occurred.					
Tourism: Is it a blessing or a curse?	**Theme:** This tourism unit will be used as a vehicle to explore and pull together many different geographical strands from across the geography curriculum in a rich and engaging way to allow students a positive way to relate to the subject. They will consider the growth of tourism and the benefits and problems that this can bring socially, economically and environmentally. They will be evaluative in their approach to considering the issues looking at real life case studies and will have the opportunity to consider more sustainable methods. finally considering the impact of climate change on tourism.	**Location:** - Dubai	**Link to KS3** Sustainability theme runs through the topic, creating links to the climate change topic from the previous year. The students will also look at development and the effects of tourism on a place.	**Link to KS1 and KS2** GCSE links Tourism and the multiplier effect	Tourism in the local area	Sustainability Development Human and physical interactions Climate change

KS4 Programme of study		Aim
Section B - The Living World	Paper 1 - Living with the Physical Environment	The introductory topic of the AQA Geography GCSE course builds on students' well developed prior knowledge of ecosystems. Students will deepen their knowledge of ecosystems - looking at two specific global biomes - rainforests and hot deserts. Students will be expected to know the characteristics of these two contrasting environments along with how humans have developed uses of these ecosystems. Students will focus on two separate case studies here - The Malaysian rainforest and the Thar Desert, India.
Section C - The Challenge of Resource Management	Paper 2 - Challenge in the Human environment	The shortest topic of Paper 2 - students will explore the availability, amount and distribution of three essential resources - Food, water and energy. This topic will explore the complex relationships humans have with the natural environment. Students will study water as an in-depth resource - focusing on two examples of where water is collected and used. The need to cover a large scale water project will see students investigate the Lesotho Highlands Water Project - in Southern Africa and a local water scheme will look at the Wakel River Basin in the Thar desert India. Case study choices have been made to reflect a rich and varied Geography and to build on concepts and examples students will be familiar with.
Section A - The Challenge of Natural Hazards - Tectonics	Paper 1 - Living with the Physical Environment	Students will begin their study of this unit in Y9 and then continue again in Y10. The topic has been divided between tectonic hazards and weather hazards, Students will consolidate and deepen their conceptual understanding of natural hazards and their formation - focusing instead on earthquakes now. Students will learn about two contrasting earthquakes - the Nepal and L'Aquila earthquakes. These two examples represent the impacts of natural hazards in communities at different levels of development. Students will directly contrast the effects and responses to these natural hazards and make evaluative

		judgements about the level of preparedness of each example. Students will conclude the topic by reviewing why people choose to live in areas of high hazard risk and steps taken to reduce risk in these areas.
Section A - Urban issues and challenges	Paper 2 - Challenges in the Human Environment	This topic takes students through a detailed look into the world's rapidly emerging urban areas. With over 50% of the global population living in urban areas, an understanding of these spaces is essential for our geography students. Through the lens of two case study examples - Rio De Janeiro in Brazil and Sheffield in the UK - students will explore the challenges and opportunities that exist within these cities. Students will be expected to develop a comprehensive understanding of the changes and growth of these two locations. Students will conclude the topic with a consideration of 'cities of the future' and a focus on how these areas can be made more sustainable. They will also study an example of a regeneration project in a UK city - considering whether this is a sustainable project.
Section A - The Challenge of Natural Hazards - Weather and Climate Change	Paper 1 - Living with the Physical Environment	Continuing on from the topic started in Y9, students will review what is meant by natural hazards and the categorisation of these. Students will explore the concept of the Global Atmospheric Circulation model and use this to inform their understanding of global weather patterns and hazards. Students will focus both on tropical storms and extreme weather and the differing levels of risk they present. Case studies in this topic will be Typhoon Haiyan that struck the Philippines and the 'Beast from the East' snow storm that struck the UK in 2017. The final area of focus in this topic is on climate change - looking at both human and physical causes, effects around the world and steps being taken to both mitigate and adapt to this phenomena.

Section C - Physical landscapes in the UK - Rivers	Paper 1 - Living with the Physical Environment	The final part of paper 1 presents students an in depth study of the physical processes changing our landscapes. Students will explore rivers in detail - exploring how they change and develop through each of their three courses (upper, middle and lower). Students will learn about a range of landforms found at each course of a river and develop their understanding of how these change. Students will also study a case study example of a river - following the River Tees in the North-East of the UK. This will tie together all of the knowledge they have learnt about the processes. In addition, students will consider the ways humans have developed use for rivers and the potential risks associated with these uses. A final consideration of flooding - causes and impacts - will conclude the topic. Students will be able to link back to examples learnt in both Living world and Hazards too.
Section B - Fieldwork - Physical	Paper 3 - Geographical Applications	As part of their GCSE course, students have to conduct two separate pieces of fieldwork. One with a link to human geography and the other with a link to physical geography. Students will spend time in lessons preparing their investigation - ensuring they are familiar with the inquiry, risks, methods and how to present data. Students will be supervised during their investigation but will be expected to collect their own data. The focus of the physical fieldwork will look at the role of coastal management at Redcar. Students will visit the beach and conduct their own research.
Section C - Physical landscapes in the UK - Coasts	Paper 1 - Living with the Physical Environment	Students will explore coastal environments in detail - exploring how they change and develop. Students will learn about the processes and landforms associated with the coastline - focusing on key ideas of erosion, transportation and deposition. The case study example used here is the Holderness Coast - East Yorkshire - which students will use for their own fieldwork example. Students will be expected to know about landforms in this area, human uses and ways people have tried to protect and diminish the effects of the coast here.
Section B - Fieldwork - Human	Paper 3 - Geographical Applications	As part of their GCSE course, students have to conduct two separate pieces of fieldwork. One with a link to human geography and the other with a link to physical geography. Students will spend time in lessons

		preparing their investigation - ensuring they are familiar with the inquiry, risks, methods and how to present data. Students will be supervised during their investigation but will be expected to collect their own data. The focus of the human fieldwork looks at housing inequality in the city of Middlesbrough. Details of the trip will be shared nearer the time.
Section B - The Changing Economic World	Paper 2 - Challenges in the Human Environment	This topic offers students an in-depth study of the patterns of development that exist in the world today. Students will review causes of uneven development - expected to critically evaluate theories of development - and apply this to real life examples. Developing on from this, students will look at attempts to reduce the 'development gap' and consider the role of HICs in this process. Students will be expected to consider a range of examples of where attempts have been made to reduce gaps in development - e.g. Jamaica and consider the effectiveness of these. Students will undertake an in-depth study of a developing country. We have opted for Nigeria due to its rapid emergence as a globally significant country. Students will investigate the history of the country, the way it has overcome development challenges and the way it continues to grow in the modern day. Students will be expected to understand how Nigeria has changed and the challenges that face it today. Students will go on to conduct an in-depth study of the UK and the changing economic landscape in the country. This will be supported by specific local examples and consider how the UK's place in the world is changing. Students will critically evaluate changes to the UK's economic landscape and explore how these may contribute to regional differences.
Section B - Fieldwork - Unseen	Paper 3 - Geographical Applications	Similar to the fieldwork experiences students will have had in years 10 and 11, students will prepare for a series of theoretical fieldwork questions. Students will be exposed to a range of hypothetical fieldwork scenarios and asked to apply their geographical knowledge and understanding to these geographical issues.
Section A - Issue Evaluation	Paper 3 - Geographical Applications	This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied

		knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. The exam board will send a resource booklet to the academy twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Whilst we do not know what content will be covered ahead of time, it will be linked to one of the themes students have studied previously