

Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Students will begin studying for their GCSE. They will embark upon a half term of developing their map skills which can then be used throughout their GCSE course. They will be given stand alone homework tasks to complement what is being covered in class time.	Students will begin studying for their GCSE. The first topic is UK Landscapes and challenges in which students will consider the physical processes that have shaped the UK. Also included within this unit is an in depth study of rivers and coasts where once again students will consider the physical process and human interactions on the landscape.	Students will be looking at Coasts and Coastal Management. This is a topic which covers significant physical detail whilst linking it into the impact managing the coast has of the environment as well as the local populations. This topic is linked to GCSE coastal fieldwork and their Paper 1 and 3 examinations.	Students will be looking at Rivers and River Processes. This will require them to consider the physical impacts of river processes as well as the impact of management on the river a community.	Students will be completing a unit about changing cities which takes an in depth look at urbanisation processes in the contrasting cities of Birmingham and Mexico City.	Students will spend this section of the course reflecting on what has been covered during the year. It will see them create revision materials as well as being tested on specific pre warned areas. These revision materials will be utilised as the course goes on.
Year 10	Students study ecosystems, biodiversity and management, looking at terrestrial and marine ecosystems in the UK, and going into depth on	Students study ecosystems, biodiversity and management, looking at terrestrial and marine ecosystems in the UK, and going into depth on	Students are studying a unit about weather hazards and climate change. Within this they will look at hurricanes, droughts and	Students are studying a unit about weather hazards and climate change. Within this they will look at hurricanes, droughts and	Resource management, looking at consumption of natural resources including fossil fuels and renewable energy.	Students will spend this section of the course reflecting on what has been covered during the year. It will see them create revision materials as well as being

	the characteristics and use of tropical rainforests and deciduous woodland.	the characteristics and use of tropical rainforests and deciduous woodland.	climate change. Students will study the physical processes that influences the Earths weather and climate.	climate change. Students will study the physical processes that influences the Earths weather and climate.		tested on spific pre warned areas. These revision materials will be utilised as the course goes on.
Year 11	Students will study a topic about global development. Within this they will study factors affecting development, measuring development, inequality in the UK and around the world and trade.	Students will be starting to solidify the synoptic links that have been created throughout their study of their GCSE Geography course. This will require students to reflect on the learning they have experienced in order to make relevant links that will be questioned in their examinations.	Students will be covering the final section of their GCSE examination looking at 'Geographical Investigations and UK challenges'. This will link directly into fieldwork they have collected for scrutiny in their Paper 3 examination.	Students will be finalising their studies to ensure that they are fully prepared for a full GCSE Geography mock examination. Following this assessment, class teachers will use the remainder of the term to ensure that there are no areas of weakness throughout the course.	Students will be revising for the GCSE Examination.	Students will be revising for the GCSE Examination.
Year 12	Globalisation: Students will be introduced to the first topic area and how it has shaped the world in which we live today. They will link key theories with applied methods and study the implications of these actions. Coasts: Students will look at the coast and its changing landscape. They will also consider how this impacts of		Tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major			Introduction to NEA and a revision summary of the year.

	<p>management and the environment.</p>	<p>disasters. An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence. Regenerating places - Local places vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised. This creates and exacerbates considerable economic and social inequalities both between and within local areas. Urban and rural regeneration programmes involving a range of players involve both place making (regeneration) and place marketing (rebranding). Regeneration programmes impact variably on people both in terms of their lived experience of change and their perception and attachment to places. The relative success of regeneration and rebranding for individuals and groups depends on the extent to which lived experience, perceptions, and attachments to places are changed.</p>	
<p>Year 13</p>	<p>Water Cycle - Water plays a key role in supporting life on earth. The water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Changes to the most important stores of water are a result of both physical and human processes. Superpowers -</p>	<p>Migration, identity and sovereignty - Globalisation involves movements of capital, goods and people. Tensions can result between the logic of globalisation, with its growing levels</p>	<p>Revision</p>

	<p>Superpowers can be developed by a number of characteristics. The pattern of dominance has changed over time. Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. The spheres of influence between these powers are frequently contested, resulting in geopolitical implications. NEA - one lesson per week will be spent on their individual project with teacher supervision.</p>	<p>of environmental, social and economic interdependence among people, economies and nation states and the traditional definitions of national sovereignty and territorial integrity. International migration not only changes the ethnic composition of populations but also changes attitudes to national identity. At the same time, nationalist movements have grown in some places challenging dominant models of economic change and redefining ideas of national identity. Carbon Cycle - A balanced carbon cycle is important</p>		
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		<p>in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions. NEA - one lesson per week will be</p>		
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		spent on their individual project with teacher supervision.		
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