



"A tree planted by streams of water, which yields its fruit in season" (Psalm 1:3)
Wisdom – Hope – Service – Resilience



Curriculum Intent Statement

Department: GEOGRAPHY

GEOGRAPHY at The Deanery will comprise three different knowledge/skill areas: Living with the physical world, The Human World and Geographical skills. We aim for all of our students to become competent Geographers and embrace the themes of the physical and human world. In addition to train them in the use of basic and intermediate Geographical skills that will give them resilience and wisdom. Furthermore, to empower them to understand and respect the physical world we are fortunate to live in. At Key stage 3 all students will follow a curriculum that combines core geographical knowledge with awe and wonder, to encourage and nurture the fascination with our world and to foster and enquiring nature. KS4 will embed the core elements of the AQA curriculum in the lead up to formal examinations through a two year reverse syllabus (we teach the same material back to front) that will include key fieldwork skills and allow students to get in touch with Geography in the real world.

GEOGRAPHY curriculum vision

1. Every student will have a secure knowledge of key Physical and Human Geography concepts in line with the aim of encouraging enquiry and fascination with our world.
2. Every student will gain skills in expressing opinions and the key ability of evaluation, this can foster a general enquiring approach to Geography and other subjects.
3. Every student will engage with challenging questions of how our world is and our place in it.
4. Every student will undertake fieldwork, designing research projects, planning and delivering of data collection, a key skill that puts our students into the community and can encourage confidence and resilience.

GEOGRAPHY curriculum intent

At The Deanery, our geography curriculum is designed to inspire a sense of wonder and curiosity about the world and its diverse environments, cultures, and landscapes. Rooted in our core values of hope, resilience, service, and wisdom, our geography program aims to develop students who are knowledgeable, compassionate, and proactive global citizens.

Hope: We foster a hopeful outlook by exploring sustainable solutions to global challenges such as climate change, resource management, and urbanization. Our students learn to envision a better future and understand their role in shaping a more equitable and sustainable world.

Resilience: Through the study of physical and human geography, students develop resilience by understanding the dynamic nature of our planet and the ways in which communities adapt to environmental changes and challenges. We encourage critical thinking and problem-solving skills, enabling students to navigate and respond to complex global issues with confidence and perseverance.

Service: Our curriculum emphasizes the importance of service to others and the environment. Students engage in projects and initiatives that promote environmental stewardship and community involvement, fostering a sense of responsibility and commitment to making a positive impact locally and globally.

Wisdom: We cultivate wisdom by providing a deep and comprehensive understanding of geographical concepts, processes, and issues. Our students are encouraged to think critically, analyse data, and make informed decisions. Through the study of geography, they gain insights into the interconnectedness of the world and the importance of informed, ethical, and sustainable actions.

By integrating these values into our geography curriculum, we aim to equip our students with the knowledge, skills, and attitudes necessary to thrive in an ever-changing world and to contribute meaningfully to society.

Year 7

Term	Unit of Work	Knowledge and Skills	Assessment
1	<i>RESTLESS EARTH</i>	<p>Students are introduced to some basic geographical concepts and also a check is carried out on previous knowledge from Primary School (as many vary), introduction of Geographical language.</p> <p>Tectonic Hazards – Introduce students to the structure and nature of the Earth, demonstrate the historical nature of this.</p> <p>Students will study Earthquakes and Volcanoes and use case studies to highlight these. Then students will analyse the risks present to humans from these hazards and be able to articulate why people choose to live there and what pros and cons are present.</p> <p>Skills: Geographical concepts, risk analysis, critical thinking, case study analysis</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p> <p>Opportunities for spirituality: Reflecting on the power and unpredictability of natural forces, and considering the resilience and adaptability of human communities in the face of natural hazards.</p>	<p>Lesson 11 – Restless Earth Assessment. Testing recall of basic geographical knowledge and language – has the student made the transition from Primary to Secondary language?</p> <p>Homework – Tectonic Hazards Poster – has the student retained the information and can they incorporate geographical language as appropriate.</p>
2	<i>WEATHER & CLIMATE</i>	<p>Students will gain knowledge of Weather and Climate, learning to differentiate between the two by understanding their definitions and the factors that affect them. They will explore global climate patterns and the specific climate and weather of Swindon. Students will analyse how climate is influenced worldwide and develop skills to predict potential climates. They will study the creation of rainfall and why certain areas receive more rain than others, linking this to local weather patterns in the UK and understanding weather forecasts.</p>	<p>Lesson 8 – A mixture of factual recall and longer, written responses. Analysing students’ ability to explain concepts rather than just repeat a definition. Can they demonstrate progression in using Geographical language too?</p>

		<p>Additionally, students will learn about the UK's climate and weather, understanding how it is formed and its connections to global weather systems originating thousands of miles away.</p> <p>Skills: Geographical concepts, climate analysis, critical thinking, weather pattern analysis, research methodology, data collection</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p> <p>Opportunities for spirituality: Reflecting on the interconnectedness of global weather systems and the impact of climate on human life, fostering a sense of wonder and respect for the natural world.</p>	<p>Homework – A matching exercise for climate globally using factors and climate graphs</p>
<p>3</p>	<p><i>THE DEVELOPMENT OF SWINDON</i></p>	<p>Introducing Space & Place - First look at Human Geography – Development Exposing students to how we measure development and linking it to their everyday lives. Learning about the growth of Swindon (good link to History and Science here)</p> <p>Students will gain knowledge of Swindon, exploring its history, development, population increase, and importance. They will learn about Swindon's origins as a Saxon village, its growth into a market town, and its transformation during the Industrial Revolution with the establishment of the Great Western Railway works. Students will study the significant population increase from just over 1,000 in 1801 to over 233,000 in 2021.</p> <p>They will understand Swindon's strategic importance due to its location between Bristol and London, and its role in the railway industry. Through these topics, students will appreciate Swindon's historical and economic significance and its impact on regional development.</p> <p>Skills: Historical analysis, geographical concepts, critical thinking, demographic analysis</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p>	<p>Lesson 9 Milestone Create a Come to Swindon brochure</p>

		<p>Opportunities for spirituality: Reflecting on the historical evolution of Swindon and the resilience of its community, fostering a sense of connection to the past and appreciation for the town's development.</p>	
4	MAPS	<p>Students will gain knowledge of Maps and Their Use, learning about the scale, distance, direction, contours, symbols, and basic navigation. They will understand how to read and interpret different types of maps, including topographic maps. Students will explore how scale is used to represent real-world distances on maps and how to calculate these distances. They will learn about direction using compass points and how to navigate using a map.</p> <p>Additionally, students will study contour lines to understand elevation and terrain, and the use of symbols to represent various features on a map. Through these topics, students will develop essential skills for geographical navigation and spatial awareness.</p> <p>Skills: Map reading, spatial awareness, navigation, critical thinking, geographical concepts</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p> <p>Opportunities for spirituality: Reflecting on the ability to navigate and understand the world through maps, fostering a sense of exploration and connection to the environment.</p>	Lesson 9 – Create your own map
5	TOURISM	<p>Students will gain knowledge of Tourism, understanding what defines a tourist and exploring the different types of tourists. They will learn about mass tourism and its impacts, as well as eco-tourism and its benefits for sustainable travel. Using Jamaica as a case study, students will analyse how tourism has influenced the country's economy, environment, and society.</p> <p>Skills: Geographical concepts, critical thinking, case study analysis, sustainability awareness</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p>	Lesson 9 – Design an Eco Tourist trip Think like a tourist “Lonely Planet Blog Entry”

		<p>Opportunities for spirituality: Reflecting on the cultural and environmental impacts of tourism, fostering a sense of responsibility and respect for diverse communities and natural habitats.</p>	
6	<p><i>ALL ABOUT AFRICA</i></p>	<p>Students will gain knowledge of Africa, exploring its diverse nations, geomorphology, economies, and various socio-economic challenges. They will study the Horn of Africa as a case study in population and economic challenges, and examine tourism in Kenya, including its impacts and benefits. Students will learn about the Maasai people, their culture, and their way of life. They will also delve into development issues, trade dynamics, and the complexities of migration and its challenges across the continent.</p> <p>Skills: Geographical concepts, critical thinking, case study analysis, cultural awareness, economic analysis</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p> <p>Opportunities for spirituality: Reflecting on the rich cultural heritage and resilience of African communities, fostering a sense of global interconnectedness and respect for diverse ways of life.</p>	<p>Lesson 10 – Summative plus a travel leaflet artistic challenge</p>

YEAR 8 Term	Unit of Work	Knowledge and Skills	Assessment
1	<i>CLIMATE CHANGE</i>	<p>Students will gain knowledge of Climate Change, including understanding climate and climate graphs, and how the world's climate is represented. They will learn about high and low-pressure systems and their role in explaining key climate zones. Students will explore the greenhouse effect and the human-enhanced greenhouse effect, as well as the natural and human causes of climate change. They will examine evidence for climate change and study strategies for managing it through mitigation and adaptation.</p> <p>Skills: Geographical concepts, critical thinking, data analysis, environmental awareness</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p> <p>Opportunities for spirituality: Reflecting on the interconnectedness of global climate systems and the impact of human activities on the environment, fostering a sense of responsibility and stewardship for the planet.</p>	<p>Letter to Head Teacher – how the school is contributing to climate change and how we can reduce this</p> <p>Lesson 10 - Summative knowledge assessment</p> <p>Optional - Climate Change v Fossil Fuels class debate</p>
2	<i>TROPICAL RAINFORESTS (TRF)</i>	<p>Students will gain knowledge of Tropical Rainforests, including their physical locations, ecosystems, and biomes. They will learn about the climate conditions and the global air circulation model that influences these regions. Students will study air pressure and the different layers of the rainforest. They will explore plant and animal adaptations that enable survival in this unique environment. Additionally, students will understand the goods and services provided by tropical rainforests, the causes and impacts of deforestation, and strategies for responsible management.</p> <p>Skills: Geographical concepts, ecological analysis, critical thinking, environmental awareness</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p>	<p>Design a rainforest animal</p> <p>Milestone summative assessment</p>

		<p>Opportunities for spirituality: Reflecting on the biodiversity and complexity of tropical rainforests, fostering a sense of wonder and responsibility for preserving these vital ecosystems.</p>	
3	POPULATION	<p>Students will gain knowledge of Population and Population Dynamics, including global population changes and the history of population growth. They will explore factors affecting population density and distribution, and learn how to model population using population pyramids. Students will study artificial population control, focusing on China's One Birth Policy, and analyse the population conundrum of Easter Island. They will also understand migration, its causes, and its effects on the world.</p> <p>Skills: Geographical concepts, demographic analysis, critical thinking, historical analysis</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p> <p>Opportunities for spirituality: Reflecting on the complexities of population dynamics and the impact of human decisions on societies and the environment, fostering a sense of global interconnectedness and responsibility.</p>	<p>The Jelly Bean game</p> <p>Milestone Summative assessment</p>
4	COASTS	<p>Students will gain knowledge of Coasts, including understanding what a coast is and how waves are formed. They will explore wave power and the erosional processes at the coast, studying how waves contribute to coastal erosion. Students will learn about erosional and depositional landforms, and the differences between soft and hard engineering techniques used in coastal management. Using the Happisburgh case study, they will analyse coastal management strategies and their effectiveness.</p> <p>Skills: Geographical concepts, critical thinking, coastal management analysis, environmental awareness</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p> <p>Opportunities for spirituality: Reflecting on the dynamic nature of coastal environments and the human efforts to manage and protect them, fostering a sense of connection to the natural world and responsibility for its preservation.</p>	<p>Coastal management plan</p>

<p>5</p>	<p><i>RIVERS</i></p>	<p>Students will gain knowledge of Rivers, including understanding the Hydrological Cycle and the River Long Profile. They will explore fluvial processes, such as erosion, transportation, and deposition, and study the formation of erosional and depositional landforms. Students will learn about flooding, how to interpret hydrographs, and various flood management strategies. Additionally, they will study significant rivers in the UK and around the world.</p> <p>Skills: Geographical concepts, hydrological analysis, critical thinking, environmental awareness</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p> <p>Opportunities for spirituality: Reflecting on the dynamic nature of river systems and their impact on landscapes and human societies, fostering a sense of connection to the natural world and responsibility for its preservation.</p>	<p>Summative knowledge assessment</p> <p>Create a river long profile – choose your river project</p> <p>Optional river fieldwork day</p>
<p>6</p>	<p><i>CHINA</i></p>	<p>Students will gain knowledge of China, exploring how the country is changing, the role of transnational corporations (TNCs), the One Birth policy, environmental issues, the Three Gorges Dam, and the Great Wall of China. They will understand the rapid economic and social transformations occurring in China, the influence of Chinese TNCs on the global economy, and the impacts of the One Birth policy on population dynamics. Students will also study China's environmental challenges and efforts towards sustainability, the significance and controversies surrounding the Three Gorges Dam, and the historical and cultural importance of the Great Wall of China.</p> <p>Skills: Geographical concepts, critical thinking, historical analysis, environmental awareness</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p> <p>Opportunities for spirituality: Reflecting on China's rich history and its ongoing transformation, fostering a sense of global interconnectedness and respect for diverse cultures and environments.</p>	<p>China Poster</p> <p>News article “1 Birth Now 2”</p>

Year 9:

Term	Unit of Work	Knowledge and Skills	Assessment
1	<i>HOT DESERTS</i>	<p>Students will gain knowledge of Hot Deserts, including their locations, climate, and links to the global atmospheric circulation model. They will learn to interpret and analyse climate graphs, understanding the extreme conditions of hot deserts. Students will explore how animals and plants adapt to survive in these harsh environments. They will also study human opportunities and challenges in hot deserts, such as resource extraction and living conditions. The Great Green Wall initiative and the Thar Desert case study will provide real-world examples of efforts to combat desertification and manage desert environments.</p> <p>Skills: Geographical concepts, climate analysis, critical thinking, environmental awareness</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p> <p>Opportunities for spirituality: Reflecting on the resilience of life in extreme environments and the human efforts to sustainably manage and restore desert landscapes, fostering a sense of connection to the natural world and responsibility for its preservation.</p>	<p>Hot deserts summative</p> <p>Thar Desert Development project</p>
2	<i>RESOURCES</i>	<p>Students will gain knowledge of Resources, including their global distribution, and the specific supplies and demand for food, water, and energy in the UK. They will learn about fracking, its operation, benefits, and potential issues. Students will explore energy security and insecurity both globally and within the UK, and compare the benefits and challenges of renewable versus non-renewable energy sources.</p> <p>Skills: Geographical concepts, critical thinking, resource management analysis, environmental awareness</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p>	

		<p>Opportunities for spirituality: Reflecting on the global distribution of resources and the impact of human activities on the environment, fostering a sense of responsibility and stewardship for the planet.</p>	
3	<i>ECONOMY AND EMPLOYMENT</i>	<p>Students will gain knowledge of Employment and the Economy, exploring economic development and how it transforms low-income economies into advanced ones. They will study the global sources and distribution of manufacturing, understanding how different countries contribute to and benefit from global supply chains. Students will also learn about the UK's imports and exports, analysing the country's trade relationships and economic impact.</p> <p>They will delve into the issue of child labour and sweatshops, including the links to modern slavery, and understand the ethical and human rights challenges involved. The role of transnational corporations (TNCs) will be examined, highlighting their influence on global economies and the potential issues they pose, such as labour exploitation and environmental degradation. Finally, students will explore the benefits and challenges of Fair Trade, understanding how it aims to provide better trading conditions and support sustainable development⁶.</p> <p>Skills: Geographical concepts, economic analysis, critical thinking, ethical awareness</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p> <p>Opportunities for spirituality: Reflecting on the global economic systems and the impact of human activities on societies and the environment, fostering a sense of responsibility and ethical stewardship.</p>	
4	<i>GEOGRAPHICAL SKILLS</i>	<p>Students will gain knowledge of Geographical Skills, which encompass a wide range of techniques and tools used to analyse and interpret geographical data. These skills include:</p> <p>Map Reading: Understanding and interpreting various types of maps, including topographic, political, and thematic maps.</p> <p>Scale and Distance: Calculating real-world distances using map scales.</p> <p>Direction and Navigation: Using compass points and grid references to navigate and locate places on a map.</p>	

		<p>Graph and Chart Interpretation: Analysing data presented in graphs and charts, such as climate graphs, population pyramids, and economic data.</p> <p>Fieldwork Techniques: Conducting surveys, observations, and measurements in the field to gather primary data.</p> <p>GIS (Geographical Information Systems): Using digital tools to analyse spatial data and create maps.</p> <p>Data Analysis: Interpreting and analysing quantitative and qualitative data to draw conclusions about geographical phenomena.</p> <p>Report Writing: Presenting findings from geographical investigations in a clear and structured manner.</p> <p>Skills: Map reading, data analysis, critical thinking, spatial awareness, fieldwork techniques</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p> <p>Opportunities for spirituality: Reflecting on the diverse methods used to understand and interpret the world, fostering a sense of curiosity and connection to the environment.</p>	
5	<i>AWE & WONDER</i>	<p>Students will gain knowledge of Awe & Wonder, exploring the creation and construction of remarkable natural and human-made sites around the world. They will understand the importance, environmental challenges, and lasting impact of these sites on human existence. The topics include:</p> <p>Lake Baikal: The world's deepest and oldest freshwater lake, formed by tectonic activity.</p> <p>The Grand Canyon: A natural wonder carved by the Colorado River over millions of years ago.</p> <p>The Favelas of Rio: Informal settlements in Brazil, highlighting social and economic challenges</p> <p>Antarctica: The southernmost continent, known for its extreme environment and scientific research</p> <p>The Northern Lights: A natural light display caused by the interaction of solar particles with Earth's magnetic field.</p> <p>The Tropical Rainforest of Brazil: Home to incredible biodiversity and facing significant deforestation.</p>	

		<p>Angkor Wat: A vast temple complex in Cambodia, representing the pinnacle of Khmer architecture.</p> <p>White Island: A volcanic island in New Zealand, known for its geothermal activity.</p> <p>Machu Picchu: An ancient Inca citadel in Peru, showcasing advanced engineering and cultural significance.</p> <p>Holding back the tide: Coastal management projects to protect against erosion and rising sea levels.</p> <p>The rise of Dubai: The transformation of Dubai into a global city with iconic architecture and rapid development.</p> <p>Pompeii: An ancient Roman city preserved by volcanic ash from Mount Vesuvius.</p> <p>The Taj Mahal: A stunning mausoleum in India, symbolizing love and architectural beauty.</p> <p>The Great Wall of China: A monumental fortification built to protect against invasions.</p> <p>UK National Parks: Protected areas preserving natural beauty and offering recreational opportunities.</p> <p>Skills: Geographical concepts, historical analysis, critical thinking, environmental awareness</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p> <p>Opportunities for spirituality: Reflecting on the awe-inspiring beauty and significance of these sites, fostering a sense of wonder and responsibility for their preservation.</p>	
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Year 10 GCSE Specification AQA Geography

Term	Unit of Work	Knowledge and Skills PAPER 2	Assessment
1	<i>Urban Issues & Change</i>	<p>Students will gain knowledge of Urban Issues & Change, exploring the global patterns of urban change. They will study urban trends in different parts of the world, including High-Income Countries (HICs) and Low-Income Countries (LICs). Students will understand the factors affecting the rate of urbanisation, such as migration (push-pull theory) and natural increase. They will also learn about the emergence of megacities and their significance in the modern world.</p> <p>Using Lagos, Nigeria as a case study, students will analyse the importance, growth, and challenges of this major city in an LIC. They will explore the Mokoko area and understand the social and economic issues faced by its residents. For a case study in an HIC, students will examine Bristol, UK, focusing on its importance, growth, and challenges.</p> <p>Students will also study urban planning in a Newly Emerging Economy (NEE) and the challenges faced in managing rapid urban growth¹⁰⁹. They will explore urban regeneration using a specific case study to understand the strategies and outcomes of revitalizing urban areas. Additionally, students will learn about transport growth and business park development, and how these contribute to urban economic development.</p> <p>Skills: Geographical concepts, critical thinking, demographic analysis, urban planning, case study analysis</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p> <p>Opportunities for spirituality: Reflecting on the rapid urbanisation and its impact on human societies, fostering a sense of global interconnectedness and responsibility for sustainable urban development.</p>	
2	<i>CHANGING ECONOMIC WORLD</i>	<p>Students will gain knowledge of the Changing Economic World, exploring various aspects of economic development and the factors influencing it. The topics include:</p>	

Development Classifications: Understanding economic and social classifications of countries based on factors such as income, technological advancement, and quality of life. Students will also examine the issues with these classifications, such as reliability and validity.

Demographic Transition Model: Learning about the construction and use of the Demographic Transition Model (DTM) in development planning, which illustrates the transition from high birth and death rates to low birth and death rates as a country industrializes.

Causes and Consequences of Uneven Development: Analysing the factors leading to uneven development, such as historical exploitation, trade imbalances, and political instability, and the resulting inequalities in wealth and health.

The Development Gap: Understanding the disparity in development levels between the richest and poorest countries and exploring strategies to reduce this gap, such as investment, industrial development, tourism, aid, and fair trade.

Jamaica as a Development Gap Case Study: Examining how tourism in Jamaica has helped reduce the development gap by generating revenue, creating jobs, and improving infrastructure.

Role of TNCs: Studying the impact of transnational corporations (TNCs) on economic development, including job creation, technological advancement, and potential issues like labour exploitation and environmental degradation.

International Aid: Exploring the role of international aid in reducing the development gap, including financial assistance, technical expertise, and support for infrastructure and social programs.

Nigerian Case Study: Analysing Nigeria's rapid economic development, its challenges, and the role of TNCs and international aid in its growth.

		<p>Post-Industrial Economy and the UK: Understanding the transition to a post-industrial economy in the UK, focusing on the growth of service industries and the decline of manufacturing.</p> <p>Science and Business Parks and Economic Growth: Learning about the role of science and business parks in fostering innovation, attracting investment, and driving economic growth.</p> <p>De-urbanisation: Examining the movement of people from urban to rural areas, its causes, and its impact on both urban and rural communities.</p> <p>Rural Development Challenges and Opportunities: Exploring the challenges faced by rural areas, such as limited access to services and infrastructure, and the opportunities for development through initiatives like sustainable agriculture and eco-tourism.</p> <p>UK Links to the Wider Economic and Social World: Understanding the UK's economic and social connections with the rest of the world, including trade relationships, cultural exchanges, and international cooperation.</p> <p>Skills: Geographical concepts, critical thinking, demographic analysis, economic analysis, case study analysis</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p> <p>Opportunities for spirituality: Reflecting on the global economic systems and the impact of human activities on societies and the environment, fostering a sense of responsibility and ethical stewardship.</p>	
3	<p><i>RESOURCE MANAGEMENT</i></p>	<p>Students will gain knowledge of UK Resources, exploring global distribution and inequalities, and the reasons behind these disparities. They will understand the UK's resource position and the inequalities within the country, including the "North-South" divide.</p> <p>Water - Students will learn about water availability, distinguishing between surplus and scarcity, whether economic or physical. They will study strategies to</p>	

		<p>increase water supplies, such as diverting supplies, constructing dams and reservoirs, water transfers, and desalination.</p> <p>Using Lesotho as a case study, students will examine water scarcity and the Lesotho Highlands Water Project, which transfers water to South Africa. They will also explore sustainable water supplies through the Wakel River Basin project in India, which focuses on rainwater harvesting and community involvement. Additionally, students will learn about water transfer schemes in the UK, such as transferring water from surplus areas to deficit areas.</p> <p>Energy - Students will gain knowledge of Energy Resources, exploring global supply and demand, energy insecurity, and energy security. They will understand the causes and consequences of energy insecurity, such as increased living costs, industrial output disruptions, and environmental impacts. Students will learn about strategies to provide energy security, including diversifying energy sources, investing in infrastructure, and enhancing energy efficiency.</p> <p>Using the Gannet Oil Field as a case study, students will analyse its role in the UK's energy supply, including its history, production, and economic significance. They will also explore how renewable energy can benefit the UK, examining the progress made so far, such as the increase in wind and solar power, and the challenges faced, like intermittency and infrastructure costs.</p> <p>Skills: Geographical concepts, critical thinking, resource management analysis, environmental awareness</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p> <p>Opportunities for spirituality: Reflecting on the global distribution of resources and the impact of human activities on the environment, fostering a sense of responsibility and stewardship for the planet.</p>	
		PAPER 1	
4	<i>NATURAL HAZARDS</i>	Tectonic Hazards - Students will gain knowledge of Natural Hazards, exploring what constitutes a natural hazard and the different types that exist. They will learn about tectonic plate theory, which explains the movement of Earth's lithospheric	

plates and the resulting geological activity. Students will study continental drift, the historical theory that continents have moved over geological time. They will also understand the mechanisms driving plate movements, such as convection currents, slab pull, and basal drag.

Using the Turkey/Syria Earthquake as a case study, students will analyse its causes, effects, and the recovery process. They will explore disaster planning and mitigation strategies to reduce the impact of such events.

Global Circulation Model: Understanding how the Earth's atmosphere circulates, distributing heat and moisture around the planet.

Tropical Storm Theory: Learning about the formation, development, and characteristics of tropical storms, including the conditions necessary for their development and their impact on affected regions.

Storm Haiyan: Analysing the origins, path, effects, and impacts of Typhoon Haiyan, one of the most powerful tropical storms ever recorded. Students will study its immediate and long-term effects, the reconstruction efforts, and future storm planning strategies.

UK Weather Hazards: Exploring the various weather hazards experienced in the UK, such as rain, wind, snow, and drought. Students will understand the different air masses affecting the UK and their influence on weather patterns.

Air Masses Affecting the UK: Learning about the six main types of air masses that influence the UK's weather, including Polar Maritime, Arctic Maritime, Tropical Maritime, Tropical Continental, Polar Continental, and Returning Polar Maritime.

The Beast from the East: Studying the 2018 cold wave caused by Anticyclone Hartmut, which brought severe cold and heavy snowfall to the UK and Ireland. Students will analyse its causes, effects, and the responses to this extreme weather event.

Climate Change

Students will refresh and augment knowledge of Climate Change, including understanding climate and climate graphs, and how the world's climate is represented. They will learn about high and low-pressure systems and their role in explaining key climate zones. Students will explore the greenhouse effect and the human-enhanced greenhouse effect, as well as the natural and human causes of

		<p>climate change. They will examine evidence for climate change and study strategies for managing it through mitigation and adaptation. Using a case study, Tuvalu, students will assess the impact of Climate Change on a real-world scenario.</p> <p>Skills: Geographical concepts, critical thinking, disaster management, environmental awareness</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p> <p>Opportunities for spirituality: Reflecting on the power and unpredictability of natural forces, and considering the resilience and adaptability of human communities in the face of natural hazards.</p>	

Year 11 GCSE Specification AQA Geography

Term	Unit of Work	Living with the Physical World PAPER 1	Assessment
		PAPER 1	
1	<i>NATURAL HAZARDS</i>	<p>Tectonic Hazards - Students will gain knowledge of Natural Hazards, exploring what constitutes a natural hazard and the different types that exist. They will learn about tectonic plate theory, which explains the movement of Earth's lithospheric plates and the resulting geological activity. Students will study continental drift, the historical theory that continents have moved over geological time. They will also understand the mechanisms driving plate movements, such as convection currents, slab pull, and basal drag.</p> <p>Using the Turkey/Syria Earthquake as a case study, students will analyse its causes, effects, and the recovery process. They will explore disaster planning and mitigation strategies to reduce the impact of such events.</p>	

Global Circulation Model: Understanding how the Earth's atmosphere circulates, distributing heat and moisture around the planet.

Tropical Storm Theory: Learning about the formation, development, and characteristics of tropical storms, including the conditions necessary for their development and their impact on affected regions.

Storm Haiyan: Analysing the origins, path, effects, and impacts of Typhoon Haiyan, one of the most powerful tropical storms ever recorded. Students will study its immediate and long-term effects, the reconstruction efforts, and future storm planning strategies.

UK Weather Hazards: Exploring the various weather hazards experienced in the UK, such as rain, wind, snow, and drought. Students will understand the different air masses affecting the UK and their influence on weather patterns.

Air Masses Affecting the UK: Learning about the six main types of air masses that influence the UK's weather, including Polar Maritime, Arctic Maritime, Tropical Maritime, Tropical Continental, Polar Continental, and Returning Polar Maritime.

The Beast from the East: Studying the 2018 cold wave caused by Anticyclone Hartmut, which brought severe cold and heavy snowfall to the UK and Ireland. Students will analyse its causes, effects, and the responses to this extreme weather event.

Climate Change

Students will refresh and augment knowledge of Climate Change, including understanding climate and climate graphs, and how the world's climate is represented. They will learn about high and low-pressure systems and their role in explaining key climate zones. Students will explore the greenhouse effect and the human-enhanced greenhouse effect, as well as the natural and human causes of climate change. They will examine evidence for climate change and study strategies for managing it through mitigation and adaptation.

Using a case study, Tuvalu, students will assess the impact of Climate Change on a real-world scenario.

Skills: Geographical concepts, critical thinking, disaster management, environmental awareness

British Values: Tolerance, Mutual Respect, Individual Liberty

		<p>Opportunities for spirituality: Reflecting on the power and unpredictability of natural forces, and considering the resilience and adaptability of human communities in the face of natural hazards.</p>	
	<p><i>TROPICAL RAINFORESTS</i></p>	<p>Students will gain knowledge of Tropical Rainforests, including their physical locations, ecosystems, and biomes. They will learn about the climate conditions and the global air circulation model that influences these regions. Students will study air pressure and the different layers of the rainforest. They will explore plant and animal adaptations that enable survival in this unique environment. Additionally, students will understand the goods and services provided by tropical rainforests, the causes and impacts of deforestation, and strategies for responsible management. Congo/Brazil case study of indigenous tribes and deforestation.</p> <p>Skills: Geographical concepts, ecological analysis, critical thinking, environmental awareness</p> <p>British Values: Tolerance, Mutual Respect, Individual Liberty</p> <p>Opportunities for spirituality: Reflecting on the biodiversity and complexity of tropical rainforests, fostering a sense of wonder and responsibility for preserving these vital ecosystems.</p>	