



# Geography Curriculum Map

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
7	<p>1. Where do I live in the UK and the world?</p> <ul style="list-style-type: none"> <li>National, Regional, Local</li> <li>Being a geographer</li> <li>UK, SW, Bristol</li> </ul>	<ul style="list-style-type: none"> <li>Initial bridge between primary coverage and basic knowledge, understanding and skills needed to access KS3 Geography.</li> <li>Build a sense of place through knowledge of students' own place in the world, and at different scales within the world (local and national).</li> <li>Opportunity to draw out of students' prior knowledge that may not have been explicitly taught as "geography".</li> </ul>	Continent Ocean Latitude Longitude Global National Regional Local Scale Physical feature Human feature Rural Urban CBD Environment Fieldwork Fringe Inner city Landscape Suburbs Survey	Place - features of our area. Scale- our place at a range of scales – regional, national, and international. Interdependence – human and physical landscape.	<p><b>Numeracy:</b> Collecting, collating and presenting data of their place – local school fieldwork</p> <p><b>Writing:</b> Extended writing – Plan, do, review</p>	Quiz style questions PEEL paragraph
7	<p>2. Why is the Lake District a unique environment in the UK?</p> <ul style="list-style-type: none"> <li>Glaciation</li> <li>Industry</li> <li>Tourism</li> <li>National Park</li> </ul>	<ul style="list-style-type: none"> <li>Bring together a number of physical and human aspects of geography that are important in forming the foundational understanding for GCSE.</li> <li>Follows on from the introduction to the UK in Term 1, but quickly exposes students to the idea of learning through place.</li> <li>Enables an immediate look at a regional scale location having explored scale in Term 1.</li> </ul>	National Park Honeypot site Relief Fells Ribbon lake Glacier Ice age Arete Corrie Tarn Freeze-thaw weathering Tourism Mining Agriculture Quarrying Erosion	Place – unique locations within UK – National parks. Interdependence – between nature and humans physical and human processes – glaciation, tourism, industry, agriculture environmental impact - tourism/industry sustainable development - need to preserve natural environments (national parks)	<p><b>Writing:</b> Extended writing – Plan, do, review</p>	Quiz style questions PEEL paragraph CLF Assessment – Summative exam style assessment.

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
			Opportunities Challenges Social Economic Environmental			
7	3. How do rivers change the landscape? <ul style="list-style-type: none"> <li>Water cycle</li> <li>River Severn</li> <li>Flooding</li> </ul>	<ul style="list-style-type: none"> <li>Be able to explain the links between the human and physical geography of river landscapes.</li> <li>Be able to appreciate the importance of rivers and how they are managed.</li> <li>Know the effects flooding can have on the human environment.</li> </ul>	Evaporation Condensation Precipitation Infiltration Interception Transpiration Ground water flow Surface run off Source Mouth Watershed Drainage basin Tributary Erosion Hydraulic action Abrasion Attrition Solution Deposition Flood Hard engineering Soft engineering	Place – unique locations within UK – River Severn Interdependence – between nature and humans Physical and human processes – river processes and formations Environmental impact - flooding Sustainable development - need to manage rivers	<b>Writing:</b> Extended writing – Plan, do, review	Quiz style questions PEEL paragraph
7	4. Why is the changing coastline important to us? <ul style="list-style-type: none"> <li>Holderness coast</li> <li>Landforms</li> <li>Management</li> </ul>	<ul style="list-style-type: none"> <li>The UK is an island so understanding the coastal human and physical geography of these locations is essential to understanding the UK in depth.</li> </ul>	Coastline Erosion Transportation Deposition Geomorphology Weathering Sub-aerial processes Retreat Transportation Industry Trade Opportunities Challenges	Physical systems Space Place Water Cycle	<b>Writing:</b> Extended writing – Plan, do, review	Quiz style questions PEEL paragraph

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
7	<p>5. Why is Russia a vast wilderness?</p> <ul style="list-style-type: none"> <li>Climate</li> <li>Biomes</li> </ul>	<ul style="list-style-type: none"> <li>Studying a contrasting place to the UK will broaden students understanding of the world around us, develop their view on place and allow for contrasts to be made to the UK.</li> </ul>	<p>Eurasia Arctic circle Biome Climate Climate graph Vegetation Range Nature reserve Biodiversity Adaptation Permafrost Population distribution Population density Sparsely Densely Economic activity Curse Benefit</p>	<p>Place – unique locations within Russia Interdependence – links between human and physical features of a country</p>	<p><b>Writing:</b> Balanced discussion writing Justification / argument construction writing Extended writing – Plan, do, review</p>	<p>Quiz style questions PEEL paragraph</p>
7	<p>6. Is the geography of Russia a curse or benefit?</p> <ul style="list-style-type: none"> <li>Population distribution</li> <li>Arctic access</li> <li>Resources (oil and gas)</li> </ul> <p><i>*Protected characteristics (examining and challenging stereotypical views of people, places and environments, opportunity to study other locations that relate to the ethnic and national backgrounds of some of our students)</i></p>	<ul style="list-style-type: none"> <li>The diversity of geography within Russia will enable students to apply knowledge of how Russia is a globally significant place and home to a diverse range of landscapes and environments.</li> </ul>	<p>Arctic Circle Misconceptions Climate Graph Air Masses Adaptations Choropleth Map Population Density Global Commons Fossil Fuels Resources</p>	<p>Biomes Global atmospheric circulation</p> <p>Population changes Resource availability Sustainability</p>	<p><b>Writing:</b> Informative report writing Balanced discussion writing Justification / argument construction writing Extended writing – Plan, do, review</p>	<p>Quiz style questions PEEL paragraph</p>
8	<p>Is everything we know about Africa wrong?</p> <ul style="list-style-type: none"> <li>Perceptions and misrepresentations of Africa</li> <li>Link to History curriculum, it is important that students understand the role of Europe in the creation of modern-day Africa, and how colonialism has shaped</li> </ul>	<ul style="list-style-type: none"> <li>Break down misconceptions and barriers about Africa especially the perception of it as a single place, a problem which can be seen in the media and in students' understanding.</li> <li>To challenge the thoughts and ideas students have about Africa.</li> </ul>	<p>Biomes Birth/death Continent Development Development indicators Diverse Equator GNI Human development index Human feature Infant mortality</p>	<p>Place -Location of biomes in relation to equator. Understanding how a distant place is represented and the accuracy of this Development – How is development measured and how do countries improve over time?</p>	<p><b>Reading</b> Newspaper articles Geography journals</p> <p><b>Writing</b> Extended writing – Plan, do, review</p> <p><b>Oracy</b> Class discussions Think, pair, share</p>	<p>Quiz style questions PEEL paragraph</p>

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
	<p>(whether for the better or worse) the continent that it is today.</p> <ul style="list-style-type: none"> <li>It allows us to cover a variety of human and physical geographical topics.</li> </ul> <p><i>*Protected characteristics (stereotypes of Africa, examining and challenging stereotypical views of people, places and environments modern day slavery, colonialism, opportunity to study other locations that relate to the ethnic and national backgrounds of some of our students)</i></p>	<ul style="list-style-type: none"> <li>Broaden students' horizons and help them to understand further the concept of diversity, contrast and inequality.</li> </ul>	<p>Life expectancy Literacy rate Misconceptions Physical feature Prime Meridian Tropic of Cancer Tropic of Capricorn Sustainable development</p>	<p>Sustainability - Development that meets the needs of the present without compromising the ability of future generations to meet their own needs</p>	<p>Speak like a geographer</p>	
8	<p>Are Africa's landscapes more than just the Lion King?</p> <ul style="list-style-type: none"> <li>Interactions between the physical landscape and human concepts.</li> <li>Biomes</li> <li>Tourism / Ecotourism</li> <li>Sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>Build upon prior knowledge and previous work on misconceptions to address the idea that Africa is a continent of many, diverse landscapes.</li> </ul>	<p>Biome Climate graph Hadley Cell Equator Evaporation Condensation Tourism Opportunities Challenges Social Environmental Economic Multiplier Effect Ecotourism</p>	<p>Place -Location of biomes in relation to equator. Development Sustainability - Development that meets the needs of the present without compromising the ability of future generations to meet their own needs</p>	<p><b>Writing:</b> Extended writing – Plan, do, review</p>	<p>Quiz style questions PEEL paragraph</p>
8	<p>Why do people want to live in Europe?</p> <ul style="list-style-type: none"> <li>Physical and Human Features</li> <li>Population History</li> <li>Population Now (refugees)</li> <li>My place in Europe</li> <li>EU – Origins, Brexit, impacts</li> </ul> <p><i>*Protected characteristics (discrimination and migrants, promote diversity)</i></p>	<ul style="list-style-type: none"> <li>Investigating the diversity of different places, understanding that there are differences within as well as between countries and that people in other places have much in common with people in the locality and UK, reflecting universal human values, questions and concerns.</li> </ul>	<ul style="list-style-type: none"> <li>GDP</li> <li>Quality of life</li> <li>Migration</li> <li>Immigration</li> <li>Emigration</li> <li>Net migration</li> <li>Refugee</li> <li>Multiculturalism</li> <li>European union (EU)</li> <li>Trade</li> <li>Brexit</li> </ul>	<p>Place -the location and importance of Europe in the world and the UK in Europe. Development - the importance of links between countries. Interdependence – trading bloc – EU.</p>	<p><b>Writing:</b> Extended writing – Plan, do, review</p>	<p>Quiz style questions PEEL paragraph</p>

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
8	<p>Will Asia ever be on top?</p> <ul style="list-style-type: none"> <li>• NEE – What are they?</li> <li>• Rise of...China - Industry</li> <li>• Rise of...India - urbanisation</li> </ul> <p><i>*Protected characteristics (opportunities to study other locations that relate to the ethnic and national backgrounds of some of our students)</i></p>	<ul style="list-style-type: none"> <li>• Investigating how a diverse range of cultures and societies interact and contribute to each other, stressing common elements and concerns which reflect universal human values</li> </ul>	<p>Development  Development indicators  HIC  LIC  NEE  HDI  GNI  GNI per capita  Primary sector  Secondary sector  Manufacturing  Industrialisation  Rural  Urban  Urbanisation  Push factor  Pull factor  Natural Increase  Rural to Urban migration  Tertiary employment  Quaternary employment  Megacities  Slums  Poverty</p>	<p>Place -Location of NEEs and megacities.  Development - how rapid/unplanned development creates opportunities and challenges.  physical and human processes – industrialisation, urbanisation, development  environmental impact - industry</p>	<p><b>Writing:</b>  Extended writing – Plan, do, review</p>	<p>Quiz style questions  PEEL paragraph</p>
8	<p>Why do people live in the danger zone?</p> <ul style="list-style-type: none"> <li>• Natural hazards – Tectonic and Atmospheric</li> <li>• Multi-hazard zones – HIC vs LIC - Japan vs Philippines</li> </ul>				<p><b>Writing:</b>  Extended writing – Plan, do, review</p>	<p>Quiz style questions  PEEL paragraph</p>
9	<p>Can you make a decision?</p> <ul style="list-style-type: none"> <li>• Flooding – UK</li> <li>• Sea Level Rise – Global</li> <li>• Resources – Global</li> </ul>	<ul style="list-style-type: none"> <li>• Give students the skills and confidence to approach this type of geographical thinking and be able to make an informed decision.</li> <li>• To explore topical challenges and allow them to be able to have skills to assess these challenges.</li> <li>• To critically assess the challenges facing us in the future.</li> </ul>	<p>Decision making exercise  Stakeholders  Sustainability  Social  Economic  Environmental  Sea Level Rise  The Maldives  Flooding  Somerset Levels  Flood Defences  Renewable energy</p>	<p>place  space  scale  interdependence  physical and human processes  environmental impact  sustainable development</p>	<p><b>Writing:</b>  Extended writing – Plan, do, review</p>	<p>Quiz style questions  PEEL paragraph</p>

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
			Solar Park/Farm			
9	<p>Why should we care about oceans?</p> <ul style="list-style-type: none"> <li>Great Pacific Garbage patch</li> <li>Ocean ecosystems</li> <li>Plastic pollution</li> <li>Ocean acidification</li> <li>The enhanced greenhouse effect.</li> </ul>	<ul style="list-style-type: none"> <li>In 2017 Blue Planet II brought climate change to the forefront of government debates on how to make our world work towards a more sustainable way of living.</li> <li>To teach how to conserve and protect one of the largest ecosystems in our world.</li> <li>Enable students to become better and more knowledgeable global citizens.</li> </ul>	Biodiversity Climate Change Enhanced Greenhouse Effect Great Pacific Garbage Patch Gyre Northwest passage due to melting sea ice Overfishing Sustainability Sustainable Fishing. Thermal expansion	Sustainability Climate change	<b>Writing:</b> Extended writing – Plan, do, review	Quiz style questions PEEL paragraph
9	<p>Do we agree with Greta?</p> <ul style="list-style-type: none"> <li>Climate change – human causes – agriculture, fossil fuel use, deforestation. Physical causes – orbital theory, volcanoes, solar output</li> <li>Glacial and inter glacial periods – historic climate change</li> <li>Explain the difference between the greenhouse effect and the enhanced greenhouse effect</li> <li>Explore the impacts of climate change at a range of scales – local, national, international</li> <li>Paris climate agreement</li> <li>Define adaptation and mitigation</li> <li>Analyse the different strategies in place to combat climate change on a local, national and international scale (mitigation and adaptation).</li> <li>Example of climate change mitigation and adaption –</li> </ul>	<ul style="list-style-type: none"> <li>Involving different members of local communities in geographical enquiry, investigating their own experience and views.</li> </ul>	Activism Adaptation Campaigning Climate Change Development Economy Ecosystem Enhanced greenhouse effect Extreme Weather Fossil Fuels Greenhouse effect Greenhouse gases Mitigation Paris Agreement Policy Protesting Sustainability Glacial Period	Sustainability Climate change	<b>Writing:</b> Extended writing – Plan, do, review	Quiz style questions PEEL paragraph

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
	<p>Bangladesh or another appropriate example</p> <ul style="list-style-type: none"> <li>Explore the need for accountability in the climate crisis and explain the challenges that will be faced by future generations, what is the role of young people in the fight against climate change</li> </ul> <p><i>*Protected characteristics (In decision-making, appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and considering their own values and attitudes)</i></p>					
9	<p>How long can we exploit the earth's resources?</p> <ul style="list-style-type: none"> <li>Identify the spheres of earth – atmosphere, biosphere, hydrosphere, lithosphere</li> <li>Define and give examples of renewable resources - Air, water, wind, sunlight, living matter</li> <li>Non-renewable resources - Coal, oil, natural gas</li> <li>World footprint and ecological overshoot – resources are running out and being used in an unsustainable manner</li> <li>Understand the idea of geological time and its role in the formation of some natural resources</li> <li>Explore the formation of rocks, soil and oil,</li> <li>Understand what the Paris Agreement is</li> </ul>	<ul style="list-style-type: none"> <li>Address global environmental sustainability via resource management, an increasingly important contemporary news theme.</li> <li>Ensure all students leave KS3 with a basic knowledge of the importance of various renewable and non-renewable resources and their impacts on the planet.</li> </ul>	<p>Biome Atmosphere Biosphere Climate Change Crude Oil Energy mix Fossil Fuel Geological time Geologists Hydrosphere Igneous rock Industrial revolution Keystone XL Lithosphere Metamorphic rocks Mining Natural Resources Non-renewable Paris Agreement Raw Materials Renewable Sedimentary Stakeholders Sustainability</p>	<p>Sustainability Climate change</p>	<p><b>Writing:</b> Extended writing – Plan, do, review</p>	<p>Quiz style questions PEEL paragraph</p>

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
	<ul style="list-style-type: none"> <li>Define Paris Agreement and assess the USA's role of leaving and re-joining the agreement</li> <li>Case study – Keystone Pipeline – Arguments for and against pipeline being built. View of stakeholders</li> <li>History of coal use in the UK and the changes to UK energy mix</li> <li>Comparison study – Future of energy use – China vs Costa Rica</li> </ul>					
9	<p>What is the future of our planet?</p> <ul style="list-style-type: none"> <li>Be able to define sustainability.</li> <li>Give examples of social, economic and environmental sustainability.</li> <li>Know strategies for sustainable urban areas at a global scale – including example solar panels, greywater recycling, pedestrian and cyclist priorities – using the suburb of Abu Dhabi, 'Masdar City' as a case study.</li> <li>Identify ways in which homes can be made more sustainable</li> <li>Define what is meant by the term 'Waste'.</li> <li>Investigate waste management methods in the UK. – incineration, landfill, recycling.</li> <li>Evaluate the change in trends of waste management.</li> </ul>	<ul style="list-style-type: none"> <li>We all play a part in making changes to save our planet from climate change and to become active global citizens.</li> </ul>		Sustainability	<p><b>Writing:</b> Extended writing – Plan, do, review</p>	Quiz style questions PEEL paragraph
9	<p>Will we ever stop human exploitation?</p> <ul style="list-style-type: none"> <li>What are human rights – students explore the 30 human rights.</li> <li>Links between human rights and development (progress)</li> <li>Migration – define, push/pull factors and apply to different regions of the world and Syria as</li> </ul>	<ul style="list-style-type: none"> <li>Year 9 has a focus on global issues – most of these have been targeted on human activity leading to negative environmental impact. This unit changes the focus to looking at the human issues facing us as a population. Key features are the exploitation</li> </ul>	<p>Exploitation Human Rights The UN Inequality Development Migration Refugee Asylum Seeker Push factor</p>		<p><b>Writing:</b> Extended writing – Plan, do, review</p>	Quiz style questions PEEL paragraph



Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
	<p>an example. Migration to Europe and challenges associated with this journey and the impact on migrants</p> <ul style="list-style-type: none"> <li>Define forced labour and explore issue through example of China and Uighers</li> <li>Case study – Migrant Workers in Qatar – World Cup 2022</li> <li>Case study – Iphone in China - identify reasons for the production of iPhones in China, to describe the challenges that workers in the factories face and to decide whether Apple is responsible for human exploitation of factory workers.</li> <li>Human exploitation in the UK - Human trafficking, modern slavery, zero hours contract</li> </ul> <p><i>*Protected characteristics (Developing as responsible citizens with responsibilities to others, who can make a positive contribution to society, challenge injustice and show commitment to human rights)</i></p>	<p>of humans. This starts by identifying what human rights are and inequality across the global. A range of examples are then used to explore this including migration, labour, role of TNCs</p>	<p>Pull Factor Transnational Corporation (TNC) Forced Labour Uighur People Migrant Workers Population Pyramid Globalisation Human trafficking Modern slavery Zero hours contract</p>			
<p>10 (first teaching Sep 2021)</p>	<p>Urban Issues and Challenges</p> <ul style="list-style-type: none"> <li>Urbanisation in NEEs</li> <li>Lagos</li> <li>Opportunities and challenges of urbanisation</li> <li>Global patterns of urban growth</li> <li>Sustainability</li> <li>Urban change in Bristol and the UK</li> </ul> <p>Bristol Fieldtrip to Bristol to the Temple Meads area to investigate regeneration in the area. Four locations are</p>	<ul style="list-style-type: none"> <li>Investigating how a diverse range of cultures and societies interact and contribute to each other, stressing common elements and concerns which reflect universal human values</li> </ul>	<p>Brownfield Greenfield Megacity Migration Sanitation Deprivation Sustainable Urbanisation Regeneration Sprawl</p>	<p>Inequality Sense of place</p>	<p><b>Reading:</b> Reading newspaper articles Geographical articles Text pages</p> <p><b>Writing:</b> 6/9 mark essay questions Structure strips Planning templates</p> <p><b>Oracy:</b></p>	<p>Formative assessments throughout lessons on longer response questions.</p>

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
	compared and then in the classroom results are analysed and presented.				Class discussions on planning answers Talk to partner	
10 (first teaching Sep 2021)	<p>Living World</p> <ul style="list-style-type: none"> <li>A study of ecosystems followed an in depth of study of both rainforests and deserts. Opportunities and challenges of both environments are studied along with the future issues associated with both environments.</li> </ul>	<ul style="list-style-type: none"> <li>To assess the challenges and opportunities within differing environments supporting the idea of place and global challenges.</li> <li>Investigating environmental change and its impact on inclusion and exclusion, for example global warming and its impact on migration</li> <li>Relating geographical concepts to current social issues and controversies.</li> </ul>	Abiotic Biotic Consumer Ecosystem Food chain Food web Nutrient cycling Producer Biodiversity Commercial farming Debt reduction Deforestation Ecotourism Logging Mineral extraction Selective logging Soil erosion Subsistence farming Sustainability Appropriate technology Desertification Over grazing Over cultivation	Climate Interdependence Human impacts on physical environments	<b>Writing:</b> Extended writing – Plan, do, review	
10 (first teaching Sep 2021)	<p>UK Physical Landscapes</p> <ul style="list-style-type: none"> <li>River profile</li> <li>Landforms</li> <li>Management strategies</li> <li>Example of the River Tees</li> <li>Physical processes</li> <li>Coastal landforms</li> <li>Management strategies</li> <li>Example of the Dorset coast</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the interrelated physical and human dimensions of environments and how and why they change, understanding that societies are continually changing and that these changes are the result of a range of processes, and understanding creative approaches to resolve issues.</li> <li>Physical processes are explained, and the consequence of these processes are studied</li> </ul>	Abrasion Attrition Cross profile Discharge Embankments Estuary Fluvial Gorge Hydraulic action Hydrograph Interlocking spurs Lateral erosion Levees Meander Precipitation Suspension	Earth surface physical processes and change over time  Human influence on physical processes  Relationship between people and the environment	<b>Writing:</b> Extended writing – Plan, do, review	

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
		<ul style="list-style-type: none"> <li>Human interaction with physical process allows students to understand the role humans play in the management of physical processes.</li> </ul>	Traction Vertical erosion  Attrition Bar Beach Weathering Dune regeneration Erosion Gabion Groyne Engineering Hydraulic power Longshore drift Managed retreat Mass movement Rock armour Sand dune Spit			
10 (first teaching Sep 2021)	Fieldwork and paper 3 skills	Recall and the opportunity for revision as part of the fieldwork will prepare students for the end of Year 10 PPE's. Fieldwork will be completed allowing students to collect and analyse their own data supporting the geographical theory taught and embedding key skills. Paper 3 tests knowledge on two pieces of fieldwork students have completed. Application of knowledge and skills.			<b>Writing:</b> Extended writing – Plan, do, review	
10 (first teaching Sep 2021)	The Challenge of Natural Hazards <ul style="list-style-type: none"> <li>This topic covers a range of natural hazards and examines the physical processes and systems which create them, the risks they pose to humans and the way these risks are managed. Tectonic hazards, weather hazards and climate change are each studied. Key</li> </ul>	Gain a deeper understanding of the human and physical processes and challenges that we are facing in today's environmental climate and political agenda.	Hazard Earthquake Planning Prediction Primary effects Secondary effects Volcano Extreme weather Global atmospheric circulation model	Risk and vulnerability Development Climate change	<b>Writing:</b> Extended writing – Plan, do, review	

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
	<p>physical processes linked to hazards most notably tectonics, weather and climate change.</p> <ul style="list-style-type: none"> <li>Students begin to understand the impact hazards can have on different location with different levels of development</li> </ul>		<p>Tropical storm Adaption Climate change Mitigation Quaternary period</p>			
11 (first teaching Sep 2022)	<p>Changing Economic World</p> <ul style="list-style-type: none"> <li>Quality of life</li> <li>Contrasting study of a NEE (Nigeria) focused on society, culture and the environment is compared to the UK, and how its economy has changed over time.</li> </ul> <p><i>*Protected characteristics (opportunities to study other locations that relate to the ethnic and national backgrounds of some of our students)</i></p> <ul style="list-style-type: none"> <li>Strategies to reduce the development gap</li> <li>Major economic changes in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Students continue to learn about other countries and development and challenge their own perceptions of places in the wider world.</li> <li>Global variations in economic development and quality of life</li> <li>The consequences of rapid growth in NEEs</li> </ul>	<p>Commonwealth Deindustrialisation Development Fairtrade Globalisation Post industrial Transnational corporation</p>	<p>Development and the development continuum Post industrial economy</p>	<p><b>Writing:</b> Extended writing – Plan, do, review</p>	
11 (first teaching Sep 2022)	<p>Challenge of resource management</p> <ul style="list-style-type: none"> <li>food, water and energy are studied with a focus on the UK.</li> <li>Water supply and demand will be studied in more detail on a global scale with key links made to development and sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>These resources are fundamental to human development and the demands and provisions of them create opportunities and challenges.</li> <li>Water is a resource that needs to be used sustainably.</li> </ul>	<p>Agribusiness Energy mix Grey water Over abstraction Sustainable</p>	<p>Development Sustainability</p>	<p><b>Writing:</b> Extended writing – Plan, do, review</p>	
11 (first teaching Sep 2022)	<p>Revision</p>	<p>The pre-release paper comes out in March and allows for skills and application of the content taught. Due to its synoptic nature the content will be then revisited as revision and students given the opportunity to make wider links having learnt all the topics and can apply this to the extended answer questions.</p>			<p><b>Writing:</b> Extended writing – Plan, do, review</p> <p><b>Reading:</b> Source booklet and analysis from pre-release</p>	

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
		Skills that have been developed throughout the course are revisited, students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification.				