



1st Form	What is geography, maps and mapping?	Antarctica – the frozen continent?	How do rivers shape our landscapes?	To develop a deeper understanding of the following geographical concepts and skills: 1. Sense of varying scales and places in the world. 2. Introduce the skills of GIS through the Digi Maps (Maps and Rivers). 3. The role of key players in the development and change of places (Antarctica). 4. Processes directly influence landscapes making them dynamic places (Rivers).
Learning Intentions and Skills	- Locate and describe places using latitude and longitude - Demonstrate the ability to use Ordnance Survey map skills, scale, 16 point compass, grid references, height, direction, with aerial photos - Describe the topography of the UK - Use DigMaps to locate features on GIS	- Describe and explain the distribution of world biomes - Analyse climate graphs - Describe and explain the climate of Antarctica - Assess the challenges and opportunities that Antarctica presents - Evaluate the benefits and challenges of the Antarctic treaty - Assess the impacts of climate change on Antarctica	- Explain the hydrological cycle and drainage basin processes - Explain river processes – erosion, transportation, deposition – to create landscapes - Identify river landscape features from OS Maps - Explain why people investigate drainage basin processes - Explain how human and physical factors cause rivers to flood - Identify ways that people respond to river flooding - Identify how river flooding can be managed - To follow a rivers journey from the source to mouth using DigiMaps	
2nd Form	How and why are Earth's biomes diverse?	Why is Africa a continent of contrasts?	Why is Earth a restless place?	To develop a deeper understanding of the following geographical concepts and skills: 4. The world consists of a range of complex natural systems which are interlinked (Biomes). 5. The role of key players in the development and change of places overtime (Africa and Restless Earth). 6. Processes directly influence landscapes and people thereby making key player decisions challenging (Biomes and Restless Earth). 7. Further develop the skills of GIS through the DigiMaps (Restless Earth)
Learning Intentions and Skills	- Create a climate graph using data from the UK. Then compare the UK climate to another region - Explain how the two pressure systems create different types of weather - Explain the difference between the 3 types of rainfall - Explain the purpose of the global atmospheric circulation - Explain the location, threats, flora/fauna adaptations, challenges, and opportunities for the following 3 biomes: Coral Reefs (Great Barrier Reef), Rainforests (Borneo), Tundra/Polar (Svalbard)	- Explain how and why do ecosystems and their characteristics change across Africa - Outline the common misconceptions about Africa including: poverty, education and health - Explain the role of colonialism in shaping Africa - Explain the reasons behind migrants from West Africa moving to Europe - Explain how food connects us to Africa - Outline the reasons to why Africa has the highest rates of Malaria in the world - Assess the role of the MDGs in helping Africa's development	- Outline the classifications on natural hazards - Explain why some places are more at risk than others from certain hazards - Outline Earth's internal structure - Explain the movement of the four plate margins - Explain the formation of earthquakes, shield/composite volcanoes, and tsunamis - Assess the causes, impacts, and responses to the following disasters: Turkey and Syria earthquake, White Island eruption, and the Boxing Day tsunami - Outline the prevalence of tectonic hazards in Great Britain using DigiMaps	
3rd Form	How has globalisation changed the way we live?	What happens when the land meets the sea?	Why are some places food secure and others insecure?	To develop a deeper understanding of the following geographical concepts and skills: 1. The world is interlinked on several spatial scales through trade (Globalisation and Food Security). 2. The development of new key global players and what they will look like in the future (Globalisation). 3. Physical processes directly influence landscapes and people thereby making key player decisions challenging (Coasts). 4. Further develop the skills of GIS through the DigiMaps (Coasts and Food Security)
Learning Intentions and Skills	- Define the process of economic, political, social, and cultural forms of globalisation. - Explain how globalisation is measured. - Outline the factors that have increased the rate of globalisation. - Explain how globalisation has influenced the fashion industry. - Assess the factors and impacts of China becoming the workshop of the world. - Explain how both China and India continue to globalise the world	- Explain the role of geology and weathering on the shape of UK coastlines - Explain how waves influence coastal landscapes (<i>erode, transport and deposit</i>). - Explain the formation of erosional and depositional coastal landforms. - Assess the social, economic, environmental and political impacts of coastal erosion - Evaluate the effectiveness between hard and soft engineering defences / alternative coastal management strategies (Holderness) - Explore coastal processes and landforms overtime using DigiMaps	- Outline the ways in which Earth's natural resources are categorised - Outline the purpose and need for certain resources: renewable and non-renewable - Outline the composition of soil and why it is a vital resource - Explain the process of desertification - Describe the distribution of desertification - Explain where food is mainly grown on Earth and the reasons behind this - Assess the impacts of food surplus and deficits – Somalia - Explain how food miles are accumulated within day to day lives - Evaluate the ways in which we can reduce food waste within the UK - Map the journey of food products using DigiMaps	



4 th Form Paper 1 Physical	The Challenge of Natural Hazards	The Living World	UK Landscapes (Coasts and Rivers) + Fieldwork	To develop a deeper understanding of the following geographical concepts and skills:
Learning Intentions and Skills AQA GCSE	- Explain the physical processes at plate margins - Describe the global distribution of earthquakes and volcanoes - Assess the impacts and responses to earthquakes at varying levels of development (Nepal vs Chile) - Explain how we can reduce the risk from tectonic hazards. - Describe the global distribution of tropical storms. - Explain the formation of tropical storms - Assess the impacts and responses to tropical storms (Typhoon Haiyan) - Explain how tropical storms can be mitigated - Explain the reasons behind climate change and why the UK weather is becoming more extreme	- Outline a small scale ecosystem (Epping Forest) - Explain how ecosystems can change on a small scale - Outline the distribution of the world's biomes. - Explain the reason behind the distribution of the biomes using the global atmospheric circulation - Outline the physical characteristics of a tropical rainforest - Explain the causes of deforestation in tropical rainforests (Amazon rainforest) - Assess the impacts of deforestation - Evaluate the how rainforests can be managed sustainably - Outline the physical characteristics of hot deserts - Explain how and why animals and plants have adapted to hot deserts - Assess the opportunities and challenges within hot deserts (The Western Desert) - Assess the causes and strategies to reduce the impacts of desertification (The Sahel)	- Identify the location of major upland/lowland areas and river systems. - Explain coastal and fluvial processes - Explain how geology influences coastal and river landforms. - Explain the formation of coastal and river landforms - Assess the effectiveness of coastal and river management schemes within the UK (Banbury and Holderness) Two Day Fieldtrips Day Trip 1: Juniper Hall – physical fieldwork skills using quantitative and qualitative methods by studying a river local. Explore the interactions between human and physical influences in impacting river environments and river discharge. Day Trip 2: Stratford Regeneration human fieldwork skills using quantitative and qualitative methods on the impact of regeneration within the Stratford following the 2012 Olympics.	1. The dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. 2. Human processes, systems, and outcomes can change both spatially and temporally. 3. To develop and demonstrate a range of geographical skills including: cartographic, graphical, numerical and statistical.
5 th Form Paper 2 Human	Urban Issues and Challenges	Changing Economic World	Challenge of Resource Management	
Learning Intentions and Skills AQA GCSE	- Describe the global pattern of urban change. - Describe the urban trends in different parts of the world including HICs and LICs. - Explain the factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. - Explain the emergence of megacities. - Explain how urban growth creates opportunities and challenges within LICs and NEEs (Rio de Janeiro) - Explain the urban change in the UK leads to a variety of social, economic and environmental opportunities and challenges (London). - Explain how urban sustainability requires the management of resources and transport.	- Describe the global variations in economic development and quality of life. - Explain the various strategies to reducing the global development gap. - Explain how LICs and NEEs are experiencing rapid economic development and the impacts from this (Jamaica tourism and Nigeria's economic growth) - Explain how major changes in the UK economy have impacted employment patterns and regional growth.	- Outline how and why food, water, and energy and fundamental to human development. - Explain the changing UK demand and provision of resources (food, water and energy) in the UK and how this can create challenges and opportunities. - Energy focus – explain how the demand for energy resources are rising globally yet supplies may be insecure, which could lead to conflict. - Assess the different strategies that can be used to increase energy supply (Chambamontera Peru) Pre-Release and Fieldwork Paper 3 Preparation Pre-release: 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. Fieldwork: Pupils need to undertake two geographical enquiries (Juniper Hall and Stratford), each of which must include the use of primary data, collected as part of a fieldwork exercise	4. Develop and apply core geographical knowledge within place-based context. 5. Geography is an enquiry based subject – formulate questions and sequences of enquiry to come to an overarching conclusion using primary and secondary data.