Curriculum Statement - GEOGRAPHY

Our Intent:	
What is the vision (big picture) for your subject?	We live in a diverse and dynamic world, with increasing social, environmental and economic challenges that pose unique problems and opportunities. Our vision in the Geography Department is to equip our students to meet the challenges of both. We will aim to produce a community of self-reflective learners well equipped to deal with situations that require an understanding of local and global issues with an appreciation of the impact their decisions have on the world around them. **Our big ideas: Place, Space, Scale, Sustainability & Diversity**
What are the key concepts that underpin your subject?	Understanding of location and place, Understanding of patterns processes and environmental change, Competance in geographical enquiry, Ability to interpret and analyse geographical information, Communicate using high levels of fluency, articulation and complex specialist vocabulary
Which key themes are repeated over time?	To produce a community of self-reflective learners, our aim is to promote the 5 key themes of geography: Location; Place, space, scale, interdependence, environmental interaction, changing physical and human processes and diversity. Our students will study at a variety of scales focusing on the wider world but fostering a deeper understanding of our personal locality within this.
What knowledge and skills will students have at the end of each key stage?	KS2: Students should have a solid understanding of geographical concepts and be able to use maps and other tools to analyze and interpret geographical data. They should understand the relationship between human and physical systems, and be able to discuss how actions impact the environment and communities. They should also be able to locate and describe the physical and human characteristics of various regions including the UK and the wider World.
	KS3: Students should have a good understanding of both human and physical geography, including the ability to analyze and interpret geographical data and apply their knowledge to real-world contexts. They should also have developed strong map skills and an understanding of geographical processes that shape the Earth. They should also be able to locate and describe the physical and human characteristics of multiple regions including the UK, Europe, Africa and Asia
	KS4: Students should have a broad and in-depth understanding of geographical concepts, skills, and processes, including both physical and human aspects. This includes the ability to analyze geographical information, evaluate issues, and communicate knowledge effectively. They should also have a strong foundation in locational knowledge, fieldwork techniques, and the ability to apply geographical knowledge to real-world contexts.
	KS5:Students have a broad and in-depth understanding of the world, its diverse places, and the interconnectedness between human and physical systems. They can apply their geographical knowledge to understand complex issues, analyze information, and critically evaluate arguments. **Broad understanding of the world:** Students understand diverse places, people, resources, and environments, both local, national, and global. **In-depth understanding of processes:** They have a deep understanding of key physical and human processes that shape the Earth's features and influence human activities. **Application of knowledge:** Students can use their geographical knowledge to analyze complex issues, evaluate arguments, and make informed decisions. **Geographical skills:** They are proficient in using geographical skills, such as map interpretation, data analysis, and fieldwork, to support their geographical understanding. **Critical thinking:** Students develop critical thinking skills, enabling them to question, analyze, and evaluate geographical issues and arguments. **Interconnectedness:** They understand the interconnectedness between human and physical systems, recognising the impact of human activities on the environment and vice versa. **Global citizenship:** The curriculum fosters a sense of global citizenship, encouraging students to be informed and engaged in shaping a more sustainable and equitable world.
Does your curriculum intent match or exceed the breadth of the National Curriculum/Subject specification?	Our geography curriculum is designed to both meet and ideally exceed the national curriculum's objectives, ensuring students gain a strong understanding of the subject. This involves providing a coherent curriculum that is underpinned by strong learning theories, focusing on key concepts, and sequencing content to build knowledge and skills gradually.
How do you ensure that learning is sequenced effectively over time in your subject?	Effective sequencing in a geography curriculum involves structuring learning experiences to build upon prior knowledge, develop geographical skills, and promote deeper understanding of key concepts and places. This is achieved by starting with simple concepts and gradually increasing complexity, making connections between different geographical areas and topics, and using a variety of teaching methods.
How have you decided what knowledge and skills you want students to learn in your subject?	Knowledge and skills within Geography have been determined to align with educational standards, considering student needs, and ensuring a balanced curriculum that fosters both foundational knowledge and practical abilities. This is achieved through careful planning, including defining learning objectives, selecting relevant content, and designing effective teaching and assessment strategies.
How do you plan to cater for cultural capital e.g. trips, visits, enrichment, careers, applied learning, real word application & power skills development?	Fieldwork is an integral component in geography, it provides hands-on, real-world learning experiences that enhance understanding beyond the classroom. It allows students to connect theoretical knowledge with practical application, develop essential skills, and appreciate the complexities of geographical phenomena. Fieldwork should not just be an add-on to geography education; it is an integral part of the learning process, providing students with invaluable experiences, skills, and a deeper appreciation for the world around them. As such within the coundaries of resources and expenditure external trips are organised for year 8 - Coastal processes and place making, Year 11's - Built environment and coastal management Year 12's (4 day residential) NEA preperation, primary data collection and field analysis. The practical application of Geography is incorporated into lessons frewquently, Careers are highlighted to address critical global challenges and to show the diverse opportunities available that will help to shape the future. Careers are chosen that show Geographers analysing spatial relationships, understanding environmental (climate change), and contributing to urban planning, resource management, and disaster preparedness.
What are your main instruments of the curriculum used to implement, deliver, and assess your curriculum effectively?	Effective implementation, delivery, and assessment of a geography curriculum rely on a combination of geographical tools, including, but not limited to maps, atlases, texts, graphs, numerical stimuli, and digital mapping technologies. Assessment methods range from self and peer assessment to formal end-of-unit assessments, alongside lesson observations and pupil conferencing.
How is homework used to encourage, enthuse and develop pupils' skills and understanding?	Geography homework is used to foster curiosity, develop geographical skills, and deepen understanding of the world by encouraging research, exploration, and critical thinking. It can also help students connect with their local environment and appreciate global diversity. Independent study is encouraged through the use of online learning platforms
How are you ensuring that each teacher has the requisite subject knowledge to teach effectively?	To ensure teachers have the necessary subject knowledge for effective teaching, schools and educational institutions employ a multi-faceted approach. This includes professional development opportunities focused on subject matter, ongoing mentoring and coaching, and fostering a collaborative environment where teachers can learn from each other and share best practices. Additionally, schools we use subject-specific resources and materials aligned with the curriculum to support teachers in their preparation and delivery of lessons.
Our Implementation:	
What will we see when we drop into your subject lessons and why?	Geography lessons at Budmouth connect students with the subject matter, encouraging them to make sense of the world around them. They will be engaging, stimulating, and allow students to explore geographical concepts through a variety of activities and resources. This includes using maps, data, and other visual materials, as well as fostering discussion and critical thinking. Specifically leessons will evidence students (1) Engaging with Geographical Concepts (ie development or sustainability) (2) Incorporating geographical data from quantitative and qualitative sources (statistics, graphs, and visual representations) that help students understand the world. (3) Connect to Students' Existing Knowledge using interleaved tasks and assessments (4) Foster critical thinking with students encouraged to analyse information, form their own opinions, and engage in discussions about geographical issues. (5) Making Sense of the World using place based learning to explore their world in depth, considering alternate perspectives and contexts
How do you adapt or tailor your curriculum to meet the needs of students with different starting points (KS2 data)?	Differentiation in geography teaching involves tailoring instruction to meet the diverse needs of all learners, ensuring that every student can access and engage with the subject matter. This is achieved by adjusting the content, process, product, or learning environment to better suit individual learning styles and abilities.
How do you stretch students who are high prior attainment?	HPA geography students are provided with opportunities for deeper learning, independent research, and complex problem-solving. Thisis achieved through differentiated tasks, encouraging critical thinking, and incorporating open-ended discussions. Strategies include focusing on (1) Higher-order thinking skills (2) Fostering Deep Understanding (3) Promoting Independent Learning (4) Effective Questioning and Feedback (think critically, targeted feedback) (5) Enrichment Opportunities (fieldwork, guest speakers)
How do you support and scaffold (visual, verbal & written) for students who are SEND?	In Geography we create classroom environments that are safe, supportive, and conducive to learning. SEND information is used to determine classroom dynamics and pairings whilst the physical arrangement of the classroom are designed to accommodate different learning styles and needs. Technology is used to create engaging and interactive learning experiences that readily support learners needs. Feedback, whilst light touch is more frequent and identifies strengths and weaknesses.
How do you support students who are disadvantaged?	A variety of teaching methods are used such as direct instruction, group work, and independent research. We offer choices in how students demonstrate their understanding, such as through presentations, written reports, or creative projects. Scaffolding, such as writing frames or sentence starters, are used to support students with writing tasks. PP and bursary funding is used to supplement fieldwork expenses to allow equality of participation
Our Impact:	
How are you monitoring implementation in your subject area?	Quality assurance in geography teaching involves a continuous process of monitoring, evaluating, and improving the effectiveness of geography delivery. It encompasses various aspects, including curriculum design, teaching practices, student assessment, and professional development, aiming to ensure high-quality learning experiences and outcomes for students.
How do you check the rigour in planning and resourcing in your subject area?	Within geography we have established clear objectives in the design of lessons focusing on the big ideas and spiralised information. We have identified what effective lessons look like and identified success criteria for these, progress is tracked against these metrics, and quality assurance takes place. Regular collegiate reviews of modules take place on depeartmemt meetings and documentation of decisions is recorded
How do you use assessment in your subject area?	Assessments in geography are used to gauge student understanding of geographical concepts, skills, and their ability to apply this knowledge in various contexts. They serve multiple purposes, including helping students understand their learning progress, identifying areas for improvement, and informing teaching strategies. Assessments can be both formative (ongoing, to guide learning) and summative (at the end of a unit or course, to assess overall achievement).
How do assessments identify gaps in students' knowledge and their ability to apply that knowledge fluently and accurately?	**Formative** assessments, play a crucial role in identifying gaps in students' knowledge and their ability to apply it. They do this by providing a snapshot of where students are in their learning journey, revealing areas of strength and weakness. Formative assessments are ongoing and provide continuous feedback on student learning throughout a unit or course. They can take various forms, such as do now tasks, whiteboard tasks, classroom discussions, or short writing assignments. Feedback on student work allows them to understand errors and misconceptions. Analysing the results of summative assessments reveal patterns of strengths and weaknesses that can inform the classroom teacher of foci requiring re-teaching. **Summative** assessments evaluate learning at the end of a period and contribute to a final grade. **Peer** assessment, students assess and provide feedback on each other's work, often using predefined criteria
How is knowledge remembered in your subject?	Knowledge is remembered through a combination of substantive knowledge (facts and information about the world) and disciplinary knowledge (understanding how geographers think and analyse). Effective learning strategies include retrieval practice, spaced practice, and making connections between new and existing knowledge to build robust schemas in long-term memory.

BUDMOUTH ACADEMY WEYMOUTH

Curriculum Overview: GEOGRAPHY

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 7	**Unit 1: Mapskills** Students begin by learning to use different types of maps, including topographic, thematic, political, physical, and sketch maps. Grid references are essential for location work: four-figure references identify general areas, while six-figure references pinpoint exact features. Directional skills include using the cardinal and intercardinal points, as well as compass bearings measured in degrees to navigate accurately. Understanding scale allows students to measure distances using linear, ratio, or word scales. They learn to convert map measurements into real-world distances, including along curved features like rivers or roads. Map symbols are introduced, OS standard symbols for natural and human features, are decoded using keys. Representing height and relief is taught through contour lines, spot heights, and layer shading, helping students visualise the shape of the land. Overall, these skills allow students to interpret and analyse maps effectively, preparing them for fieldwork, decision making tasks,	**Unit 2: UK Settlement and Place** Focuses on how and why people live where they do, how places develop over time, and how human and physical factors shape communities and landscapes.Settlement theory explains how access to resources, trade, defence, and transportation helped determine the location and development of towns, cities, and villages. Place theory adds another dimension by exploring how people experience and attach meaning to these locations, influenced by culture, history, and community identity. Together, these theories explain both the physical layout of UK settlements and the emotional and social connections people have with their environments, from rural villages in Dorset to urban neighbourhoods in Manchester.	**Unit 3:Weather and climate** Weather and climate impact nearly every aspect of life on Earth, from where people live and what they grow, to how societies develop and how natural systems function. Understanding weather helps us prepare for daily activities and extreme events, such as storms, floods, heatwaves, or snow. Accurate forecasting can save lives, protect property, and support industries like agriculture, aviation, and tourism. Climate, shapes ecosystems, influences the types of crops that can be grown, and determines the design of buildings and infrastructure. In the UK, for example, the mild temperate climate allows for a variety of farming practices and supports diverse habitats. The Earth's climate is changing, leading to rising sea levels, more extreme weather, and disruptions to ecosystems and economies. By learning about climate zones, global circulation, and the science behind weather patterns, students gain insight into these global processes and how to respond to them.	**Unit 4: UK Economy and Industry** Focuses on UK's post-industrial economy. Students are introduced the four sectors of industry: the primary sector which is now small due to mechanisation and imports; the secondary sector which was once dominant but has declined due to globalisation and cheaper overseas production; the tertiary sector, the largest part of the UK economy; and the growing quaternary sector, focusesing on research and technology services. Investments in infrastructure, such as transport links and broadband, as well as the growth of science and business parks, are helping support the UK's modern economy. Understanding these changes is key to analysing how the UK's economy is structured, how jobs are changing, and how the country competes in a globalised world.	**Unit 5: UK Landscapes** Studying the UK's physical landscape helps students understand the natural features that shape where and how we live. By learning about the differences between upland and lowland areas, students explore why certain regions are more suited to farming, industry, or tourism. For example, the flat, fertile lowlands of southern England are ideal for agriculture, while the rugged uplands of Scotland and Wales attract visitors for hiking and scenery. Understanding these landscapes also helps explain how rivers, mountains, and coasts have influenced the location of towns, transport routes, and economic activity. Knowledge of the UK's landscape also deepens awareness of natural processes like erosion, weathering, and glaciation, which have formed many of the country' s landforms over thousands of years. Learning about rivers, such as the Thames or Severn, and coastal features like cliffs and bays, gives students insight into how water shapes the land, and how people manage flooding, erosion, and sea-level rise. Studying the UK's physical geography builds a sense of place and connection. It helps students appreciate the diversity of their environment and understand the challenges of managing natural resources, protecting landscapes, and preparing	**Unit 6: Ecosystems** Students investigate how living things interact with each other and with their environment. Ecosystems show how plants, animals, and microorganisms depend on each other for survival, and how physical factors like climate, soil, and water influence life. This knowledge helps students see how life is connected at both local and global levels, from a pond or woodland to a rainforest or coral reef. Understanding ecosystems highlights the impact humans have on the natural world. Issues including deforestation, pollution, climate change, and biodiversity loss help students recognise the consequences of human actions and the importance of sustainable living. Studying ecosystems encourages students to think critically about issues such as conservation, food chains, habitat loss, and the importance of protecting endangered species.
Year 8	**Unit 1: Overseas development** Understanding overseas development is essential for helping students understand global inequalities, the complexities of economic and social progress, and the role of international cooperation in addressing poverty. By exploring how and why countries develop at different rates, students gain insight into key geographical themes such as development indicators, quality of life, aid, trade, and the legacy of colonialism. This topic encourages students to think critically about the causes and consequences of uneven development and to assess different strategies used to promote sustainable growth, such as; debt relief, education, and investment in infrastructure. Case studies from a range of countries, teach pupils to question stereotypes, challenge assumptions, and appreciate the diverse pathways and challenges involved in development. Overseas development supports the NC's aims by linking human and environmental geography, promoting enquiry, and preparing students for life in a globally connected world.. By learning about development issues, students are better equipped to evaluate the role of individuals, governments, and organisations in creating a fairer, more sustainable future for all.	**Unit 2: Population and migration** The study of migration and population dynamics develops understanding of how and why people move, where they settle, and how populations change over time.This topic helps students explore key human geography concepts such as population growth, distribution, and demographic change. Understanding these patterns allows students to see how resources, services, and opportunities are spread unevenly around the world and how this influences people's lives. Migration, whether voluntary or forced, local or global helps students examine the causes and consequences of people moving, including push and pull factors like conflict, jobs, climate change, and quality of life. It encourages empathy by exploring the experiences of migrants and refugees, and it also raises important discussions about identity, integration, and diversity in societies. By studying population dynamics, students also learn about population pyramids, ageing populations, and how governments respond to changing needs.These topics link with real world issues such as housing, healthcare, education, and employment.	**Unit 3:Tectonic Hazards** The movement of the Earth's tectonic plates explains major physical processes; earthquakes, volcanic eruptions, and the formation of mountains. These natural phenomena allow students to gain a clearer understanding of the structure of the Earth and the forces that continue to shape its surface. This builds a strong foundation for further geographical and scientific learning. Additionally this topic helps students understand real world events and global challenges posed by the natural environment. Natural hazards appear in the news, and investigating them allows students to make sense of these events in context. It encourages them to ask critical questions about risk, impact, and human responses. Students also explore how different regions of the world experience and manage hazards, building their awareness of inequality and resilience across societies in turn developing their empathy and global perspective. Finally, the topic fosters key skills such as analysis, problem-solving, and evidence-based thinking.Through maps, models, and case studies, students learn how geographers and scientists investigate Earth processes	**Unit 4: China and India: Asian superpowers** As the two most populous countries in the world, India and China together represent over a third of the global population. Exploring their demographic growth, urbanisation, and regional diversity allows students to grasp the scale and complexity of modern societies and the challenges and opportunities that come with large populations. Both India and China are also major global economic powers with rapidly growing and evolving economies. China is the world's second-largest economy and a leading force in manufacturing, exports, and infrastructure, while India has emerged as a global hub for technology, services, and innovation.Teaching students about these economies helps them understand global trade networks, industrial development, and the shifting balance of economic power in the 21st century. By examining the population dynamics and economic development of India and China, students gain insight into key issues such as development, inequality, sustainability, and international relations. NC's focus on global awareness and interconnectedness is addressed and content prepares students to think critically about the world they live in.	**Unit 5: Global commons: Polar environments** The global commons, areas beyond national jurisdiction such as the high seas, the atmosphere, Antarctica, and outer space are shared resources that play a vital role in the health and stability of the planet. By exploring these regions, students gain insight into complex issues such as climate change, biodiversity, international cooperation, and resource management. The polar regions, particularly the Arctic and Antarctica, serve as powerful case studies for investigating the impacts of global warming, melting ice caps, rising sea levels, and fragile ecosystems.These regions highlight the interconnectedness of human activity and environmental change, as well as the geopolitical interest in untapped resources. Understanding the polar regions fosters critical thinking about conservation, ethical decision-making, and the challenges of balancing economic interests with environmental protection. Investigating global commons and polar studies equips students with the knowledge and skills needed to engage with pressing global issues and aligns with the NC's aim to promote environmental awareness, geographical enquiry, and responsible citizenship.	**Unit 6: Coastal challenges and opportunities** Coasts are constantly changing environments influenced by erosion, deposition, transportation, and weathering. Studying these processes helps students build core knowledge of how physical systems operate and interact with each other over time. The topic also highlights the relationship between people and the environment, as many coastal areas are densely populated and economically significant but increasingly vulnerable to climate change, sea level rise, and extreme weather. By exploring coastal management strategies, such as sea defences, managed retreat, and sustainable planning, students learn how humans respond to and influence natural processes, fostering decision making and evaluative skills. Coasts also provide a valuable context for fieldwork, enquiry, and data interpretation, supporting the development of key geographical skills.This topic links to broader themes such as sustainability, risk, and resilience, and aligns with the NC's aim to help students understand the interaction between physical and human geography. A knowledge of coasts equips students with the tools to understand the environment and appreciate the importance of managing fragile coastal systems for future generations.
Year 9	**Unit 1: Russia and the Middle East** These regions play a major role in global geography, politics, culture, and economics. Russia is the largest country in the world, with a wide range of climates, landscapes, and natural resources. **Physical geography**; like vast forests, mountain ranges, and harsh climates affects where people live, work, and how the country connects with the rest of the world. It also offers insight into population distribution, regional differences, and environmental challenges such as permafrost and resource extraction. The Middle East's strategic location, rich cultural history, and key role in the global energy supply are investigated.This region helps students understand the significance of oil and gas, the challenges of water scarcity, and the impact of conflict, migration, and political tension. It also introduces students to diverse cultures, religions, and landscapes from deserts and rivers to cities and farming communities. By exploring Russia and the Middle East, students gain a better understanding of how geography shapes global relationships, trade, and development. It helps them think critically about current issues such as climate change, global energy demand, and	**Unit 2: Mineral security** Minerals such as copper, aluminium, cobalt, and in line with development and wealth, students are taught where minerals come from, how they are extracted, and the geopolitical and environmental challenges involved. Studying mineral security allows students to explore key geographical themes such as resource distribution, global trade, sustainability, and environmental impact. It encourages critical thinking about the consequences of mining, including habitat destruction, pollution, and human rights issues, particularly in developing countries. At the same time, it highlights the need for responsible sourcing, recycling, and innovation to reduce dependence on finite resources. This topic supports the aims of the NC by linking physical and human geography, fostering geographical enquiry, and promoting awareness of global challenges. It equips students with the knowledge to make informed decisions about consumption and sustainability, and to understand the role that geography plays in securing a fair and resilient future in a resource dependent world.	**Unit 3: Climate Hazards** Climate change affects every aspect of geography, linking physical processes with human activity on local, national, and global scales. Students learn about the science behind global warming, including the greenhouse effect, carbon emissions, and feedback loops, as well as the social, economic, and environmental consequences of a warming planet. This topic provides a context for exploring key geographical themes such as sustainability, interdependence, development, and risk. It encourages students to critically examine the causes and impacts of climate change in different regions, including extreme weather, sea level rise, biodiversity loss, and effects on human health, migration, and inequality. Students also engage with solutions, from mitigation strategies like renewable energy and carbon capture to adaptation methods such as flood defences and climate resilient planning. Teaching climate change supports the NC's aim to equip students with knowledge about human and physical geography, promote inquiry and critical thinking, and prepare them for informed, responsible citizenship. It empowers young people to understand their role in tackling global issues and to make sustainable choices for a more secure future.	**Unit 4: Global Urbanisation** Over half of the world's population now lives in urban areas, and this figure continues to grow rapidly, in emerging and developing countries. Studying global urbanisation enables students to explore the causes and consequences of this growth, including rural-to-urban migration, economic development, and population change. This topic supports the development of key geographical concepts such as place, scale, and interdependence. Students investigate the opportunities and challenges that urbanisation presents, including access to jobs, services, and housing, alongside issues such as inequality, congestion, pollution, and the growth of informal settlements. By comparing cities across different regions and levels of development, students gain a more balanced understanding of how urbanisation impacts people and environments differently. Global urbanisation also offers an opportunity to explore solutions, such as sustainable urban planning, smart cities, and green infrastructure, encouraging critical thinking about the future of cities and the need for resilience in the face of climate and resource pressures.The topic aligns with the NC's focus on contemporary challenges and equips students with the knowledge and enquiry skills needed to engage with global change and sustainable development.	**Unit 5: Africa** Africa is a diverse and dynamic continent with 54 countries, rich cultural heritage, varied physical landscapes, and rapidly growing economies. Studying Africa challenges outdated stereotypes and misconceptions by highlighting its complexity, resilience, and global significance. This topic allows students to explore a wide range of geographical themes, including population growth, urbanisation, development, trade, and environmental change. It encourages critical thinking about global inequalities, colonial legacies, and the diverse pathways of development across the continent. By examining case studies from different regions of Africa, students gain insight into both challenges, such as poverty, climate vulnerability, and conflict, and opportunities, including innovation, entrepreneurship, and sustainability. Teaching about Africa supports the NC's aim to broaden pupils' world knowledge and promote global citizenship. It fosters respect for cultural diversity, enhances locational knowledge, and builds empathy and curiosity. By engaging with African perspectives and experiences, students are better equipped to understand the interconnected world they live in and to question simplistic or biased narratives. Ultimately, this learning helps develop informed, critical, and globally minded young people.	**Unit 1: Hydrology and Water supply** As global demand for water increases due to population growth and development, students explore how water is sourced, distributed, and managed to ensure sustainability and equity.This topic provides a context for investigating the uneven distribution of water resources and the growing pressures caused by climate change, pollution, and overuse. Water supply and management link directly to key geographical themes such as; physical processes, development, and resource management. Using case studies from different parts of the world, students learn how access to clean, safe water varies and how governments, communities, and organisations work to address water insecurity through strategies such as dams, water recycling, and conservation. This topic supports the NC's focus on sustainability, and global interdependence. It encourages critical thinking, problem solving, and decision making about real world challenges.Teaching water supply and management empowers students to understand their role in using resources responsibly and prepares them to engage with pressing environmental and humanitarian issues that affect millions of people worldwide.
Year 10	**Paper 3: Making Geographical Decisions** In this component, students will develop their knowledge and understanding of the processes and interactions between people and environment and investigate related issues at a variety of scales **Topic 7: Overview of global biomes and the importance of the biosphere** (People and the biosphere) **Topic 8:Tropical rainforest and taiga** (boreal) forest (Forests Under Threat)	**Paper 3: Making Geographical Decisions** In this component, students will develop their knowledge and understanding of the processes and interactions between people and environment and investigate related issues at a variety of scales **Topic 9: Consuming energy resources -** a study of renewable and non-renewable energy, its supply and demand, access and energy security issues, its sustainable use and management	**Paper 2 UK Geographical Issues** This component draws across physical and human processes and people-environment interactions to consider key contemporary geographical issues for the UK.The component is divided into three sections: ● **Topic 4:The UK's evolving physical landscape** - an overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time. Plus two depth studies of distinctive landscapes – **Coastal change and conflict**	**Paper 2 UK Geographical Issues** This component draws across physical and human processes and people-environment interactions to consider key contemporary geographical issues for the UK.The component is divided into three sections: ● **Topic 4:The UK's evolving physical landscape** - an overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time. Plus two depth studies of distinctive landscapes – **River processes and pressures**	**Paper 2 UK Geographical issues** This component draws across physical and human processes and people-environment interactions to consider key contemporary geographical issues for the UK.The component is divided into three sections: ● **Topic 5:The UK's evolving human landscape** - an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus a case study of a major UK city - **Dynamic UK cities.**	**Paper 2 UK Geographical issues** This component draws across physical and human processes and people-environment interactions to consider key contemporary geographical issues for the UK.The component is divided into three sections: ● **Topic 5:The UK's evolving human landscape** - an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus a case study of a major UK city - **Dynamic UK cities.**
Year 11	**Paper 1: Global Geographical Issues** This component draws across physical and human processes and people-environment interactions to consider key contemporary global geographical issues.The component is divided into three sections: ● **Topic 1: Hazardous Earth –** an understanding of the global circulation of the atmosphere and changing climate. Plus two depth studies of an extreme weather hazard (tropical cyclones) and tectonic hazards at contrasting locations.	**Paper 1: Global Geographical Issues** This component draws across physical and human processes and people-environment interactions to consider key contemporary global geographical issues.The component is divided into three sections: ● **Topic 2: Development dynamics** – an understanding of the scale of global inequality. Plus a depth study of how one emerging country is developing and the consequences for people, environment and the country's relationship with the wider world	**Paper 1: Global Geographical Issues** This component draws across physical and human processes and people-environment interactions to consider key contemporary global geographical issues. The component is divided into three sections: ● **Topic 3: Challenges of an urbanising world** – an overview of the causes and challenges of rapid urbanisation across the world. Plus one depth study of a megacity* in a developing or emerging country.	**Paper 2 UK Geographical issues** This component draws across physical and human processes and people-environment interactions to consider key contemporary geographical issues for the UK.The component is divided into three sections: ● **Topic 6: Geographical investigations** - two investigations, including fieldwork and research, carried out in contrasting environments, one from 'Coastal change and conflict' or 'River processes and pressures' and one of either 'Dynamic urban areas' or 'Changing rural areas'.	**Study stay**	**Study stay**
Year 12	**Paper 2 Human Geography** ● **Topic 1: Changing places - Core topic** Focuses on people's engagement with places, their experience of them and the qualities they ascribe to them. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Impacts of continuity and change in the nature of places. Study of the content is embedded in **two contrasting places**, one to be local. **Melcombe Regis**: a SOA in the borough of Weymouth A contrasting distant place: **Dharavi - Mumbai** –Both place studies complement the requirement to embed the study of content in two contrasting places. Study of this section offers opportunities to exercise and develop qualitative and quantitative investigative techniques and practice-related observation, measurement and various mapping skills, together with data	**Paper 2 Human Geography** ● **Topic 5: Hazards - elective topic** Focuses on the lithosphere and the atmosphere, which present natural hazards on a variety of scales to human populations. Origin and nature of these hazards and the various ways in which people respond to them, highlighting relationships between people and the environment. Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.	**Paper 1 Physical Geography** ● **Topic 3: Coasts- elective topic** Focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable. In common with water and carbon cycles, a systems approach to study is taken. Student engagement with subject content fosters an informed appreciation of the beauty and diversity of coasts and their importance as human habitats	**Paper 1 Physical Geography** ● **Topic 1:Water and Carbon cycles - core topic** Focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography. This section specifies a systems approach to the study of water and carbon cycles. The content is delivered so students are able to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations	**NEA Geographical requirements** ● **Topic 12: Fieldwork requirements** Focuses on independent investigations incorporating a variety of fieldwork. The fieldwork undertaken as part of the individual investigation is based on either human or physical aspects of geography, or a combination of both. They may incorporate field data and/or evidence from field investigations collected individually or in groups. Students work on their own on contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding.	
Year 13	**Paper 2 Human Geography** ● **Topic 11: Resource management - elective topic** Focuses on the large-scale exploitation of unevenly distributed natural resources. Challenges of the increasing demand for water, energy and minerals and their critical role in human affairs. The management of local and regional transfers of water and global transfers of energy and minerals. The fundamental relationships between the physical environment and people in their local, national and international communities involving themes of sustainability and conflict (energy, water and minerals). Case studies: large scale water transfer: China and Aluminium mineral extraction and trade. Development of observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including	**Paper 2 Human Geography** ● **Topic 7: Global systems and governace - core topic** Focuses on the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Increased interdependence and transformed relationships between peoples, states and environments have prompted attempts at a global level to manage and govern some aspects of human affairs. Particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them.	**Revision & Study stay**			