Subject: Geography	**Term:** Autumn

This term, we are studying…

Year	Topic(s)	Why this? Why now?
Year 7	What is a geographer?	Students will be introduced to the key skills and powerful knowledge required to begin their geography experience. This includes key skills such as reading four and six figure grid references, GIS mapping, reading OS maps, and interpreting height, land shape and topography. Students will also be able to identify the countries of the United Kingdom and the continents and oceans of the world.
	Population	Students understand the key ways in which the world's population is distributed across the world. They understand how Geographers use models and graphs to represent population change and use these tools to analyse population. Students assess the impact of an aging population on society as well as exploring the benefits and problems of migration.
		Students will begin to study rivers in this term. Students will explore how rivers are formed, how they help to shape out landscape and the problems that can be caused by them. They will also assess how rivers can be managed through two case studies from the UK and around the world. **Links:** OS Maps, reading maps, creating geographical diagrams.
Year 8	Coasts	In this unit, students will be introduced to UK coastal landscapes. This includes the features and how they are created. Students will be able to know and explain each type of erosion such as attrition and abrasion. Students will then be introduced to transportation methods such as solution and suspension, whilst understanding how sediment is dropped during deposition (longshore drift). Students will then apply this knowledge to a case study of the Holderness Coastline whilst looking at methods of protection and management.

		Links: Erosion, transportation, hard and soft engineering.
	Development	In this unit, students are introduced to the concept of development across the world. Students will look at how development is measured and modelled using concepts such as HDI. Students will apply this knowledge to a case study of the Democratic Republic of Congo. Students will look at the structure of the economy, trade and how development in DRC is helped by top-down and bottom-up strategies. **Links:** Population, location
Year 9	Climate change	In this unit, pupils are introduced to the concept and theory behind climate change. Pupils will look at the natural and human causes of climate change including volcanic eruptions and the greenhouse effect. Pupils will look at the evidence we have for climate change in the past and present day. Pupils will then consider how climate change will impact a vulnerable country (Bangladesh) before looking at methods of mitigation and adaptation. **Links:** Development, vulnerability
	Energy	Student will be exploring the changing energy mix of the UK, the advantages and disadvantages of both renewable and non-renewable energy, especially those linked to wind power. Students will be making a decision exploring the future of wind energy in the UK. Students will then continue to explore the controversies around fracking and assess the differing views.
Year 10	Climate change and climate hazards	In this first GCSE unit of Year 10, pupils will recall key knowledge from Year 9 on climate change. They will be able explain the human and physical causes of climate change. Additionally, they will be able to describe the formation of high- and low-pressure weather systems and how this links to the Global Atmospheric circulation model. Pupils will then look at how tropical storms impact developing and development countries. Additionally, they will look at the responses and mitigation methods used by these different countries.

		The two main case studies will be Cyclone Amphan and Hurricane Katrina.
	Development Dynamics	Students are continuing their study (as part of Paper One) of Development Dynamics by focusing on India as an example of different forms of development. This includes understanding the local context of India, the impact of globalisation and the negative effects on India of development such as on the environment. The increasing significance of India on a global scale will also be assessed. **Links:** Population, development, climate change
Year 11	Rivers including fieldwork	Year 11 are focusing on the key characteristics of a river system. This includes: upper, middle and lower courses. Students will explain how key features such as waterfalls and meanders and created through erosion and deposition. Students will also understand how flood hydrographs are impacted by human and physical factors such as urbanisation and geology. Students will then focus on the Somerset Floods (2014) and how we can manage river flooding. Students will also complete physical fieldwork at Carding Mill Valley **Links:** Urbanisation, geology
	Birmingham	As part of this topic, pupils will complete work on Birmingham as a case study of a changing UK city. Key themes include: site, situation, migration, wealth disparity and how this links to ethnicity. Students will look at how UK cities develop over time, how they link to the Burgess Model and how regeneration and redevelopment have caused them to change. Pupils will also complete their human fieldwork as part of this unit. **Links:** Urbanisation, development, urban change

	Coastal landscapes People and the biosphere	In this unit, pupils will look at how UK coastlines are being impacted by erosion and deposition. They will recap key erosional processes, deposition and transportation. Pupils will know how erosion creates features such as headlands and bays, caves, arches, stacks and stumps, and wave-cut platforms. Pupils will have a case study of the Holderness Coastline to apply key knowledge and to assess different methods of hard and soft engineering. **Links:** Erosion, deposition, management Year 11 are now focusing on Paper 3 which looks at issues facing the planet today. Students will begin by looking at the distribution of key biomes of the world, the reasons for the location of them and how location influences the key characteristics of biomes. Students will then look at how biomes help to maintain life on Earth. Students will them look at how resources are distributed and how population growth is linked to resources through Malthusian and Boserupian Theories and assess how appropriate they are in the modern world.