

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p><b>Introduction to Geography</b></p> <p>Students will explore the different types of geography both human and physical and why they are different. They will begin to learn basic geographical knowledge about the world and the UK and begin to use key terminology within their writing and speaking</p> <p>End of unit assessment will be in the final week before half term</p>	<p><b>Fantastic Places</b></p> <p>Building on their knowledge of place, students will start to look at the physical landscapes of different countries and start to evaluate the way in which humans are changing them. Students will begin to make synoptic links between human behaviour and physical changes of a place</p> <p>Assessment will be in the final week of term and will be a combination of topics studied</p>	<p><b>Weather &amp; Climate</b></p> <p>Students will explore the that we measure weather and why we need to study it. They will draw upon their knowledge of human behaviour and changes to the physical geography of a place and look at the links for climate change. Students will also build on their maths skills by reading data, exporting data into graphs and using graphs to make decisions/ predictions.</p> <p>Assessment will be in the final week of term and will be a combination of topics studied</p>	<p><b>Map Skills</b></p> <p>Students will start to learn how to read basic maps and then develop these skills to a more advanced level to read OS maps. They will begin to build on their knowledge of place ideas of local, regional and global scale to work out coordinates and grid referencing and learn to read different heights on a map.</p> <p>Assessment will be in the final week of term and will be a combination of topics studied</p>	<p><b>India &amp; China</b></p> <p>Building on their knowledge of place, students will have an in-depth study on both the human and physical geography of both India and China focusing on the physical landscapes of these countries and evaluate the way in which humans are changing them. Students will continue to build on synoptic links between human behaviour and physical changes of a place</p> <p>Assessment will be in the final week of term and will be a combination of topics studied</p>	<p><b>Fieldwork</b></p> <p>Students will complete a fieldwork enquiry on types of soil around the school site.</p> <p>This will develop their understanding of geology, looking at how old the earth is and build their skills needed for GCSE</p> <p>End of year exams will include all units during KS3 exams week</p>
8	<p><b>Hazards</b></p> <p>Building on their knowledge about the age of the earth and geology students will begin to look at different geological hazards. Students will study where, how and why earthquakes, volcanoes and weather hazards occur. Students will also begin to look at how humans respond to these different hazard types.</p> <p>End of unit assessment will be in the final week before half term</p>	<p><b>Antarctica</b></p> <p>During this unit students will study Antarctica looking at ts human opportunities and challenges whilst exploring the physical landform of Antarctica as a desert.</p> <p>Students will build upon prior knowledge of climate change to make informed decisions about how this damage can affect others across the globe.</p> <p>Assessment will be in the final week of term and will be a combination of topics studied</p>	<p><b>Tourism in the UK</b></p> <p>Students will look at the UK tourist industry. Students will begin to develop knowledge of wealth and development and why the UK is a HIC.</p> <p>Students will explore the different regions within the UK that attracts visitors annually. They will also explore both national and international tourism revenue.</p> <p>Assessment will be in the final week of term and will be a combination of topics studied</p>	<p><b>Resources</b></p> <p>Students will re-cap their knowledge on how we use the world and will explore what our carbon footprint is.</p> <p>Students will gain knowledge of the different types of resources and explore some alternative methods that protect the world.</p> <p>Resources looked at are: energy, food and water - this unit will begin to develop the knowledge needed for GCSE</p> <p>Assessment will be in the final week of term and will be a combination of topics studied</p>	<p><b>Rivers</b></p> <p>Students will look at the formation of rivers, exploring the different elements that make up a river and how rivers are changed through weathering and erosion.</p> <p>Students will conduct a case study on flood issues within the UK, where they happen, the effects of the flood and future flood management strategies. This case study will begin to build the skills needed for evaluation at GCSE</p> <p>Assessment will be in the final week of term and will be a combination of topics studied</p>	<p><b>Fieldwork</b></p> <p>Students will conduct a fieldwork enquiry of their local area.</p> <p>They will develop skills needed for GCSE fieldwork enquiry regarding urbanisation of Chessington</p> <p>End of year exams will include all units during KS3 exams week</p>
9	<p><b>Coasts</b></p> <p>Students will look at the formation of coast, exploring the different elements that make coastlines and headland bays and how these are changed through weathering and erosion.</p> <p>Students will study coastal management strategies via case studies and this will begin to build the skills needed for evaluation at GCSE</p> <p>Assessment will be in the final week of term and will be a combination of topics studied</p>	<p><b>Wealth &amp; development</b></p> <p>Students will re-cap on their knowledge of wealth of the UK in this unit to understand the different measure and indicators used to determine a country's definition as an LIC or HIC.</p> <p>Students will explore the gap of development and use case studies to explore how to improve a country's development rating</p> <p>Assessment will be in the final week of term and will be a combination of topics studied</p>	<p><b>Global Population</b></p> <p>Students will begin to look at how many people there are in the world. Students will gain an understanding of population pyramids.</p> <p>Drawing upon their knowledge of wealth and development students will be able to look at the populations of places and determine quality of life.</p> <p>Students will also explore reasons for immigration and migration within and between places.</p> <p>Assessment will be in the final week of term and will be a combination of topics studied</p>	<p><b>Resources</b></p> <p>Students will re-cap their knowledge on how we use the world and will explore what our carbon footprint is.</p> <p>Students will gain knowledge of the different types of resources and explore some alternative methods that protect the world.</p> <p>Resources looked at are: energy, food and water - this unit will begin to develop the knowledge needed for GCSE</p> <p>Assessment will be in the final week of term and will be a combination of topics studied</p>	<p><b>Extreme Environments</b></p> <p>Students will study the different types of environments and their eco-systems.</p> <p>Students will build knowledge on deserts and rainforests and study the challenges and opportunities that they present.</p> <p>Students will also explore the adaptations needed to survive in these environmental settings.</p> <p>This is a taster unit for GCSE</p> <p>End of year exams will include all units during KS3 exams week</p>	

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10	<p><b>Paper 1: Section A - The challenge of natural hazards</b></p> <p>Living with the physical environment is about physical processes and systems, how they change and how people interact with them at a range of scales and in a range of places. It is split into three sections:</p> <p><b>The challenge of natural hazards - Tectonic hazards</b></p> <p>Natural hazards pose major risks to people and property and looks at earthquakes and volcanic eruptions as a result of physical processes. The effects and responses to tectonic hazards vary between areas of contrasting wealth and management can reduce the effects of these tectonic hazards.</p> <p><b>The challenge of natural hazards - Weather hazards</b></p> <p>Natural hazards looks at global atmospheric circulation as a help to determining patterns of weather and climate. Tropical storms, including hurricanes, cyclones and typhoons develop as a result of particular physical conditions. Tropical storms have significant effects on people and environments. The UK is affected by extreme weather events and this impacts on human activity.</p> <p><b>The challenge of natural hazards - Climate change</b></p> <p>Climate change is the result of natural and human factors, and has a range of effect, managing this involves both mitigation and adaptation.</p> <p>Key skills developed are: Using different graphical techniques to present information Carrying out personal research Drawing and annotating diagrams and sketches Finding evidence from photographs Using OS maps.</p> <p><b>Mini assessments will take place during lessons at discretion of teacher</b></p> <p>Fieldwork component - Urban change of Stratford enquiry</p>		<p><b>Paper 1: Section B - The living world</b></p> <p>Living with the physical environment is about physical processes and systems, how they change and how people interact with them at a range of scales and in a range of places. It is split into three sections:</p> <p><b>The living world - Ecosystems</b></p> <p>Ecosystems exist at a range of scales and involve the interaction between living and non-living components. Global atmospheric circulation is the main factor determining the distribution of large-scale global ecosystems.</p> <p><b>The living world - Tropical rainforests</b></p> <p>Tropical rainforests have distinctive environmental characteristics and tropical rainforests need to be managed so they are sustainable. Deforestation of tropical rainforests have both economical and environmental impacts.</p> <p><b>The living world - Hot deserts</b></p> <p>Hot desert ecosystems have distinctive and environmental characteristics and areas on the fringe of hot deserts are at risk of desertification. Development of hot desert environments creates opportunities and challenges.</p> <p>Key skills developed are: Drawing labelled maps and diagrams Drawing a climate graph Literacy - writing a news report Finding evidence from photos Describing patterns from maps and data Using numerical data Carrying out personal research</p> <p><b>Mini assessments will take place during lessons at discretion of teacher</b></p>		<p><b>Paper 1: Section C - Physical landscapes in the UK</b></p> <p>Living with the physical environment is about physical processes and systems, how they change and how people interact with them at a range of scales and in a range of places.</p> <p><b>Physical landscapes in the UK - Rivers</b></p> <p>The shape of river valleys changes as rivers flow downstream, distinctive fluvial landforms result from different physical processes and different management strategies can be used to protect rivers from the effects of flooding/</p> <p><b>Physical landscapes in the UK - Coasts</b></p> <p>The coast is shaped by a number of physical processes and distinctive landforms are the result of rock type, structure and physical processes. Different management strategies are needed to protect the coastlines from the effects of physical processes.</p> <p>Key skills developed are: Drawing of cross-sections Drawing labelled sketches and diagrams Drawing sketches from photos Using and describing information in photos Using OS and atlas maps Literacy skills- describing landforms and processes</p> <p><b>Mini assessments will take place during lessons at discretion of teacher</b></p> <p>Fieldwork Component - River study at Beverley Brook</p>		<p><b>Paper 2 : Section C - The challenge of resource management</b></p> <p>Challenges to the human environment looks at the global management of resources.</p> <p>Are resources fundamental to human development and how is the changing demand and provision in the UK creating opportunities or challenges.</p> <p>Students will explore the rising demand for water globally and the insecurity of supply which may lead to conflict, and the different strategies which can be used to increase water supply.</p>

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11	<p><b>Paper 2: Section A - Urban Issues &amp; Challenges</b></p> <p>Challenges in the human environment is about human processes and systems, how they change both spatially and temporally. They are studied in a range of place, at a variety of scales and include places in various states of development in 3 key areas; global patterns of urban change, urban growth of an NEE, urban cities in the UK and sustainable urban living.</p> <p><b>Urban Issues &amp; Challenges - The Urban World</b></p> <p>Challenges in the human environment looks at the growing percentage of the world's population who live in urban areas and how urban growth creates opportunities and challenges for cities in LIC's and NEE's.</p> <p><b>Urban Issues &amp; Challenges - Urban change in the UK</b></p> <p>Challenges in the human environment looks at the urban change in cities in the UK and how this leads to a variety of social, economic and environmental opportunities and challenges - London as a case study</p> <p><b>Urban issues &amp; Challenges - Sustainability</b></p> <p>Challenges in the human environment looks at the management of resources and transport as a requirement of urban sustainability - Freiburg as an example</p> <p>Key skills developed are:          Using numerical data          Finding evidence from photos          Describing population trends from graphs          Using a variety of graphic techniques to present data          Literacy skills - describing information in photos and preparing a presentation.</p> <p>Mini assessments will take place during lessons at discretion of teacher</p> <p>Fieldwork component - Urban regeneration study of Stratford</p>		<p><b>Paper 2: Section B - The changing economic world</b></p> <p><b>Changing Economic World</b></p> <p>Challenges in the human environment looks at the development gap to see if there are variations in economic development and quality of life and the various strategies which exist to reduce the global development gap.</p> <p><b>Changing Economic World - UK</b></p> <p>Challenges in the human environment looks at the development gap looking at major changes in the economy of the UK and how they have affected and will continue to affect, employment patterns and regional growth.</p> <p><b>Changing Economic world - Nigeria</b></p> <p>Challenges in the human environment looks at the development gap looking at some LIC's or NEE's to see whether they are experiencing rapid economic development which leads to significant social, environmental and cultural change.</p> <p>Students will use Nigeria as a case study for this exploration.</p> <p>Key skills developed are:          Comparing countries using a range of social and economic measures of development          Interpreting population pyramids          Using numeric data          Finding information from photos          Describing patterns of distribution          Presenting data using different graphical techniques</p> <p>Mini assessments will take place during lessons at discretion of teacher</p>		<p><b>Pre- release &amp; Revision</b></p> <p>The exam board will release a booklet on material that students have studied throughout the course.</p> <p>Students will be given this booklet prior to their exam and will focus on evaluating the issues that are in it.</p> <p>Exam practice will be contacted on possible questions that could be asked on this material.</p> <p>The students are not to share the material with anyone outside their classroom as it would be a breach of exam conditions.</p>	<p><b>Exams</b></p>