Topic Sequencing and Rationale

Key Stage 3

	Year	What is taught? Overview of Topics	Why this? Why then?
KS3	**7**	**Tectonic Hazards: What forces have shaped the land we live on?**	This unit of work gives begins by investigating the origins of the planet and looking into geological time scales. This therefore makes chronological sense and provides a foundation of knowledge on tectonic processes. In investigating the structure of the earth and plate boundaries students will understand where and why tectonic hazards occur. They move on to look at volcanoes in detail with a focus on physical process and risk to people.
		UK Landscapes: What has shaped our land in the UK?	Identifying the contrasting landscapes of the UK leads students to seek explanation as to why they are so different. In understanding glacial and river processes students will begin to be able to account for characteristics of upland and lowland and demonstrate how geographical processes interact to create distinctive physical landscapes that change over time. Ordnance survey map skills and photograph interpretation support student's analysis of the landscapes.
		Settlement, Population, Urbanisation: How are towns and cities changing?	And then came people … Students will explore population distribution in the UK asking why people live where they do, looking at the cause of settlement growth and how changes in population (birth rate death rate, migration) have had a part to play. In doing so they are introduced to threshold concepts of interdependence and sustainability. Students consider the opportunities and challenges of urbanisation, and how cities can meet the needs of people today without compromising the ability of future generations to meet their needs. Field work takes students to various sites in the local area, their challenge is to decide upon a suitable, sustainable site for a skate park.
		Weather and Climate: Why does the weather vary over time and across the world?	Students talk about the weather, with the correct vocabulary and an understanding of the role that air pressure systems plays in the day to day conditions. The challenging concept of pressure systems will be revisited during year 8 and 9, applying it to place. Understanding of the interaction between physical and human processes as students investigate the social, economic and environmental implications of weather and climate. Climate varies on a global, national, local and micro scale; students

			investigate the factors that influence climatic pattern, applying their understanding when carrying out a Microclimate enquiry in the school grounds Understanding the causes, consequences and effects of climate change is paramount to so many elements of the Geography curriculum and to students' maturing into responsible global citizens.
	8	**Coasts: How and why do coastal landscapes change?** **Extreme Weather: Why are some weather hazards deadlier than others?** **Global inequalities: Could global resources solve the world's problems?**	Students continue to investigate how geographical systems interact to create distinctive physical landscapes through coasts. The processes of transportation and weathering are introduced to support those of erosion and deposition (introduced in year 7). Studying coastal management introduces the complexities of managing our fragile environment. Links made to climate change (year 7) through the increasing intensity of storm surges and their implications (social, economic and environmental) across the world. Is our weather becoming more extreme? Is it due to Climate Change? In applying their knowledge on weather, climate and climate change (year 7) students will be asked to make informed judgements about contrasting weather hazards using evidence to support geographical theory. The concept of hazard risk will be introduced, along with the first steps in looking at contrasting levels of development of countries. Resources and wealth are not evenly distributed across our planet, in exploring global inequalities students will examine the significance of food, water and energy to economic and social well-being. Focussing on food, students will examine their own diets, their carbon footprint and the implications for LICs (the suppliers of many of our food imports). In doing so students develop their analytical skills and will be more able to make informed opinions and decisions. This builds on previous knowledge on development, inequality and sustainability. The Middle East will also be explored in the context of energy issues.

		China: Will the 21st Century be China's century?	Students will explore the importance of China to the global economy, and understand the geographical similarities and differences between China and the UK and the links between China and the wider world. In doing so they will have opportunities to apply knowledge (plate tectonics / migration) when developing new understanding (earthquakes and fold mountains /mega cities)
		Globalisation: Who does Globalisation benefit?	In teaching globalisation, we present the students with a range of issues about which we want them to develop an informed opinion. This topic offers a new context to the study of development and sustainability, as well as the opportunity to explore the country of India in greater depth.
		Ecosystems: How and why are the world's natural environments so varied?	Building on year 7 knowledge gained during the weather topic, students attempt to describe and explain the distribution of global ecosystems. There is also the opportunity to extend place knowledge of Russia.
	9	**Issues of the modern world, Brazil, Africa, Antarctica and Oceans** **Issue evaluation**	In year 9, the key concepts and themes from Y7 and Y8 are revisited and built upon in different contexts. Students revisit ecosystems and weather (Environmental systems) in the context of Brazil and Africa, as well as exploring sustainability and interdependence in the context of Antarctica and the oceans. 'Is our understanding of Africa wrong?' offers a powerful fertile question for students to investigate, covering many of the key themes or concepts in the process. Finally, students draw all of their knowledge together, and apply this to a GCSE style Issue Evaluation project.

Topic Sequencing and Rationale

Key Stage 4

	Year	What is taught? Overview of Topics	Why this? Why then?
KS4	**10**	**Changing economic world – development gap and Nigeria**	Understanding factors that contribute to the level of people's standard of living and quality of life are strands that go throughout he GCSE curriculum but are also very important powerful knowledge facilitating young people to participate in and question our world. Thus, we have introduced it during KS3 and make it the basis of our learning at KS4. There are variations in economic development and quality of life at global and national scale.
		Challenge of Natural Hazards (Weather and Climate Change)	Students have developed knowledge throughout KS3 which helps them to access this unit which has challenging concepts on atmospheric circulation. Students have considered high- and low-pressure systems, at the hadley cell when studying rainforests but now they have the hadley, ferrel and polar cells all together. This is later applied when looking at the global distribution of world biomes. e
		Urban issues and challenges – urbanisation and urban growth in a NEE	This topic builds on the knowledge gained in the first topic, and also from various themes across KS3. We have split the urban issues topic into 2 separate sections to aid recall through spaced practice.
		Living World – small ecosystem, and deserts **Changing Economic World – Urban issues and challenges in a HIC**	These topics offer further opportunities for spaced practice as topics from the specification have been split into two separate units. The Living World topic builds on knowledge on weather systems acquired at KS3, and later the weather hazards topic, at the start of this year.
		Physical landscapes in the UK and rivers + physical fieldwork	Studying rivers here allows students to acquire the powerful knowledge needed to complete the first fieldwork enquiry, during this final half term.
	11	**The Living World Ecosystems & Rainforests** **Coasts**	These topics build on the content covered in Y10, as they are the second part of their respective topics, as per the specification

		Resource management - Energy **Human field work + Leeds transport case study** **The Challenge of Natural Hazards - tectonic Hazards** **Issue evaluation**	The resource management topic builds on the key themes of sustainability and mitigation and adaptation which have been woven throughout the curriculum to date. Looking at natural hazards at this late stage, allows students to draw upon their knowledge on physical processes and development to explain the impacts of contrasting hazards in different regions of the world. The issue evaluation draws upon all the knowledge and skills from the GCSE course

Topic Sequencing and Rationale

The A level curriculum promotes progression from GCSE towards further study or employment through both powerful knowledge and skills. Students move beyond the complex processes and interactions introduced at GCSE to the use of more concrete concepts, examples and case studies, they are made aware of the increasingly globalised and politicised nature of the processes that affect individuals, states and environments. Geographical skills, maps and fieldwork remain integral with greater independence expected when handling and managing a range of materials, data and sources.

Key Stage 5

	Year	What is taught? Overview of Topics	Why this? Why then?
KS5	**12**	**Changing Places** • **the different meanings of place** • **How humans perceive, engage with and form attachments with places** • **The character of place and how this can change over time** • **how external agencies seek to improve perceptions of place**	Place is integral to Geography, students have explored similarities and differences between places at KS3, developing a deeper understanding of sense of place at GCSE as they study the complex geography of landscapes, and of the social, cultural and political relationships that create a place like the UK. At A level place study is more detailed still, focusing explicitly on the idea of place and the meanings and representations of place that shape how we see the world. This threads its way through all the units at A level justifying its position at the beginning of the A level course. In a wider context, our students will mature into global citizens with a deeper understanding of people and places, and of the need to live in balance with an increasingly fragile environment
		Coastal systems • **coasts as natural systems** • **the systems and processes leading to the development of coastal landscapes,** • **The management of coastal landscapes including coastal flooding and erosion** • **Sustainable approaches to managing coastal systems in the future**	Throughout KS3 and 4 emphasis is on deep understanding of both physical and human processes, with increasing application of this understanding to interrogate people-environment interactions. Process-people-place connections at all scales from local to global are paramount at A level applying them to real issues and questions. Coasts are our chosen landscape system based on the fact it is familiar to the students and accessible (residential at Holderness). In addition, the global threats posed by sea level rise justify the topics place within the curriculum. In progressing from GCSE students are taught the content framed within a systems context. Students study the variety of geomorphological processes and the varying flows of energy and materials operating within a landscape system, which combine to create distinctive landforms and landscapes. An understanding of external factors which can affect the system must be acquired, such as the impact of human activity, climate change or human landscape management. Quantitative approaches including observation, measurement and

			geo-spatial mapping, together with data manipulation and statistical skills are further developed and applied to field measurement. The systems approach is arguably simpler when looking at coastal systems. Studying this topic first allows students to gain a firm understanding of the approach, before later moving onto the more complex water and carbon cycles.
		Non-Examined Assessment **Students are taught how to pose relevant questions for investigation, and a range of techniques for conducting both primary and secondary research. They carry out a practise investigation at the beginning of the spring term followed by 4 days residential study**	At GCSE students develop and demonstrate the ability to identify questions and sequences of enquiry, to write descriptively, analytically and critically, to communicate their ideas effectively, to develop an extended written argument, and to draw well-evidenced and informed conclusions about geographical questions and issues. This and further teaching at the beginning of year 12, prepares them for their independent student investigation (worth 20% of final grade). The students will have completed both Coastal Systems and Changing Places giving them lots of options for application to an enquiry, the field work is timed to allow write up, feedback and final submission prior to the end of the summer term avoiding clashes with the increasing number of other deadlines in year 13.
		Contemporary Urban Environments • **global patterns of urbanisation and growth** • **social, economic and environmental issues associated with urban growth** • **the impact of the urban environment on local climate, weather and drainage,** • **features of sustainable urban growth**	Our students are born into a world where population is rapidly expanding, nowhere is this more evident than in urban areas. This optional topic is pertinent as they are likely to spend some or much of their lives in urban areas whether locally or internationally. Students have already studied the opportunities and challenges presented by urban areas, this unit allows them to examine to a greater depth and on a wider scale. Engaging in themes such as sustainability and social cohesion in a range of urban settings from contrasting areas of the world affords the opportunity for students to appreciate human diversity and develop awareness and insight into profound questions of opportunity, equity and sustainability. Students will be given the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills.

		Hazardous Environments • **the concept of hazard in a geographical context** • **volcanic hazards** • **seismic hazards** • **storm hazards** • **wildfires**	The decision to include this optional subject is partly based on teacher expertise but also on engaging the students in a topic that they enjoy and that is often at the forefront of the news. Students will explore the origin and nature of hazards of the atmosphere and lithosphere and the various ways that people respond to them, in doing so students' progress from GCSE engaging with many dimensions of the relationships between people and the environment. The nature of the subject content pertains to a significant amount of individual research, application of skills both statistical and analytical. Thus, the timing of this unit towards the end of the first year of study and into year 13 is appropriate.
	13	**Contemporary Urban Environments (continued from Y12)** **Hazardous Environments (continued from Y12)** **Water and Carbon cycles** • **systems frameworks and their application** • **the water cycle** • **the carbon cycle** • **water, carbon and life on earth**	**Continuing Urban environments from Y12.** **Continuing hazardous environments from Y12.** The carbon and water cycles play a key role in supporting life on Earth. Study of this theme must take place within a systems framework emphasising the integrated nature of land, earth and atmosphere. Through the study of both the carbon and water cycles, students will discover the physical processes which control them over a range of times, spaces and scales. Knowledge of the distribution and size of the most important stores of carbon and water on land, the oceans, the atmosphere or cryosphere will also be required, along with the factors driving change in the size of these stores over time and in space. There is also an opportunity to discover the links between the two cycles using climate change as a key context for exploration of the role of feedbacks within and between the two cycles. Students will use and explore a range of quantitative skills within this theme, including an understanding of simple mass balance, unit conversions, and the analysis and presentation of field data

		Global Systems and Governance • **globalisation** • **global systems** • **international trade and access to markets** • **global governance** • **Antarctica and the Southern Ocean** • **The protection of Antarctica**	Global governance is taught as the last topic as it contains elements of all the other units both physical and human. Students approaching the end of their school studies should be well equipped to contemplate the many complex dimensions of contemporary world affairs and their own place in and perspective on them. Greater connectivity between people, places and environments across the globe means that movements of goods, people, technology and ideas have become easier and the systems which facilitate and direct these flows have become truly global in reach and impact. This core theme requires students to describe and explain how citizens, states and non-state actors make and remake our contemporary world at various geographical scales. Students should have developed a global 'open-mindedness' so that they can challenge stereotypes question geographical inequalities and injustices between citizens and places.