

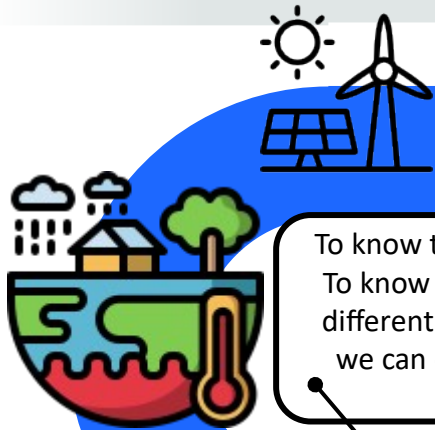


Year 8 Learning Journey

How are places created, connected and changing?

On to
YEAR

9



To know the causes of climate change. To know how impacts are different in different parts of the world and what we can do to mitigate and adapt to them.

Climate Change

Fieldwork investigation:
Tourism in Much Wenlock



To be able to plan and carry out a fieldwork investigation into the local area. To collect, present and analyse data to form evidences conclusions. To evaluate fieldwork.



To know how ice has shaped and continues to shape global landscapes through erosion, weathering and deposition. To consider the impacts of ice on people and whether landscapes need protecting.

Glaciers



Future cities

To know the ways in which cities are changing and could change further in the future. To think about the impact this will have on global sustainability and the people who live there.



To know the location and formation of different types of volcano. To look at how we are affected by volcanoes and what we can do to limit their impact.

Volcanoes



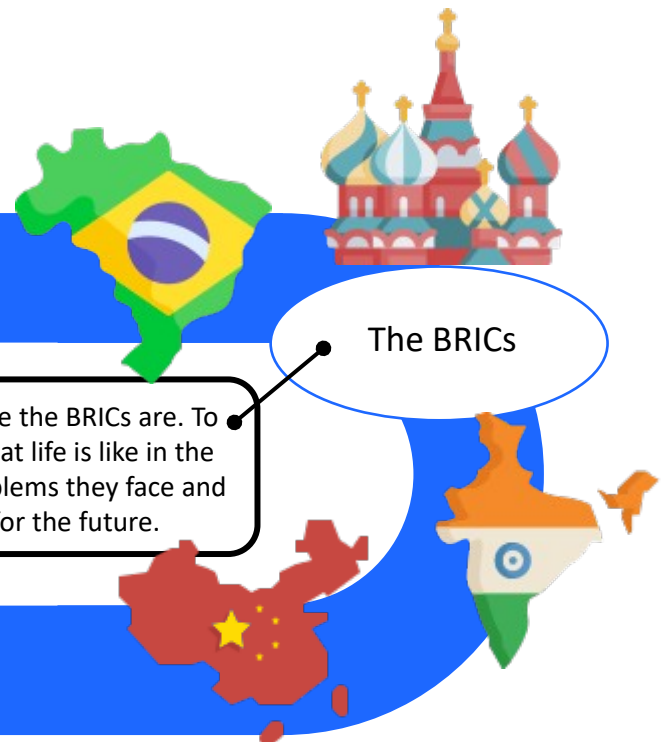
Globalisation

To know what we mean by globalisation and that the world is interconnected by trade, TNCs and culture. To know that some places are less connected and the impact of this. To know some people want alternatives to globalisation.

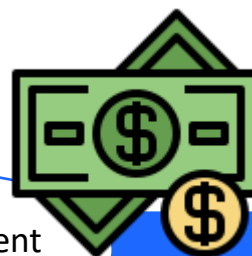


To know who and where the BRICs are. To gain an overview of what life is like in the BRICs including the problems they face and possible solutions for the future.

The BRICs



Development



To know the data we can use to tell the level of development of countries. To know why some places are less developed and how this impacts life there.



Start
YEAR
8



Year 9 Learning Journey

How do people and places shape each other, how can we make places better?

On to
YEAR
10



To know the components of an ecosystem. To know the characteristics of tropical rainforests and hot deserts. To know the causes and effects of deforestation and how these can be managed. To know the challenges and opportunities of hot deserts and how we might manage desertification.



The Challenge
of resource
management



To look know how demand for and provision of food, water and energy are changing in the UK, creating both challenges and opportunities. To know why conflict could occur over food globally and how we might increase global food supply in the future.



The Living
world



GCSE
Geography



Investigating
Iceland

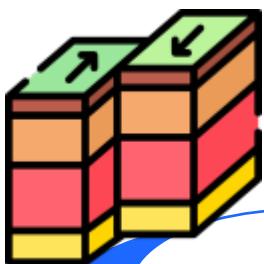
To use maps and geographical understanding to plan and research an investigation into Iceland. To look at where Iceland sits as a place in the world and evaluate if you would like to live there?



The Middle
East



To be able to use maps and geographical understanding to investigate the Middle East as a place in the world. To look at the challenges they face and how it could be made a better place.



Earthquakes



To know the cause of earthquakes and why some places are more hazardous than others. To know how we can make places safer from earthquakes.



To know which places and spaces are most at risk from crime. To investigate these using GIS. To know how we can use geography to make places safer from crime.

Crime



Start
YEAR
9





Year 10 Learning Journey

On to
YEAR

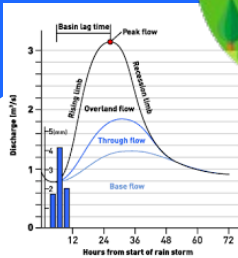
11



To be able to suggest questions suitable for an enquiry. To be able to plan and research data collection. To be able to analyse data to reach valid conclusions. To evaluate the process of fieldwork.



Human and
Physical
Fieldwork



To know how ice has shaped the UK landscape. To understand the formation of landforms from glacial processes. To know the opportunities and conflicts created in glacial upland areas.



Physical Landscapes
in the UK: Rivers
and Glaciers



To know how and why rivers change downstream. To understand the formation of fluvial landforms as a result of physical processes. To know how we can manage flooding in the UK



LONDON

To know that urban areas are growing. To understand the opportunities and challenges that urban growth creates in Lagos in Nigeria and London in the UK. To know that resources need to be managed sustainably in urban areas and how we can do this.



Urban Issues and
Challenges: Lagos
and London



Start
YEAR

10





Year 11 Learning Journey

On to
WBS SF

EXAM



To review the knowledge and skills taught throughout the course. To continue to improve exam technique and use of sources.

Revision

Issue
Evaluation

To be able to use data and information to make an evaluated judgement on a contemporary geographical issue.

To know how the UK economy has changed and how this has impacted employment and growth. To consider the economic future of the UK.

Economic Change:
Nigeria and The
UK

To be able to judge the level of development of places. To know why places are at different stages of development and how they could develop further in the future. To know how rapid economic development is impacting Nigeria.

To know the causes of, effects of and responses to tropical storms. To know the weather hazards experienced by the UK and the impacts they can have. To know the causes of, effects of and responses to climate change.

Hazards

To know the risk associated with natural hazards. To know the cause of tectonic hazards. To know how the effects of and responses to earthquake differ. To know how we can manage tectonic hazards to reduce the effects

Start
YEAR
11





Year 12 Learning Journey



On to
YEAR
13



Fieldwork NEA

To be able to investigate physical landscapes through the collection of both primary and secondary data. To be able to analyse this data to form valid conclusions based on evidence. To evaluate the process.

Fieldwork NEA

To be able to investigate urban areas through the collection of both primary and secondary data. To be able to analyse this data to form valid conclusions based on evidence. To evaluate the process.

Coasts

To know how and why coastal landscapes are different. To know the characteristics and processes in coastal landscapes. To know how coastlines are changing and the impacts of this and how they can be managed.

Regenerating Places



To know how and why places vary. To know why regeneration might be needed, how it is managed and what makes it successful.

Synoptic Paper 3

To know the structure of the synoptic paper and become familiar with the concepts of players, attitudes and actions and futures and uncertainties.



Tectonics

To know why some locations are at risk from tectonic hazards. To know why some tectonic hazards develop into disasters. To know how to manage these hazards and disasters.

YEAR
12

Globalisation



To know the causes of globalisation and why it has accelerated. To know the impacts of globalisation. To know the consequences of and responses to globalisation.





Year 13 Learning Journey



On to
Post
18



Synoptic Paper 3

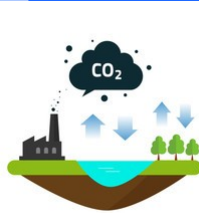
To review the content of tectonics, water and carbon. To practise using unseen data and information alongside knowledge to analyse and evaluate contemporary geographical issues.

Synoptic Paper 3

To review the content of globalisation and superpowers. To practise using unseen data and information alongside knowledge to analyse and evaluate contemporary geographical issues.

Carbon

To know how the carbon cycle operates. To know the consequences of our increasing demand for energy. To know how the carbon and water cycles are linked to global climate.



To look at the impacts of global organisations on managing global issues and conflicts. To know the threats to national sovereignty.

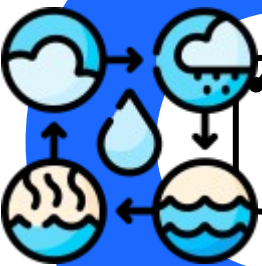
Migration, Identity and Sovereignty



To know the impacts of globalisation on migration. To know what we mean by a nation state and how they are changing.

Water

To know the processes within the hydrological cycle and how it is influenced over time. To know the causes of water insecurity and the issues it creates.



NEA

To complete the Non Examined Assessment worth 20% of the qualification.

YEAR
13

Superpowers

To know what we mean by superpowers and how they have changed over time. To know the impact of superpowers. To know the contested spheres of influence of superpowers and the implication of this.



NEA

NEA

