

Curriculum overview: Geography

Key Stage 2	
<p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	
Key skills/content requirements at GCSE	
<p style="text-align: center;"><u>Geographical content and understanding</u></p> <p>Topics students need to have a good understand of</p> <ol style="list-style-type: none"> River and glacial landscapes Urban issues and challenges Tectonic and weather hazards The changing economic world Ecosystems focusing on tropical rainforests and hot deserts The challenge of resource management focusing on food <p>Students will need to know appropriate key terminology in order to describe and explain the geographical concepts within each topic with appropriate academic depth.</p> <p>Students will need to know a range of case studies to help support their discussions of the topics covered. These case studies require a high level of content knowledge.</p> <p>Within each topic, good understanding of physical geography comes from understanding the processes which bring about change within the natural environment. Within the human geography topics, students will need to be able to understand the interrelationships between different aspects of society considering challenge and change focusing upon</p>	<p style="text-align: center;"><u>Geographical skills</u></p> <p>Fieldwork and enquiry skills</p> <ul style="list-style-type: none"> How to select appropriate questions, locations and methods for fieldwork enquires, including risk assessment and sampling strategies. Gathering data using a range of methodologies Choosing appropriate ways to present data using both maps and graphs Interpreting and analysing data Identification of anomalies within data Drawing of conclusions referring to data Evaluation of methods, results and conclusions <p>Map skills</p> <ul style="list-style-type: none"> Atlas maps <ul style="list-style-type: none"> Use of latitude and longitude Descriptions of patterns and distributions Analysing maps to pick out the interrelationships between human and physical factors Ordnance Survey maps <ul style="list-style-type: none"> Use of 4 and 6 figure grid references Use of scale to measure distance Understanding of compass points How to interpret maps to understand relief Ability to describe the characteristics of a place by interpreting an OS map <p>Other geographical skills</p>

<p>economic, social and political factors. Throughout all topics students will also need an appreciation of the way in which the natural and human environments interact and affect each other.</p>	<ul style="list-style-type: none"> • Interpret maps used to present data e.g. choropleth or dot maps • Sketch maps and diagrams – draw and interpret • Interpretation of ground, aerial and satellite photographs • Interpret cross sections and transects • Interpret tables of data and graphs <p>Geographical skills are assessed through paper 1 and 2 (physical and human geography topics) and also in paper 3 which involves interpretation of pre-release and unseen materials and discussion of fieldwork enquiries.</p>
---	--

Curriculum Overview

Geographical content and understanding: Each year students will learn about a range of human and physical geography topics to help develop their geographical understanding of key content. This portable knowledge is what students are entitled to know.

Geographical skills: *For each year group specific skills delivered within topics are shown in italics, each year skill development will embed and build upon what was learnt in the previous year. Across all year group lessons with an enquiry focus have been integrated into schemes of work to guide students through the process of analysing data to draw conclusions about a particular investigation question in preparation for GCSE fieldwork.*

	Term 1	Term 2	Term 3	Portable knowledge	Key terms
Year 7	<ul style="list-style-type: none"> ▪ Map skills: Embedding world map knowledge from KS2 learning oceans and continents, longitude and latitude, 4 and 6 figure grid reference, use of scale to measure distance in a straight line, basic use of contour lines and compass directions. ▪ Settlement patterns and change: Developing an awareness of how physical geography affects patterns and change within human geography - sketch <i>maps</i>, <i>interpreting maps to see patterns</i>. Looking at how and why Kidderminster grew. 	<ul style="list-style-type: none"> ▪ Rivers: Developing an understanding of how physical processes cause change in the natural environment and river landforms. The impacts of flooding using Somerset and Bangladesh as case studies. ▪ Development: Understanding of development indicators, challenge in LIC by looking at squatter settlements and life in Ghana and Kenya. 	<ul style="list-style-type: none"> ▪ Energy: Developing an understanding of physical process and also how human activities affect the natural world. Studying resources, global warming and renewable energy sources. ▪ Locational studies on Russia & India & Middle East. ▪ Europe: Locating countries, climate and landscapes of Europe. Studying the EU and migration in Europe. 	<p>Knowledge of command words, Knowledge of place. Knowledge and application of concepts such as environmental, social, economic and political factors in different topics. Knowledge of mapping such as symbols, scale, direction and types of maps.</p> <p>River processes and landscapes.</p> <p>Energy types and issues</p> <p>Development indicators.</p>	<p><u>Settlement topic</u> Physical geography, Human geography, Urban, Rural, Settlement, Land use, Conurbation, Migration, Urbanisation, Industry,</p> <p><u>Mapping</u> Latitude, Longitude, Relief,</p> <p><u>Rivers</u> Source, Mouth, Erosion, Transportation, Evaporation, Condensation, Precipitation, Surface run off, Interception, Infiltration, Permeable, Social, Economic, Environmental,</p> <p><u>Energy and resources</u> Igneous, Sedimentary and Metamorphic rocks, Fossil fuel, Renewable energy resources, Acid rain, Global warming, -</p> <p><u>Development -</u> LIC, HIC, NEE, GNI, Life expectancy, Literacy rate, Squatter settlement, Primary, Secondary, Tertiary, Quaternary- Trade, Import, Export,</p>

<p>Year 8</p>	<ul style="list-style-type: none"> • Mapping – Year 7 content plus interpretation of contour lines, contour modelling, cross sections, describing maps. ▪ China – mapping major physical and human features in China. Studying population, climate, pollution, energy in China. 	<ul style="list-style-type: none"> ▪ Coasts - developing an understanding of coastal erosion, transportation and deposition processes and landscapes. Looking at impacts of coastal erosion and coastal defences. ▪ Tectonic disasters – developing an understanding of how physical processes operate and affect society. Looking at Yellowstone super volcano and tsunamis causes and effects. 	<ul style="list-style-type: none"> • Weather & climate- world climates, biomes and associated soils) • Changes in climate long term. • and weather hazards – understanding of how physical processes cause change in the natural environment diagrams and interpretation of photographs, including field work, a micro climate study • Glaciation- Looking at the concepts, processes and systems in glacial landscapes. Investigating the human impacts 	<p>As Yr 7 plus: Processes of erosion, transportation and deposition.</p> <p>Tectonic activity processes and events.</p> <p>China. Understanding of the demographic transition model.</p> <p>Glacial processes, landscapes and issues</p>	<p>Yr 7 plus: <u>Coasts</u> Erosion, Hydraulic action, Attrition, Abrasion, Transportation, Suspension, Saltation, Traction, Solution, Eyesore</p> <p><u>Tectonic hazards</u> A natural hazard, A natural disaster Impacts, Responses, Long and Short term response, evaluate management strategies</p> <p><u>China</u> Demographic transition model, Population pyramid, Economically active population, Dependent population</p> <p><u>Glaciation</u> Weathering, Erosion, freeze-thaw, Abrasion, Plucking, Corries</p> <p><u>Weather and climate</u> Weather, Climate, Biome, Adaptation, Tropical storm.</p>
<p>Year 9</p>	<p><u>Geographical thinking</u> In this unit we will be building on and embedding previous knowledge. This will then be applied to geographical questions.</p> <p>Overview and application of knowledge of map skills, data analysis skills and use of sources.</p> <p>Statistics used in geography will also be taught and applied to geographical issues and concepts.</p> <p>Geographical knowledge is used throughout each topic in years 9 to 11 and especially for GCSE paper 3.</p>	<ul style="list-style-type: none"> ▪ <u>Geographical issues –</u> developing the ability of students to use a range of resources from maps, to graphs and text sources in order to analyse geographical issues such as globalisation and food miles, the diamond trade, road bypass DME, quarry DME, tourism in St Ives and The Gambia, geography of crime, global warming and Brexit. <p><u>River and glacial landscapes</u></p> <ul style="list-style-type: none"> • The long profile and changing cross profile of a river and its valley. • Fluvial processes: <ul style="list-style-type: none"> • • erosion • • transportation • • deposition 	<p><u>Urban issues and challenges</u></p> <ul style="list-style-type: none"> • The global pattern of urban change. • Urban trends in different parts of the world including HICs and LICs. • Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. • The emergence of megacities. • A case study of Mumbai to illustrate: <ul style="list-style-type: none"> •• the location and importance of the city, regionally, nationally and internationally •• causes of growth: natural increase and migration •• how urban growth has created opportunities: <ul style="list-style-type: none"> •• social: access to services – health and education; access to resources – water supply, energy •• economic: how urban industrial areas can be a stimulus for economic development •• how urban growth has created challenges: 	<p>Years 7 & 8 plus Physical paper topics of Rivers & glacial landscapes, Tectonic hazards and human geography topics of Urban issues & challenges are all interleaved after the teaching of each topic.</p>	<p><u>Geographical thinking</u> Longitude, Latitude, Equator Prime Meridian, Settlement Relief, Scale, Landforms, Drainage, Choropleth map, Flow line map, Isoline map Dot map, Desire line map Proportional symbol map Scatter graph ,Line graph Bar chart, Pie chart Pictogram, Histogram Divided bar chart Dispersion diagram Mode, Mean, Median, Range</p> <p><u>River landscapes</u> Fluvial processes Hydraulic Power, Abrasion Attrition, Solution Vertical Erosion, Lateral Erosion Processes of Transportation Bedload – the material carried by a river Traction, Saltation, Suspension, Solution Channel straightening Cross profile Dam and reservoir, Deposition Discharge, Embankments Estuary, Flood Floodplain, Floodplain zoning Flood relief channels , Flood risk</p>

		<ul style="list-style-type: none"> • Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges. • Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes. • Characteristics and formation of landforms resulting from deposition <ul style="list-style-type: none"> – levées, flood plains and estuaries. • Study of the River Clyde to identify its major landforms of erosion and deposition. • How physical and human factors affect the flood risk – precipitation, geology, relief and land use. • The use of hydrographs to show the relationship between precipitation and discharge. • The costs and benefits of the following management strategies: <ul style="list-style-type: none"> •• hard engineering – dams and reservoirs, straightening, embankments, flood relief channels •• soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration. • An example of a flood management scheme in the UK to show: <ul style="list-style-type: none"> •• why the scheme was required •• the management strategy •• the social, economic and environmental issues. 	<ul style="list-style-type: none"> •• managing urban growth – slums, squatter settlements •• providing clean water, sanitation systems and energy •• providing access to services – health and education •• reducing unemployment and crime •• managing environmental issues – waste disposal, air and water pollution, traffic congestion. • A case stud of Dharavi to show how urban planning is improving the quality of life for the urban poor. • Overview of the distribution of population and the major cities in the UK. • A case study of Birmingham to illustrate: <ul style="list-style-type: none"> •• the location and importance of the city in the UK and the wider world •• impacts of national and international migration on the growth and character of the city •• how urban change has created opportunities: <ul style="list-style-type: none"> •• social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems •• environmental: urban greening •• how urban change has created challenges: <ul style="list-style-type: none"> •• social and economic: urban deprivation, inequalities in housing, education, health and employment •• environmental: dereliction, building on brownfield and greenfield sites, waste disposal •• the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements. • Bullring, an example of urban regeneration project to show: <ul style="list-style-type: none"> •• reasons why the area needed regeneration •• the main features of the project. • Features of sustainable urban living in Curitiba: <ul style="list-style-type: none"> •• water and energy conservation •• waste recycling •• creating green space. <p>How urban transport strategies are used to reduce traffic congestion.</p>		<p>Flood warning Deposition Gorge, Hard engineering Hydrograph, Impermeable Interlocking spurs Lag time, Land use Levees, Long profile Meander, Ox-bow lake Peak discharge, Peak rainfall Permeable, Pervious Porous, Precipitation Relief, Soft engineering, Waterfall</p> <p><u>Urban issues and challenges</u> Brownfield site Central Business District Commuter settlements Dereliction Economic opportunities Greenfield site Industrialisation Inequalities Inner city Integrated transport systems Mega-cities Migration Multiplier effect Natural increase Pollution Rural-urban fringe Rural-urban migration Sanitation Social deprivation Social opportunities Squatter settlement Suburbs Sustainable urban living Traffic congestion Urban greening Urbanisation Urban regeneration Urban sprawl Waste recycling</p>
--	--	--	--	--	---

<p>Year 10</p>	<p><u>Students will conduct two fieldwork investigations and learn fieldwork and enquiry skills.</u></p> <p><u>Complete Urban from Yr 9</u></p> <p><u>Fieldwork write up</u></p> <p><u>Tectonic hazards</u></p> <ul style="list-style-type: none"> • Plate tectonics theory. • Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. • Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity. • Primary and secondary effects of a tectonic hazard. • Immediate and long-term responses to a tectonic hazard. • Comparison of Haiti 2010 and L'Aquila 2009 to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. • Reasons why people continue to live in areas at risk from a tectonic hazard. <p>How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.</p>	<p><u>Weather hazards</u></p> <ul style="list-style-type: none"> ▪ General atmospheric circulation model: pressure belts and surface winds. ▪ Global distribution of tropical storms (hurricanes, cyclones, typhoons). ▪ An understanding of the relationship between tropical storms and general atmospheric circulation. ▪ Causes of tropical storms and the sequence of their formation and development. ▪ The structure and features of a tropical storm. ▪ How climate change might affect the distribution, frequency and intensity of tropical storms. ▪ Primary and secondary effects of tropical storms. ▪ Immediate and long-term responses to tropical storms. ▪ Study of Typhoon Haiyan show its effects and responses. ▪ How monitoring, prediction, protection and planning can reduce the effects of tropical storms. ▪ An overview of types of weather hazard experienced in the UK. ▪ Study of the Beast from the East to illustrate the: <ul style="list-style-type: none"> •• causes •• social, economic and environmental impacts •• how management strategies can reduce risk. ▪ Evidence that weather is becoming more extreme in the UK. ▪ Evidence for climate change from the beginning of the Quaternary period to the present day. ▪ Possible causes of climate change: <ul style="list-style-type: none"> •• natural factors – orbital changes, volcanic activity and solar output 	<p><u>Complete Changing Economic World</u></p> <p><u>Glacial landscapes</u></p> <ul style="list-style-type: none"> ▪ Maximum extent of ice cover across the UK during the last ice age. ▪ Glacial processes: <ul style="list-style-type: none"> •• freeze-thaw weathering •• erosion – abrasion and plucking •• movement and transportation – rotational slip and bulldozing ▪ Characteristics and formation of landforms resulting from erosion – corries, arêtes, pyramidal peaks, truncated spurs, •• deposition – why glaciers deposit sediment (till and outwash). ▪ glacial troughs, ribbon lakes and hanging valleys. ▪ Characteristics and formation of landforms resulting from transportation and deposition – erratics, drumlins, types of moraine. ▪ Study of Nant Ffrancon valley to identify its major landforms of erosion and deposition. ▪ An overview of economic activities in glaciated upland areas – tourism, farming, forestry and quarrying. ▪ Conflicts between different land uses, and between development and conservation. ▪ Study of the Lake District to show : <ul style="list-style-type: none"> •• the attractions for tourists •• social, economic and environmental impacts of tourism •• strategies used to manage the impact of tourism. 	<p>Year 9 plus physical geography topics Weather systems, glacial landscapes and human geography topics Changing economic world, The challenge of resource management focusing on food are all interleaved after the teaching of each topic.</p>	<p><u>Tectonic hazards</u> Conservative plate margins Constructive plate margin Continental crust Convection currents Core Destructive plate margin Earthquake, Epicentre, Focus Hazard risk Immediate responses Lava Long-term responses Magma Mantle Monitoring Natural hazard Oceanic Crust Plate margin Planning Prediction Primary effects Protection Richter scale Secondary effects Tectonic hazard Tectonic plate Volcano</p> <p><u>Weather hazards</u> Adaptation Carbon capture and storage Climate change Economic impact Enhanced greenhouse effect Environmental impact Extreme weather Frontal rainfall Global atmospheric circulation Global warming Greenhouse gases Immediate responses Long-term responses Management strategies Mitigation Monitoring Orbital changes Planning Primary effect Prediction Protection Quaternary period Secondary effects Social impact Tropical storm</p>
-----------------------	---	--	---	--	---

- human factors – use of fossil fuels, agriculture and deforestation.
- Overview of the effects of climate change on people and the environment.
- Managing climate change:
 - mitigation – alternative energy production, carbon capture, planting trees, international agreements
 - adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels.

Changing economic world

- Different ways of classifying parts of the world according to their level of economic development and quality of life.
- Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI).
- Limitations of economic and social measures.
- Link between stages of the Demographic Transition Model and the level of development.
- Causes of uneven development: physical, economic and historical.
- Consequences of uneven development: disparities in wealth and health, international migration.
- An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans.
- Study of Kenya as an example of how the growth of

- Changing economic world
- Birth rate
 - BRIC economies.
 - Commonwealth
 - Debt abolition
 - Death rate
 - De-industrialisation
 - Demographic Transition Model
 - Development
 - Development gap
 - Enterprise Zones
 - European Union
 - Fairtrade
 - Globalisation
 - Government Policy
 - Gross national income (GNI)
 - High income country (HIC)
 - Human Development Index (HDI)
 - Industrial
 - Inequalities
 - Infant mortality
 - Information technologies
 - Intermediate technology
 - International aid
 - Life expectancy
 - Literacy rate
 - Local enterprise partnerships
 - Low income country (LIC)
 - Microfinance loans
 - Newly emerging economies (NEEs)
 - North-south divide (UK)
 - Post-industrial economy
 - Primary Industries
 - Quality of life
 - Quaternary Industries
 - Rural
 - Science and business
 - Secondary Industries
 - Service industries (tertiary industries)
 - Standard of living
 - Sustainability
 - Tertiary Industries
 - Trade
 - Transnational Corporation (TNC)

Glacial landscapes

- Abrasion
- Arête
- Bulldozing
- Conflict
- Conservation
- Corrie
- Drumlin
- Erratics
- Firn

		<p>tourism can reduce the development gap.</p> <ul style="list-style-type: none"> ▪ A case study of Nigeria: <ul style="list-style-type: none"> •• the location and importance of the country, regionally and globally •• the wider political, social, cultural and environmental context within which the country is placed •• the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development •• the role of transnational corporations (TNCs) in relation to industrial development. •• Advantages and disadvantages of TNC(s) (case study of Shell) to the host country •• the changing political and trading relationships with the wider world •• international aid: types of aid, impacts of aid on the receiving country •• the environmental impacts of economic development •• the effects of economic development on quality of life for the population. ▪ Economic futures in the UK: <ul style="list-style-type: none"> •• causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation and government policies •• moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks •• impacts of industry on the physical environment. An example of 			<p>Freeze-thaw weathering Glacial trough Glacier Hanging valley Honeypot site Land use conflicts Moraine Outwash Plucking Pyramidal peak Ribbon lake Rotational slip Till Truncated spur</p> <p><u>The challenge of resource management</u></p> <p>Agribusiness Carbon footprint Energy mix Food miles Fossil fuel Local food sourcing Organic produce Resource management Aeroponics Biotechnology Famine Food insecurity Food security Hydroponics Irrigation Permaculture Sustainable development Sustainable food supply The new green revolution Undernutrition Urban farming</p>
--	--	--	--	--	---

		<p>how modern industrial development can be more environmentally sustainable</p> <ul style="list-style-type: none"> •• social and economic changes in the rural landscape in one area of population growth and one area of population decline •• improvements and new developments in road and rail infrastructure, port and airport capacity •• the north–south divide. <p>Strategies used in an attempt to resolve regional differences</p> <ul style="list-style-type: none"> •• the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. <p>Economic and political links: the European Union (EU) and Commonwealth.</p>			
Year 11	<p><u>The challenge of resource management focusing on food</u></p> <ul style="list-style-type: none"> ▪ The significance of food, water and energy to economic and social well-being. ▪ An overview of global inequalities in the supply and consumption of resources. An overview of resources in relation to the UK. ▪ Food: <ul style="list-style-type: none"> •• the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce •• larger carbon footprints due to the increasing number of ‘food miles’ travelled, and moves towards local sourcing of food •• the trend towards agribusiness. ▪ Water: <ul style="list-style-type: none"> •• the changing demand for water •• water quality and pollution management •• matching supply and demand – areas of deficit and surplus •• the need for transfer to maintain supplies. 	<p><u>Complete Ecosystems</u></p> <p>Geographical thinking and <u>pre-release materials</u>. Released in late March 2020. Students to become familiar with the materials ready for the exam.</p>		<p>Year 9 and 10 topics plus physical geography topics ecosystems (tropical, hot deserts, cold environments). Geographical thinking application are all interleaved after the teaching of each topic</p>	<p><u>Ecosystems</u></p> <p>Abiotic Appropriate technology Biodiversity Biotic Buttress root Consumer Decomposer Debt reduction Deforestation Desertification Ecosystem Ecotourism Epiphyte Food chain Food web Global ecosystem Hot desert Interdependence Mineral extraction Lianas Nutrient cycling Over-cultivation Overgrazing Producer Selective logging Sustainable management</p>

- Energy:
 - the changing energy mix – reliance on fossil fuels, growing significance of renewables
 - reduced domestic supplies of coal, gas and oil
 - economic and environmental issues associated with exploitation of energy sources.

Food

- Areas of surplus (security) and deficit (insecurity):
 - global patterns of calorie intake and food supply
 - reasons for increasing food consumption: economic development, rising population
 - factors affecting food supply: climate, technology, pests and disease, water stress, conflict, poverty.
- Impacts of food insecurity – famine, undernutrition, soil erosion,
- rising prices, social unrest.
- Overview of strategies to increase food supply:
 - irrigation, aeroponics and hydroponics, the new green revolution and use of biotechnology, appropriate technology
 - study of Thanet Earth as a largescale agricultural development to show how it has both advantages and disadvantages.
- Moving towards a sustainable resource future:
 - the potential for sustainable food supplies: organic farming, permaculture, urban farming initiatives, fish and meat from sustainable sources, seasonal food consumption, reduced waste and losses
- Example of agroforestry in Mali: sustainable supplies of food.

Ecosystems focusing on tropical rainforest and hot deserts

- Ecosystems exist at a range of scales and involve the interaction between biotic

	<ul style="list-style-type: none"> ▪ and abiotic components. ▪ Tropical rainforest ecosystems have a range of distinctive characteristics. ▪ Deforestation has economic and environmental impacts. ▪ Tropical rainforests need to be managed to be sustainable. ▪ Hot desert ecosystems have a range of distinctive characteristics. ▪ Development of hot desert environments creates opportunities and challenges. ▪ Areas on the fringe of hot deserts are at risk of desertification. ▪ Cold environments (polar and tundra) have a range of distinctive characteristics. ▪ Development of cold environments creates opportunities and challenges. Cold environments are at risk from economic development. 				
--	---	--	--	--	--

GCSE external assessment:

Geography uses the GCSE 1-9 grading system, where 9 is the best grade. All examinations are terminal (at the end of Year 11). The assessments are comprised of the following components:

- Paper 1: Living with the physical environment. The paper lasts for 1 and a half hours and is worth 35% of the GCSE grade.
- Paper 2: Challenges in the human environment. The paper lasts for 1 and a half hours and is worth 35% of the GCSE grade.
- Paper 3: Data responses and Skills. This paper lasts for 1hour 15 minutes and is worth 30% of the GCSE grade.

SMSC in geography

The study of geography includes many topics and activities which support the spiritual, moral, social and cultural development of students. The geography curriculum offers opportunities to consider a range of topics such as development and globalisation, managing coastal environments, disasters, urban change and the geography of food. Within each topic students are encouraged to reflect on how people affect places and how places affect people. Students are encouraged to consider what could or should be done and who benefits and suffers from changes whilst undertaking a variety of individual, pair and group work tasks. Beyond the classroom, students benefit from fieldwork activities and through attending events, quizzes and lectures organised by the local Geographical Association.

Spiritual development in geography

Students have many opportunities to reflect on their beliefs and life perspectives whilst learning about lives in other parts of the world. They are encouraged to consider the feelings and values of others whilst debating topics such as fair trade and to show respect for others whilst taking part in role plays about issues such as quarrying. Students are given opportunities to use their imagination and creativity through extended tasks and regularly reflect on their experiences both verbally and in writing. The accuracy and reliability of methods and the accuracy of data is considered and thinking skills are developed through tasks such as giving Aid and types of Aid. The study of geography supports students in their quest to find out more about themselves, others and the world around them.

Moral development in geography

Whilst studying geography, students are encouraged to share and justify their views about moral and ethical issues such as when studying squatter settlements and poverty in less developed countries. During lessons students are given opportunities to listen and appreciate the ideas of others and to consider the implications of decision making. Decision making exercises about issues such as limestone quarrying support moral development through geography as students consider right and wrong, respect for laws and the consequences of decisions and behaviour.

Social development in geography

In geography, students work with others from different backgrounds and this is encouraged through the use of a seating plan and a variety of team work and group tasks. Fieldwork opportunities such as data collection at Carding Mill Valley require students to cooperate and show mutual respect whilst working in groups carrying out a range of tasks. Leadership qualities, speaking and listening skills, organisational ability and conflict resolution are developed whilst in the field but also whilst undertaking activities such as research and presentation group tasks. Self and peer assessment takes place regularly in geography and encourages students to reflect on their progress.

Cultural development in geography

Many topics in geography allow students to develop their understanding of cultures and heritage at local, regional, national and international scales. For example, the study of population and migration encourages students to consider why people migrate and the implications of such movement. Optional foreign fieldwork in geography has taken students to China, Iceland, Italy and France in recent years in addition to fieldwork in Shropshire, North Wales and the West Midlands. Through learning about case studies of countries such as China, Italy and Nigeria students are encouraged to consider a variety of cultural backgrounds and how understanding culture is important when considering topics such as disaster management