Department Intent: Geography students will become active and compassionate global citizens by developing a curiosity and fascination through the learning of the world's human and physical processes. The result is that students will gain the key Attributes, Skills, and Knowledge to promote, inspire and create change in our LEARNED: Relationships and connections between people, the economy, local and global community. LEARNED: Drylands, Aeolian processes, UK fieldwork society and the environment help to explain why places are constantly

- Mastery at Year 13:
- Independence developed with NEA completion
- Knowledge of careers and future study.
- Urban perceptions developed through contrast and changes overtime.
- Evaluation of urban schemesand management.
- Ecosystems linked to further physical studies. E.g. geology and weathering

Mastery at Year 12:

- Increased case study examplesand application of urban is sues and challenges, including development of modernism.
- Enhanced knowledge ofhydrologyin relation to carbon.
- Introductionto independent studies-Enquiry process, hypothesizing, data collection, concluding and evaluating.

Mastery at Year 11

- Fieldwork skills evaluated and concluded (inc. trips attended).
- Evaluation of the use of the world's ecosystems.
- Development of economical studies in relation to Nigeria.
- Application of knowledge to unseen issue to formulate judgements and use data/sources.

Mastery at Year 10:

- Secure knowledge of hazard formation. Developed and
- secured knowledge of erosion, deposition and landforms.
- Enhanced knowledge ofdevelopment indicators.

Mastery at Year 9:

- **Key concepts** understoodurbanisation, physical formations of hazards, and the water cvcle.
- Secured knowledge of

changing. In addition, the meanings and representations attached to places help to shape actions and behaviours affecting that place WISE: Can you Explain how humans perceive, engage with and form attachments to places and how they present and represent the world to others, including the way in which everyday place meanings are bound up with different identities, perspectives and experiences? Analyse how external agencies, including (but not limited to) governments, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions.

may include consideration of aeolian processes in coastal dune systems.

WISE: Can you explain how hot deserts are characterised by limited soil moisture, caused by low precipitation and A high evaporation, and by aeolian and episodic fluvial processes? Can you describe the formation of landforms and explain ow landforms and landscapes evolve as a result of processes driven by past, present and future climate changes? Can you Analyse the impact of human activity as another factor causing change within landscape systems?



Changing Places.

LEARNED: The physical processes which control the cycling of both water and carbon between land, oceans and the atmosphere.

and environments, by extending the scope and scale of study, the variety of physical, social, economic, cultural and political contexts encountered, the depth of conceptual understanding stores of water and carbon on Earth? Explain the required, and the range of spatial and temporal scales included. pathways which control cycling between land, ocean, WISE: Can you Explain the ways in which values, attitudes and atmosphere and cryosphere, and the processes which circumstances have an impact on the relationships between control transfers within and between them at a range people, place and environment, and develop the knowledge of time? Explain the links between the two cycles using and ability to engage, as citizens, with the questions and issues climate as a key context for exploring these linkages arising?

NEA Completed.

LEARNED: Build on knowledge of contexts, locations, places

Evaluation.

Rivers and

Hydrology.

UK and

China.

in China.

and for developing and applying understanding of the role of feedbacks within and between the two cycles?

Contemporary Urban **Environments**.

WISE: Can you Describe the distribution of major

LEARNED: The Enquiry process and understanding of the techniques appropriate for analysing field data and information and for representing results, and show ability to select suitable quantitative or qualitative approaches and to apply them. WISE: Can you Apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including

those identified in fieldwork, recognising both the contributions and limitations of geography?

> **Global Systems** and Global Governance.

> > Physical

Rivers

Fieldwork:

Non-Examined Assessment (NEA).

LEARNED: Develop an in-depth understanding of the core processes in physical geography at a range of temporal and spatial scales. Including the following

Hazards.

hazards: seismic, volcanic, tropical storm, extreme weather and wildfires. WISE: Can you identify key hazards? Can you describe and analyse key effects and responses to a variety of hazards? Can you evaluate the effectiveness of mitigation

and responsive strategies in single and multi-hazardous environments?

UK

Landscapes:

Rivers and

Coasts. 🕈

LEARNED: 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. WISE: Can you discuss how attempts at global governance (including the example of the United Nations in the post-1945 era) can work to promote growth and stability but may also exacerbate inequalities and injustices?

Carbon Cycles.

Water and

Hot Deserts.

Can you investigate the increasing numbers of laws and conventions, referred to as 'global governance', that aim to regulate the consequences of globalisation on people, places and environments around the world. Illustrate the impacts of governance of the global commons -Antarctica?

> Changing **Economic**

Urban Fieldwork:

LEARNED: Appreciation of different spatial, cultural and political contexts

WISE: Can you explain the causes and consequences of uneven development at global level as the background for considering the changing context of population, economy and society and of technological and political

maps, satellite imagery and other graphic and digital material including the use of Geographical Information Systems (GIS) WISE: Can you obtain, illustrate, analyse and evaluate geographical information. To include $\underline{\mathsf{making}}\ \underline{\mathsf{maps}}\ \underline{\mathsf{and}}\ \mathsf{sketches}\ \mathsf{to}\ \underline{\mathsf{present}}\ \underline{\mathsf{and}}\ \underline$ interpret geographical information? Can you 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?

Hazards and Climate Change.

LEARNED: Changing weather and climate -The causes, consequences of and responses to extreme weather conditions and natural weather hazards, recognising their changing distribution in time and space and drawing on an understanding of the global circulation of the atmosphere. The spatial and temporal characteristics, of climatic change and

evidence for different causes. WISE: Can you explain the formation of hazards, describe the effects and evaluate responses?

The use of

energy, food and water? Can you analyse the effectiveness of sustainable strategies in the UK and abroad? Cold

LEARNED: how humans use, modify and change ecosystems and environments in order to obtain food, energy and water resources WISE: Can you recognise the changing characteristics and distribution of demand and supply of

Energy.

Management + LEARNED: Geomorphic processes at different scales, operating in combination with geology, climate and human activity have influenced and continue to influence the landscapes of the UK

WISE: Can you <u>Describe</u> different geomorphic processes (such as erosion, transportation and deposition)? Can you Explain the formation of erosional and depositional landforms?

World: Nigeria Slough. 🛉 and the UK. LEARNED: The use of a range of maps, atlases, Ordnance Survey

LEARNED: An overview of the distribution and characteristics of large scale natural global ecosystems. Interdependence of climate, soil, water, plants, animals and humans; the processes and interactions that operate within them at

different scales; and issues related to biodiversity and to their sustainable use and management. WISE: Can you locate the world's TRF and hot deserts? Can you explain how plants and animals have adapted to different climates? Can you analyse human uses of natural resources

and the strategies in place to protect and manage?

LEARNED: Locational

knowledge. Hydrology and

physical landscapes in the

UK.

WISE: Can you locate

maior rivers in China and

characteristics of rivers.

Urbanisation the UK? Can you Explain the formation and key

LEARNED: Range of intellectual

and communication skills.

including the formulation of

arguments, that include

elements of synthesis and

evaluation of material

WISE: Can you apply knowledge

and skill of my studies so far to

unseen material.

and Tropical **†**

Rainforests.

Ecosystems: Small

Scale, Hot Deserts

Urban Issues and Challenges: **Rio de Janeiro** and London.

LEARNED: Recognition of important links and interrelationships between places and environments at a range of scales from local to global. WISE: Can you Explain the

in different parts of the world with varying characteristics of economic

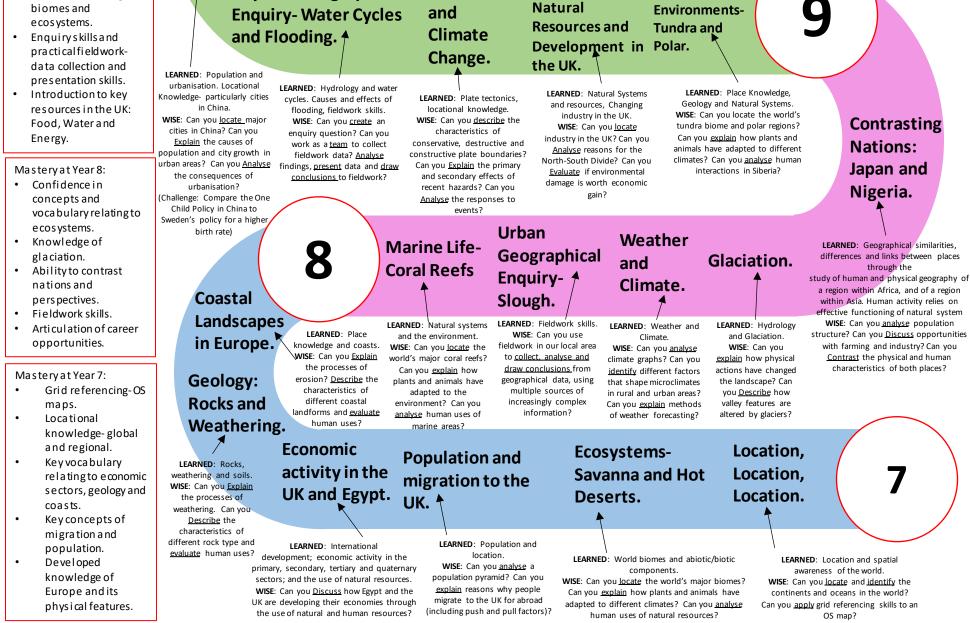
causes and effects of ranid urbanisation and urban trends

and social development.

Physical Geographical Hazards

development in Nigeria and the UK?

Resource



UNLOCKING BELIEF IN ALL