

<b>Y7</b> <b>GLOBAL INTERACTIONS</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<u><b>A hazardous World</b></u> <u>National curriculum – geological timescales and plate tectonics (including volcanoes and earthquakes)</u>	<u><b>Unequal World</b></u> <u>National curriculum - International Development &amp; Population</u>	<u><b>Concrete World</b></u> <u>National curriculum - Urbanisation</u>
<b>Curriculum content</b>	<p><i>This topic lays the foundation for our geography curriculum by taking students back to where the world began in the aftermath of the big bang and introduces the earth processes that shaped our planet and continue to affect the world we live in today through tectonic plate theory. We recap knowledge of the continents from KS2 to ensure students are secure. We make links between people and the physical environment they live in. We explore why people live in hazardous environments and how the level of a country's economic development impacts how devastating a hazard is likely to be. We introduce the issue of climate change, which we revisit in many subsequent topics, but here we discuss the link between greenhouse gases, our warming world and how this may effect atmospheric hazards. We introduce geographic skills of data analysis and how to read patterns on maps. We then focus on a specific disaster, the Tohoku earthquake, in the Pacific Ocean to the east of Japan in 2014. and discover causes, effects of and responses to this disaster and learn how Japan manages earthquakes. This unit lays the foundation for the KS4 module 'The challenge of natural hazards' (Asia – Japan)</i></p>	<p><i>This topic introduces the idea of inequality as an issue that affects everyone and on that can be seen at all geographical scales. We are introduced to the concept of economic development and how inequality between countries is measured in different ways, for example through literacy rate or birth rate. This provides students with an opportunity to practise their geographical skills in interpreting data from a range of graphs including choropleth maps to find global or regional patterns. We introduce the population pyramid which shows how countries populations change over time and how this is linked to changing economic development. We then investigate the development gap, which is the widening difference between the world's richest and poorest countries, looking at the historical, human and physical causes and the consequences. In order to fully understand the impact humans are having on our planet we also need to understand the pattern of population. We look at how the global population has grown over time and how this is distributed around the world. We then investigate China, for a long time the world's most populous country, deepening our knowledge of Asia first covered in a Hazardous World. We look at the lingering effects of the One Child Policy, arguably one of the most impactful population control policies ever enacted. This unit lays the foundation for the KS4 module 'The changing economic world'.</i></p> <p><b>(Asia – China)</b></p>	<p><i>As the urban population continues to increase, there is a significant increase in the number of 'megacities' on the planet. We again investigate global patterns of past and future megacity growth, which reflects our changing world. We identify the push and pull factors that are leading to the growth of megacities in the parts of the world that are rapidly industrialising. Gaining insight into these vast and diverse urban landscapes also allows us to better understand social, economic and environmental issues, driven by inequality. This topic builds on 'An unequal world' by investigating a major impact of a growing population – megacities. We again link to Asia this time through a detailed look into India and the megacity of Mumbai as our case study. This city has more billionaires than the UK but also some of the world's poorest people, who live in the world's largest informal settlement, Dharavi. We look at the challenges and opportunities faced by the people living there and investigate the different options for improving quality of life in Dharavi. This unit lays the foundation for the KS4 module 'Urban issues and challenges'.</i></p> <p><b>Fieldwork – Environmental quality on the school site</b>  <b>(Asia – India)</b></p>
<b>Assessment</b>	Students are assessed through frequent extended writing 'red zones' knowledge checks (self, peer, teacher, live-marking assessed), and cumulative assessments. These test student's knowledge recall and application of knowledge & skills to geographical issues. Throughout the year, these assessments build on and make links between knowledge in different topics, so students are assessed on previous topics as well as KS2 knowledge & understanding.		
<b>Literacy links</b>	Students develop their literacy skills through regular practice of command words such as describe, explain, assess and evaluate and geographic terminology. Students are explicitly taught geographic terminology relevant to the topic, to enable them to think, speak and write like a geographer. Students read a range of relevant high-quality texts, such as book extracts and newspaper articles, completing guided reading and DART activities.		

Y8 GLOBAL CITIZENS & FUTURES	Autumn	Spring	Summer
	<u><b>A Sustainable World</b></u> National curriculum - Economic activity in the primary, secondary, tertiary and quaternary employment sectors and sustainability issues	<u><b>A Fragile World</b></u> National curriculum - Environmental regions - tropical rainforest, interaction of human and physical environments.	<u><b>Africa's Place in the World</b></u> National curriculum - Study of human and physical geography of a region within Africa (the similarities, differences and links between places).
<b>Curriculum content</b>	<p><i>Sustainability is a global challenge identified by the United Nations. There is a uniform drive for every region of the world to invest time and money into developing solutions to meet the Sustainable Development Goals. We look at misconceptions around key issues that show more improvements than most people realise but also that there is still a long way to go. We investigate the issues a growing urban population and economic development create. First by looking at the impacts of industry on the climate, the changes to employment in the UK caused by competition from abroad and deindustrialisation. Then we look at the rise of the TNC Nike, and the advantages and disadvantages of hosting Nike factories for industrialising countries like Vietnam. We investigate the impacts of inequality in South Africa and the link between conflict and hunger across the continent. We finish by looking at the issues around unsustainable use of water and food and how we can use these resources more sustainably. To fully understand this topic it is imperative we understand development, population and urbanisation first. This unit further embeds knowledge for KS4 module 'The changing economic world' and introduces key ideas KS4 module 'Resource management'.</i></p> <p><b>UK – Economic changes, Asia – TNCs, Africa – Inequality, Conflict and Hunger</b></p>	<p><i>The world is a fascinating place with different climate zones leading to the development of varied ecosystems with unique plants and animals. Students practise their skills of describing patterns in maps, using their key geographic terminology. We focus on the tropical rainforest ecosystem as these play an important role in absorbing carbon dioxide, a greenhouse gas and regulating the local and global climate. They are the repositories of 50% of the world's biodiversity and provide valuable resources for people but they are under threat. Our case study is the Congo rainforest in Central Africa, the 2<sup>nd</sup> largest rainforest in the world. We learn how the climate of the tropical rainforest have led to the development of characteristic vegetation. We learn the key skill of interpreting climate using a climate graph We investigate the causes and consequences of deforestation in the Congo rainforest and how the risks can be managed. This builds on our knowledge of issues around sustainability and climate change.</i></p> <p><b>Fieldwork – Local ecosystems study on the school site</b>  This unit lays the foundation for the KS4 module "The Living World"  <b>Africa – Central Africa (Congo Rainforest Basin)</b></p>	<p><i>Discovering that Africa is not a homogenous place but a continent of contrasts gives us a deeper understanding of the world, it is also the continent about which there are many misconceptions. We address many of these and make links to KS3 history by discovering Africa's physical and human geography prior to colonisation. This topic will also draw together much of our prior physical and human learning. We revisit ecosystems through studying the varying climate zones and biodiversity of Africa, with a focus on the landscape of the Sahara, the world's largest hot desert. We learn how and why hot deserts form and the challenges of this inhospitable desert This provides the opportunity to revisit climate graphs, applying our knowledge to a different ecosystem,. We refresh our understanding of plate tectonics through studying the processes at constructive plate boundaries leading to the formation of the Rift Valley. We also revisit causes of the development gap and issues around a growing population and rapid urbanisation by researching the opportunities and challenges of life in informal settlements in Nairobi, Kenya.</i></p> <p><b>Africa – East Africa &amp; Horn of Africa, Kenya, North Africa (Sahara)</b></p>
<b>Assessment</b>	Students are assessed through frequent extended writing 'red zones' knowledge checks (self, peer, teacher, live-marking assessed), and cumulative assessments. These test student's knowledge recall and application of knowledge & skills to geographical issues. Throughout the year, these assessments build on and make links between knowledge in different topics, so students are assessed on previous topics as well as KS2 knowledge & understanding.		
<b>Literacy links</b>	Students develop their literacy skills through regular practice of command words such as describe, explain, assess and evaluate. Students are explicitly taught geographic terminology, relevant to the topic, to enable them to think, speak and write like a geographer. Students read a range of relevant high-quality texts, such as book extracts and newspaper articles, completing guided reading and DART activities.		

Y9 GLOBAL AWARENESS	Autumn	Spring	Summer
	<u>A Water world</u> National curriculum - Marine environments, <u>coasts, hydrology and rivers, interaction of human and physical environments.</u>	<u>A Changing World</u> National curriculum - Weather and climate, cold environments, <u>glaciation, interaction of human and physical environments.</u>	<u>Exploiting the world</u> National curriculum – the use of natural <u>resources, interaction of human and physical environments</u>
<b>Curriculum content</b>	<p><i>Earth is known as the blue planet with over 2/3 of the surface covered in water, essential to all life on earth. We start this topic with a focus on the oceans, recapping KS2 knowledge of the ocean names. We discover different ways that the oceans are important; regulating the world's climate, as a source of medicines, enabling countries to develop economically through sea-trade. We revisit tectonic plate movement, learning how the Mariana Trench is formed at a destructive plate boundary. We learn how human activity such as overfishing and deep-sea mining threatens the health of the oceans. We finish our exploration of marine environments by studying the biggest threat, climate change. We look at the impacts of warming seas and increasing acidity on the coral reef and the risk posed to low-lying countries by increasing sea-levels that could see entire countries underwater by 2100. From the global scale we then return to the UK where we study one of the cornerstones of physical geography; coasts and rivers. We learn how the Jurassic coast has formed over millions of years, (recapping year 8 science knowledge on rock formation) and how this and coastal processes have led to the development of coastal landforms such as the world famous Lulworth Cove. From here, we build on KS2 science knowledge of the water cycle and link this to the important knowledge of river regimes and processes that lead to increasingly frequent flood events that affect the lives many people in the UK.</i></p> <p><b>Fieldwork</b> – Infiltration study on the school site</p>	<p><i>In this topic we start by gaining an understanding of the difference between weather and climate. We look at how the world's climate has changed over geological timescales and how we know this, which provides opportunities to develop our data analysis skills. From here we focus on the causes and effects of anthropogenic climate change which links and draws together many of the previous issues we have studied with population growth, urbanisation and economic activity. We make strong links to 'A hazardous world', developing our understanding of links between climate change and extreme weather both in the UK and globally. We examine the ongoing and increasingly urgent efforts to manage and adapt to climate change on a global scale. We finish this topic with an in depth study of Antarctica, the world's largest desert. Studying Antarctica is important because of its profound effect on the Earth's climate and ocean systems. Antarctica holds 90% of the world's ice and, what may seem as a cold and desolate place, is in fact one of the most important wildernesses on Earth and our greatest hope in the fight against climate change. We explore the physical geography of Antarctica, taking the opportunity to revisit climate graphs and compare the climates of this cold desert and the hot desert of the Sahara. We also recap our understanding of how life adapts to conditions in extreme environments. We look at the threats to Antarctica from human activity and how the world has sought to protect this remote environment before asking difficult questions about whether Antarctica has a future.</i></p> <p><b>Antarctica</b> – polar desert</p>	<p><i>This topic draws on prior learning from many previous topics in our KS3 studies. We develop our skills in interpreting choropleth maps when we explore the distribution of the world's most important natural resources and how these can influence economic development. We engage with the idea that access to resources is and will continue to be a source of unrest across the world. We look at places where diminishing access to water is most likely to cause conflict within or between countries as diverse as the USA and the Sudan, linked to our knowledge of river basins from 'A Water World'. Our focus then shifts to fossil fuels through the lens of the ongoing war in Ukraine and Russia's position as a major supplier of gas to Europe. We explore how 'black gold' has brought wealth and prosperity to the Middle East and how the region will adapt to the global need to move to more sustainable energy to avert the worst impacts of climate change. We finish the topic by investigating not only renewable alternatives to fossil fuels but also if nuclear energy has a role to play, despite the risks exemplified through Chernobyl and Fukushima. Climate Change is the biggest threat to our planet moving forward so it is vital TCS pupils understand the impact it may have on all the places &amp; environments they have studied – and importantly what solutions we may have</i></p> <p><b>Asia</b> – Middle East, Russia</p>
<b>Assessment</b>	Students are assessed through frequent extended writing 'red zones' knowledge checks (self, peer, teacher, live-marking assessed), and cumulative assessments. These test student's knowledge recall and application of knowledge & skills to geographical issues. Throughout the year, these assessments build on and make links between knowledge in different topics, so students are assessed on previous topics as well as KS2 knowledge & understanding.		
<b>Literacy links</b>	Students develop their literacy skills through regular practice of command words such as describe, explain, assess and evaluate. Students are explicitly taught geographic terminology, relevant to the topic, to enable them to think, speak and write like a geographer. Students read a range of relevant high-quality texts, such as book extracts and newspaper articles, completing guided reading and DART activities.		

Y10 GLOBAL ISSUES	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
	<u>The challenge of natural hazards</u>	<u>The challenge of natural hazards / Urban issues and challenges</u>	<u>Urban issues and challenges / Physical landscapes in the UK</u>	<u>Physical landscapes in the UK / The living world</u>	<u>The living world</u>	<u>The living world / The changing economic world</u>
<b>Curriculum content</b>	<p>We start our GCSE course by building on KS3 knowledge from 'A hazardous world', as we explore the causes and effects of natural hazards at greater depth. We practice a range of geographical skills, including analysing natural hazard data on maps and graphs. We study the effects of and responses to earthquakes in countries at contrasting levels of development Nepal (LIC) and New Zealand (HIC). We discover more about the characteristics of tropical storms and how climate change is increasing the intensity of these. We discover the physical and human factors that caused Hurricane Katrina to devastate New Orleans and evaluate the response of the USA to the disaster.</p>	<p>We develop our knowledge of extreme weather in the UK, with case studies of recent heatwave events. We finish by consolidating our KS3 learning with an in depth focus on climate change – the natural and human causes, the social, economic and environmental effects and attempts to mitigate and adapt to these impacts.</p> <p>Our first human topic increases our knowledge of the key concepts around urbanisation first encountered in 'A concrete world'. We are introduced to the megacity Rio, Brazil and start to investigate the challenges and opportunities that rapid urban growth creates</p>	<p>We continue to identify the challenges and opportunities of rapid urban growth and how this has led to the creation of informal settlements in Rio. Whilst these favelas may be synonymous with crime to the outside world, many are also places of tight communities and innovation where many different strategies are being used to improve quality of life for the residents. Students will be able to draw parallels with our KS3 studies of informal settlements in Mumbai and Nairobi.</p> <p>We move study our first UK Physical landscapes topic with a focus on river processes, landforms, flood hydrographs and flood management strategies. This deepens our knowledge from 'A water world', in year 9.</p>	<p>We round off the first part of our physical landscapes topic with Somerset Levels flooding case study. This draws on our understanding of river regimes and the human and physical causes of flooding and leads us into our <b>physical fieldwork study</b> at Carding Mill Valley, where we apply our theoretical knowledge of rivers in the real world by investigating how rivers change along their course.</p> <p>We finish the Spring term with 'A living world', in which students make links between biology and geography as they investigate ecosystems. We look at distribution of the world's biomes, explore their components and interdependence, with an initial focus on tropical rainforests.</p>	<p>Similarly to 'A fragile world', we focus on a specific TRF, as we return to Brazil to explore the Amazon, studying the causes and consequences of deforestation and how these are linked to Brazil's economic development. We ask if it is worth the environmental costs and explore options for sustainable management</p> <p>We finish this topic with a return to the hot desert. We look at the climate, biodiversity and adaptations for living in the hostile environment of the Thar desert, Pakistan and assess the challenges and opportunities for economic development for its people and revisiting the idea of energy as a resource.</p>	<p>We finish looking at the growing threat of desertification and how this is linked to urbanisation and climate change.</p> <p>We then deepen our KS3 knowledge of economic development. We discover how population pyramids and the demographic transition model show changes to populations. We revisit causes of the development gap and focus on how to close the gap through strategies like tourism.</p> <p>We round off this part of the topic with a focus on how economic development in Brazil impacts on quality of life and the environment making links to the TRF. We look at the impacts of TNCs and aid in Brazil.</p>
<b>Assessment</b>	Students are assessed through marking of red zones (self, peer and/or teacher) and cumulative assessments every half term. These will test student's knowledge recall and application of knowledge to other geographical issues/scenarios/contexts where appropriate. Throughout the year, these assessments will build on knowledge so students are assessed on previous topics studied.					
<b>Literacy links</b>	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. Students are explicitly taught geographic terminology, relevant to the topic, to enable them to think, speak and write like a geographer. Students read a range of relevant high-quality texts, such as book extracts and newspaper articles, completing guided reading and DART activities.					

Y11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
	Physical landscape in the UK - Coasts	Urban issues and challenges	The changing economic world	The challenge of resource Management	Fieldwork and pre-release paper 3	
<b>Curriculum content</b>	<p>We return to study UK landscapes with our final physical topic – coasts. Here we recap our knowledge from ‘A water world’, of coastal processes of weathering, erosion and mass-movement and the varied landforms they create, including wave-cut platforms and arches. We also look at how erosion supplies the sediment that is then transported by wave energy and deposited to create many other landforms we are familiar with such as sand dunes and beaches. We apply this knowledge to Lyme Regis as we explore the threats to this coastal town and evaluate the different strategies, including hard and soft engineering and managed retreat that are used to protect the coast.</p>	<p>We return to this topic, with a focus on the UK, a high income country through the study our local city Birmingham. Similarly to Rio, we explore how migration has affected the character of the city and the social, economic and environmental challenges that have been created by deindustrialisation which saw the decline of the car industry. We then look at the opportunities created first by the 1990s regeneration of BrindleyPlace in the and the ongoing Big City Plan which has driven redevelopment of the city centre, with the Bull Ring. This leads us to our <b>Human Fieldwork Study</b> to assess if the regeneration of BrindleyPlace has been successful.</p>	<p>We develop the theme of economic development in the wider UK context when we consider in detail the causes and effects of the changing UK economy from one routed in manufacturing to a post-industrial economy, themes first encountered in our year 8 topic ‘A sustainable world’. We use Birmingham examples e.g. the development of Aston Science Park and the quaternary sector and strategies to reduce the north-south divide such as HS2 to ensure that students knowledge of their local city and area is recapped and deepened. We look at Jaguar our local manufacturing industry as a case study of how industry has been damaging and how companies seek to become more sustainable to reduce climate change.</p>	<p>Our final human topic revisits key themes from KS3 ‘A sustainable world’ and ‘Exploiting the world’ when we look at the challenges the world faces in managing diminishing resources in the context of population growth and threats from climate change. After we take a global view, we return to focus on the distribution of food, water and energy in the UK. We consider the opportunities and challenges of sustainable provision of these resources in the UK. We focus more in depth on energy as this allows students to make links to their learning in chemistry. We assess the advantages and disadvantages of renewable and non-renewable energy source and finish with an exploration of the micro-hydro scheme to create electricity in Chambamontera, Peru.</p>	<p>Our final half-term before the exam series provides students with an opportunity to revisit our fieldwork studies, which will be examined in paper 3. We will also look at unfamiliar fieldwork examples from this same paper to increase our understanding of the advantages and disadvantages of different methods of data collection, data presentation and how these can be used to answer a range of questions. We also have a drop-down on the pre-release paper. This is a decision making exercise based on content that the exam board sends out at Easter. Past examples have been: building a cruise ship terminal and building a science park.</p>	
<b>Assessment</b>	<p>Students are assessed through marking of red zones (self, peer and/or teacher) and cumulative assessments every half term. These will test student’s knowledge recall and application of knowledge to other geographical issues/scenarios/contexts where appropriate. Throughout the year, these assessments will build on knowledge so students are assessed on previous topics studied.</p>					
<b>Literacy links</b>	<p>Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. Students are explicitly taught geographic terminology, relevant to the topic, to enable them to think, speak and write like a geographer. Students read a range of relevant high-quality texts, such as book extracts and newspaper articles, completing guided reading and DART activities.</p>					

Y12	Autumn		Spring		Summer	
	Physical topics Natural hazards – tectonic hazards	Human topics Global systems and governance	Physical topics Natural hazards – weather hazards and wildfires	Human topics Global systems and governance / Changing Place	Physical topics Coastal systems and landscapes	Human topics Changing places
<b>Curriculum content</b>	<p>Similarly to KS3 and KS4, students start their physical geography exploration with Natural hazards. Here students explore the complexity and interaction of the earth's spheres in greater depth, learning the variety of landforms and hazards created through tectonic plate movement, vulcanicity and seismicity. We explore how human activity, management and perceptions of hazards can lead to differing impacts through a variety of contrasting case studies of diverse places such as Japan, Iceland and Haiti. This enables students to make synaptic links to their human topics concepts; urbanisation and globalisation.</p>	<p>Students first human topic deepens their understanding of globalisation, first encountered in 'A sustainable world' and 'A changing economic world' one of the world's most influential process. We now communicate and share each other's cultures through travel and trade, transporting products around the world in hours or days. This topic enables students to evaluate the positives and negatives of these flows over time and space through the study of trade blocs, world trade and industry. The issues around globalisation are brought into sharp focus with a detail investigation into the transnational corporations Nike and Coca-Cola.</p>	<p>Again, students will develop their KS4 knowledge by studying the characteristics and distribution of tropical storms to a greater depth. We evaluate the causes, impacts and response to storms through the lens of contrasting case studies Typhoon Haiyan in the Philippines and Hurricane Katrina in the US. We learn about a hazard that can affect a much wider area than any other – wildfires. We discover the factors needed for wildfires to form and how human activity, particularly climate change is increasing both distribution and frequency. We return to the Amazon to study the growing threat of wildfires in this fragile ecosystem and Australia which is seeing urban areas at ever greater risk</p>	<p>We explore the world's global commons, including the oceans, the atmosphere and Antarctica. We discover the development of NGOs and intergovernmental organisations such as the United Nations as we seek to manage these global commons for the future of all mankind. Antarctica is the case study through which we assess threats to and attempts to manage a global commons. This topic has links to 'Carbon and water' and our KS3 topic 'A changing world'.</p> <p>Our second topic, changing places draws on theories around place as a concept. With students considering what makes people insiders or outsiders and how we develop a sense of place</p>	<p>In KS4 we studied coastal processes and how they create coastal landforms. At A' Level, we look in depth at the different factors in coastal environments and assess how these have varying influences on development over time and space. We discover the influence of the last ice age, which has created landforms of emergence and submergence. We then make links to our KS3 topics 'A water world' and 'A changing world' when we look at the impacts of modern day sea level rise. We assess how contrasting places Dorset and the Sunderbans seek to manage their coastlines with the increasing threat of climate change.</p>	<p>We continue our study of this topic by deepening our understanding of place through 'Place identity theory' which draws together the material setting of a place, peoples emotional perceptions of a place and the physical location of a place and discuss how these shape our understanding of the world. We use of understanding of qualitative and quantitative data first encountered in our KS3 and 4 fieldwork to help us explore and understand contrasting places. We finish the terms by evaluating how places change over time and space, with links to globalisation through our investigation into clone towns.</p>
<b>Assessment</b>	Students are assessed through self-marked knowledge quizzes and red zones essay practice that are teacher assessed throughout every half term. These will test student's knowledge recall and application of knowledge including synaptic links to other topics they have studied.					
<b>Literacy links</b>	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. Students are explicitly taught geographic terminology, relevant to the topic, to enable them to think, speak and write like a geographer. Students read a range of relevant high-quality texts, such as book extracts and newspaper articles, completing guided reading and DART activities.					

**Y13****Autumn****Spring****Summer 1****Physical topics**

Coastal systems and landscapes / Carbon and Water

**Human topics**

Changing places / Contemporary urban environments

**Physical topics**

Carbon and Water

**Human topics**

Contemporary urban environments

**Physical / Human topics**  
Revision / Exams**Curriculum content**

We finish our study of coastal landscapes by developing an understanding of the threats to coastal communities and assess the strategies of our near place, Dorset, and far place, Sundarbans, seek sustainable solutions to managing their coastlines in view of the increasing threat of climate change.

We start our final topic which draws on much of our prior learning. We revisit the systems framework and learn how water and carbon, essential components of life on Earth are cycled around our earth system and gain an understanding of the flows and stores in these cycles, and how they respond to feedback.

We finish our study of changing places by studying Birmingham and Detroit, cities significantly affected by deindustrialisation and the decline of the automotive industry, which links to our KS4 topics. We assess the contrasting fates of these cities, with Detroit once the wealthiest city in the US becoming the poorest, whereas Birmingham is now the second largest contributor to the UK economy outside of London.

We start our final topic which has strong links to KS4 topics. We build upon our knowledge of megacities and urbanisation by exploring the new concepts of suburbanisation and counter-urbanisation.

We explore key concepts of the flood hydrograph, water balance and study a river catchment area. Then move our focus to the carbon cycle where we identify how natural and human activities impact this, which inevitably includes a focus on the impacts of climate change. We build on ideas explored in KS3 and KS4 of actions taken to adapt to and mitigate the impacts, including synaptic links to our human topics, particularly global governance.

We finish by looking at the interrelationship between water and carbon through the case study of the Amazon tropical rainforest, with links to the hazard of wildfires, climate change and how these impact the water and carbon cycles here.

We finish the human topics with many synoptic links to other topics, drawing the whole course together. We recap deindustrialisation and the redevelopment of Longbridge, Birmingham and the growth of Mumbai. We study the interactions between urban areas and the water cycle, through studies of river restoration, urban drainage, as well as environmental issues caused by increasing urbanisation, which develops our understanding from KS3 and KS4. We explore the increasing focus on sustainable cities, in managing air pollution and waste and trying to replicate natural water processes through modern water management practises. This knowledge is brought into focus through our final case study in which we looks at Birmingham's attempts to become more sustainable.

**Assessment**

Students are assessed through self-marked knowledge quizzes and red zones essay practice that are teacher assessed throughout every half term. These will test student's knowledge recall and application of knowledge including synaptic links to other topics they have studied.

**Literacy links**

Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. Students are explicitly taught geographic terminology, relevant to the topic, to enable them to think, speak and write like a geographer. Students read a range of relevant high-quality texts, such as book extracts and newspaper articles, completing guided reading and DART activities.