

# ISLE OF WIGHT EDUCATION FEDERATION - GEOGRAPHY 2022/2023

## ASPIRE IN GEOGRAPHY

**AMBITION** - We want pupils to be ambitious to explore different parts of the world as well as future careers.

**SUCCESS** - Understanding their role in becoming a global citizen through challenging misconceptions and acting upon global issues.

**PROGRESS** - Knowledge and understanding of key geographical skills and concepts allows pupils to grow into global citizens and independent geographers.

**INSPIRATION** - Inspired by global and local environments and cultures, both in physical and human geography.

**RESPECT** - In geography, an environment of respect is created. This is respectful of all people in the classroom as well as respect for our natural world and other cultures we may be studying.

**EQUALITY** - Every pupil is given the same opportunities regardless of background. Through our curriculum, pupils appreciate their equality but recognise the inequality that exists locally and globally.

|               | Autumn 1   | Autumn 2   | Spring 3   | Spring 4   | Summer 5  | Summer 6  |
|---------------|--|--|--|--|---|---|
| <b>YEAR 7</b> | <p><b>Where do we live?</b></p> <p><u>Overview</u><br/>This topic starts by looking at the country that the pupils live in, exploring life in the UK and how it contrasts between places including the local area. This in terms of both the human and physical geography of the UK, including economic sectors. This then links into contrasting the UK with a country in Africa, upping the geographical scale.</p> <p><u>Why this? Why here?</u><br/>One of the main aims of this topic is to create a love of the subject. As students from primary schools will have a mixed experience of exposure/teaching of geography, this provides an opportunity to engage pupils immediately.<br/>Additionally, local and national place knowledge has historically been weak. Therefore, this also plugs any gaps in knowledge while making the topic relevant to the pupils.</p> <p><u>Links to other parts of the curriculum</u><br/>KS2 national curriculum - recap and enhancement of skills found here.<br/>Provides a basis for all topics moving forward into KS3 as all topics will relate back to national/local geography.</p> | <p><b>Is Africa all the same?</b></p> <p><u>Overview</u><br/>This topic removes the misconception of Africa being all the same. Through this, we look at contrasting biomes in Africa and how the human landscape and culture also varies from place to place. We do this through a number of case studies and examine the reasons for these differences.</p> <p><u>Why this? Why here?</u><br/>We teach about the continent of Africa here to remove any misconceptions pupils may bring from KS2. Pupils often believe Africa is a country and that it is a hot, desert environment and poor. We remove these misconceptions, stating that Africa is a diverse place, is made up of many countries and has a varied climate. Additionally, we look at poverty, stating that some of the poorest places in the world are found in Africa but this is not the case for all places and people.<br/>This topic also provides pupils with a wider view of the world which we often find is very narrow, especially due to the locality our schools are found in.</p> <p><u>Links to other parts of the curriculum</u></p> | <p><b>Why are places divided?</b></p> <p><u>Overview</u><br/>This topic investigates the causes and impacts of borders and migration in different parts of the world, starting with migration from North Africa to Europe. This is a contemporary issue and therefore up to date case studies are used throughout to give pupils an idea of current migration patterns.</p> <p><u>Why this? Why here?</u><br/>By looking at levels of development and the conditions that many people live in in developing countries in the previous topic, the theme of poverty links into this topic by understanding that one reason why migration occurs is due to this.<br/>Additionally, migration and borders is an extremely topical subject with Brexit and the refugee crisis. This allows us to teach a contemporary issue to our pupils to give them an understanding of what is currently going on in the world.</p> <p><u>Links to other parts of the curriculum</u><br/>Year 7 - Where do we live? (UK's migration patterns past and present), Is Africa all the same? (Linking migration from northern Africa to Europe) Why are places</p> | <p><b>Why are places different?</b></p> <p><u>Overview</u><br/>This topic offers an insight into the reasons for the location of many settlements and the differences between them. We look at both local examples of varying settlements before moving onto a global example of Mumbai and how urbanisation has impacted life in the megacity.</p> <p><u>Why this? Why here?</u><br/>This topic links nicely in from the previous one, looking at the potential consequences of migration leading to urbanisation.<br/>Additionally, this topic also examines the local area, why Newport is found where it is but extends these reasons into a much wider, global context by looking at Mumbai as a case study. This provides pupils with a wider view of the world which we often find is very narrow, especially due to the locality our schools are found in.<br/>This topic also provides a basis of knowledge for GCSE, with Mumbai being a megacity of study.</p> <p><u>Links to other parts of the curriculum</u><br/>Year 7 - Where do we live (local knowledge of settlements), Why are places divided? (consequences and</p> | <p><b>Are our lives sustainable?</b></p> <p><u>Overview</u><br/>This topic has a focus on how sustainable our lives are. This is in relation to resource use, including energy. There is a focus on decision making in this topic, with pupils making a decision on the most sustainable outcome for the Isle of Wight's energy use. There is also an opportunity to introduce fieldwork by running a decision making exercise around the school based on waste.</p> <p><u>Why this? Why here?</u><br/>With a focus on environmental sustainability towards the end of the previous topic, there is a clear link between the two. Therefore, the theme of sustainability has already been discussed here and can be built on.<br/>As sustainability is a common theme running through many topics across all key stages, by introducing this in year 7 ensures that pupils have an understanding of the concept which can be built on further.</p> <p><u>Links to other parts of the curriculum</u><br/>Year 7 - Where do we live? (Using locational detail of local area), Why are places different? (how sustainable urbanisation is), How is</p> | <p><b>How is our coastline changing?</b></p> <p><u>Overview</u><br/>This topic starts by introducing key coastal processes and human interactions with the coast with an Isle of Wight focus. There will then be an opportunity for fieldwork where pupils will go through an enquiry process, collecting data, presenting this and finally drawing conclusions based around the enquiry question.</p> <p><u>Why this? Why here?</u><br/>With the Isle of Wight surrounded by coasts, it is important for our pupils to understand the key processes which take place on the coast and our interactions with this.<br/>By putting this topic here, it also provides us with an opportunity to conduct fieldwork on the coast with the pupils to give them the experience of conducting it. This is also the most feasible time to conduct this fieldwork due to weather and reduced timetable as year 11/13 have left.<br/>It also follows on from the previous topic. By looking at waste and pollution and how it impacts on the oceans, there is then a link into coastal areas.<br/>Finally, coasts are covered in the GCSE so therefore, this will provide a basis of knowledge for this.</p> <p><u>Links to other parts of the curriculum</u></p> |

**Keywords**

United Kingdom, Great Britain, contour, geology, national park, primary sector, secondary sector, tertiary sector, quaternary sector, global, national, local, scale.

**Cultural Capital**

Focus on British values including democracy, rule of law, respect and tolerance and individual liberty.

Stewardship of the natural environment is promoted here. By understanding natural processes and the impact of people on the environment, pupils become more concerned and value these.

**Key Geographical Skills**

Enquiry – immediate school grounds study to collect, present and analyse data.

Use of maps at different scales and types/thematics including OS maps, geological and topographic

Year 7 - Where do we live? (Last lesson discusses trade links to the wider world, including Africa, providing a good link into the new topic), Why are places divided? (consequences and opportunities of migration), Why are places different? (knowledge of types of settlements), How is our coastline changing? (impact of coastlines on development).

Year 8 - Southeast Asia (contrasting levels of development), Volcanoes (tectonic activity in Rift Valley), Rivers (River Nile).

Year 9 - Weather and Climate (contrasting climate compared to UK), International Development (links to levels of development), Biomes and Climate Change (varying biomes in Africa).

Year 10 - People and Environment Issues (varying biomes in Africa), Development Dynamics (links to levels of development and colonialism).

Year 12

Year 13

**Keywords**

Climate, weather, biome, poverty, colonisation, piracy, agriculture, tourism, ecotourism.

**Cultural Capital**

Focus on British values including democracy, rule of law, respect and tolerance and individual liberty. There is an enhanced focus on respect for other cultures here.

**Key Geographical Skills**

Globes, maps and atlas skills. Climate graphs, satellite images of Nile delta/desertification spread

different? (migration causing places to change).

Year 8 - Extreme Environments (reasons why migration occurs), Middle East and Resources (migration to and from the Middle East), Southeast Asia (migration in Asia), Volcanoes (migration due to natural hazards).

Year 9 - Weather and Climate (causes of migration), Climatic Hazards (causes of migration), International Development (causes of migration), Biomes and Climate Change (climate refugees).

Year 10 - People and Environment Issues (climate refugees), Hazardous Earth (hazards causing migration), Development Dynamics (links to levels of development), Urbanising World (rural-urban migration).

Year 12

Year 13

**Keywords**

Hard border, soft border, imaginary border, migration, immigration, emigration, refugee, asylum seeker.

**Cultural Capital**

Focus on British values including democracy, rule of law, respect and tolerance and individual liberty. There is an enhanced focus on respect for other cultures here.

**Key Geographical Skills**

Calculating distance and scale through routes

opportunities of migration on settlements), Are our lives sustainable? (sustainability of strategies), How is our coastline changing? (impact of coastlines on location of settlements).

Year 8 - Extreme Environments (location of settlements), Southeast Asia (varying settlements in Asia), Volcanoes (location of settlements by volcanoes), Rivers (location of settlements by rivers).

Year 9 - Weather and Climate (location of settlements), International Development (links to levels of development).

Year 10 - Urbanising World (types of settlement and urbanisation).

Year 11 - UKs Human Landscape (background information of contrasting UK settlements).

Year 12

Year 13

**Keywords**

Urbanisation, megacity, urban, rural, migration, developing, developed, emerging, economic sectors, distribution, commercial, industrial, residential, slums, top down, bottom up, sustainable.

**Cultural Capital**

By looking at settlements from contrasting locations, it provides pupils a view of poverty and the cultural differences between us and other parts of the world. This builds empathy for others and understanding that some people suffer much greater difficulties than what we do.

**Key Geographical Skills**

IOW OS maps and grid reference skills

Aerial photos and use of GIS – digimap to study historical maps to show the growth of settlements.

Population graphs

our coastline changing? (environmental sustainability).

Year 8 - Middle East and Resources (sustainability of energy choices), Geography of Crime (conducting a geographical enquiry), Southeast Asia (sustainability of growing populations), Rivers (enquiry process).

Year 9 - International Development (links to levels of development and sustainable development), Biomes and Climate Change (consequences of unsustainable living).

Year 10 - People and Environment Issues (sustainable futures), Hazardous Earth (links to climate change and sustainability), Urbanising World (sustainable choices), Coastal Fieldwork (enquiry process).

Year 11 - Urban Fieldwork (enquiry process).

Year 12

Year 13

**Keywords**

Sustainability, renewable, non-renewable, recyclable, fossil fuel, accessibility, development, conventional, unconventional, ecological, energy security.

**Cultural Capital**

By investigating environmental and sustainability issues, there is a focus on environmental responsibility and how all people are responsible for the environment and how individual choices can impact this.

**Key Geographical Skills**

Litter survey, maps of school site as well as to locate wind farm/tidal energy project (Decision Making Exercise).

Year 7 - Where do we live? (Using locational detail of local area), Why are places different? (knowledge of local settlements), Are our lives sustainable? (sustainability of strategies).

Year 8 - Geography of Crime (conducting a geographical enquiry), Southeast Asia (countries with long coastlines), Rivers (enquiry process and processes).

Year 9 - Weather and Climate (influence of weather on coastal processes), Climatic Hazards (coastal storm surges), Biomes and Climate Change (impact of climate change on coastal processes).

Year 10 - People and Environment Issues (decision making and sustainable choices), Hazardous Earth (links to climate change and sustainability), UK's Physical Landscape (coastal processes), Coastal Fieldwork (enquiry process and coastal processes).

Year 11 - UKs Human Landscape (how UKs physical processes influence human processes), Urban Fieldwork (enquiry process).

Year 12

Year 13

**Keywords**

Geology, erosion, weathering, concordant, discordant, joints, faults, headland, bay, cave, arch, stack, wave cut platform, transportation, longshore drift, spits, bars, hard engineering, soft engineering, groynes, beach replenishment, slope stabilisation, do nothing, strategic realignment, hydraulic action, abrasion, attrition, solution (erosion), traction, saltation, suspension, solution (transportation).

**Cultural Capital**

Fieldwork opportunities provide pupils to experience geography in their own local environment. It is also encouraged that the local environment is respected and any investigations won't impact on the local environment negatively and is left how it was found.

|               |  |  |  |  |  |   |
|---------------|--|--|--|--|--|---|
|               |  |  |  |  |  | <p><i>This promotes positive behaviours of our pupils in the local community.</i></p> <p><b>Key Geographical Skills</b></p> <p><i>Maps of the coastline IOW as well as geological maps. Use of GIS and digimap to create route map for fieldwork as well as looking at changing coastline from past maps to present</i></p>   |
| <b>YEAR 8</b> | <p><b><u>Extreme Environments</u></b></p> <p><b>Overview</b></p> <p><i>Students will look at contrasting extreme environments, including tundra, taiga, coniferous forest ecosystems with a focus on Russia. Comparisons of these will be made ending with desert ecosystems which will then cross over into the following topic.</i></p> <p><b>Why this? Why here?</b></p> <p><i>This topic builds knowledge from coastal processes such as erosion through the study of glaciation from the previous topic. This leads into different cold environments and then allows a comparison of these on other extreme environments.</i></p> <p><b>Links to other parts of the curriculum</b></p> <p><i>Year 7 - Why are places different? (knowledge of why (not) settlements are found in certain locations), How is our coastline changing? (building on coastal processes).</i></p> <p><i>Year 8 - Middle East and Resources (Middle East being an extreme environment).</i></p> <p><i>Year 9 - Weather and Climate (contrasting climate compared to UK), Climate Change (impact of climate change on extreme environments).</i></p> <p><i>Year 10 - People and Environment Issues (varying biomes), Hazardous Earth (links to climate change and sustainability).</i></p> <p><i>Year 12</i></p> <p><i>Year 13</i></p> | <p><b><u>Middle East and Resources</u></b></p> <p><b>Overview</b></p> <p><i>There is then a focus on the human interactions with deserts before looking at different countries in the Middle East, linking how some people in the Middle East live in desert conditions as well as other geographical issues found here. Then there is a real focus on Middle East resources and how this has greatly influenced the region.</i></p> <p><b>Why this? Why here?</b></p> <p><i>With the desert being an extreme environment, there is a clear link to the previous topic. Now, there is a focus on human interaction with deserts, particularly the Middle East. Additionally, there are clear links to energy resources in the region with KS4 (Consuming Energy Resources) and KS5 (Energy Security).</i></p> <p><b>Links to other parts of the curriculum</b></p> <p><i>Year 7 - Is Africa all the same? (Concept of development and poverty), Why are places different? (knowledge of why (not) settlements are found in certain locations), How is our coastline changing? (impact of coastlines on development).</i></p> <p><i>Year 8 - Extreme Environments (deserts being extreme environments), Geography of Crime (piracy off the Middle East), Southeast Asia (sustainability of growing populations and their energy use),</i></p> | <p><b><u>Geography of Crime</u></b></p> <p><b>Overview</b></p> <p><i>Using statistics including those from the Index of Multiple Deprivation, police crime data and from the census, there will be a local enquiry into crime in Newport. This will be based around where would be the best place to locate CCTV in the town. This includes map work, plotting the best locations and justifying these decisions.</i></p> <p><b>Why this? Why here?</b></p> <p><i>With the final focus of the previous topic being on piracy in the Middle East region, there is a clear link to this topic of crime. The focus is then brought back to the national and then local level.</i></p> <p><i>Students will use deprivation index data and to map/graph socio-economic data. The aim of this unit is a local geographical enquiry to consider where in Newport needs CCTV. Therefore, there is a clear focus on the geography rather than the crime.</i></p> <p><b>Links to other parts of the curriculum</b></p> <p><i>Year 7 - Where do we live? (Using locational detail of local area), Are our lives sustainable? (sustainability of strategies).</i></p> <p><i>Year 8 - Middle East and Resources (piracy off the Middle East), Southeast Asia (global production of manufactured goods e.g. CCTV), Year 9 - Weather and Climate (enquiry process).</i></p> | <p><b><u>Southeast Asia</u></b></p> <p><b>Overview</b></p> <p><i>Through this topic, we look at contrasting human and physical geography in China and India and culture also varies from place to place. We do this through an investigation of these two emerging countries as well as looking into the future influence and impact of these countries into the future.</i></p> <p><b>Why this? Why here?</b></p> <p><i>Moving from a locality study to an entire region will support students in thinking geographically about the links through fake manufactured goods on the black market.</i></p> <p><i>Learning about India and China enables contrasting country studies where 1 in 4 of the people in the planet live and emerging superpowers. Due to this, these contemporary examples provide a good opportunity to look at geographical issues and concepts which will be relevant to their lives.</i></p> <p><b>Links to other parts of the curriculum</b></p> <p><i>Year 7 - Is Africa all the same? (Concept of development and poverty), Why are places divided? (knowledge of Asia), How is our coastline changing? (impact of coastlines on development).</i></p> <p><i>Year 8 - Middle East and Resources (increasing demand for energy in region), Geography of Crime (global production of manufactured goods e.g. CCTV), Volcanoes (link to Asian volcanoes), Rivers (continuing from</i></p> | <p><b><u>Volcanoes</u></b></p> <p><b>Overview</b></p> <p><i>This topic firstly covers the different types of natural hazards, then focusing on the structure of the earth, plate boundaries and how this leads to contrasting types of volcanoes. When looking at volcanoes, we look at how they form, what makes places more vulnerable than others and then finally look at two contrasting examples in Asia to apply the learning in previous lessons.</i></p> <p><b>Why this? Why here?</b></p> <p><i>This unit will investigate a volcano from southeast Asia, linking well to the previous topic. Will also provide a more physical geography focus from what had previously been a human geography heavy topic.</i></p> <p><i>Further, tectonics is often a concept which excites and engages pupils so this topic will encourage a love of the subject.</i></p> <p><i>Tectonics is additionally a topic found in both GCSE and A Level so this provides pupils a knowledge basis for further study.</i></p> <p><b>Links to other parts of the curriculum</b></p> <p><i>Year 7 - Where do we live? (Using knowledge of geology), Is Africa all the same? (Concept of development and poverty), Why are places different? (knowledge of why (not) settlements are found in certain locations).</i></p> | <p><b><u>Rivers</u></b></p> <p><b>Overview</b></p> <p><i>The rivers topic looks at the key river processes of erosion, transportation and deposition and how this influences features found on different parts of the course of the river. We then look at human interactions with rivers including how we use them, change them and protect ourselves from them. We look at a range of different rivers during this to embed the learning of these key processes and interactions.</i></p> <p><b>Why this? Why here?</b></p> <p><i>Following an Asia focus in the last two topics, an initial hook lesson into major rivers in Asia such as Yangtze and Ganges leads students to deepen knowledge of erosional processes, especially transportational and river landforms.</i></p> <p><i>By putting this topic here, it provides us with an opportunity to conduct fieldwork along a river with the pupils to give them the experience of conducting it. This is also the most feasible time to conduct this fieldwork due to weather and reduced timetable as year 11/13 have left.</i></p> <p><i>Finally, rivers are covered in the GCSE so therefore, this will provide a basis of knowledge for this.</i></p> <p><b>Links to other parts of the curriculum</b></p> <p><i>Year 7 - Where do we live? (Using locational detail of local area), Why are places different? (knowledge of local settlements), Are our lives sustainable? (sustainability of strategies), How is our coastline</i></p> |

|  |   |  |  |   |   |   |
|--|---|--|--|---|---|---|
|  | <p><b>Keywords</b><br/>Geology, glacial, erosion, deposition, weathering, abrasion, plucking, biome, glaciation, adaptation, climate, ecosystem,</p> <p><b>Cultural Capital</b><br/>Stewardship of the natural environment is promoted here. By understanding natural processes and the impact of people on the environment, pupils become more concerned and value these.</p> <p><b>Key Geographical Skills</b><br/>Atlases<br/>Climate graphs<br/>Direction</p> | <p>Year 9 - Weather and Climate (contrasting climate compared to UK), International Development (links to levels of development and causes of this), Climate Change (impact of unsustainable resource use).</p> <p>Year 10 - People and Environment Issues (location of deserts), Hazardous Earth (links to climate change and sustainability), Development Dynamics (links to levels of development).</p> <p>Year 12<br/>Year 13</p> <p><b>Keywords</b><br/>Climate, biome, high pressure, arid, conflict, economy, regional power, tourism, sustainability.</p> <p><b>Cultural Capital</b><br/>By investigating environmental and sustainability issues, there is a focus on environmental responsibility and how all people are responsible for the environment and how individual choices can impact this.</p> <p><b>Key Geographical Skills</b><br/>Locational mapping skills<br/>Graphs of resources to complete and analyse</p> | <p>Year 10 - People and Environment Issues (decision making), Coastal Fieldwork (enquiry process).</p> <p>Year 11 - Urban Fieldwork (enquiry process).</p> <p>Year 12<br/>Year 13</p> <p><b>Keywords</b><br/>Enquiry, quantitative, quality of life, perceptions, qualitative, census, methodology, GIS, evaluate, analysis, conclusions.</p> <p><b>Cultural Capital</b><br/>By investigating social issues in the local area, there is a focus on social responsibility and how all people are responsible for the local area and how individual choices can impact this.</p> <p><b>Key Geographical Skills</b><br/>Data sets such as deprivation analysis<br/>Local maps, aerial images and OS maps<br/>Enquiry skills</p> | <p>the Asia theme, focus on Ganges/Yangtze).</p> <p>Year 9 - Weather and Climate (contrasting climate compared to UK), Climatic Hazards (location of the Philippines), Earthquakes (location of Japan), International Development (links to levels of development in region).</p> <p>Year 10 - Development Dynamics (links to levels of development), Urbanising World (rural-urban migration in Asia).</p> <p>Year 12<br/>Year 13</p> <p><b>Keywords</b><br/>Developing, emerging, developed, superpower, relief, manufacturing, projections, influence.</p> <p><b>Cultural Capital</b><br/>Focus on British values including democracy, rule of law, respect and tolerance and individual liberty. There is an enhanced focus on respect for other cultures here.</p> <p><b>Key Geographical Skills</b><br/>Choropleth mapping and pop density maps</p> | <p>Year 8 - Southeast Asia (volcanoes located in Asia), Rivers (continuing from the Asia theme, focus on Ganges/Yangtze).</p> <p>Year 9 - Climatic Hazards (types of hazard), Earthquakes (types of hazard and tectonics), International Development (links to levels of development in region).</p> <p>Year 10 - Hazardous Earth (tectonic hazards), Development Dynamics (links to levels of development).</p> <p>Year 12<br/>Year 13</p> <p><b>Keywords</b><br/>Distribution, vulnerability, preparation, response, primary impact, secondary impact, asthenosphere, composition, radioactive decay, convection, conservative, divergent, convergent, hotspot, developed country, developing country, relief, aid.</p> <p><b>Cultural Capital</b><br/>By looking at hazards, students become aware of the issues people face in other parts of the world. The emotions that these disasters can create often produce feelings of empathy towards other people from other backgrounds and cultures.</p> <p><b>Key Geographical Skills</b><br/>Diagrams – annotating and making models</p> | <p>changing? (building on coastal processes).</p> <p>Year 8 - Extreme Environments (erosional processes through glaciation), Geography of Crime (conducting a geographical enquiry), Volcanoes (continuing from the Asia theme, focus on Ganges/Yangtze).</p> <p>Year 9 - Weather and Climate (influence of weather on river processes), Climate Change (impact of climate change on river processes).</p> <p>Year 10 - People and Environment Issues (decision making and sustainable choices), Hazardous Earth (links to climate change and sustainability), UK's Physical Landscape (river processes), Coastal Fieldwork (enquiry process).</p> <p>Year 11 - UKs Human Landscape (how UKs physical processes influence human processes), Urban Fieldwork (enquiry process).</p> <p>Year 12<br/>Year 13</p> <p><b>Keywords</b><br/>Erosion, deposition, agriculture, settlement, transportation, hard engineering, soft engineering, upper course, middle course, lower course, gradient, discharge, velocity, hydraulic action, abrasion, attrition, solution (erosion), traction, saltation, suspension, solution (transportation), meanders, interlocking spurs, levees, delta, oxbow lake, climate, drainage basin, urbanisation, deforestation.</p> <p><b>Cultural Capital</b><br/>Fieldwork opportunities provide pupils to experience geography in their own local environment. It is also encouraged that the local environment is respected and any investigations won't impact on the local environment negatively and is left how it was found. This promotes positive behaviours of our pupils in the local community.</p> <p><b>Key Geographical Skills</b><br/>Enquiry skills 1-6</p> |
|--|---|--|--|---|---|---|

|               |  |   |  |  |  |   |
|---------------|--|---|--|--|--|---|
|               |  |   |  |  |  | Possible data collection methods flow rates, cross section etc  |
| <b>YEAR 9</b> | <p><b><u>Weather and Climate</u></b></p> <p><b><u>Overview</u></b><br/>This topic looks at the causes of contrasting weather and climate systems globally, followed by a focus on the UK and the Isle of Wight. There will then be a microclimate enquiry based around the school grounds using data collected by the pupils as well as school weather station data.</p> <p><b><u>Why this? Why here?</u></b><br/>Linking from rivers unit and water cycle in the previous topic, students will develop their understanding of the factors affecting local climates and develop further enquiry skills using the 6 stage GCSE enquiry framework as well as the factors that affect climate.<br/>By putting this topic here, it provides us with an opportunity to conduct on-site fieldwork on microclimates to give the pupils experience of conducting it. This is also the most feasible time to conduct this fieldwork due to weather conditions still being fine during this period.</p> <p><b><u>Links to other parts of the curriculum</u></b><br/>Year 7 - Where do we live? (Using locational detail of local area and UK), Why are places different? (knowledge of why (not) settlements are found in certain locations).<br/>Year 8 - Geography of Crime (conducting a geographical enquiry), Rivers (enquiry processes and hydrological cycle).<br/>Year 9 - Climatic Hazards (extreme weather patterns), Climate Change (impact of climate change on weather patterns).<br/>Year 10 - People and Environment Issues (causes of biome location), Hazardous Earth (links to climate</p> | <p><b><u>Climatic Hazards</u></b></p> <p><b><u>Overview</u></b><br/>This topic firstly recaps the different types of natural hazards, then focusing on climatic hazards, mainly tropical cyclones. When looking at tropical cyclones, we look at how they form, what makes places more vulnerable than others and then finally look at two contrasting examples to apply the learning in previous lessons. The examples we look at are Typhoon Haiyan and Hurricane Katrina.</p> <p><b><u>Why this? Why here?</u></b><br/>Moving from investigating a UK flood and UK droughts from the previous topic, students will contrast this with other climatic hazards across other locations. This allows for knowledge recall and comparisons of varying climatic hazards.<br/>We have chosen to use Hurricane Katrina and Typhoon Haiyan as the two contrasting case studies as this will feed into the GCSE, providing a foundation for a more in depth evaluation of the preparation, impacts and responses of these tropical cyclones.</p> <p><b><u>Links to other parts of the curriculum</u></b><br/>Year 7 - Why are places different? (knowledge of why (not) settlements are found in certain locations).<br/>Year 8 - Southeast Asia (location of the Philippines), Volcanoes (types of hazard).<br/>Year 9 - Weather and Climate (extreme weather patterns), Earthquakes (types of hazard), International Development (links to levels of development), Climate</p> | <p><b><u>Earthquakes (Into international Development)</u></b></p> <p><b><u>Overview</u></b><br/>This topic firstly recaps the different types of natural hazards, the structure of the earth, plate boundaries and how this leads to earthquakes and tsunamis. When looking at earthquakes, we look at what makes places more vulnerable than others and then finally look at two contrasting examples to apply the learning in previous lessons. This leads onto a focus on international development, with this being why the impacts of hazards vary between locations.</p> <p><b><u>Why this? Why here?</u></b><br/>By studying the Haiti earthquake in this topic, there is a direct link to tropical storms as Haiti is a country devastated by this hazard as well which will be explicitly linked for the pupils. Linking to development issues, students will be challenged to consider why Haiti struggles to prepare and protect its people from the impact of natural hazards which links into the second part of this topic as well as the next.<br/>We have chosen to use Haiti and Japan as the two contrasting case studies as this will feed into the GCSE, providing a foundation for a more in depth evaluation of the preparation, impacts and responses of these tropical cyclones.</p> <p><b><u>Links to other parts of the curriculum</u></b><br/>Year 7 - Is Africa all the same? (Concept of development and poverty), Why are places different? (knowledge of why (not) settlements are found in certain locations), Are</p> | <p><b><u>International Development and Sustainable Development Goals</u></b></p> <p><b><u>Overview</u></b><br/>This topic uncovers what development is and how it varies across the world. As geographers, we look at how we can measure how developed a country is and reasons for contrasting levels of development. We then look at solutions to close the development gap with a focus on the sustainable development goals and whether these will be successful or not.</p> <p><b><u>Why this? Why here?</u></b><br/>International development will run over a double term so that students can contrast Haiti with Japan. Moving from the perspective of disaster preparation (earthquake resistant buildings etc.) students will look at the different levels of development and strategies to support economic development such as aid, fair trade and appropriate technology.<br/>Additionally, development is a theme which runs through GCSE and A Level geography so will provide a basis for further study.</p> <p><b><u>Links to other parts of the curriculum</u></b><br/>Year 7 - Is Africa all the same? (Concept of development and poverty), Why are places divided? (causes of migration), Are our lives sustainable? (sustainability of strategies), How is our coastline changing? (impact of coastlines on development).<br/>Year 8 - Southeast Asia (contrasting levels of development within India and China).<br/>Year 9 - Earthquakes (contrasting preparation and responses based on</p> | <p><b><u>Biomes and Climate Change</u></b></p> <p><b><u>Overview</u></b><br/>In this component, students will develop their knowledge and understanding of the processes and interactions between people and environment and investigate related issues at a variety of scales. Some of the main themes that run through this topic are sustainability and climate change.</p> <p><b><u>Why this? Why here?</u></b><br/>Linking back to the autumn term with data this unit will show the increasing trend and pattern of more severe storms and prolonged droughts and introduce further climatic hazards such as wildfires. Keeping the focus on biomes – students will learn how they are shifting with climate change and the changing weather patterns.<br/>Additionally, climate change and biomes are themes which run through GCSE and A Level geography so will provide a basis for further study.</p> <p><b><u>Links to other parts of the curriculum</u></b><br/>Year 7 - Is Africa all the same? (location of biomes in Africa), Why are places divided? (causes of migration, climate refugees).<br/>Year 8 - Extreme Environments (location of particular biomes), Middle East and Resources (sustainability of energy choices), Southeast Asia (sustainability of growing populations).<br/>Year 9 - Weather and Climate (changing climate patterns), Climatic Hazards (changing cyclone patterns), International Development (links to levels of development and sustainable development), Climate</p> | <p><b><u>Climate Change - UK to local</u></b></p> <p><b><u>Overview</u></b><br/>With climate change being the biggest challenge facing society now and in the future, we will look at how climate change will impact our lives both in the UK as well as more locally on the Isle of Wight.</p> <p><b><u>Why this? Why here?</u></b><br/>By looking at climate change towards the end of the previous topic, it leads nicely into this topic mainly focused on the impacts. The reason for doing this topic at the end of KS3 is that it gives all pupils knowledge of the greatest current geographical issue, ensuring all pupils at IWEF understand the consequences of our actions.<br/>Additionally, climate change is a theme which runs through GCSE and A Level geography so will provide a basis for further study.</p> <p><b><u>Links to other parts of the curriculum</u></b><br/>Year 7 - Where do we live? (Using locational detail of local area and UK), Why are places different? (knowledge of local settlements).<br/>Year 8 - Extreme Environments (impact of climate change on extreme environments), Middle East and Resources (sustainability of energy choices).<br/>Year 9 - Weather and Climate (changing climate patterns), Biomes and Climate Change (impact of climate change on UK).<br/>Year 10 - People and Environment Issues (decision making and sustainable choices), Hazardous Earth (links to climate change and sustainability), UK's Physical Landscape (UK physical processes).</p> |

|                       |   |  |   |  |   |  |
|-----------------------|---|--|---|--|---|--|
|                       | <p>change and sustainability), Coastal Fieldwork (enquiry process).</p> <p>Year 11 - Urban Fieldwork (enquiry process).</p> <p>Year 12</p> <p>Year 13</p> <p><b>Keywords</b></p> <p>Ocean current, redistribute, arid, high pressure, low pressure, greenhouse effect, microclimates.</p> <p><b>Cultural Capital</b></p> <p>Fieldwork opportunities provide pupils to experience geography in their own local environment. It is also encouraged that the local environment is respected and any investigations won't impact on the local environment negatively and is left how it was found. This promotes positive behaviours of our pupils in the local community.</p> <p><b>Key Geographical Skills</b></p> <p>Enquiry skills 1-6</p> <p>OS maps</p> <p>Climate data – from school weather station</p> | <p>Change (impact of climate change cyclone patterns),</p> <p>Year 10 - Hazardous Earth (links to climatic hazards), Development Dynamics (links to levels of development).</p> <p>Year 12</p> <p>Year 13</p> <p><b>Keywords</b></p> <p>High pressure, low pressure, distribution, cyclone, hurricane, typhoon, dissipation, storm surge, vulnerability, preparation, response, primary impact, secondary impact, developed country, developing country, relief, aid.</p> <p><b>Cultural Capital</b></p> <p>By looking at hazards, students become aware of the issues people face in other parts of the world. The emotions that these disasters can create often produce feelings of empathy towards other people from other backgrounds and cultures.</p> <p><b>Key Geographical Skills</b></p> <p>Tracking and plotting tropical storms</p> <p>Use of satellite images to identify characteristics of tropical storm</p> | <p>our lives sustainable? (sustainability of strategies).</p> <p>Year 8 - Southeast Asia (location of Japan), Volcanoes (types of hazard and tectonics).</p> <p>Year 9 - Climatic Hazards (types of hazard), International Development (links to levels of development).</p> <p>Year 10 - Hazardous Earth (links to tectonic hazards), Development Dynamics (links to levels of development).</p> <p>Year 12</p> <p>Year 13</p> <p><b>Keywords</b></p> <p>Distribution, vulnerability, preparation, response, primary impact, secondary impact, conservative, divergent, convergent,, tsunami, developed country, developing country, relief, aid.</p> <p><b>Cultural Capital</b></p> <p>Development gives pupils an understanding of poverty and the cultural differences between us and other parts of the world. This builds empathy for others and understanding that some people suffer much greater difficulties than what we do.</p> <p><b>Key Geographical Skills</b></p> <p>Infographics, Choropleths, imagery such as satellite images of before/after hazard</p> | <p>development), Climate Change (impact of climate change on development).</p> <p>Year 10 - Hazardous Earth (impacts of hazards on development), Development Dynamics (links to levels of development).</p> <p>Year 12</p> <p>Year 13</p> <p><b>Keywords</b></p> <p>Development, GDP, per capita, HDI, inequality, corruption, developing, developed, emerging, colonialism, top-down, bottom-up, TNCs, NGO, economic sectors, aid, sustainable.</p> <p><b>Cultural Capital</b></p> <p>Development gives pupils an understanding of poverty and the cultural differences between us and other parts of the world. This builds empathy for others and understanding that some people suffer much greater difficulties than what we do.</p> <p><b>Key Geographical Skills</b></p> <p>Atlases, comparing data, bias of data</p> | <p>Change - UK to Local (climate change processes).</p> <p>Year 10 - People and Environment Issues (biome location), Hazardous Earth (links to climate change and sustainability).</p> <p>Year 13 - Carbon Cycle (providing prior knowledge on carbon cycle processes), Water Cycle (providing prior knowledge on water cycle processes).</p> <p><b>Keywords</b></p> <p>Distribution, biome, climate, precipitation, local factors, altitude, geology, biotic, abiotic, fauna, flora, biosphere, indigenous, commercially, goods, services, affluence, urbanisation, industrialisation.</p> <p><b>Cultural Capital</b></p> <p>By investigating environmental and sustainability issues, there is a focus on environmental responsibility and how all people are responsible for the environment and how individual choices can impact this.</p> <p><b>Key Geographical Skills</b></p> <p>Analysis of climate change predictions (reliability of different sources of information and graphical analysis).</p> | <p>Year 11 - UKs Human Landscape (how UKs physical processes influence human processes).</p> <p>Year 12</p> <p>Year 13</p> <p><b>Keywords</b></p> <p>Sustainability, ecotourism, renewable, non-renewable, recyclable, fossil fuel, biofuels, HEP</p> <p><b>Cultural Capital</b></p> <p>By investigating environmental and sustainability issues, there is a focus on environmental responsibility and how all people are responsible for the environment and how individual choices can impact this.</p> <p><b>Key Geographical Skills</b></p> <p>Mapping of flood risk - national and local.</p> |
| <p><b>YEAR 10</b></p> | <p><b>Paper 3 - People and Environment Issues</b></p> <p><b>Overview</b></p> <p>In this component, students will develop their knowledge and understanding of the processes and interactions between people and environment and investigate related issues at a variety of scales. Some of the main themes that run through this topic are sustainability and decision making.</p>  | <p><b>Hazardous Earth</b></p> <p><b>Overview</b></p> <p>An understanding of the global circulation of the atmosphere and changing climate. Plus two depth studies of an extreme weather hazard (tropical cyclones) and tectonic hazards at contrasting locations.</p> <p><b>Why this? Why here?</b></p> <p>This is a compulsory part of the course and therefore has to be</p>   | <p><b>Development Dynamics</b></p> <p><b>Overview</b></p> <p>An understanding of the scale of global inequality. Plus a depth study of how one emerging country (India) is developing and the consequences for people, environment and the country's relationship with the wider world.</p> <p><b>Why this? Why here?</b></p> <p>This is a compulsory part of the course and therefore has to be</p>  | <p><b>Urbanising World</b></p> <p><b>Overview</b></p> <p>An overview of the causes and challenges of rapid urbanisation across the world. Plus one depth study of a megacity in a developing or emerging country (Mumbai).</p> <p><b>Why this? Why here?</b></p> <p>This is a compulsory part of the course and therefore has to be covered. There are key links to the previous unit which enable good</p>  | <p><b>UK's Physical Landscape</b></p> <p><b>Overview</b></p> <p>An overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time. Plus two depth studies of distinctive landscapes – Coastal change and conflict and River processes and pressures.</p> <p><b>Why this? Why here?</b></p>  | <p><b>Coastal Fieldwork</b></p> <p><b>Overview</b></p> <p>One of two investigations, including fieldwork and research, carried out in contrasting environments, one from 'Coastal change and conflict' or 'River processes and pressures'. IWEF fieldwork is based on Coastal Change and Conflict.</p> <p><b>Why this? Why here?</b></p> <p>This is a compulsory part of the course and therefore has to be covered. There</p>   |

### Why this? Why here?

This is a compulsory part of the course however, it is crucial for our pupils to enhance their decision making skills which help across other subjects at KS4. Additionally, sustainability and decision making are key components of what we believe makes a good geographer at IWEF.

We start with this topic at KS4 due to it being less content heavy (AO1). This means in terms of remembering content for their GCSEs in year 11, this will not inhibit their progress. Additionally, the AO2, AO3 and AO4 skills they gain from this topic will help them across the other two papers.

### Links to other parts of the curriculum

Year 7 - Is Africa all the same? (location of biomes in Africa).

Year 8 - Extreme Environments (impact of climate change on extreme environments), Middle East and Resources (sustainability of energy choices), Southeast Asia (sustainability of growing populations).

Year 9 - Weather and Climate (changing climate patterns), Climatic Hazards (changing cyclone patterns), International Development (links to levels of development), Climate Change (impact of climate change on biomes).

Year 10 - Hazardous Earth (knowledge of global factors influencing climate).

Year 13 - Carbon Cycle (providing prior knowledge on carbon cycle processes), Water Cycle (providing prior knowledge on water cycle processes).

### Keywords

Distribution, biome, climate, precipitation, local factors, altitude, geology, biotic, abiotic, fauna, flora, biosphere, indigenous, commercially, goods, services, affluence, urbanisation, industrialisation, Malthus, Boserup, Interdependent, stratified layers, buttress roots, nutrient cycling, biodiversity, migratory, productivity, deforestation, subsistence, biofuels, HEP, ecosystem, CITES, REDD, sustainability,

covered. There are key links to the previous unit which enable good knowledge recall and revision of key concepts related to global climate and biome locations.

There are optional hazards to choose from. Two cyclones and two tectonic hazards; one from a developed country and another from a developing country. IWEF chose to cover Hurricane Katrina and Typhoon Haiyan for the cyclone case studies. Hurricane Katrina was chosen due to the questionable response to the disaster which is unexpected for a country of the USA's magnitude. This allows for evaluative skills to be focused on, something students have struggled with in the past. Additionally, Typhoon Haiyan gives a good contrast to this being a developing country with very little/poor preparation and responses.

For tectonic hazards, firstly IWEF chose to cover earthquakes instead of volcanoes. Students in the past have struggled to understand the variety of hazards from volcanoes therefore, earthquakes allow for better outcomes for our students. Case studies for this were the Japan 2011 earthquake and Haiti 2010 earthquake. Reasons these have been chosen are due to the closeness in dates they occurred, the global impact and response the Haiti earthquake gave and the devastating tsunami which occurred as a result of the Japan earthquake.

### Links to other parts of the curriculum

Year 7 - Where do we live? (Using knowledge of geology), Is Africa all the same? (why some places are poor as a result of hazards. Global circulation system and knowledge of location of deserts and tropical rainforests), Development (why some places are poor as a result of hazards).

Year 8 - Extreme Environments (causes of extreme environments), Middle East and Resources (impact of energy choices), Southeast Asia

covered. There are key links to the previous unit which enable good knowledge recall and revision of key concepts related to development. As development is a concept which was lightly touched on on the hazards case studies which were covered in the previous topic, the underlying reasons for these contrasts in development is the next logical step.

India was chosen as the case study for this topic. One reason for this is because of its emergence as a power in recent years on the global scene. However, despite this, the country has major contrasts between the rich and poor. Therefore, it helps evaluative skills to be focused on, something students have struggled with in the past.

### Links to other parts of the curriculum

Year 7 - Is Africa all the same? (reasons why some countries in Africa are poor), Why are places divided? (consequences and opportunities of migration), Why are places different? (knowledge of why (not) settlements are found in certain locations), Are our lives sustainable? (sustainability of strategies), How is our coastline changing? (impact of coastlines on development).

Year 8 - Southeast Asia (case study on India).

Year 9 - Climatic Hazards (how hazards influence levels of development), Earthquakes (contrasting preparation and responses based on development), International Development (links to levels of development), Climate Change (impact of climate change on development).

Year 10 - Hazardous Earth (how hazards influence levels of development), Urbanising World (background knowledge of India for Mumbai case study).

Year 11 - UK's Human Landscape (different economic sectors).

Year 12 - Tectonic Processes and Hazards (how hazards influence

knowledge recall and revision of key concepts related to development and reasons for contrasting development between places.

Mumbai was chosen as the case study for a megacity due to the links with the previous unit. India was chosen as the case study for a developing or emerging country in the previous topic therefore, studying a megacity within this country makes sense as it provides cognitive links for our pupils as well as allows for some knowledge recall of case study detail.

### Links to other parts of the curriculum

Year 7 - Why are places divided? (consequences and opportunities of migration), Settlement and Why are places different? (background knowledge on what makes a good settlement), Are our lives sustainable? (sustainability of strategies), How is our coastline changing? (impact of coastlines on development).

Year 8 - Southeast Asia (case study on India leading into Mumbai).

Year 9 - International Development (links to levels of development).

Year 10 - Development Dynamic (background knowledge of India for Mumbai case study).

Year 11 - UK's Human Landscape (different economic sectors and structure of urban areas).

Year 12 - Globalisation (provides background knowledge on the causes and consequences of globalisation), Regenerating Places (How urban areas are changing, regenerating and reasons why).

Year 13 - Global development and connections (background knowledge on causes of inequalities), Superpowers (India as an emerging superpower).

### Keywords

Urbanisation, projection, megacity, urban, rural, urban primacy, migration, developing, developed,

This is a compulsory part of the course and therefore has to be covered. This is also the start of the final GCSE paper to cover, paper 2. The previous two topics were human geography heavy therefore, by starting with the physical geography topic, it provides students with a good mix between the human and physical parts of the course.

We finish with the coasts section of the paper as this allows for a good transition into the fieldwork section of the paper where we cover coasts.

### Links to other parts of the curriculum

Year 7 - Where do we live? (Using locational detail of local area and UK), Coasts (background knowledge on coastal processes), Are our lives sustainable? (sustainability of strategies), How is our coastline changing? (building upon coastal processes).

Year 8 - Extreme Environments (glaciation processes), Rivers (River processes).

Year 9 - Weather and Climate (influence of weather on river and coastal processes), Climate Change (impact of climate change on coastal and river processes).

Year 10 - Coastal fieldwork (background knowledge of coastal processes for fieldwork).

Year 11 - UK's Human Landscape (how UK's physical processes influence human processes).

Year 12 - Coastal Landscapes and Change (background knowledge on coasts and physical processes).

### Keywords

Geology, tectonic, glacial, erosion, deposition, igneous, metamorphic, sedimentary, weathering, climatological, agriculture, settlement, concordant, discordant, joints, faults, headland, bay, cave, arch, stack, wave cut platform, seasonality, prevailing wind, sub-aerial, mass movement, transportation, longshore drift, spits,

is a choice over what physical fieldwork to complete, either coasts or rivers. We have chosen coasts due to the coastal nature of the Island, making the fieldwork relevant to the pupils taking this option.

We teach it here as it follows on nicely from the coasts theory which is taught prior and therefore creates a good link into the fieldwork.

### Links to other parts of the curriculum

Year 7 - Where do we live? (Using locational detail of local area and UK), Why are places different? (knowledge of local settlements), How is our coastline changing? (building upon coastal processes).

Year 8 - Extreme Environments (erosional processes on glaciers), Geography of Crime (conducting a geographical enquiry), Rivers (enquiry process).

Year 9 - Weather and Climate (influence of weather on coastal processes), Climate Change (impact of climate change on coastal processes).

Year 10 - UK Physical Landscape (background knowledge of coastal processes for fieldwork).

Year 11 - Urban fieldwork (understanding of the enquiry process).

Year 12 - Coastal Landscapes and Change (background knowledge on coasts and physical processes).

### Keywords

Enquiry, quantitative, beach morphology, qualitative, sediment, coastal management, geology, methodology, GIS, evaluate, analysis, conclusions.

### Cultural Capital

Fieldwork opportunities provide pupils to experience geography in their own local environment. It is also encouraged that the local environment is respected and any investigations won't impact on the local environment negatively and is left how it was found.

ecotourism, renewable, non-renewable, recyclable, fossil fuel, accessibility, per capita, development, economic sectors, economies, diplomacy, recession, conventional, unconventional, ecological, energy security, energy mix, diversify.

### Cultural Capital

The concept of sustainability runs through here, making students aware of the natural environment and how we play a role in protecting it.

Additionally, by looking at indigenous people, students understand how people rely on the natural environment and in order to meet our needs, other people may suffer.

### Key Geographical Skills

Comparing climate graphs for different biomes

Use of world maps to show the location of global biomes

Use and interpretation of line graphs showing the range of future global population projections, and population in relation to likely available resources.

Use an interpretation of nutrient cycle diagrams and food webs diagrams

Use of GIS to identify the pattern of forest loss.

Use and interpretation of world maps showing the distribution of energy resources

Use of oil price and oil production data to graph trends over time.

Calculation of carbon and ecological footprints.

(location of Japan and the Philippines), Volcanoes (types of hazard and tectonics).

Year 9 - Weather and Climate (extreme weather patterns, influence of climate change), Climatic Hazards (case studies, formation of cyclones), Earthquakes (case studies and tectonic processes), International Development (links to levels of development), (climate change processes, Climate Change (impact of climate change on coastal processes)).

Year 10 - Paper 3 (global circulation system and knowledge of location of biomes), Development Dynamics (how hazards influence levels of development).

Year 12 - Tectonic Processes and Hazards (provides background knowledge on tectonics).

Year 13 - Global development and connections (how hazards influence levels of development).

### Keywords

Atmospheric circulation, ocean current, redistribute, arid, high pressure, low pressure, orbital, glacial, interglacial, Quaternary, industry, greenhouse effect, projections, distribution, cyclone, hurricane, typhoon, dissipation, storm surge, vulnerability, preparation, response, primary impact, secondary impact, asthenosphere, composition, radioactive decay, convection, conservative, divergent, convergent, hotspot, tsunami, developed country, developing country, relief, aid.

### Cultural Capital

By looking at hazards, students become aware of the issues people face in other parts of the world. The emotions that these disasters can create often produce feelings of empathy towards other people from other backgrounds and cultures.

levels of development), Globalisation (provides background knowledge on the causes and consequences of globalisation), Regenerating Places (How urban areas are changing, regenerating and reasons why).

Year 13 - Global development and connections (background knowledge on causes of inequalities), Superpowers (India as an emerging superpower and geopolitics).

### Keywords

Development, GDP, per capita, HDI, inequality, indices, corruption, developing, developed, emerging, demographic, fertility, maternal, mortality, colonialism, neo-colonialism, topography, system of governance, Rostow, Frank's dependency theory, top-down, bottom-up, TNCs, globalisation, NGO, IGO, infrastructure, site, situation, economic sectors, outsourcing, aid, FDI, urbanisation, rural, urban, migration, socio-economic, geopolitical, influence.

### Cultural Capital

Development gives pupils an understanding of poverty and the cultural differences between us and other parts of the world. This builds empathy for others and understanding that some people suffer much greater difficulties than what we do.

### Key Geographical Skills

Comparing the relative ranking of countries using single versus composite (indices) development measures

Interpreting population pyramid graphs for countries at different levels of development

Using income quintiles to analyse global inequality.

Using numerical economic data to profile the chosen country

Using proportional flow-line maps to visualise trade patterns and flows

emerging, formal employment, informal employment, economic sectors, distribution, spatial, suburbanisation, deindustrialisation, counter-urbanisation, regeneration, commercial, industrial, residential, accessibility, planning regulations, site, situation, connectivity, CBD, inner city, suburbs, urban-rural fringe, functions, natural increase, slums, congestion, top down, bottom up, sustainable, NGO.

### Cultural Capital

The case study of Mumbai provides pupils a view of poverty and the cultural differences between us and other parts of the world. This builds empathy for others and understanding that some people suffer much greater difficulties than what we do.

### Key Geographical Skills

Use and interpretation of line graphs and calculating of rate of change/annual or decadal percentage growth

Using satellite images to identify different land use zones in urban areas.

Using GIS/satellite images, historic images and maps to investigate spatial growth

Using quantitative and qualitative information to judge the scale of variations in quality of life.

bars, industry, climate change, frequency, hard engineering, soft engineering, groynes, beach replenishment, slope stabilisation, do nothing, strategic realignment, ICZM, upper course, middle course, lower course, gradient, discharge, velocity, hydraulic action, abrasion, attrition, solution (erosion), traction, saltation, suspension, solution (transportation), meanders, interlocking spurs, levees, delta, oxbow lake, climate, hydrograph, lag time, drainage basin, antecedent conditions, urbanisation, deforestation.

### Cultural Capital

Stewardship of the natural environment is promoted here. By understanding natural processes and the impact of people on the environment, pupils become more concerned and value these.

### Key Geographical Skills

Photograph analysis of common glacial, fluvial and coastal landscapes and features

Using simple geological cross-sections to show the relationship between geology and relief

Locating key physical features (uplands, lowland basins, rivers) on outline UK maps

Recognition of physical and human geography features on 1:25000 and 1:50000 OS maps.

Explore the kinds of questions capable of being investigated through fieldwork

Calculation of mean rates of erosion using a multi-year data set

Use of BGS Geology maps (paper or online) to link coastal form to geology

Recognition of coastal landforms on 1:25000 and 1:50000 OS maps.

Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate what is threatened by rapid erosion

Use of simple cost-benefit analysis to investigate coastal defence options

This promotes positive behaviours of our pupils in the local community.

### Key Geographical Skills

Understanding of the kinds of questions capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate them.

Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.

Processing and presenting fieldwork data in various ways, including maps, GIS, graphs and diagrams (hand-drawn and computer-generated).

Analysing and explaining data collected in the field, using knowledge of relevant geographical case studies and theories.

Drawing evidenced conclusions and summaries from fieldwork transcripts and data.

Reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained.

|                |   |   |   |   |  |   |
|----------------|---|---|---|---|--|---|
|                |   | <p><b>Key Geographical Skills</b></p> <p>Use and interpretation of climate graphs</p> <p>Use and interpretation of line graphs/bar charts showing climate change</p> <p>Use and interpretation of temperature and sea-level projection graphs to 2100.</p> <p>Use of GIS to track the movement of tropical cyclones</p> <p>Use of weather and storm-surge data to calculate Saffir-Simpson magnitude</p> <p>Use of social media sources, satellite images and socio-economic data to assess impact.</p> <p>Interpret a cross-section of the Earth</p> <p>Use and interpretation of world map showing distribution of plate boundaries and plates</p> <p>Use of Richter Scale to compare magnitude of earthquake events</p> <p>Use of social media sources, satellite images and socio-economic data to assess impact.</p> | <p>Using socio-economic data to calculate difference from the mean, for core and periphery regions.</p> |   | <p>Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate the impact of policy decisions.</p> <p>Explore the kinds of questions that can be investigated through fieldwork</p> <p>Use 1:25000 and 1:50000 OS maps to determine valley cross-section from contour lines</p> <p>Use of BGS Geology maps (paper or online) to link river-long profiles to geology</p> <p>Recognition of river landforms on 1:25000 and 1:50000 OS maps</p> <p>Drawing simple storm hydrographs using rainfall and discharge data.</p> <p>Explore the kinds of questions that can be investigated through fieldwork</p> <p>Use of simple cost-benefit analysis to investigate river management options</p> <p>Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate the impact of policy decisions.</p> |   |
| <p>YEAR 11</p> | <p><b>UK's Human Landscape</b></p> <p><b>Overview</b></p> <p>An overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus a case study of a major UK city - London.</p> <p><b>Why this? Why here?</b></p> <p>This continues the focus on the UK and pupils are able to use locational and physical geography knowledge of the UK and apply it to human geography.</p> <p>The reason for using London as our case study is because of its significance to the UK in terms of the economy as well as the cultural contrasts. Due to the Isle of Wight not having a diverse culture, this allows pupils to investigate and have awareness of the</p> | <p><b>Urban Fieldwork</b></p> <p><b>Overview</b></p> <p>One of two investigations, including fieldwork and research, carried out in contrasting environments, one from 'Dynamic urban areas' or 'Changing rural areas'. IWEF fieldwork is based on Dynamic urban areas.</p> <p><b>Why this? Why here?</b></p> <p>Follows closely with the coastal fieldwork topic. As this follows the same enquiry process, students would be able to recap the key components of this but using the new knowledge gained here.</p>  | <p><b>Revision</b></p> <p><b>Based on long term revision plan</b></p>                                   | <p><b>Revision</b></p> <p><b>Based on long term revision plan</b></p> | <p><b>Revision</b></p> <p><b>Based on long term revision plan</b></p>  | <p><b>Revision</b></p> <p><b>Based on long term revision plan</b></p> |

*benefits of diverse culture but alongside the tensions that exist.*

#### Links to other parts of the curriculum

*Year 7 - Where do we live? (Using locational detail of local area and UK), Why are places divided? (consequences and opportunities of migration), Why are places different? (knowledge of why (not) settlements are found in certain locations), Are our lives sustainable? (sustainability of strategies).*

*Year 8 - Geography of Crime (understanding why some urban areas have more crime than others).*

*Year 9 - Climate Change (impact of climate change on UK landscape).*

*Year 10 - Development Dynamics (knowledge of urban structures and processes), Urbanising World (knowledge of urban structures and processes), UK's Physical Landscape (how physical processes influence human processes).*

*Year 11 - Urban Fieldwork (background information of key processes for fieldwork).*

#### Keywords

*Urban, rural, population density, enterprise zones, migration, distribution, ethnicity, diversity, primary sector, secondary sector, tertiary sector, quaternary sector, globalisation, free trade, privatisation, TNCs, FDI, site, situation, CBD, inner city, suburbs, urban-rural fringe, functions, inequality, deindustrialisation, depopulation, decentralisation, e-commerce, gentrification, studentification, regeneration, rebranding, counter-urbanisation, IMD, diversification.*

#### Cultural Capital

*Focus on British values including democracy, rule of law, respect and tolerance and individual liberty. There is an enhanced focus on respect for other cultures here.*

#### Key Geographical Skills

#### Links to other parts of the curriculum

*Year 7 - Where do we live? (Using locational detail of local area), Development (knowledge of urban structures and processes), Why are places different? (knowledge of why (not) settlements are found in certain locations), How is our coastline changing? (enquiry process).*

*Year 8 - Geography of Crime (understanding why some urban areas have more crime than others), Rivers (enquiry process).*

*Year 9 - Weather and Climate (enquiry process), Climate Change (impact of climate change on UK landscape).*

*Year 10 - Development Dynamics (knowledge of urban structures and processes), Urbanising World (knowledge of urban structures and processes), Coastal fieldwork (Understanding of the fieldwork enquiry process).*

*Year 11 - UKs Human Landscape (background information of key processes for fieldwork).*

*Year 12 - Regenerating Places (How urban areas are changing, regenerating and reasons why).*

#### Keywords

*Enquiry, quantitative, quality of life, perceptions, qualitative, census, methodology, GIS, evaluate, analysis, conclusions.*

#### Cultural Capital

*Fieldwork opportunities provide pupils to experience geography in their own local environment. It is also encouraged that the local environment is respected and any investigations won't impact on the local environment negatively and is left how it was found. This promotes positive behaviours of our pupils in the local community.*

#### Key Geographical Skills

|         |   |   |  |  |   |   |
|---------|---|---|--|--|---|---|
|         | <p><i>Use and interpretation of UK population pyramids form different time periods</i></p> <p><i>Use of census data sets to understand changes to the UK's population</i></p> <p><i>Use of Eurostat to investigate FDI and immigration to the UK.</i></p> <p><i>Explore the kinds of questions capable of being investigated through fieldwork.</i></p> <p><i>Using census data sets to compare areas within inner cities.</i></p> <p><i>Use of 1:25000 and 1:50000 OS maps to identify different land use types.</i></p> <p><i>Using crime and IMD databases to investigate the extent of inner-city problems.</i></p>   | <p><i>Understanding of the kinds of questions capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate them.</i></p> <p><i>Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.</i></p> <p><i>Processing and presenting fieldwork data in various ways, including maps, GIS, graphs and diagrams (hand-drawn and computer-generated).</i></p> <p><i>Analysing and explaining data collected in the field, using knowledge of relevant geographical case studies and theories.</i></p> <p><i>Drawing evidenced conclusions and summaries from fieldwork transcripts and data.</i></p> <p><i>Reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained.</i></p> |  |  |   |   |
| YEAR 12 | <p><b><u>Teacher 1 - Tectonic Processes and Hazards</u></b></p> <p><b><u>Overview</u></b></p> <p><i>Tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.</i></p> <p><b><u>Why this? Why here?</u></b></p> | <p><b><u>Teacher 1 - Tectonic Processes and Hazards</u></b></p> <p><b><u>Overview</u></b></p> <p><i>Tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.</i></p>                          | <p><b><u>Teacher 1 - Coastal Landscapes and Change</u></b></p> <p><b><u>Overview</u></b></p> <p><i>Coastal landscapes develop due to the interaction of winds, waves and currents, as well as through the contribution of both terrestrial and offshore sources of sediment. These flows of energy and variations in sediment budgets interact with the prevailing geological and lithological characteristics of the coast to operate as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy and estuarine coastlines. These landscapes are increasingly threatened from physical processes and human activities, and there is a need for holistic and sustainable management of these areas in all the world's coasts. Study must include examples of landscapes from inside and outside the UK.</i></p> | <p><b><u>Teacher 1</u></b></p> <p><b><u>Overview</u></b></p> <p><b><u>Why this? Why here?</u></b></p> <p><b><u>Links to other parts of the curriculum</u></b></p> <p>Year 7<br/>Year 8<br/>Year 9<br/>Year 10<br/>Year 11<br/>Year 12<br/>Year 13</p> <p><b><u>Keywords</u></b></p> <p><b><u>Cultural Capital</u></b></p> <p><b><u>Key Geographical Skills</u></b></p> | <p><b><u>Non-Examination Assessment</u></b></p> <p><b><u>Overview</u></b></p> <p><b><u>Why this? Why here?</u></b></p> <p><b><u>Links to other parts of the curriculum</u></b></p> <p>Year 7<br/>Year 8<br/>Year 9<br/>Year 10<br/>Year 11<br/>Year 12<br/>Year 13</p> <p><b><u>Keywords</u></b></p> <p><b><u>Cultural Capital</u></b></p> <p><b><u>Key Geographical Skills</u></b></p> | <p><b><u>Non-Examination Assessment</u></b></p> <p><b><u>Overview</u></b></p> <p><b><u>Why this? Why here?</u></b></p> <p><b><u>Links to other parts of the curriculum</u></b></p> <p>Year 7<br/>Year 8<br/>Year 9<br/>Year 10<br/>Year 11<br/>Year 12<br/>Year 13</p> <p><b><u>Keywords</u></b></p> <p><b><u>Cultural Capital</u></b></p> <p><b><u>Key Geographical Skills</u></b></p> |

*Tectonics is a concept which will be familiar from GCSE so pupils will start with a basic understanding so they can 'ease' onto the course from this.*

**Links to other parts of the curriculum**

- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12
- Year 13

**Keywords**

*Divergent, convergent, conservative, hot spots, mantle plumes, palaeomagnetism, sea floor spreading, subduction, slab pull, Benioff zone, liquefaction, pyroclastic flow, lahars, jökulhlaups, hazard risk equation, PAR, Mercalli, MMS, VEI, hazard profiles, mega-disasters, Park's Model.*

**Cultural Capital**

*By looking at hazards, students become aware of the issues people face in other parts of the world. The emotions that these disasters can create often produce feelings of empathy towards other people from other backgrounds and cultures.*

**Key Geographical Skills**

*Analysis of hazard distribution patterns on world and regional scale maps.*

*Use of block diagrams to identify key features of different plate boundary settings.*

*Analysis of tsunami time-travel maps to aid prediction.*

*Use of correlation techniques to analyse links between magnitude of events, deaths and damage.*

*Statistical analysis of contrasting events of similar magnitude to compare deaths and damage.*

**Why this? Why here?**

*Tectonics is a concept which will be familiar from GCSE so pupils will start with a basic understanding so they can 'ease' onto the course from this.*

**Links to other parts of the curriculum**

- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12
- Year 13

**Keywords**

*Divergent, convergent, conservative, hot spots, mantle plumes, palaeomagnetism, sea floor spreading, subduction, slab pull, Benioff zone, liquefaction, pyroclastic flow, lahars, jökulhlaups, hazard risk equation, PAR, Mercalli, MMS, VEI, hazard profiles, mega-disasters, Park's Model.*

**Cultural Capital**

*By looking at hazards, students become aware of the issues people face in other parts of the world. The emotions that these disasters can create often produce feelings of empathy towards other people from other backgrounds and cultures.*

**Key Geographical Skills**

*Analysis of hazard distribution patterns on world and regional scale maps.*

*Use of block diagrams to identify key features of different plate boundary settings.*

*Analysis of tsunami time-travel maps to aid prediction.*

*Use of correlation techniques to analyse links between magnitude of events, deaths and damage.*

**Why this? Why here?**

**Links to other parts of the curriculum**

- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12
- Year 13

**Keywords**

**Cultural Capital**

**Key Geographical Skills**

**Teacher 2**

**Overview**

**Why this? Why here?**

**Links to other parts of the curriculum**

- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12
- Year 13

**Keywords**

**Cultural Capital**

**Key Geographical Skills**

**Teacher 2**

**Overview**

**Why this? Why here?**

**Links to other parts of the curriculum**

- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12
- Year 13

**Keywords**

**Cultural Capital**

**Key Geographical Skills**

*Interrogation of large data sets to assess data reliability and to identify and interpret complex trends.*

*Use of Geographic Information Systems (GIS) to identify hazard risk zones and degree of risk related to physical and human geographical features.*

#### **Teacher 2 - Globalisation**

##### **Overview**

*Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.*

##### **Why this? Why here?**

*We start with the globalisation topic because it underpins many of the other human geography topics at A Level. Additionally, it is a concept which will be familiar from GCSE so pupils will start with a basic understanding so they can 'ease' onto the course from this.*

##### **Links to other parts of the curriculum**

*Year 7*

*Year 8*

*Year 9*

*Year 10*

*Year 11*

*Year 12*

*Year 13*

##### **Keywords**

*Globalisation, interdependence, containerisation, shrinking world, time-space compression, WTO, IMF, World Bank, FDI, free-market*

*Statistical analysis of contrasting events of similar magnitude to compare deaths and damage.*

*Interrogation of large data sets to assess data reliability and to identify and interpret complex trends.*

*Use of Geographic Information Systems (GIS) to identify hazard risk zones and degree of risk related to physical and human geographical features.*

#### **Teacher 2 - Globalisation**

##### **Overview**

*Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.*

##### **Why this? Why here?**

*We start with the globalisation topic because it underpins many of the other human geography topics at A Level. Additionally, it is a concept which will be familiar from GCSE so pupils will start with a basic understanding so they can 'ease' onto the course from this.*

##### **Links to other parts of the curriculum**

*Year 7*

*Year 8*

*Year 9*

*Year 10*

*Year 11*

*Year 12*

*Year 13*

*liberalisation, privatisation, special economic zones, AT Kearney index, KOF index, TNCs, outsourcing, offshoring, oligarch, cultural diffusion, westernisation, cultural erosion, Gini Coefficient, diasporas, censorship.*

**Cultural Capital**

*By looking at globalisation, pupils gain an understanding of the causes and consequences of it. By identifying winners and losers of globalisation, pupils build empathy for others and understand that some people suffer much greater difficulties than what we do.*

**Key Geographical Skills**

*Use of proportional flow lines showing networks of flows.*

*Ranking and scaling data to create indices.*

*Analysis of human and physical features on maps to understand lack of connectedness.*

*Use of population, deprivation and land-use datasets to quantify the impacts of deindustrialisation.*

*Use of proportional flow arrows to show global movement of migrants from source to host areas.*

*Analysis of global TNC and brand value datasets to quantify the influence of western brands.*

*Critical use of World Bank and United Nations (UN) data sets to analyse trends in human and economic development, including the use of line graphs, bar charts and trend lines.*

*Plotting Lorenz curves and calculating the Gini Coefficient.*

**Keywords**

*Globalisation, interdependence, containerisation, shrinking world, time-space compression, WTO, IMF, World Bank, FDI, free-market liberalisation, privatisation, special economic zones, AT Kearney index, KOF index, TNCs, outsourcing, offshoring, oligarch, cultural diffusion, westernisation, cultural erosion, Gini Coefficient, diasporas, censorship.*

**Cultural Capital**

*By looking at globalisation, pupils gain an understanding of the causes and consequences of it. By identifying winners and losers of globalisation, pupils build empathy for others and understand that some people suffer much greater difficulties than what we do.*

**Key Geographical Skills**

*Use of proportional flow lines showing networks of flows.*

*Ranking and scaling data to create indices.*

*Analysis of human and physical features on maps to understand lack of connectedness.*

*Use of population, deprivation and land-use datasets to quantify the impacts of deindustrialisation.*

*Use of proportional flow arrows to show global movement of migrants from source to host areas.*

*Analysis of global TNC and brand value datasets to quantify the influence of western brands.*

*Critical use of World Bank and United Nations (UN) data sets to analyse trends in human and economic development, including the use of line graphs, bar charts and trend lines.*

*Plotting Lorenz curves and calculating the Gini Coefficient.*

|         |   |   |   |   |   |
|---------|---|---|---|---|---|
| YEAR 13 | <p><b>Teacher 1</b></p> <p><u>Overview</u></p> <p><u>Why this? Why here?</u></p> <p><u>Links to other parts of the curriculum</u></p> <p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>Year 10</p> <p>Year 11</p> <p>Year 12</p> <p>Year 13</p> <p><u>Keywords</u></p> <p><u>Cultural Capital</u></p> <p><u>Key Geographical Skills</u></p> | <p><b>Teacher 1</b></p> <p><u>Overview</u></p> <p><u>Why this? Why here?</u></p> <p><u>Links to other parts of the curriculum</u></p> <p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>Year 10</p> <p>Year 11</p> <p>Year 12</p> <p>Year 13</p> <p><u>Keywords</u></p> <p><u>Cultural Capital</u></p> <p><u>Key Geographical Skills</u></p> | <p><b>Teacher 1</b></p> <p><u>Overview</u></p> <p><u>Why this? Why here?</u></p> <p><u>Links to other parts of the curriculum</u></p> <p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>Year 10</p> <p>Year 11</p> <p>Year 12</p> <p>Year 13</p> <p><u>Keywords</u></p> <p><u>Cultural Capital</u></p> <p><u>Key Geographical Skills</u></p> | <p><b>Teacher 1</b></p> <p><u>Overview</u></p> <p><u>Why this? Why here?</u></p> <p><u>Links to other parts of the curriculum</u></p> <p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>Year 10</p> <p>Year 11</p> <p>Year 12</p> <p>Year 13</p> <p><u>Keywords</u></p> <p><u>Cultural Capital</u></p> <p><u>Key Geographical Skills</u></p> | <p><b>Revision</b></p> <p><u>Based on long term revision plan</u></p> |
|         | <p><b>Teacher 2</b></p> <p><u>Overview</u></p> <p><u>Why this? Why here?</u></p> <p><u>Links to other parts of the curriculum</u></p> <p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>Year 10</p> <p>Year 11</p> <p>Year 12</p> <p>Year 13</p> <p><u>Keywords</u></p> <p><u>Cultural Capital</u></p> <p><u>Key Geographical Skills</u></p> | <p><b>Teacher 2</b></p> <p><u>Overview</u></p> <p><u>Why this? Why here?</u></p> <p><u>Links to other parts of the curriculum</u></p> <p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>Year 10</p> <p>Year 11</p> <p>Year 12</p> <p>Year 13</p> <p><u>Keywords</u></p> <p><u>Cultural Capital</u></p> <p><u>Key Geographical Skills</u></p> | <p><b>Teacher 2</b></p> <p><u>Overview</u></p> <p><u>Why this? Why here?</u></p> <p><u>Links to other parts of the curriculum</u></p> <p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>Year 10</p> <p>Year 11</p> <p>Year 12</p> <p>Year 13</p> <p><u>Keywords</u></p> <p><u>Cultural Capital</u></p> <p><u>Key Geographical Skills</u></p> | <p><b>Teacher 2</b></p> <p><u>Overview</u></p> <p><u>Why this? Why here?</u></p> <p><u>Links to other parts of the curriculum</u></p> <p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>Year 10</p> <p>Year 11</p> <p>Year 12</p> <p>Year 13</p> <p><u>Keywords</u></p> <p><u>Cultural Capital</u></p> <p><u>Key Geographical Skills</u></p> |   |