



# Year 7 Curriculum Overview: **Geography**



## Autumn Term

### Topics/ content outline:

1. **Our Dynamic World** – What is our place in the world?
2. **Our Local World** – How different are Ilkley and Kenya?

### Powerful Knowledge (key concepts, skills)

Location of continents and oceans  
Lines of latitude and longitude  
Physical and human features  
History of the earth  
Continental drift theory  
Plate boundaries  
World population trends  
Megacities  
Push and pull factors  
Reasons for population growth

Place characteristics and identity (Ilkley and Kenya)  
Factors affecting place  
Height on maps  
Tourism – impacts

### What will you be assessed on?

- Our place in the world knowledge check
- Our place in the world assessment – locating places, population, history of the earth and physical features
- Ilkley and Kenya knowledge check
- Ilkley and Kenya assessment – human and physical characteristics in UK, place characteristics and identity, impacts of tourism, map skills.

### How can you help at home?

- Look through an atlas (doesn't have to be up-to-date) to identify places and features from around
- Visit local places of interest in and around Ilkley and find out about them
- Talk to relatives, neighbours about places they have visited.
- Complete revision clock/ other methods including revision cards.
- Watch the news/ read newspapers to stay up to date with current affairs with a focus on Kenya.

## Spring Term

3. **Our Dangerous World** – Earthquakes or flooding, which is worse?
4. **Our Unequal World** – What is the global development gap?

Layers of the earth  
Plate boundaries – constructive, destructive, conservative.  
Map skills  
Causes of earthquakes  
Primary impacts  
Secondary impacts  
Measuring earthquakes  
Haiti 2010 (cause, impact, response)  
Storm hydrographs (lag time, rising/ falling limb)  
Factors affecting flooding

Development  
Measuring development  
Development indicators  
The development gap  
Reasons for the development gap  
Sustainable development goals

- Earthquakes and flooding knowledge check
- Earthquakes and flooding assessment – earth structure and plate boundaries, characteristics of earthquakes, flooding, including, cause, impact, response.
- Development and aid knowledge check

- Keep a news diary of any earthquakes or floods that happen around the world
- Visit the river in Ilkley at different times to the year and under different weather conditions to see how it changes
- Complete a A4 factfile sheet about the country of Haiti using the CIA World Factbook <https://www.cia.gov/the-world-factbook/countries/haiti/>
- Watch *Frontline: Battle for Haiti* (12) on Netflix
- Complete revision clock/ other methods including revision cards.

## Summer Term

5. **Our Natural World** – Does the atmosphere control our lives?
6. **Our Urban World** – Who makes up the UK?

What is the difference between weather and climate?  
Types of rainfall  
Air pressure  
Global atmospheric circulation  
Global climate zones  
Extreme weather (UK and global)  
World biomes  
Characteristics of biomes

Population distribution  
Development indicators  
Causes of population rise  
Demographic Transition Model  
Population structure  
Population pyramids  
Cultural diversity in the UK  
Migration in the UK - Impacts

- Weather and climate knowledge check
- Weather and climate assessment – weather and climate, types of rain, global atmospheric circulation, factors affecting climate.
- Urban mid-topic assessment
- Urban assessment – population density, key terms, population structure and pyramids, migration, DTM, Leeds.

- Keep a news diary of weather events in the UK and abroad
- Look at the weather forecast
- Complete revision clock/ other methods including revision cards.
- Watch the news/ read newspapers to stay up to date with current affairs.



# Year 8 Curriculum Overview: **Geography**



## Autumn Term

### Topics/ content outline:

1. **Our Local World** – How special are the Yorkshire Dales?
2. **Our Natural World** – How fragile are Antarctica and the Oceans?

### Powerful Knowledge (key concepts, skills)

What are National Parks? Why they exist?  
Aims of National Parks  
Weathering and erosion  
Limestone landscapes  
Tourism in National Parks  
Sustainable tourism

Where is Antarctica?  
Physical characteristics of the environment and climate  
Plant and animal adaptations  
Tourism in Antarctica  
How can tourism be more sustainable?  
Location, distribution, types and formation of coral reefs  
Why do coral reefs need protecting?  
The global plastic problem

### What will you be assessed on?

- National Parks assessment: Aims, Processes of weathering and erosion, Managing tourism
- Antarctica – Knowledge check  
Antarctica – mid topic assessment, tourism focus
- End of unit assessment- distribution, types, of coral reefs, map skills, consideration of the need to protect fragile environments- evaluation question

### How can you help at home?

- Visit a National Park e.g. Malham in the Yorkshire Dales National Park or talk about any National Parks that you have visited
- Watch *Blue Planet Revisited Series 1.2 Great Barrier Reef* or 'Our Great National Parks' on Netflix
- Watch *Seven Worlds, One Planet* series 1, episode 1 *Antarctica* or *Frozen Planet* on BBC iPlayer
- Complete revision clock/ other methods including revision cards.
- Consolidate notes from book and from Showbie.

## Spring Term

3. **Our Unequal World** – Are resources equally distributed?
4. **Our Dangerous World** – Are volcanoes and wildfires dangerous?

What is development?  
What is water, food and health insecurity?  
How do inequalities affect people?  
Why do two countries differ in their development?  
How malaria can impact a country and the population within that country.  
How fairtrade can try and reduce inequalities in a country.

Distribution of volcanoes  
Plate boundaries  
Structure of the earth  
How volcanoes form  
Volcanic hazards  
Preparing for volcanic eruptions  
Prediction eruptions  
Wildfires  
- Causes  
- Impacts  
- Responses

- Resources assessment
- Resource inequality – knowledge check
- Resource inequality – assessment – problems of water inequality, comparing and explaining development statistics for two contrasting countries, fairtrade.
- Volcanoes and wildfires – Knowledge check
- Volcanoes and wildfires assessment - distribution (TEA), plate boundaries, hazards, comparing volcanoes and wildfires.

- Complete a country factfile for a country in a less developed part of the world
- Watch travel programmes/ documentaries on BBC iPlayer such as any Simon Reeve programme or the Misadventures of Romesh Ranganathan
- Research what charities such as *Against Malaria Foundation* and *WaterAid* do
- Watch any documentaries on volcanoes or wildfires
- Follow any news stories about volcanic eruptions or wildfires
- Discuss the signage that is seen around Ilkley Moor and other local areas regarding BBQs and the risk of wildfires

## Summer Term

5. **Our Urban World** – Are cities sustainable?
6. **Our Dynamic World** – How are climate change and Russia linked?

Why have cities grown?  
Why are people flocking to cities in India?  
What opportunities are there in Mumbai?  
What are the challenges faced in Mumbai?  
Can cities be sustainable?  
How is Copenhagen sustainable?

What are the human and physical causes of climate change?  
What are the impacts of climate change?  
How can we reduce the impacts of climate change?  
What impact does climate change have on Russia?

- Our Urban World knowledge check
- Our Urban World end of topic assessment
- Our Dynamic world knowledge check
- Our Dynamic world end of topic presentation – Presenting how Russia has been impacted by climate change including the causes and how could this be reduced.

- Follow any news stories about cities <https://www.theguardian.com/cities>, including Mumbai and the redevelopment of Dharavi
- Watch Kevin McCloud's 'Slumming It' <https://www.youtube.com/watch?v=vwDgkdSMto>
- Follow any news stories about climate change and Russia (specifically energy)



# Year 9 Curriculum Overview: **Geography**



## Autumn Term

### Topics/ content outline:

1. **Our Unequal World** – How is globalisation affecting the development gap?
2. **Our Dangerous World** – Why do the impacts of tsunamis differ?

### Powerful Knowledge (key concepts, skills)

Social, economic, cultural and political globalisation  
Deindustrialisation in the UK  
Employment sectors  
Transnational Corporations with Nike case study  
The importance of China in a globalised world

Destructive plate margins  
Impacts and responses of the Indian Ocean tsunami  
Why was the Indian Ocean tsunami so devastating?  
The Hazard Management Cycle  
Impacts and responses of the Tohoku tsunami

### What will you be assessed on?

- Globalisation knowledge check: examples of globalisation, employment sectors, the North-South divide and distribution of TNCs
- Globalisation end of topic assessment: examples, benefits and concerns of globalisation, the Belt and Road initiative in China and transnational corporations
- Tsunami assessment: causes, characteristics, impacts and responses to names examples

### How can you help at home?

- Discuss the interconnectedness of different countries and people around the world
- Watch the news/ read newspapers to stay up to date with current affairs
- Read *Ghosts of the Tsunami* by Richard Lloyd Parry or *Tsunami Girl* by Julian Sedgwick
- Complete revision clock/ other methods including revision cards.
- Watch the film *The Impossible* (12A)
- Read/ listen to 2015 Pulitzer Prize winning article (you can read one article for free). Electronic version available on Showbie  
<https://www.newworker.com/magazine/2015/07/20/the-really-big-one>.

## Spring Term

3. **Our Dynamic World** – What are the worlds geographical challenges?
4. **Our Local World** – Is Bradford a typical city?

Location of the Middle East  
Conflict in the Middle East  
Israel and Palestine  
Wilderness areas  
Threats to wilderness areas  
Desertification  
Managing desertification  
Palm oil/ deforestation

What is the history of Bradford?  
(Using the Wool Exchange as a common feature)  
Why is Bradford the city of culture?  
How is Bradford likely to develop in the future?

- Conflict and challenge assessment - desertification, wilderness areas, Israel-Palestine conflict, desertification.
- History of Bradford project – producing a presentation to teach others about your assigned period of Bradford's history
- Promoting the city of culture leaflet – Focusing on why Bradford is the city of culture.

- Keep a news diary of stories on conflict in the Middle East (especially Israel and Palestine)
- Watch Louis Theroux 'The Ultra Zionists' or other documentaries regarding conflict in the Middle East
- Research the Sahel region of the world
- Visit Chester Zoo or use the information on their website to explore the issues surrounding palm oil <https://www.chesterzoo.org/?s=palm+oil>
- Visit Bradford to explore the culture experiences within the city.
- Check the Visit Bradford website to see local events and places of interest <https://www.visitbradford.com/>

## 5. **GCSE- Living World** – Tropical Rainforests.

**GCSE- Living World** –  
Hot deserts  
Finished at the start of year 10

Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.  
Tropical rainforest ecosystems have a range of distinctive characteristics.  
Deforestation has economic and environmental impacts.  
Tropical rainforests need to be managed to be sustainable.  
Hot desert ecosystems have a range of distinctive characteristics.  
Development of hot desert environments creates opportunities and challenges.  
Areas on the fringe of hot deserts are at risk of desertification  
Hot desert ecosystems have a range of distinctive characteristics.  
Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification.

Abiotic, biotic, consumer, decomposer, ecosystem, food chain, food web, nutrient cycling, global ecosystem, producer, biodiversity, commercial farming, debt reduction, deforestation, ecotourism, logging, mineral extraction, selective logging, soil erosion, subsistence farming, sustainability, appropriate technology, biodiversity, desertification, hot desert, over-cultivation, overgrazing.

- Knowledge Check – biomes and ecosystems
- Mid-topic assessment – physical characteristics of tropical rainforests and causes of deforestation
- End of Topic assessment

Visit 'Tropical World' to explore the adaptations of plants and animals in both tropical rainforests and hot deserts - <https://tropicalworld.leeds.gov.uk/>

Watch any Planet Earth episode on Tropical rainforests or deserts on BBC iPlayer

- Complete all pages in booklet
- Complete revision clocks
- Use checklists for revision
- Use the revision guides and revision cards that are offered for purchase by the school.



# Year 10 Curriculum Overview: **Geography**



The Changing Economic World	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
	<p>There are global variations in economic development and quality of life.</p> <p>Various strategies exist for reducing the global development gap.</p> <p>Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental, and cultural change.</p> <p>Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p>	<p>Birth rate, commonwealth, death rate, de-industrialisation, demographic transition model, development, development gap, European union, fairtrade, globalisation, gross national income (GNI), human development index (HDI), industrial structure, infant mortality, information technologies, service industries (tertiary industries), trade, Transnational Corporation (TNC), science and business parks, post-industrial economy, north-south divide, microfinance loans, literacy rate, life expectancy, international aid, intermediate aid, intermediate technology</p>	<p>Knowledge Check</p> <p>Mid-topic assessment</p> <p>End of Topic assessment</p>	<ul style="list-style-type: none"> <li>• <b>Complete all pages in booklet</b></li> <li>• <b>Complete revision clocks</b></li> <li>• <b>Use checklists for revision</b></li> <li>• <b>Use the revision guides and revision cards that are offered for purchase by the school</b></li> </ul>
Natural Hazards				
	<p>Natural hazards pose major risks to people and property.</p> <p>Earthquakes and volcanic eruptions are the result of physical processes.</p> <p>The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.</p> <p>Management can reduce the effects of a tectonic hazard.</p> <p>Global atmospheric circulation helps to determine patterns of weather and climate.</p> <p>Tropical storms (hurricanes, cyclones, typhoons) develop as a result of physical conditions.</p> <p>Tropical storms have significant effects on people and the environment.</p> <p>The UK is affected by several weather hazards.</p> <p>Extreme weather events in the UK have impacts on human activity.</p> <p>Climate change is the result of natural and human factors and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</p>	<p>Hazard risk, natural hazard, conservative, constructive, destructive, earthquake, immediate response, long-term response, monitoring, plate margin, planning, prediction, secondary effects, tectonic hazard, tectonic plate, volcano, economic impact, environmental impact, extreme weather, global atmospheric circulation, management strategies, monitoring, tropical storm, hurricane, typhoon, cyclone, climate change, adaptation, mitigation, orbital changes, quaternary period.</p>	<p>Knowledge Check</p> <p>Mid-topic assessment</p> <p>End of Topic assessment</p>	<ul style="list-style-type: none"> <li>• <b>Complete all pages in booklet</b></li> <li>• <b>Complete revision clocks</b></li> <li>• <b>Use checklists for revision</b></li> <li>• <b>Use the revision guides and revision cards that are offered for purchase by the school.</b></li> <li>• <b>Visit the 'Cliffe Castle in Museum' in Keighley to see one of the best geology exhibitions in the UK - <a href="https://www.visitbradford.com/thedms.aspx?dms=3&amp;venue=2180332">https://www.visitbradford.com/thedms.aspx?dms=3&amp;venue=2180332</a></b></li> </ul>
Urban Issues and Challenges				
	<p>A growing percentage of the world's population lives in urban areas.</p> <p>Urban growth creates opportunities and challenges for cities in LICs and NEEs. (Lagos, Nigeria)</p> <p>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. (Leeds, UK) Urban sustainability requires management of resources and transport.</p>	<p>Brownfield site, dereliction, economic opportunities, greenfield site, inequalities, integrated transport systems, megacities, migration, natural increase, pollution, rural-urban fringe, sanitation, social deprivation, social opportunities, squatter settlements, sustainable urban living, traffic congestion, urban greening, urbanisation, urban regeneration, urban sprawl, waste recycling.</p>	<p>Knowledge Check</p> <p>Mid-topic assessment</p> <p>End of Topic assessment</p>	<ul style="list-style-type: none"> <li>• <b>Complete all pages in booklet</b></li> <li>• <b>Complete revision clocks</b></li> <li>• <b>Use checklists for revision</b></li> <li>• <b>Use the revision guides and revision cards that are offered for purchase by the school</b></li> <li>• <b>Visit Leeds Southbank to see the impact of regeneration.</b></li> </ul>



# Year 11 Curriculum Overview: **Geography**



## Physical Landscapes – Rivers and Coasts

### Topics/ content outline:

The UK has a range of diverse landscapes. The coast is shaped by several physical processes. Distinctive coastal landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the effects of physical processes. The shape of river valleys changes as rivers flow downstream. Distinctive fluvial landforms result from different physical processes. Different management strategies can be used to protect river landscapes from the effects of flooding.

### Powerful Knowledge (key concepts, skills)

Landscape, Abrasion (or corrosion), Arch, Attrition, Bar, Beach, Beach nourishment, Beach reprofiling, Cave, Chemical weathering, Cliff, Deposition, Dune regeneration, Erosion, Gabion, Groyne, Hard engineering, Headlands and bays, Hydraulic power, Longshore drift, Managed retreat, Mass movement, Mechanical weathering, Rock armour, Sand dune, Sea wall, Sliding, Slumping, Soft engineering, Spit, Stack, Transportation, Wave cut platform, Waves, Cross profile, Dam and reservoir, Discharge, Embankments, Estuary, Flood, Flood plain, Flood plain zoning, Flood relief channels, Flood risk, Flood warning, Fluvial processes, Gorge, Hard engineering, Hydrograph, Interlocking spurs, Lateral erosion, Levees, Long profile, Meander, Ox-bow lake, Precipitation, Saltation, Soft engineering, (Channel) straightening, Suspension, Traction, Vertical erosion, Waterfall

### What will you be assessed on?

Knowledge Check

Mid-topic assessment

End of Topic assessment

### How can you help at home?

- Complete all pages in booklet
- Complete revision clocks
- Use checklists for revision
- Use the revision guides and revision cards that are offered for purchase by the school
- Visit a coastal environment to identify landforms and types of management.
- Visit your local river at different times throughout the year to see the impact of flooding, create field sketches/ take photos to identify changes in the rivers course.

## Resource Management

Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK create opportunities and challenges. Demand for water resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase water supply.

Agribusiness, carbon footprint, energy mix, food miles, fossil fuel, local food sourcing, organic produce, resource management, 'grey' water, groundwater management, over-abstraction, sustainable development, sustainable water supply, waterborne diseases, water conflict, water conservation, water deficit, water insecurity, water quality, water security, water stress, water surplus, water transfer.

Knowledge Check

Mid-topic assessment

End of Topic assessment

- When shopping for food or eating a meal, talk about where the food has come from and how it might have been produced
- Talk about utility bills at home and the amount of energy/ water that is used. How are you trying to reduce use in your own homes?
- Visit the Leeds Recycling and Energy Recovery Facility (RERF) - <https://www.leeds.veolia.co.uk/our-facility/leeds-recycling-energy-recovery-facility-rerf-works>

## Issues Evaluation and Fieldwork

### Section A: Issues evaluation

- pre-release booklet

### Section B: Fieldwork

- Two enquiries of contrasting environments, showing an understanding of physical and human geography
- Unfamiliar fieldwork questions

Hypotheses/ questions, theory/ concepts, risk assessment, human and physical fieldwork, primary and secondary data collection, recording data, sampling strategy, methods and justification, visual, graphical and cartographic methods of data presentation, analysis, statistical techniques, anomalies, conclusions, evaluation

End of Topic assessment

- Revisit the areas of Ilkley that we used to complete the fieldwork
- Complete all pages in booklet
- Use the Knowledge Organisers for the 2 pieces of fieldwork to recap what students did on the fieldwork





# Year 12 Curriculum Overview: **Geography**



## Coastal systems and landscapes

### Topics/ content outline:

- Coasts as natural systems**
  - stores, flows, inputs, outputs and dynamic equilibrium
- Systems and processes**
  - Coastal processes – sources of energy, erosion, transportation, and deposition
- Coastal landscape development**
  - Landforms of erosion
  - Landforms of deposition
  - Coastlines of emergence and submergence
- Coastal management**
  - Hard and soft engineering
  - Sustainable approaches
- Case studies**
  - Local scale – Holderness
  - Contrasting landscape to the UK – Sundarbans

- The Nature and Importance of Places**
  - Insider/Outsider Perspectives
  - Near/Far & Experienced/Media Places
  - Factors contributing to character of places (endogenous/exogenous)
- Relationships and connections**
  - Shifting flows
  - Demographic, socio-economic and cultural characteristics
  - External forces
  - Past and present connections
- Meaning and representations**
  - Place attachments – identities, perspectives and experiences
  - External agencies attempt to influence/create place meanings
  - Media representations
  - Past and present representations
- Place Studies (local and Distant)**

- Urbanisation**
  - Consequences of urbanisation and urban processes
  - Urban change and Urban policy
- Urban Forms**
  - World and Megacities and Post-modern - Western cities
  - Spatial patterns of land use and land use models
- Social and economic issues associated with urbanisation**
  - Cultural diversity & ethnic segregation
  - Economic inequality
- Urban Climate**
  - Urban microclimates and UHI
  - Urban wind and air quality
- Urban Drainage**
  - Drainage Systems and SUDS
  - Urban drainage management
- Urban waste and its disposal**
  - Waste
- Other contemporary Urban Environmental Issues**
  - other issues and dereliction

## Changing Places

### Powerful Knowledge (key concepts, skills)

**Systems concepts**  
**Dynamic equilibrium**  
**High and low energy coastlines**  
**Waves**  
**Sediment cells and budgets**  
**Mass movement and weathering**  
**Erosional, transportation, deposition**  
**Landforms of erosion – wave cut platforms, caves, arches and stacks.**  
**Landforms of deposition – beaches spits, tombolos, offshore bars, barrier beaches, and sand dunes, mudflats/ saltmarshes**  
**Eustatic, isostatic and tectonic activity**  
**Coastal management - Hard and soft engineering**

**Location, locale and sense of place**  
**Insider and Outsider**  
**Near and far places**  
**Experienced and media places**  
**Endogenous and exogenous factors**  
**Place identity – localism, regionalism, nationalism**  
**Topography, land use, built environment and infrastructure**  
**Demographic, socio-economic characteristics**  
**Social inequalities**  
**Flows of people, resources, money, investment and ideas**  
**Globalisation, homogenisation, localisation and glocalisation**  
**Remittances and repatriation of profits**  
**Gentrification, rebranding, regeneration, re-imaging**  
**International and global institutions, corporate bodies and TNCs**

**Urbanisation, suburbanisation, counter – urbanisation and urban resurgence**  
**Megacity, world/global cities**  
**Deindustrialisation**  
**Decentralisation**  
**UDCs, Enterprise zones, city challenge, partnership schemes**  
**CBD, Inner city, suburbs and urban-rural fringe**  
**Town centre mixed developments, fortress developments, edge cities, cultural and heritage quarters**  
**Post-modern western cities**  
**Social segregation and economic inequality**  
**Poverty cycle**  
**Urban Heat Island**  
**Albedo effect**  
**Evapotranspiration**  
**The Canyon effect and Venturi effect/ wind turbulence**  
**Thunders torms**  
**Particulate pollution**  
**Photochemical smog**  
**Hydrographs**  
**Catchment management**  
**SUDS**  
**Restoration and conservation**  
**Infiltration**  
**Unregulated waste, recycling, incineration, recovery, burial (landfill), submergence and trade**  
**Urban dereliction**  
**Ecological footprint**  
**sustainability**

### What will you be assessed on?

**Regular knowledge checks**

**Practice exam questions within lessons**

**Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.**

**Regular knowledge checks**

**Practice exam questions within lessons**

**Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.**

**Regular knowledge checks**

**Practice exam questions within lessons**

**Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.**

### How can you help at home?

- Media**
- Follow any news stories about cities, especially Mumbai and London <https://www.theguardian.com/cities>,
  - Watch Kevin McCloud's 'Slumming It' <https://www.youtube.com/watch?v=vwDlkdSMto>
  - Watch 'Jay Blades, East End through time'

- Classwork**
- Keep folders and notes organised
  - Recap on classwork to consolidate key concepts and knowledge
  - Use course checklists to monitor your own progress

- Independent work**
- Challenge yourself to read around the subject, using the resources on Showbie
  - Read the RGS subject content overview <https://www.rgs.org/schools/teaching-resources/changing-place/-changing-places/>
  - Use the practice questions and mark schemes on Showbie
  - Use the intervention strategies available in the A-level revision on Showbie.
  - Explore the governments approach to coastal management <https://www.eastriding.gov.uk/council/plans-and-policies/other-plans-and-policies-information/sustainable-environment-policies-and-strategies/>
  - What is happening in the Sundarbans? <https://www.nationalgeographic.com/environment/article/partner-content-transforming-sundarbans?srcl=ybrkr=6ce9f385>

- Visits**
- Local areas in Leeds/ Bradford or other towns and cities of relevance to see the urban landscape
  - Leeds Recycling and Energy Recovery Facility (RERF) - <https://www.leeds.veolia.co.uk/our-facility/leeds-recycling-energy-recovery-facility-rerf-works>
  - Coastal environments – Holderness to explore the use of coastal management.
  - Visit Hebden Bridge – To investigate how local and community groups have shaped place meaning.

- Discussions**
- Talk to relatives/ friends about how areas have changed in their lifetime.
  - How has coastal management changed since their childhood?
  - Have they noticed a difference in the climate and the impact this is having in coastal areas?

## Contemporary Urban Environments

# Year 13 Curriculum Overview: Geography



## Water and carbon Cycles

### Topics/ content outline:

- Water and carbon cycles as natural systems**
- inputs, outputs, stores, flows and dynamic equilibrium
- The water cycle**
- Size of stores
  - Processes driving change
  - Basin basins and processes
  - Flood hydrographs
- The carbon cycle**
- Size of stores
  - Factors driving change
  - Changes over time
  - Carbon budget
- Water, carbon climate and life on earth**
- Relationship between water and carbon cycles
  - Human intervention

### Powerful Knowledge (key concepts, skills)

Global stores and distribution (water and carbon cycles) – lithosphere, hydrosphere, cryosphere and atmosphere.  
 Factors driving change (water cycle) – evaporation, condensation, clouds, precipitation, cryospheric processes.  
 Drainage basin – stores and flows.  
 Flood hydrographs – seasonal variations  
 Changes over time to the water cycle – farming, land use, water abstraction  
 Factors driving change (carbon cycle) – photosynthesis, respiration, decomposition, combustion, carbon sequestration  
 Changes over time to the carbon cycle – natural variation and human impact  
 Carbon budget  
 Feedback systems (water and carbon cycles)  
 Mitigation of climate change

### What will you be assessed on?

#### Regular knowledge checks

Practice exam questions within lessons

Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.

### How can you help at home?

#### Media

- Follow news stories regarding volcanic eruptions, seismic events, tropical storms and wildfires from around the world
- Follow news stories about climate change
- Follow news stories about Antarctica
- Watch any documentaries about the relevant hazards/ climate change
- Follow @IGSgeog on twitter
- Watch 'Before the Flood' documentary to give an insight into the impact that the use of fossil fuels is having on the planet and what future implications this might have.

#### Classwork

- Keep folders and notes organised
- Recap on classwork to consolidate key concepts and knowledge
- Use course checklists to monitor your own progress

#### Independent work

- Challenge yourself to read around the subject, using the resources on Showbie
- Use the practice questions and mark schemes on Showbie
- Use the intervention strategies available in the A-level revision on Showbie

#### Visits

- Local areas to see the management of water/ changes in river flow throughout the year
- Visit the 'Cliffe Castle in Museum' in Keighley to see one of the best geology exhibitions in the UK - <https://www.visitbradford.com/thedms.aspx?dms=3&venue=2180332>

#### Discussions

- Past natural hazards or ones that happen whilst studying A-Level Geography
- Have family/ relatives noticed a change in their lifetime regarding the use of fossil fuels and the impact that has had regarding foreign policy and change to more renewable energy sources.
- Global trade

## Hazards

- The concept of hazards**
- Nature, forms and potential impacts,
  - Hazard perception
  - Characteristic human responses and their relationship to hazard
  - The Park Model and Hazard Management Cycle
- Plate Tectonics**
- Earth structure
  - Plate tectonic theory of crustal evolution
  - Plate margins, process and associated landforms including magma plumes
- Volcanic/ Seismic/ Storm hazards/ Fires in Nature**
- Nature, Forms, Impacts, Responses
  - Impacts and human responses of a recent event
- Case Studies**
- Multi-hazardous environment beyond the UK
  - Hazard on a local scale

Hazard perception. Characteristic human responses and their relationship to hazard. The Park model. The Hazard Management Cycle.  
 Earth structure. Plate tectonic theory, plate movement; destructive, constructive and conservative plate margins. Characteristic processes: seismicity and vulcanicity and associated landforms. Magma plumes.  
 The nature of vulcanicity and seismicity and its relation to plate tectonics, forms of hazard.  
 The nature of tropical storms and their underlying causes.  
 Nature, conditions favouring and causes of wild fires  
 For volcanic, seismic, storm hazards and fires in nature  
 Spatial distribution, magnitude, frequency, regularity and predictability of hazard events.  
 Impacts and short and long-term responses  
 A recent example to illustrate impacts and responses  
 Case Study: Multi-hazardous environment beyond the UK to illustrate and analyse nature, risks, responses  
 Case Study: Local scale to illustrate nature and analyse how the character reflects presence of impacts and responses

#### Regular knowledge checks

Practice exam questions within lessons

Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.

## Global Systems and Global Governance

- Globalisation**
- Dimensions and factors of globalisation
- Global Systems**
- Interdependence
  - Unequal flows of people, money, ideas and technology
  - Unequal power relations
- International trade and access to markets**
- Volumes and patterns of trade
  - Trading relationships and trading blocs
  - Differential access to markets
- The nature and role of TNCs**
- World Trade in a food commodity or manufactured product
- Global Governance**
- Agencies (UN) in the post-1945 era
  - Interactions between the local, regional, national and international and global scales
- The 'global commons'**
- Antarctica
- Globalisation Critique**

**Economies of scale**  
 Interdependence  
 Global financial systems  
 Trade agreements and trading blocs  
 SDT agreements  
 Fair Trade  
 Containerisation  
 Supply chains  
 Specialisation  
 Outsourcing  
 NGOs  
 Remittance and repatriation of profits  
 Brain drain  
 Inequalities, Conflict and injustices  
 Power relations  
 Global institutions – IMF WTO World Bank  
 Growth and stability  
 Antarctic Treaty, IWC and UNEP  
 Imports and exports  
 FDI  
 protectionism

#### Regular knowledge checks

Practice exam questions within lessons

Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.