

<b>Lower KS2</b>	<b>Core theme 1</b> My place in the world (UK) & Journey of the river (rivers)		<b>Core theme 2</b> Volcanoes and earthquakes & Coasts	
<b>Upper KS2</b>	<b>Core theme 1</b> Settlement and land use & Biomes		<b>Core theme 2</b> Natural resources (EU) & North America	
<b>Year 7</b>	<p align="center"><b>Module 1: WATER ON THE LAND</b></p> <p><u>CONTENT</u> Drainage basins inc. glaciation, water cycle, river processes, river landforms &amp; flooding</p> <p><u>POWER OF LANGUAGE</u> Reading: Raging rivers (Anita Ganeri) Writing: Should we pay for flood defenses?</p> <p><u>JUSTIFICATION</u> Studied in lower KS2 in feeder schools (4 years ago), good starting point for KS3. Completed Ecosystems in Year 6 which provides links between learning. Rivers form our local context, relatable to students. Good introduction to our threshold concepts which underpin all geography learning. Case study is within the local area.</p>	<p align="center"><b>Module 2: WATER AT THE COAST</b></p> <p><u>CONTENT</u> Wave action, coastal processes, coastal landforms, cliff collapse &amp; coastal management</p> <p><u>POWER OF LANGUAGE</u> Reading: Cracking coasts (Anita Ganeri) Writing: Is the sea violent?</p> <p><u>JUSTIFICATION</u> Direct link to processes from Module 1 (rivers). Natural flow of rivers from mountains to coast - joined up learning. Developed further by applying in a new context and introducing new transport processes. Again keeping Year 7 learning in a local context, South Tyneside has a coastline - exploring a local case study.</p>	<p align="center"><b>Module 3: CHANGING POPULATION</b></p> <p><u>CONTENT</u> Population structures, ageing population, migration, youthful population &amp; managing population</p> <p><u>POWER OF LANGUAGE</u> Reading: Geofile case study Writing: Was China's one child policy a success?</p> <p><u>JUSTIFICATION</u> Providing a mix of human and physical topics. Starting to expand on scale from local to look at a national level (UK and China). Still relatable to students but now expanding beyond their direct experience. Application of skills in a new context - using CAUSE, EFFECT, RESPONSE in population.</p>	
	<p><b>Opportunities for cultural capital</b> Fieldwork in local areas (settlement &amp; flooding of Hebburn), careers &amp; spirituality links and British values.</p>			
<b>Year 8</b>	<p align="center"><b>Module 1: OUR SHRINKING WORLD</b></p> <p><u>CONTENT</u> Globalisation, global divisions, global inequalities, global flows &amp; sustainability</p> <p><u>POWER OF LANGUAGE</u> Reading: Geofile case study Writing: Are MNCs bad?</p> <p><u>JUSTIFICATION</u> Studied contrasting countries in 7.3, this is a natural follow on to understand why differences in development occur. Starting to develop a focus on a global scale, but this is anchored in students' everyday life through how globalisation impacts their lives. Introduction to more conceptual ideas beyond students' experience.</p>	<p align="center"><b>Module 2: CHANGING PLACES</b></p> <p><u>CONTENT</u> Settlements, changing places, land use, UK places &amp; LIC cities</p> <p><u>POWER OF LANGUAGE</u> Reading: Newspaper article Writing: Is life better in the countryside or the city?</p> <p><u>JUSTIFICATION</u> With an understanding of global divisions and flows (8.1) this helps understand reasons for change in land use and difference between places in countries at stages in development. Links with 7.3: ageing/youthful population and migration. Building on making links to exploring LIC cities (conceptual learning).</p>	<p align="center"><b>Module 3: OUR VARIED WEATHER</b></p> <p><u>CONTENT</u> Atmosphere, high pressure, low pressure, microclimate &amp; climate change</p> <p><u>POWER OF LANGUAGE</u> Reading: Stormy weather (Anita Ganeri) Writing: Are anticyclones always good?</p> <p><u>JUSTIFICATION</u> Providing a mix of human and physical topics. Experience of using all scales (local - global). Cause and effect of weather on humans and humans impact on weather. Links with 8.2 with microclimates and the influence of cities and human activity. Links with 8.1 for developing understanding of why climate change occurs.</p>	
	<p><b>Opportunities for cultural capital</b> Fieldwork in local areas (settlement types in Hebburn), careers &amp; spirituality links, importance of charity and aid, life in LICs (slums and poverty). Global citizens.</p>			
<b>Year 9</b>	<p align="center"><b>Module 1: THE RESTLESS EARTH</b></p> <p><u>CONTENT</u> Structure of the Earth, plate margins, volcanoes, earthquakes &amp; tsunamis</p> <p><u>POWER OF LANGUAGE</u> Reading: Violent volcanoes (Anita Ganeri) Writing: Are volcanoes are worse than earthquakes?</p> <p><u>JUSTIFICATION</u> Very concept led, placed in Year 9 for this reason. Requires firm understanding of cause, effect, response as well as how processes influence landforms, which has been built on in Year 7 and Year 8. Global focus, bringing in concepts from 8.3 on how global events can have local, regional and national impacts.</p>	<p align="center"><b>Module 2: THE LIVING WORLD</b></p> <p><u>CONTENT</u> Ecosystems, tropical rainforests, TRF impacts and mgmt, cold environments &amp; CE impacts and mgmt</p> <p><u>POWER OF LANGUAGE</u> Reading: Bloomin' rainforests (Anita Ganeri) Writing: Should people visit the Amazon?</p> <p><u>JUSTIFICATION</u> Contrasting two foreign ecosystems is again concept led with a global focus. Brings in past learning on 8.3 and 7.1 investigating climates and hydrological cycles in each biome. Human impacts on environments makes links with resource use and global flows from 8.1.</p>	<p align="center"><b>Module 3: HEALTH AND WEALTH</b></p> <p><u>CONTENT</u> HIV, famine, obesity, smoking &amp; development gap</p> <p><u>POWER OF LANGUAGE</u> Reading: Geofile case study Writing: Is obesity is a worse problem than famine?</p> <p><u>JUSTIFICATION</u> This module draws together several areas of past learning to investigate the link between health and wealth. Draws on contemporary themes as well. Builds on 9.2, 8.1, 8.2, 8.3 &amp; 7.3. Contains issues both foreign and common to students at the full range of scales.</p>	
	<p><b>Opportunities for cultural capital</b> Fieldwork in local areas (ecosystems in Hebburn), careers &amp; spirituality links, health issues and importance of maintaining health. Brazil and the tropical rainforests. Global citizens.</p>			

Local scale  
Tangible learning

Global scale  
Conceptual learning

YEAR 7

YEAR 9

<h1 style="margin: 0;">Year 10</h1>	<p><b>Module 1: LANDSCAPES &amp; PHYSICAL PROCESSES</b>  <u>CONTENT</u>            Distinctive landscapes, physical landscapes, river and coastal processes and landforms, rates of change in landscapes, UK flooding &amp; managing UK floods</p> <p><u>POWER OF LANGUAGE</u>            Reading: Newspaper articles</p> <p><u>JUSTIFICATION</u>            First question on Paper 1, arranged module order to reinforce this sequence. Some content of this module was taught back in Year 7 so revisiting this first allows students to make connections with distant past learning and develop GCSE understanding on top of this. Rivers and coasts also lend well to building an understanding of threshold concepts with ease for a firm foundation of GCSE progression.</p>	<p><b>Module 2: RURAL-URBAN LINKS</b>  <u>CONTENT</u>            Rural-urban continuum, rural change, population change in the UK, challenges in UK towns, changing UK retail, urbanisation &amp; global cities</p> <p><u>POWER OF LANGUAGE</u>            Reading: Geofile case studies</p> <p><u>JUSTIFICATION</u>            Second question on Paper 1, arranged module order to reinforce this sequence. Some content of this module was taught back in Year 8. Elements of the content in this module allows students to understand changes reflecting the movement from rural to urban areas. Lateral thinking can be applied to the process of change occurring in module 1. issues in module 1 can also influence changes in rural-urban areas.</p>	<p><b>Module 3: TECTONIC PROCESSES &amp; LANDSCAPES</b>  <u>CONTENT</u>            Tectonic processes, tectonic landforms, impacts of tectonic processes, reducing risks associated with tectonic processes</p> <p><u>POWER OF LANGUAGE</u>            Reading: Plate tectonics (Ian Stewart)</p> <p><u>JUSTIFICATION</u>            Third question on Paper 1, arranged module order to reinforce this sequence. Links to 9.1. Tectonics requires a good understanding of both physical processes and human interactions, which have been developed through modules 1 and 2, allowing students to make links to tectonic processes and the impacts resulting on humans easier.</p>
	<p><b>Opportunities for cultural capital</b>            Careers &amp; spirituality links, global cities (Mumbai &amp; London), poverty (Mumbai/Dharavi), importance of charity, aid and British values</p>		
<h1 style="margin: 0;">Year 11</h1>	<p><b>Module 1: WEATHER, CLIMATE &amp; ECOSYSTEMS</b>  <u>CONTENT</u>            Climate change, causes and impacts of 2 weather hazards, UK weather and climate, ecosystems, key processes of biomes, human impacts on ecosystems, ecosystem mgmt</p> <p><u>POWER OF LANGUAGE</u>            Reading: Our Planet (Matt Whyman)</p> <p><u>JUSTIFICATION</u>            First question on Paper 2, arranged module order to reinforce this sequence. Links back to content in Year 8 and 9. This module has a lot of models and theories, by starting this at the start of Year 11 it allows students to revisit these throughout the year as we interleave and recap these models in M2 and M3.</p>	<p><b>Module 2: DEVELOPMENT, RESOURCE &amp; SOCIAL ISSUES</b>  <u>CONTENT</u>            Measuring development, uneven development, water resources, regional inequality (LIC &amp; UK), managing UK inequality, social development, health issues in SSA</p> <p><u>POWER OF LANGUAGE</u>            Reading: Geofile case studies</p> <p><u>JUSTIFICATION</u>            Second and third questions on Paper 2, arranged module order to reinforce this sequence. Links back to content in Year 8 and 9. Factors which influence economic and social development are directly related to issues discussed in past modules, meaning students can draw on past learning to make effective links (10.1, 10.2, 10.3 &amp; 11.1).</p>	<p><b>Module 3: FIELDWORK &amp; REVISION</b>  <u>CONTENT</u>            Fieldwork and skills &amp; revision</p> <p><u>JUSTIFICATION</u>            Fieldwork and snopic questions which link all of the taught modules are on Paper 3. Fieldwork has been left to this point to ensure it is fresh in their minds and the summer term has more flexibility in timetabling and good weather to facilitate field trips.</p>
	<p><b>Opportunities for cultural capital</b>            Fieldwork in contrasting areas (Newcastle &amp; South Shields), careers &amp; spirituality links, exploring India, sub-Saharan Africa, tropical rainforests &amp; savannah biomes</p>		

H: Human side  
P: Physical side

<h1>Year 12</h1>	<p style="text-align: center;"><b>Module 1</b></p> <p><u>CONTENT</u>  <b>H:</b> Changing places  <b>P:</b> Changing landscapes</p> <p><u>POWER OF LANGUAGE</u>                      Reading: English Pastoral (James Rebanks) &amp; Geofile case study</p> <p><u>JUSTIFICATION</u>                      These topics are the questions on Paper 1, arranged module order to reinforce this sequence. Both 'glaciation' and 'changing places', are entirely new content, unique to A-Level so placing these first in 12.1, allows time to introduce and familiarise students with new concepts and theories and then continue to test and review learning over the course through interleaving and recaps. This gives up scope to extend/delay starting the next modules if students require extra time and repair work with new content.</p>	<p style="text-align: center;"><b>Module 2</b></p> <p><u>CONTENT</u>  <b>H:</b> Global Governance: change and challenges  <b>P:</b> Weather and climate</p> <p><u>POWER OF LANGUAGE</u>                      Reading: News articles &amp; The great flood (Edward Platt)</p> <p><u>JUSTIFICATION</u>                      The human topic supports the students' foundational knowledge on Changing Places (12.1 - Global Systems) to build and enhance on Global Governance which incorporates similar themes of population, flows and impacts of development.</p> <p>The physical topic of Weather and Climate is done at this point because there are themes which will support the students' understanding of a future topic (13.1 - Global Systems). This allows students to have a better knowledge of the underlying concepts and potential links for water and carbon.</p>	<p style="text-align: center;"><b>Module 3</b></p> <p><u>CONTENT</u>  <b>H:</b> 21<sup>st</sup> century challenges and NEA (coursework)  <b>P:</b> Tectonic hazards</p> <p><u>POWER OF LANGUAGE</u>                      Reading: Academic articles for NEA</p> <p><u>JUSTIFICATION</u>                      Physical geography has more units than Human, so this side of Geography has prioritised completing one more taught unit while the Human side begins the NEA. Introducing the coursework element at the end of Year 12 allows students to explore what they would like to research and start the planning and allow students to complete the majority of their data collecting during the summer holidays. 21st century challenges is a synoptic essay question requiring links between M1 and M2 topics, so time is allocated to practice linking and essay skills.</p>
	<p style="text-align: center;"><b>Opportunities for cultural capital</b>                      Fieldwork (variety of locations depending on students NEA focus), research skills, university talks, careers &amp; spirituality links, global citizenship and British values</p>		
<h1>Year 13</h1>	<p style="text-align: center;"><b>Module 1</b></p> <p><u>CONTENT</u>  <b>H:</b> Economic growth and challenge in India  <b>P:</b> Global systems: water and carbon cycles</p> <p><u>POWER OF LANGUAGE</u>                      Reading: Behind the beautiful forevers (Katherine Boo) &amp; Turning the tide on plastic (Lucy Siegle)</p> <p><u>JUSTIFICATION</u>                      For the human topic the optional unit is taught which is not part of the synoptic unit. This is a shorter unit and makes use of the theory from both 12.1 and 12.2 making this the best location for it to be taught so that this knowledge and understanding can be made use of.</p> <p>For the physical unit, Global Systems, is taught here as it allows the learning from 12.2 to provide the supporting foundation for the processes involved. This is a longer unit and is placed in Term 1 to accommodate this.</p>	<p style="text-align: center;"><b>Module 2</b></p> <p><u>CONTENT</u>  <b>All:</b> 21<sup>st</sup> century challenges and NEA (coursework)</p> <p><u>POWER OF LANGUAGE</u>                      Reading: Geofile case studies</p> <p><u>JUSTIFICATION</u>                      This is a chance to revisit the synoptic elements and develop further essay skills and revisit the content which is utilised in the synoptic essay element. Students have also worked on their NEA independently over Module 1 with regular drop-ins outside of lesson time. This module formalises time for students to complete and submit their NEA for marking.</p>	<p style="text-align: center;"><b>Module 3</b></p> <p><u>CONTENT</u>  <b>All:</b> Revision</p> <p><u>JUSTIFICATION</u>                      Time has been left for revision before exams. This is also flexible time, should some modules need to overrun, such as 12.1 with these topics being entirely new content at A Level.</p>
	<p style="text-align: center;"><b>Opportunities for cultural capital</b>                      Fieldwork (variety of locations depending on students NEA focus), research skills, university talks, careers &amp; spirituality links, global citizenship</p>		
<p><b>Careers</b></p>	<p>Management; Renewables; Infrastructure; GIS analyst; Surveyor; Risk assessor; Planning; Accountancy; Teaching; Environmental officer;</p>		
<p><b>Further study</b></p>	<p>Geography; Sciences; Environmental; Remote sensing; Meteorology; Geographical Information Systems; Oceanography;</p>		