## Overview

Students will develop geographical analysis and presentation skills and apply this to a range of human and physical topic areas throughout the year.

## Knowledge & Skills

### Geographical Skills

Skills based topic.
- Mapping.
- Four and six figure grid references.
- Direction.
- Measuring distance and height.
- Longitude and latitude.
- Graphical skills.

### Population

Changing population structures and the reasons for this will be investigated. Solutions to population problems will be evaluated using examples.
- What is population?
- Reasons and patterns of population growth.
- Effects of overpopulation.
- Ageing populations.
- Migration.
- Development indicators.
- Aid and development.
- Population control.
- Sustainable populations.

### Weather and Climate

Topic probing causes, impacts and measurement of a range of different weather patterns.
- Introduction to weather.
- Measuring and recording weather.
- Weather symbols.
- The hydrological cycle.
- Air pressure.
- Climate graphs.
- Factors influencing climate.
- Extreme weather in the UK.

### Tropical Storms

Topic exploring causes, impacts and responses to tropical storms around the world.
- Distribution of tropical storms.
- Formation of tropical storms.
- Measuring storms.
- Impact of storms in lower income countries.
• Impact of storms in higher income countries.
• Reducing the impact of storms.
• Future of tropical storms.

Wildfires
Students will delve into the causes, effects and responses of one of the world’s hottest natural disasters.

• Human and natural causes of wildfires.
• Conditions to create a wildfire.
• Effects of wildfires
• Californian wildfire 2015
• Proactive methods to reduce wildfires.
• Reactive methods to reduce wildfires.
• Evaluating solutions.
• Future of wildfires.

Sport
Topic investigating the social, economic and environmental impacts of sport at different scales.

• Sport environments.
• Environmental impacts of sport.
• Socio-economic importance of sport.
• Sport exploitation
• Nike exploitation of workers
• Exploitation extended writing
• Sport regeneration
• The ripple effect of sport.

AO1: Students will develop and extend their knowledge of locations, places and environments at a range of scales from local through to regional, national and global.

AO2: Students will be able to identify geographical relationships that exist and how this may differ in different contexts.

AO3: Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypothesis.

AO4: Students will be able to use data and geographical skills to support conclusions that have been drawn from the data available.

AO1: Students will develop and extend their knowledge of population at a range of scales from local through to regional, national and global. To be able to use this understanding to highlight social, political and cultural issues arising from population change.
AO2: Gain an understanding of the interactions between people and environments, changes in places and processes over space and time, and the inter-relationship between geographical issues at different scales and in different contexts.

AO3: Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypothesis.

AO4: Students will be able to apply knowledge of population to draw their own supported conclusions and provided well evidenced arguments.

AO1: Students develop and extend their knowledge of environments and processes at regional and national scales. To be able to identify the social and political impacts of weather and climate.

AO2: Students will have an understanding of the relationship between climate, weather and people. Students will also be able to identify the impact of climate and weather in other areas.

AO3: Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypothesis.

AO4: Students will be able to apply knowledge of weather and climate to draw their own supported conclusions and provided well evidenced arguments.

AO1: Students develop and extend their knowledge of locations, places, environments and processes at a range of scales from local through to regional, national and global. Students can ascertain wider impacts socially and politically of tropical storms and changing patterns.

AO2: Students will have an understanding of the relationship between climate, extreme weather and people. Students will also be able to identify the impact of weather hazards in other areas.

AO3: Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypothesis.
A04: Students will be able to apply knowledge of tropical storms to draw their own supported conclusions and provided well evidenced arguments.

AO1: Students develop and extend their knowledge of environments and processes at a range of scales. To be able to develop appreciation of the social impact of wildfires.

AO2: Students will have an understanding of the relationship between human and natural process that are involved in wildfire hazards. Students will also be able to identify the impact of wildfires in other areas.

AO3: Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypothesis.

AO4: Students will be able to apply knowledge of Wildfires to draw their own supported conclusions and provided well evidenced arguments.

AO1: Develop and extend their knowledge of sporting locations, places, environments and processes at a range of scales from local through to regional, national and global. To be able to place this understanding within its social, political and cultural contexts.

AO2: Students will have an understanding of the relationship between sport, economics, the environment and people. Students will also be able to identify the impact of sport in other areas.

AO3: Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypothesis.

AO4: Students will be able to apply knowledge of Sport to draw their own supported conclusions and provided well evidenced arguments.

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<td>Baseline Geography skills test.</td>
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<td>Image interpretation assessment</td>
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<td>End of Module test.</td>
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<td>Population growth assessment.</td>
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<td>One Child Policy assessment.</td>
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<td>Extreme weather assessment.</td>
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<td>Impact of sport assessment.</td>
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<td>End of Year test.</td>
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**Enrichment & Reward**

Students will have the opportunity to participate in the ‘Geography of Sport’ trip to develop knowledge and understanding of topic content.