



1. The Biosphere

This unit introduces students to the variety of ecosystems that exist, at a **variety of scales**, across the world. Students will explore how **geographical processes** interact to create and change ecosystems.

Students will study the **Mediterranean**, **Tropical Rainforest** (specifically **Borneo**) and **Temperate Deciduous** (specifically the **UK**) biomes in detail, including the development of **OS map**, and **atlas map**, skills. Throughout this topic students will deepen their understanding of how human activity relies on effective functioning of natural systems and study the use of natural resources from various ecosystems. The topic will end by considering the United Nations Sustainable Development Goal 15 – Life on Land, reflecting on the importance of **sustainable use** of terrestrial ecosystems. This unit will give students the opportunity to practice and develop their **fieldwork skills** through completing a fieldwork enquiry based on the **local school ecosystem**. Students will **collect, present, analyse** and **draw conclusions from geographical data**.

Assessment 1 (Oct), "Ecosystems":

We will test students knowledge and understanding of this unit through the use of a summative assessment.



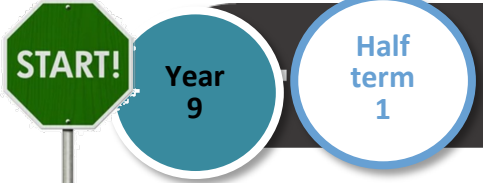
2. The Anthropocene

In this unit, students study the controversial topic of climate change, and how it brings spatial variation and change over time. Students start by understanding that

Earth's temperatures have always risen and fallen. They then focus on the recent global temperature increase since the 1950's. Students will study a clear, objective explanation of the connections between **human activities** and the **natural greenhouse effect**. They will study how these activities **influence and change environments** and the climate, and how humans rely on effective **functioning of natural systems**.

Students will study the impacts at a **range of scales**. **Bangladesh** is at major risk from climate change because of the rise in sea level and more extreme tropical storms. They will study the **positive and negative impacts** on the **UK**.

In response to climate change, many countries are working to reduce the emission of greenhouse gases and move to a more **sustainable future**. In considering these responses we want students to feel empowered to make a difference through community and individual actions. This unit will give students the chance to **use and interpret line graphs, photos and diagrams**. As well as **drawing considered conclusions** from their knowledge.



3. The Global Economy

In this unit, students study the controversial topic of climate change, and how it brings spatial variation and change over time. Students start by understanding that Earth's temperatures

have always risen and fallen. They then focus on the recent global temperature increase since the 1950's. Students will study a clear, objective explanation of the connections between **human activities** and the **natural greenhouse effect**. They will study how these activities **influence and change environments** and the climate, and how humans rely on effective **functioning of natural systems**. Students will study the impacts at a **range of scales**. **Bangladesh** is at major risk from climate change because of the rise in sea level and more extreme tropical storms. They will study the **positive and negative impacts** on the **UK**.

In response to climate change, many countries are working to reduce the emission of greenhouse gases and move to a more **sustainable future**. In considering these responses we want students to feel empowered to make a difference through community and individual actions. This unit will give students the chance to **use and interpret line graphs, photos and diagrams**. As well as **drawing considered conclusions** from their knowledge.

Assessment 3 (Feb) "The Global Economy":
A summative assessment to test the knowledge and skills learned in this unit



Assessment 2 (Dec) "The Anthropocene":



4/5. The Geography of Russia

In this unit students will develop an understanding of how **Russia** is a globally significant place and home to a diverse **range of landscapes and environments**. In the first few lessons, students will explore Russia's varied physical regions, as defined by their landforms, climate, vegetation and soils. They will analyse enormous **spatial variations**, from hot desert to icy tundra. In later lessons, the emphasis shifts from Russia's regions towards its role in the world. Today, Russia is a so-called **'BRIC' economy** and a G8 nation. Fossil fuel sales to neighbouring countries in Europe, as well as China, provide Russia with wealth, power and influence. As they explore this relationship, students will learn how **finite supplies of natural resources** can result in global interdependency between different places. According to most economic and social **indicators of development**, Russia is a developed country like the UK or France.



Assessment 4 (March) "Russia":



6. The Hydrosphere

In this unit students will begin by understanding the availability of water and freshwater globally, and the human uses and importance of it. They will then learn about huge ocean currents called 'gyres', that are trapping large amounts of plastic in our oceans (**Pacific Ocean**). Students will understand the impact plastic has on our environment, and living things, plus the role we play in contributing to this global issue. To sustain life on earth fishing is a significant part of human sustenance and the economy, particularly in many LIC nations around the **Indian Ocean**. This great **natural resource** is being exploited and declining fish stocks are having an impact on marine ecosystems. Another **global issue** in the hydrosphere is the state of our coral reefs, one of the world's richest and most **diverse ecosystems**. This **fragile** ecosystem is valuable, not just for its biodiversity, but its ability to sustain fishing, a base for scientific research, a tourism pull factor and coastal protection from storms and tsunami for some very poor countries. They are under threat from **human activities** and this can only be solved through careful **ecosystem management**. Finally, students will understand the **cause and effects** of water scarcity on the **Aral Sea**. Student will practice **interpreting and completing diagrams**, understanding **numerical data** and **drawing conclusions** from knowledge they learn.

Assessment 5 (May) "The Hydrosphere":
A summative assessment to test the knowledge and skills learned in this unit

