

Year 7	Planet Earth	Mapping the World	Life in the UK	Water on Land	Sustainability	Life in Africa
Aim	Students are learning about the role of a Geographer and how we make sense of and understand our world. Students are developing an understanding of how the Earth is constantly changing. Students are learning to question and analyse what they see. Students are learning about the biggest threats to planet Earth and how countries are working together to find solutions to these threats. Students are presenting a speech to demonstrate their understanding of climate change and their confidence in utilising key geographic vocabulary.	Students are learning about the importance of maps in developing an understanding and sense of place within the world. Students are developing their confidence in reading, analysing and creating maps using a variety of skills. Students are developing an understanding of how maps can help us to see how the Earth is changing. Students are exploring the challenges of map making and the impacts of inaccurate maps. Students are demonstrating their knowledge by creating their own map.	Students are learning about the physical and human features of the UK including its major cities and weather. Students are investigating the county they live in in more depth including the history of the Fens. Students are learning about the history of the UK and its current challenges and opportunities including Brexit and the importance of migration. Students are demonstrating their knowledge by analysing a climate graph for Cambridge.	Students are learning about the physical features of rivers and their importance in supporting human development. Students are investigating the reasons why rivers flood, the impacts of flooding and the potential solutions to river flooding. Students will be learning about how humans use freshwater and the impact of its overuse, including the threat of water conflicts. Students are demonstrating their knowledge by justifying their opinions on the best solution to flooding along the River Tyne.	Students are learning about what sustainability is and why it is so important today. Students are learning food trade and the importance of FairTrade policies in ensuring fair pay for workers. Students are learning about the production of energy and the growth towards renewable energy in the UK. Students are demonstrating their knowledge by designing a sustainable house and justifying their decisions with accurate explanations.	Students are learning about the important physical and human features in Africa. Students are questioning the perception of Africa in the media. Students are investigating the country of Kenya and its significance within Africa. Students are discussing the opportunities and challenges created by tourism in Kenya. Students are demonstrating their knowledge by designing a tour of a country within Africa by exploring its key destinations.
Geographic Skills	Investigating the interconnectedness and globalisation of the world through the creation of a flow line map showing the origin of products we find in our bags. Learning about the history of the Earth through maps of Pangea. Learning about climate change by analysing line graphs showing global temperature changes at two scales; millions of years and since 1750.	Learning how to read and interpret OS maps through an understanding of compass points, 4 and 6 figure grid references, contour lines and height on a map, measuring distance on a map, map symbols and latitude and longitude. Learning the difference between political and physical maps and the importance of both in helping us to understand the world.	Exploring physical (rivers, mountains and lakes) and human features (cities, farm land and infrastructure) of the UK using political and physical maps. Creating GIS maps of Littleport and Cambridgeshire to map three layers of landscapes; the physical layer, the biological layer and the human layer. Analysing and creating a climate graph of Cambridgeshire. Using choropleth maps to investigate the relationship between rainfall and relief in the UK.	Reading and analysing flood hydrographs to understand the causes of river flooding. Exploring the River Tyne using an OS map to identify a range of river features: source, mouth, meanders, ox-bow lakes. Creating pie charts to show the use of freshwater around the world and comparing HICs and LICs.	Creating a flow line map showing the origins of imported food and the distance food has travelled to reach the UK. Reading bar charts showing overnourishment and undernourishment levels in a selection of HICs and LICs. Analysing a pie chart to show the energy mix in the UK.	Reading physical and political maps of Africa to understand the physical features found there and the location of borders. Reading climate graphs to understand the varying climates in Africa's biomes. Analysing a choropleth map of rainfall amounts in Africa to understand the causes of drought.
A Sense of Place	Exploring the effects of climate change; rising sea levels and the threat of the destruction of the Maldives, coral bleaching caused by rising sea temperatures in The Great Barrier Reef and rising temperatures in Canada. Exploring local effects of climate change in Cambridgeshire and the threat of sea level rising in the Fens.	Investigating Littleport and Cambridgeshire using current and historical OS maps. Using world maps and maps of Europe to locate where we are within the world. Learning about how maps help us to build our sense of place within the world. Learning how to use compass directions, latitude and longitude to describe where a place is.	Understanding our country, the UK, and Cambridgeshire in greater depth. Learning about diverse human and physical landscapes in the UK through the study of Birmingham as a major urban environment and The Fens as a natural landscape.	Learning about the River Tyne and investigating potential solutions to the impacts of river flooding here. Learning about the River Nile and the threat of conflict created by the over-use of freshwater from the River Nile and the lack of water for domestic use.	Learning about BedZED, UK and Sustainable City, Dubai to understand solutions to sustainable living from varying countries including the use of renewable energy, the recycling of grey water and building energy efficient homes. Investigating the link between the UK and a range of countries through food trade.	Comparing the location of Africa compared to Europe and the rest of the world. Learning about the location of Kenya within Africa. Learning about the human and physical characteristics of Kenya and its capital, Nairobi.
Stewardship	Learning of a range of strategies to respond to the threats of climate change at a range of scales; global; the Paris Agreement, national; sea walls in the Maldives, economic investment in coral reef protection in Australia, moving towards renewable energy and individual; reducing the use of electricity, walking or cycling more and eating less meat. Students are studying examples of citizens who are campaigning for climate action including Greta Thunberg and David Attenborough. Students are developing an awareness of the importance of collective action against global threats such as climate change.	Using historical OS maps to explore how Littleport has changed over time and the role that we can play in ensuring the continued protection of natural spaces. Understanding the importance of accurate mapping of the world by looking at the problems with the Mercator map and the distortion of the size of countries.	Learning about how climate change will likely affect the UK through coastal flooding in areas such as the Fens and changes to our climate leading to greater water insecurity and potential droughts. Learning about the importance of migration in the development of the UK and a multi-cultural society.	Investigating the potential impacts of hard engineering strategies (dams and reservoirs, river straightening and dredging, embankments and flood relief channels) on the environments surrounding rivers. Investigating the potential impacts of soft engineering strategies (flood warnings and preparation and floodplain zoning). Learning about the links between climate change and the increased risk of river flooding through increased rainfall and dry, impermeable ground).	Learning how to live more sustainable lives through individual choices such as using less electricity and recycling. Understanding the role of energy generation and use in climate change and the importance of renewable energy as an alternative to fossil fuel use. Learning how urban areas can be more sustainable in the future by changing how we plan cities; planning for public transport, building more energy efficient homes and including renewable energy sources.	Learning about the 'Green Belt Movement', and the actions taken by residents of countries bordering the Sahara to mitigate the impacts of desertification. Learning about how climate change is linked to more frequent droughts due to increased temperatures in parts of Africa. Learning about how sustainable tourism can support the economic, social and environmental development of Kenya.
The Human World	Learning about the impact that humans are having on the natural world by investigating the building of cities, plastic pollution, deforestation and climate change. Learning about globalisation of trade and the connections between the UK and countries around the world.	Exploring cities and towns on maps including Littleport and it's surrounding area. Students will learn how human features are recorded on maps using a range of map symbols.	Learning about the history of the UK from it's first residents, to the industrial revolution to our diverse nation today. Mapping key urban areas within the UK including Birmingham and London. Exploring smaller urban areas within the UK such as Littleport.	Learning about the importance of rivers in the development of urban areas in the UK. Learning about how humans can increase the risk of flooding. Learning about the human impacts of river flooding. Investigating methods used to reduce the risk of flooding including hard and soft engineering strategies.	Learning about the unsustainable consumption of food in HICs and the imbalance of access to food between HICs and LICs. Learning about food miles and the trade of food around the world. Understanding the UK's energy mix and the use of energy sources to generate electricity. Learning about cities which have been designed to be more sustainable (BedZED and Sustainable City, Dubai).	Learning about the history of Africa, with a focus on colonialism, to understand how this has influenced the development of the continent. Understanding how the drawing of Africa's borders has led to conflict. Learning about the challenges and opportunities of residents in the city of Nairobi and the reasons for the development of slums. Learning about the challenges and opportunities created by tourism in Kenya.
The Natural World	Learning about how the Earth has changed naturally since its creation; the creation of the atmosphere, the origins of life on earth and plate tectonics theory. Developing an awareness of the impacts humans are having on the natural world through deforestation, the building of cities, plastic pollution and climate change.	Exploring physical features on maps including the River Ouse as it travels through Littleport. Understanding how physical features are labelled on OS maps using a range of map symbols.	Learning about the distinct weather in the UK and the reasons for our ever changing weather; air masses, the latitude of the UK, the role of oceans in regulating climate and ocean currents. Learning about the Fens and its history of a reclaimed coastal plain.	Learning about the river system from the upper to lower course, including river features; waterfalls, meanders, ox-bow lakes and the flood plain. Learning about the processes of erosion, transportation and deposition. Learning about the natural factors that may increase the risk of flooding.	Learning about the impact of burning fossil fuels on the environment and the link between these energy sources and climate change. Understanding the uneven spread of natural resources, such as food and energy caused by physical factors such as climate, geology and geography.	Learning about the physical features found in Africa; Mt Kilimanjaro, Lake Victoria, the River Nile, the Sahara Desert. Learning about the four biomes which cover Africa; tropical rainforest, savanna, desert and semi-desert. Learning about the natural causes of droughts.
Critical Thinking	Students are questioning the data presented to them in climate graphs to draw their own conclusions of the threat of climate change. Students are researching the threats of climate change in the Maldives, Great Barrier Reef, Canada and the UK and drawing conclusions about the impact of climate change. Questioning a variety of solutions to the impacts of climate change.	Students are questioning the role of maps in a world full of technology. Questioning the influence that the Mercator map has had on our understanding of the world and the problems created by its distortion of the size of regions such as Africa.	Questioning the impact that Brexit will have on the UK; the impact on migration, potential loss of jobs, loss of trade, more autonomy over laws. Discussing the importance of a multi-cultural society in the UK. Discussing the role that migration has had in creating the country we live in. Developing an understanding of the impact of climate change on the UK.	Analysing flood hydrographs to draw conclusions on the causes of flooding. Questioning the link between climate change and the increased risk of river flooding. Discussing the consequences of humans increased use of freshwater in agriculture and industry. Discussing whether hard or soft engineering strategies are more effective for managing flooding whilst evaluating their potential environmental, economic and social impacts).	Discussing why we have food shortages in some countries when there is a global over supply of food (human and natural droughts and famines, countries prioritising trade over feeding their own population). Questioning why many governments (including the UK) have been so slow at changing the energy mix towards renewable energies despite the threat of climate change.	Discussing why the impacts of climate change are being felt so distinctly across Africa when it emits the least CO ₂ of all the inhabited continents. Discussing the economic importance of tourism in Kenya whilst questioning whether it is exploiting the local environment and people.
Power and conflict	Learning that the main contributors to climate change are the highest income (e.g. USA) and most developed nations whilst the countries and communities who are most impacted by climate change are often the lowest income and least developed nations (Maldives).	Developing an awareness of the westernised view of the world created by the Mercator Map and the distortion of regions of the world.	Developing an awareness of potential power imbalances between ethnic and racial groups within the UK and the challenges created by this by exploring Birmingham.	Learning about the water conflict created in Northern Africa along the River Nile created by the more powerful Egypt exerting control over other countries which the Nile flows through. Understanding the conflict between flood protection strategies and the environment.	Understanding the global inequalities in access to food and energy. Questioning the fairness of global food trade. Discussing the conflict created by the need for energy and the challenges created by the burning of fossil fuels.	Learning about the issues of poverty in Nairobi and the growth of slum housing. Understanding the impacts of tourism in Kenya and the conflict it can create between tourists, local residents and the environment. Understanding how the drawing of Africa's borders has led to conflict.
Interconnection	Exploring the connections between places through an investigation into the origins of a range of products that students own including clothing and technology.	Learning of the role in maps in helping humans navigate and understand the world around them.	Investigating the interconnection between the human and natural layers of Cambridgeshire through GIS mapping.	Learning about the link between climate change and flooding and water conflict. Exploring river systems in the UK.	Learning about the role of trade in connecting the world. Learning about the impact of the connection between the burning of fossil fuels and climate change.	Learning about the growth of sustainable tourism. Investigating the impact of climate change on the Sahara Desert and on the frequency of drought in Africa.

Year 7	Planet Earth	Mapping the World	Life in the UK	Water on Land	Sustainability	Life in Africa
Aim	Students are learning about the role of a Geographer and how we make sense of and understand our world. Students are developing an understanding of how the Earth is constantly changing. Students are learning to question and analyse what they see. Students are learning about the biggest threats to planet Earth and how countries are working together to find solutions to these threats. Students are presenting a speech to demonstrate their understanding of climate change and their confidence in utilising key geographic vocabulary.	Students are learning about the importance of maps in developing an understanding and sense of place within the world. Students are developing their confidence in reading, analysing and creating maps using a variety of skills. Students are developing an understanding of how maps can help us to see how the Earth is changing. Students are exploring the challenges of map making and the impacts of inaccurate maps. Students are demonstrating their knowledge by creating their own map.	Students are learning about the physical and human features of the UK including its major cities and weather. Students are investigating the county they live in in more depth including the history of the Fens. Students are learning about the history of the UK and its current challenges and opportunities including Brexit and the importance of migration. Students are demonstrating their knowledge by analysing a climate graph for Cambridge.	Students are learning about the physical features of rivers and their importance in supporting human development. Students are investigating the reasons why rivers flood, the impacts of flooding and the potential solutions to river flooding. Students will be learning about how humans use freshwater and the impact of its overuse, including the threat of water conflicts. Students are demonstrating their knowledge by justifying their opinions on the best solution to flooding along the River Tyne.	Students are learning about what sustainability is and why it is so important today. Students are learning food trade and the importance of FairTrade policies in ensuring fair pay for workers. Students are learning about the production of energy and the growth towards renewable energy in the UK. Students are demonstrating their knowledge by designing a sustainable house and justifying their decisions with accurate explanations.	Students are learning about the important physical and human features in Africa. Students are questioning the perception of Africa in the media. Students are investigating the country of Kenya and its significance within Africa. Students are discussing the opportunities and challenges created by tourism in Kenya. Students are demonstrating their knowledge by designing a tour of a country within Africa by exploring its key destinations.
Knowledge Quiz	100% of questions based on the Planet Earth Topic. Students who score less than 80% will be given additional support and asked to re-sit the test to ensure understanding before moving on.	80% of the questions based on the Mapping the World Topic. 20% based on the Planet Earth Topic. Students who score less than 80% will be given additional support and asked to re-sit the test to ensure understanding before moving on.	70% of the questions based on the Life in the UK Topic. 20% based on the Mapping the World Topic. 10% based on the Planet Earth Topic. Students who score less than 80% will be given additional support and asked to re-sit the test.	70% based on the Water on Land Topic. 20% based on the Life in the UK topic. 5% based on the Mapping the World Topic. 5% based on the Planet Earth topic. Students who score less than 80% will be given additional support and asked to re-sit the test.	70% of questions based on the Sustainability Topic. 15% based on the Water on Land Topic. 5% based on the Life in the UK Topic. 5% based on the Mapping the World Topic. 5% based on the Planet Earth Topic. Students who score less than 80% will be given additional support and asked to re-sit the test.	70% of questions based on the Life in Africa Topic. 10% based on the Sustainability Topic. 5% based on the Water on Land Topic. 5% based on the Life in the UK topic. 5% based on the Mapping the World Topic. 5% based on the Planet Earth Topic. Students who score less than 80% will be given additional support and asked to re-sit the test.
Learning Demonstrations	Presentation: Experiencing writing and presenting a speech explaining the causes and effects of climate change	Cartographer - creating a map	Meteorologist - creating and analysing climate graphs	Civil Engineer - Decision making task based on how to reduce the risk of flooding	Environmental consultant - Designing a sustainable house	Travel Guide - Tour with a focus on a particular country within Africa and on sustainable tourism.
Enquiry Question	How are people changing the Earth?	Why are maps so important?	What is life like in the UK?	How can we protect ourselves from flooding?	Can people make the world better?	Should all tourism be banned?
Oracy	Students are beginning to demonstrate the ability to use a wide range of geographical vocabulary in written and verbal responses. Presenting a speech to small groups.	Learning how to read and discuss locations and features on maps using key terminology.	Learning how to analyse and investigate graphs and maps and accurately describe them.	Learning how to express and justify opinions using appropriate geographical vocabulary when deciding how to reduce the risk of flooding.	Learning how to articulate their reasoning and choices when selecting features for the sustainable house.	Learning how to talk creatively about geographical features.
Career	Geographer: developing an understanding of the role of Geographers in developing an understanding of our human and physical worlds.	Cartographer: Exploring the historical and modern day work of cartographers	Meteorologist: developing an understanding of the day to day work of meteorologists	Civil Engineer: demonstrating the skills used by civil engineers	Environmental consultant Town Planner	Travel Guide: exploring the role of travel guides in creating and delivering tours.
Challenging Perceptions	Analysing the current impacts of climate change and questioning the perception of it being something we don't need to worry about yet. Discussing the data using climate graphs to show the actual evidence of climate change.	Discuss the continued importance of maps in the 21st Century. Questioning the distortion of the world created by the Mercator Map and the influence this has had on our sense of the world.	Discuss the role that migration has had in creating the UK Discuss the importance of multi-culturalism Explore the experiences of diverse citizens of the UK Questioning whether we are leaving Europe.	Discussing what 'running out of water' actually means	Questioning whether sustainability has to be more expensive Discussing the power that HICs have over LICs in their access to food and water Questioning whether HICs are exploiting LICs for their resources	Question the perception of Africa as a 'poor' continent Analysing and questioning the media's perception of Africa
Practitioner Exposure	Greta Thunberg - Climate activist David Attenborough - Naturalist	James Gall and Arno Peters - Cartographers Claudius Ptolemy - first cartographer to use maths and geometry to develop a manual for how to map the planet Gerardus Mercator - Cartographer	Carol Kirkwood - BBC weather reporter		Bill Dunster, Sue Riddlestone and Pooran Desai - co-founders of BedZED	Wangari Maathai - the first African woman to win the Nobel Prize and the founder of the Green Belt Movement.
Distinctive Repertoire	Planet Earth and Planet Earth 2 - David Attenborough and the BBC	Babylonian World Map Gall-Peters Projection Map Mercator Map Google Earth	Geographic Information System Mapping Met Office	Thames Barrier Metropolitan Area Outer Underground Discharge Channel	Fairtrade Foundation Bulb Energy	Kuoni and G Adventures

Year 8	Frozen Planet	Tourism	Extreme Weather	The Living World	Plastic Planet
Aim	Students are exploring the global location of permanent ice. Students are learning about the previous extent of ice during the last ice age and analysing how this links to their understanding of climate change. Students are learning about the physical processes taking place within a glacier. Students are exploring the threats facing glaciers and how this will impact people who rely on glacier meltwater and those living in coastal areas.	Students are learning about the importance and impacts of tourism on a local, national and international scale. Students will learn about different types of tourism. What tourism is there in the UK and different types of jobs in the travel industry. How has the industry has changed through time and the application of the Butler tourist areas life cycle. A local study on Hunstanton and a focus on assessing if tourism can be sustainable based on Costa Rica and Kenya.	Students are developing their understanding of climate change by analysing data of global temperature changes and by exploring evidence of climate change. Students are investigating the link between climate change and extreme weather events by studying wildfires and the east-Asian monsoon. Students are demonstrating knowledge by researching an extreme weather event.	Students are investigating the global location a range of biomes. Students are learning about the physical conditions found within the Amazon Rainforest. Students are investigating the causes of deforestation in the Amazon. Students are exploring the effects of deforestation both locally and globally. Students are evaluating whether the socio-economic benefits of deforestation outweigh the environmental effects.	Students are learning about social, economic and environment impacts of plastic on marine wildlife. Students are developing and conducting local fieldwork to investigate the issues of plastic pollution on local ecosystems. Students are analysing and drawing conclusions from primary data collection.
Geographic Skills	Identifying and labelling the location of permanent ice across the world using current and historic world maps (from the last ice age). Analysing line graphs of global temperature to compare current ice coverage with historic coverage. Using maps of Pakistan and Asia to identify rivers fed by the Tibetan Plateau glaciers.	Using data from graphs to identifying trends in tourism. Maps and atlas skills to identify major UK destinations. Timelines to consider how tourism has evolved through the 20th and 21st century. Use of the Butler TALC model to apply to destinations at different stages. Sustainability model applied to tourism.	Analysing and describing three climate graphs which show global temperature changes over millions, thousands and hundreds of years. Creating and analysing a bar chart to show amounts of wildfires in California between 2000 and 2017. Comparing cartograms world maps of floods between 2001 and 2017 and flood deaths between 2001 and 2017 to explore the impact of development levels on the effects of extreme weather.	Investigating the location of the Amazon Rainforest within South America. Analysing climate graphs of tropical rainforests, hot deserts, temperate forests and the Tundra to understand how temperature and precipitation vary across biomes. Using line graphs, bar charts and choropleth maps to understand the extent of deforestation in the Amazon Rainforest.	Creating graphs (pie chart, divided bar graph, bar chart, pictogram) to display primary data (dependent on data collected). Create annotated maps to represent primary data collected. Conducting statistical analysis to draw conclusions from primary data collection.
A Sense of Place	Identifying the global location of permanent ice around the world. Investigating the role of glacial meltwater from the Tibetan Plateau in feeding the Indus River in Pakistan and providing water for agriculture in Pakistan. Learning about how indigenous people in the Arctic have adapted to the conditions and the threats to their way of life posed by oil drilling.	Investigation of local, national and international tourism destinations. Learning about how Hunstanton has developed as a destination on different scales. The importance of the UK as a destination for both domestic and international tourists. A study of mass tourism and contrasting sustainable tourism practices in destinations through Kenya, Benedorm and Costa Rica.	Investigating the causes and effects of monsoons and subsequent flooding in Asia; different seasonal weather patterns and geographical locations (in comparison to the UK's weather patterns and geographical location). Investigating the social, economic and environmental effects of the 2020 monsoon in Asia (focused on India in particular). Investigating the causes and effects of the Australian wildfires in 2019; understanding that wildfires are often caused by humans (either on purpose or by mistake) but that the conditions which lead to wildfires are exacerbated by climate change (hot and dry).	Locating tropical rainforests, hot deserts, temperate forests and cold deserts on world maps. Locating the Amazon Rainforest within the world and within South America. Learning about the physical and human characteristics of the Amazon Rainforest including its climate, layers, plants and animals and indigenous inhabitants. Learning about how global atmospheric circulation impacts weather in the UK.	Developing a greater understanding of their local area through local fieldwork (the collection of data to record the amount of plastic waste). Understanding the connections with issues facing our local area with global issues like plastic pollution. Learning about the links between tourism in Lamu, Kenya and the increase of plastic pollution there.
Stewardship	Understanding the impact of climate change on glaciers and the subsequent impact created by the loss of glaciers. Learning about the impact of glacier loss on agriculture in Pakistan. Exploring people and organisations who help to mitigate the effects of glacier loss, creating artificial ice stupas in the Himalayas. Learning about the threats faced by indigenous people in the Arctic by oil drilling.	Understanding the impacts of tourism and how they can provide both positives and negatives to both people and to the environment. Can a sustainable approach to tourism help both a countries economy and their environment?	Learning about how climate change can affect weather patterns around the world, leading to greater frequency or intensity of extreme weather events such as wildfires and the monsoon in Asia. Understanding how solutions to climate change are vital to protect countries of all levels of development from the effects of extreme weather events.	Learning about the global importance of tropical rainforests for acting as a climate sink and regulating climate and the importance of safeguarding these ecosystems. Learning about the impacts of deforestation on indigenous people in The Amazon Rainforest; loss of homes, threats to life and the threat of disease being spread by outsiders. Learning about examples of organisations and people who help to protect the Amazon Rainfores such as Rainforest Alliance.	Understanding the impact of plastic waste on our local environment and the importance in recycling and reducing our plastic use. Understanding the impact of plastic pollution on ocean environments and the threat created by plastic on marine wildlife. Identifying and evaluating solutions to the problems of plastic pollutions including; recycling, reducing plastic use and using alternatives to plastics.
The Human World	Learning about the impact of glacier loss on residents living along the glacier-fed Indus river in Pakistan. Learning about how humans use glacial landscapes; for tourism and farming. Understanding how humans adapt to live in extreme environments like the Arctic. Understanding how humans impact glaciers through climate change and tourism.		Learning about the human causes of climate change; the enhanced greenhouse effect and the impact of greater CO ₂ , methane and nitrous oxide emissions. Learning about the economic and social effects of climate change. Learning about strategies to mitigate against and adapt to climate change on a local, national and global scale; planting trees in Cambridgeshire, sea walls in the Maldives, the Paris Agreement. Learning about the human causes of wildfires both accidental and purposeful. Understanding the socio-economic effects of the 2019 Australian wildfires. Learning about how the Asian Monsoon is exacerbated by climate change as the land masses heat up to a great extent causing more wind to blow form the ocean. Learning about the socio-economic effects of the 2020 monsoons.	Learning about the impacts of deforestation on indigenous people within the Amazon Rainforest. Learning about the impact of deforestation on global climate from the reduction of the carbon sink and increased carbon emissions. Learning about the major causes of deforestation (agriculture and farming) and the impact on the climate due to methane and nitrous oxide emissions.	Learning about the history and production of plastic (produce from fossil fuels). Learning about the link between tourism in Kenya and plastic pollution here and the impact of that on the local environment. Learning about the process of recycling and questioning whether recycling is enough to solve the problem of plastic pollution. Learning about liner, recycling and circular economies and which is most sustainable. Identifying and evaluating solutions to the problems of plastic pollutions including; recycling, reducing plastic use and using alternatives to plastics.
The Natural World	Learning about the life cycle of a glacier, from formation to glacier loss. Learning about the processes of erosion, transportation and deposition within glaciers. Learning about landforms created by erosion in glaciers; corries and tarn lakes, aretes, pyramidal peaks, hanging valleys and U-shaped valleys. Learning about landforms created by deposition in glaciers; moraine, drumlins and erratics. Learning about the zone of accumulation and the zone of ablation. Learning about glacial meltwater and its role in feeding rivers.	Learning about the impacts of tourism on the planet. This will include the chosen method of travel to the destination and type of holiday at the destination. The idea behind the carbon impacts of travel and the impacts on the destination. These can be positive in terms of using renewable energies or negative in terms of plastic pollution.	Learning about the natural causes of climate change; volcanic eruptions, solar output, changes in the earth's orbit. Learning about the environmental effects of climate change. Learning about the physical causes of wildfires; such as lightning or from volcanoes and understanding the physical conditions that must be in place for wildfires to start and spread; very dry ground and hot weather, wind can spread wildfires quickly. Learning about the physical causes of the Monsoon; differences in temperatures between the land and surrounding ocean causing winds to blow from the ocean to land bringing wet weather. Understanding how different conditions and geographical contexts around the world lead to different extreme weather events.	Learning about the impact of deforestation on a tropical rainforest ecosystem due to the disruption of the ecosystem and loss of biodiversity. Learning about the tropical rainforest biome; its climate, features, layers and how plants and animals have adapted to live there. Learning about food chains and food webs. Learning about how global atmospheric circulation influences climate around the world.	Understanding how plastic pollution such as cigarette butts, plastic bottles, plastic straws, plastic bags, fishing lines and nets and microplastic impact ocean environments and wildlife. Learning about the impact on ocean food chains when plastic particles are ingested by marine wildlife. Learning about the impact of plastic pollution on a range of marine wildlife such as sperm whales, mussels, albatross and turtles. Learning about the impact of plastic pollution on the natural environment surrounding Littleport.

Year 8	Frozen Planet	Tourism	Extreme Weather	The Living World	Plastic Planet
Aim	Students are exploring the global location of permanent ice. Students are learning about the previous extent of ice during the last ice and analysing how this links to their understanding of climate change. Students are learning about the physical processes taking place within a glacier. Students are exploring the threats facing glaciers and how this will impact people who rely on glacier meltwater and those living in coastal areas.	Students are learning about the importance and impacts of tourism on a local, national and international scale. Students will learn about different types of tourism. What tourism is there in the UK and different types of jobs in the travel industry. How has the industry has changed through time and the application of the Butler tourist areas life cycle. A local study on Hunstanton and a focus on assessing if tourism can be sustainable based on Costa Rica and Kenya.	Students are developing their understanding of climate change by analysing data of global temperature changes and by exploring evidence of climate change. Students are investigating the link between climate change and extreme weather events by studying wildfires and the east-Asian monsoon. Students are demonstrating knowledge by researching an extreme weather event.	Students are investigating the global location a range of biomes. Students are learning about the physical conditions found within the Amazon Rainforest. Students are investigating the causes of deforestation in the Amazon. Students are exploring the effects of deforestation both locally and globally. Students are evaluating whether the socio-economic benefits of deforestation outweigh the environmental effects.	Students are learning about social, economic and environment impacts of plastic on marine wildlife. Students are developing and conducting local fieldwork to investigate the issues of plastic pollution on local ecosystems. Students are analysing and drawing conclusions from primary data collection.
Critical Thinking	Analysing data to make conclusions about the relationship between global temperature and the scale of permanent ice around the world. Evaluating whether oil drilling should be allowed in the Arctic by analysing economic, environmental and social impacts.	Analysing data to draw conclusions about the different effects of tourism in areas of contrasting wealth. Categorising the effects of tourism into social, economic and environmental effects and how practices may be sustainable.	Analysing data to draw conclusions about the different effects of extreme weather in areas of contrasting wealth. Categorising the effects of extreme weather into social, economic and environmental effects.	Evaluating whether we should be allowed to exploit tropical rainforests for the social and economic benefits. Learning about the global role in deforestation through global trade and questioning whether global organisations such as McDonalds are also to blame for deforestation through their use of meat reared in the Amazon Rainforest.	Questioning the social, economic and environmental impacts on plastic pollution and understanding the reasons why plastic is so widely consumed. Evaluating the potential solutions to the problems of plastic waste. Learning about the problems of recycling and questioning whether it is an appropriate solution to the problems of plastic pollution.
Power	Understanding how the impacts of climate change are mostly felt in the countries and regions which are minimal contributors to climate change.	Learning about the exploitation of indigenous people in Kenya by multinational organisations, international visitors and local governments.	Understanding that often the effects of climate change are most acutely felt in LICs who are often the lowest contributors to climate change. Learning that the individuals who are most acutely affected by extreme weather within countries are those who experience the most poverty and are the most vulnerable.	Learning about the exploitation of indigenous people in the Amazon Rainforest by powerful organisations and countries.	Learning about the biggest polluters of plastic waste and understanding the social and environmental responsibility held by companies. Understanding individual responsibility of plastic waste and also questioning the role of large companies in creating the problem of plastic waste. Learning about the impacts of plastic waste on LICs and MICs.
Interconnection	Learning about the impact of climate change on glaciated landscapes. Understanding how glaciers are important physical landscapes for humans. Learning about how the melting of glaciers will have global impacts.	Learning about the impacts of tourism on the planet and how we can follow more sustainable practices	Learning about the link between climate change and the increased frequency and intensity of global extreme weather events. Comparing weather patterns in the UK to weather patterns in India.	Understanding the impacts humans can have on physical landscapes. Learning about the global influence leading to deforestation. Exploring the importance of sustainable tourism in the Amazon Rainforest.	Understanding how individual actions, such as purchasing a plastic bottle, can have wider impacts on the environment but also understanding the power individuals hold by changing their actions. Learning about the impacts of plastic pollution on a range of environments such as Littleport and Lamu, Kenya.
Knowledge Quiz	80% of the questions based on the Frozen Planet Topic. 20% based on the Living World Topic. Students who score less than 80% will be given additional support and asked to re-sit the test to ensure understanding before moving on.	00% of the questions based on the Frozen Planet Topic. 20% based on the Tourism Topic. Students who score less than 80% will be given additional support and asked to re-sit the test to ensure understanding before moving on.	70% of the questions based on the Extreme Weather Topic. 20% based on the Frozen Planet Topic. 10% based on the Living World Topic. Students who score less than 80% will be given additional support and asked to re-sit the test.	100% of questions based on the Living World Topic. Students who score less than 80% will be given additional support and asked to re-sit the test to ensure understanding before moving on.	70% of questions based on the Geography in the News Topic. 15% based on the Our Unequal World Topic. 5% based on the Extreme Weather Topic. 5% based on the Frozen Planet Topic. 5% based on the Living World Topic. Students who score less than 80% will be given additional support and asked to re-sit the test.
Learning Demonstrations	Report writing using graphs and photographs	Creating a sustainable destination (Island Resort).	Creating a newspaper article to report on an extreme weather event.	Debate on whether to build a hotel in the Amazon Rainforest.	Fieldwork - primary or secondary data collection. Plastic pollution enquiry around school
Enquiry Question	Does it matter if all the ice on earth melts?	Is the tourism industry sustainable?	Is the weather getting worse?	Should we be allowed to exploit ecosystems to benefit humans?	Is there plastic pollution at LECA?
Oracy	Students are learning to analyse a range of sources including graphs and photographs and to describe and explain the trends they show.	Students are learning about differing opinions and how to question and debate these using evidence and facts.	Students are learning to assess information from a range of sources through independent sources. Students are learning to report on geographical events using formal language.	Students are learning about differing opinions and how to question and debate these using evidence and facts.	Students are learning to create enquiry questions, how to develop hypothesis and how to answer these questions using evidence from their own data collection.
Career	Glaciologist	Tourism officer, Tour Guide	Geographic reporter Geographic Researcher	Ecologist Conservationist	Oceanographer? Marine Biologist
Challenging Perceptions	Discussing the global importance of glaciers by exploring their role in feeding rivers providing freshwater and in helping to regulate global climate. Discussing the lives of indigenous people in the Arctic and understanding how they have adapted to live in extreme conditions.	Discussing the importance of a billion pound industry and how people can go on holiday and enjoy themselves without damaging the local population and their habitat	Discussing how the effects of climate change are already being felt around the world.	Discuss the importance of Tropical Rainforests on a global scale. Exploring the benefits of tourism in the Amazon Rainforest to support the local economy. Discussing the socioeconomic reasons why people continue to deforest in the Amazon Rainforest and exploring. Understanding the lives of indigenous people in the Amazon Rainforest and understanding how they have adapted to live in extreme conditions.	Discussing how global issues are also felt locally through fieldwork exploration and analysis.
Practitioner Exposure	Sonam Wangchuk - Engineer who developed the process to create ice stupas. Erin Pettit (founder of the Girls on Ice program)	Stacey Dooley - Travel Presenter and advocates for human rights. Michael Palin Comedian, actor, writer and television presenter	Alejandra Borunda - writer for National Geographic. PhD in Earth and Environmental Sciences and an MS in Journalism.	Wino Kéyahshéni - representative of indigenous people in the Amazon Rainforest. Ese Eja Tribe - harvest Brazil nuts sustainably	Sylvia Earle (American oceanographer, explorer, aquanaut and author, former chief scientists of NOAA).
Distinctive Repertoire	British Antarctic Survey	Tourism Alliance	National Geographic	Christalino Lodge - ecotourism in the Amazon Rainforest Alliance	Evoware - seaweed packaging, alternative to plastic

Year 9	Natural Hazards	Our Unequal World	Coral Oceans	People around the World	Life in Asia
Aim	Students are learning about the causes, effects and responses of a range of tectonic and atmospheric hazards including volcanoes, earthquakes, tsunamis and tropical storms from a diverse range of countries. They will explore a range of factors that impact the effects and responses to these tectonic hazards and question whether the level of development of a country has a significant impact on the effects and responses. Students will explore the role of a disaster planner and create their own disaster response plan.	Students are learning about how Geographers categorise the world into high, middle and low income countries. Students are learning about what human and natural factors might impact a country's development. Students are evaluating opportunities for reducing the development gap sustainably. Students are challenging perceptions of migration in the media.	Students will investigate coral reefs as a distinct ecosystem. They will explore why coral reefs are vital ecosystems for both people and for the environment. They will investigate how humans are impacting coral reefs and evaluate whether the economic benefits of fishing outweigh the environmental effects of coral reef destruction. Students will learn about the role of an oceanographer and produce a report showing the effects of coral reef destruction on the environment.	Students will learn about how population is recorded and the importance of recording the changes to global and national populations. They will investigate reasons why population changes and why countries might want to manage and control their population. They will consider the economic, social and environmental effects of population growth. Students will explore a range of potential solutions to population growth within cities.	Students will learn about the human and physical features of China. They will explore the global importance of China in its role as an industrial powerhouse and its political power across Asia and Africa. They will explore the environmental impacts of China's industrialisation through increased pollution. They will question whether China's political influence in Africa is a form of neo-colonialism. Students will explore the role of a travel agent and create their own travel tour across China.
Geographic Skills	Describing the global distribution of volcanic and seismic hazards and comparing tectonic hazard distribution with tectonic plates map. Describing the global distribution of tropical storms using maps showing lines of latitude. Mapping the spread of the 2004 Boxing Day Tsunami around the Indian Ocean.	Analysing a cartogram world map of migration to the UK between 1990 and 2017 to investigate where most migrants move from. Learning about the Demographic Transition Model and how this helps to map countries development over time. Creating proportional symbol maps to show global development.	Using a map to describe the global distribution of coral reefs. Constructing a pie chart to compare the total economic value of different ecosystems.	Learning to read and analyse population pyramids of a range of countries at different stages of development including the UK, Nigeria and Japan. Analysing maps showing global and regional population growth. Learning about and analysing the demographic transition model.	Exploring political map to identify the location of borders across Asia. Using political and relief maps to explore the human and physical features found in China. Using line graphs to analyse population growth and rural-urban migration in China. Analysing photographs to investigate how pollution affects residents of China and how Covid-19 impacted levels of pollution.
A Sense of Place	Locating Haiti and Christchurch on a map of the world and local maps. Exploring the effects of earthquakes in Haiti and Christchurch and evaluating how the local context of each country has influenced the scale of each earthquake case study. Learning about the role of global aid in Haiti after the 2012 earthquake. Investigating the geographic origins of Iceland and the role of tectonic hazards in the country. Learning about the local, national and global effects of the 2010 Icelandic volcanic eruption. Investigating the global impact of the 1815 Mount Tambora volcanic eruption. Understanding how the geographical context of New Orleans exacerbated the impacts of Hurricane Katrina.	Learning about the historical and geographical factors that have led to uneven development in South Africa, Hamburg and Mumbai. Learning about how the experiences of us in the UK differ from countries at different stages of development. Exploring the Brandt line as a way of understanding global differences in development and evaluating the effectiveness of a map like this.	Exploring the location of Timor-Leste and its Coral Triangle using a map. Understanding the factors that help to create coral reefs and locating areas that have the correct factors. Exploring the threats to coral reefs from a range of scales including global and local scales. Understanding the global consequences of the loss of coral reef ecosystems.	Learning about the population of Japan and the causes and challenges that will be created by its ageing population including the economic challenges of an ageing population. Learning about the shrinking population in Japan and understanding the causes of the decreasing birth rate and increasing death rate including the ageing population and fewer marriages. Learning about the population of Nigeria and the challenges that will be created by its growing population. Learning about the causes of the high birth rate and low death rate in Nigeria including poor access to healthcare and family planning.	Exploring the human and physical characteristics and features found across China. Identifying the location of China within Asia. Comparing the physical and human features in China with those in the UK. Understanding how globalisation has connected the UK and China.
Stewardship	Comparing the 2011 Christchurch and 2012 Haiti earthquakes to question the impact of poverty on the socio-economic effects of earthquakes. Evaluating the impact that international aid had in supporting the recovery of Haiti after the 2012 earthquake and questioning whether this is the best solution to supporting LICs after natural disasters. Learning about how climate change is likely to change the distribution and intensity of tropical storms and how this will impact coastal populations. Exploring how socio-economic backgrounds within high income countries can influence how residents are affected by natural hazards by exploring the experience of residents within New Orleans during Hurricane Katrina.	Learning about the importance of sustainable development in low and middle income countries and looking at the UN's sustainable development goals to investigate ways to support countries development. Understanding the impact of social economic and environmental factors and how this has led to uneven development.	Learning about the global importance of coral reefs as an ecosystem and identifying strategies to mitigate the threats to coral reefs such as banning dangerous fishing practices. Understanding how individual actions can have an impact on ecosystems on a global scale.	Learning about the environmental effects of population growth and the importance of sustainable development in ensuring we provide for our population today and in the future. Understanding how uneven development and colonisation has led to countries such as Nigeria having high birth rates and low death rates creating high population growth. Understanding the socio-economic challenges caused by growing populations including the growth of slum housing and lack of access to resources like food, water and energy.	Identifying the social, economic and environmental impacts of pollution in China caused by the growth of the industrial sector and suggesting solutions to this issue. Understanding how the history of Hong Kong and political control by China has led to the loss of social freedoms and discussing the importance of democracy in ensuring human rights.
The Human World	Investigating the evidence, such as fossils and geology that led scientists such as Alfred Wegener to propose plate tectonic theory. Exploring how tectonic hazards have supported the tourism industry in Iceland and the socio-economic and environmental effects this has on the country. Investigating the local and global social, economic and environmental effects of the 2010 Icelandic volcanic eruption. Learning about why people choose to live near volcanoes and the benefits and challenges that this can bring. Comparing the social, economic and environmental effects of the 2012 Haiti earthquake and the 2011 Christchurch earthquake and questioning whether the level of wealth of a country has an influence on the effects of tectonic hazards. Evaluating a range of strategies to reduce the risk of tectonic hazards including warning systems, earthquake proof buildings and buildings with a sloped roof. Investigating the social, economic and environmental effects of the 2004 Boxing Day Tsunami and the long-term impacts felt by the areas affected. Exploring the role of a civil engineer and investigating how buildings are designed to be resistant to earthquakes. Investigating how a range of factors including poverty can have an impact on the socio-economic effects of a natural hazard, using Hurricane Katrina as a case study.	Learning about the role of colonisation in creating uneven development. Learning about the impacts of uneven development on people in Malawi including access to healthcare, education, clean and safe water and electricity. Learning about how human activities such as trade can support the development of a country such as Singapore as a trade hub. Learning about the impact of war, conflict and corruption on the development of a country such as Malawi. Learning about how migration is often used as an escape of poverty. Using HDI (human development index) and GDP (gross domestic product) as measures of development.	Understanding how humans can affect a coral reef ecosystem. Learning about the economic value of coral reefs and understanding how humans use this ecosystem including for food, raw materials, medicinal resources and as a strategy to reduce coastal damage from tsunamis and storms. Learning about how tourism is a large source of income for countries with coral reefs and discussing the socio-economic benefits of this and the environmental impacts. Learning about the human threat to coral reefs from climate change, tourism and dangerous fishing practices. Identifying the human impacts of the destruction of coral reefs including the loss of income from tourism, fishing and loss of potential medicine.	Learning about how the demographic transition model was created to help to model how populations would change over time as countries develop. Learning about how countries try to measure birth and death rate in order to control the size of their population using the example of the 'one child policy' in China as historical context. Understanding the factors that lead to a higher or lower birth rate such as access to family planning and better healthcare and the factors that lead to a higher or lower death rate such as access to healthcare and vaccinations. Understanding the socio-economic challenges caused by a shrinking and ageing population in Japan. Understanding the social, economic and environmental challenges caused by an increasing population in Nigeria. Exploring the Makoko floating slum in Nigeria to understand how the rising population in Nigeria leads to social, economic and environmental challenges.	Exploring the changing population in China and how rural-urban migration has led to the rapid growth of megacities. Learning about how China's role as an industrial hub has created significant pollution including air and water pollution in the Tongxin River. Understanding China's role in the development of Africa, including in the building of roads and railways. Learning about how tourism in China can lead to social, economic and environmental benefits and challenges. Learning about the history of Hong Kong and the current political status as a Special Administration Region of China. Learning about the recent Hong Kong protests and understanding the reason for them. Understanding why democracy is important for the protection of human rights. Exploring the history of the South China Sea and factors that have led to the conflict there.
The Natural World	Learning about the structure of the Earth and its layers, focusing on the mantle and the crust to understand the role of convection currents in plate tectonic theory. Mapping Pangea to show how convection currents work to move tectonic plates over the mantle. Learning about the process of convection currents and how this causes the Earth's crust to move. Learning about ridge push and slab pull theory and their role in plate tectonic theory. Investigating the structure of a volcano and the reasons why volcanoes erupt. Investigating the reasons why earthquakes happen and mapping the focus and epicentre of an earthquake. Learning about how earthquakes can trigger tsunamis when they occur underwater by exploring the 2004 Boxing Day tsunami. Learning about global atmospheric circulation and how heat is distributed throughout our atmosphere through convection currents. Understanding how the Coriolis effect causes air to curve, creating the conditions for tropical storms to form. Learning the process of how tropical storms form and understanding how they impact natural environments through storm surges.	Learning about how the geography of a country creates uneven development by comparing the locations of countries. Hamburg is a shipping hub due to its location on the coastline whereas Malawi is landlocked. Learning about how access to natural resources such as water, space for farmland or energy sources can support a country's development.	Explaining and describing the global distribution of coral reefs. Learning how coral reefs are formed and the importance of the coral polyp in helping coral reef growth. Learning about the coral reef zones and characteristics of each zone. Understanding the biotic and abiotic factors that make up a coral reef ecosystem. Learning about the importance of coral reefs as a habitat for marine life. Identifying the impacts of coral reef destruction on marine wildlife.	Understanding how rising populations can create environmental effects including increased pollution, increased stress on natural resources like food, water and energy, and the growing exploitation of natural landscapes like Tropical Rainforests.	Using a relief map to explore the physical features in China including its mountain ranges, rivers, deserts and coastlines. Exploring the impacts of the rapid population growth in China on the loss of biodiversity. Learning about the environmental effect of pollution from the industrial sector in China including the impact of water pollution on the Tongxin River. Understanding the geography of the South China Sea and how this has helped create the conflict.

Year 9	Natural Hazards	Our Unequal World	Coral Oceans	People around the World	Life in Asia
Aim	Students are learning about the causes, effects and responses of a range of tectonic and atmospheric hazards including volcanoes, earthquakes, tsunamis and tropical storms from a diverse range of countries. They will explore a range of factors that impact the effects and responses to these tectonic hazards and question whether the level of development of a country has a significant impact on the effects and responses. Students will explore the role of a disaster planner and create their own disaster response plan.	Students are learning about how Geographers categorise the world into high, middle and low income countries. Students are learning about what human and natural factors might impact a country's development. Students are evaluating opportunities for reducing the development gap sustainably. Students are challenging perceptions of migration in the media.	Students will investigate coral reefs as a distinct ecosystem. They will explore why coral reefs are vital ecosystems for both people and for the environment. They will investigate how humans are impacting coral reefs and evaluate whether the economic benefits of fishing outweigh the environmental effects of coral reef destruction. Students will learn about the role of an oceanographer and produce a report showing the effects of coral reef destruction on the environment.	Students will learn about how population is recorded and the importance of recording the changes to global and national populations. They will investigate reasons why population changes and why countries might want to manage and control their population. They will consider the economic, social and environmental effects of population growth. Students will explore a range of potential solutions to population growth within cities.	Students will learn about the human and physical features of China. They will explore the global importance of China in its role as an industrial powerhouse and its political power across Asia and Africa. They will explore the environmental impacts of China's industrialisation through increased pollution. They will question whether China's political influence in Africa is a form of neo-colonialism. Students will explore the role of a travel agent and create their own travel tour across China.
Critical Thinking	Critiquing the assumption that levels of wealth have an influence over the effects of natural hazards through an investigation of the Haiti and Christchurch earthquakes. They will explore a range of factors that might have an influence on the effects of a natural hazard including wealth, magnitude, distance from epicentre, depth, time of day and geography of the surrounding area. Questioning whether international aid is the best response to natural hazards in LICs and will consider how international aid can be delivered in a more effective manner. Comparing and evaluating the effects and responses to volcanoes, earthquakes, tsunamis and tropical storms.	Questioning the impact of British colonialism in Malawi and Singapore. Questioning whether GDP is a useful measure of development. Discussing how the development of a country does not always tell us the whole picture of poverty within countries.	Evaluating whether the socio-economic benefits of tourism at coral reefs outweighs the environmental impacts of the loss of coral reef environments.	Questioning the accuracy of the demographic transition model and how its creation (using European countries as a model) may make it inaccurate in modelling the development of countries from other contexts.	Questioning whether China's role in Africa is an example of neo-colonialism and the impact this may have on the development of Africa.
Power	Learning about how countries that are less developed are often less prepared for natural disasters and the impact that this has on the socio-economic effects. Learning about how corruption can exacerbate the socio-economic effects of natural hazards by looking at Hurricane Katrina as a case study. Evaluating the effectiveness of international aid in response to natural hazards and questioning the potential for corruption to hinder the benefits of this as a response to natural hazards.	Learning about the role of colonialism in the creation of uneven development across the world, focusing on the case studies of Malawi and Singapore in particular. Understanding the impact that conflict and corruption can have on preventing a country from developing.	Understanding the power imbalance between humans and the environment which has led to damage and destruction of coral reef environments.	Understanding how the demographic transition model was created using European countries as an example and doesn't take into account the context of other countries. Learning about how the historical context of countries such as colonialism has impacted on the birth and death rate and population size of Nigeria.	Understanding how industry and economic growth in China has been prioritised over the environment and the health of local residents leading to increased pollution. Learning about how neo-colonialism is leading to China's increased political dominance in Africa. Learning about China's continuing restrictions on democracy in China and the impact this has had on residents.
Interconnection	Learning about how social and economic effects of natural hazards are often connected through the use of the case studies. Exploring the global atmospheric circulation model to understand how heat is transferred throughout our atmosphere. Using the case study of the Boxing Day Tsunami to understand that natural hazards can have global impacts as individuals from a range of countries might be affected. Using the example of the 2010 Icelandic volcanic eruption to understand how volcanic eruptions can have global effects by exploring the impact to air travel caused by the release of volcanic ash. Exploring the 'year without a summer' caused by the 1815 Mount Tambora volcanic eruption which had global effects.	Learning about the importance of sustainable development. Understanding how the actions taken by one country, such as colonialism by the UK, can have an impact on another countries development for many years.	Learning about how climate change has an impact on coral reef environments and can cause coral bleaching. Understanding how human activities such as tourism and fishing can have an impact on coral reefs.	Understanding how the development is linked to the changing population of a country using the demographic transition model. Identifying how issues of plastic pollution, deforestation and resource management can be linked to population growth.	Understanding how China's industrial growth and globalisation mean that many of our goods are produced in China. Exploring the global implications of the South China Sea conflict.
Knowledge Quiz	100% of questions based on the Natural Hazards topic. Students who score less than 80% will be given additional support and asked to re-sit the test to ensure understanding before moving on.	70% based on the Our Unequal World Topic. 20% based on the Extreme Weather topic. 5% based on the Frozen Planet Topic. 5% based on the Living World topic. Students who score less than 80% will be given additional support and asked to re-sit the test.	70% of the questions based on the Water World Topic. 20% based on the Problems of Fast Fashion Topic. 10% based on the Natural Hazards Topic. Students who score less than 80% will be given additional support and asked to re-sit the test.	70% based on the people around the world topic. 20% based on the water world topic, 5% based on the problems of fast fashion topic. 5% based on the natural hazards topic. Students who score less than 80% will be given additional support and asked to re-sit the test.	70% of questions based on the Life in China Topic. 25% based on the People around the World topic. 5% based on the Water World Topic. 5% based on the problems of fast fashion topic. 5% based on the natural hazard topic. Students who score less than 80% will be given additional support and asked to re-sit the test.
Demonstration of knowledge	Creating a volcano/earthquake response plan	Annotating a photograph to explain opportunities for sustainable development in low and middle income countries.	Silent Debate - Evaluating the positive and negative impacts that tourism has had on the coral reef environment.	Town Planner - annotated photograph on how cities are dealing with population change	Travel Agent - Creating and marketing a travel tour across Asia
Enquiry Question	Are 'natural' hazards really 'man-made' hazards?	Why is the world so unequal?	Why are oceans so important?	Are there too many people on the planet?	How is life in China different from life in the UK?
Oracy	Learning to discuss and use a range of case studies verbally and in writing. Describing and analysing a range of photographs and sources to widen understanding of case studies and varied places around the world.	Students are learning to develop ideas into developed explanations using evidence to back up points.	Analysing and discussing a range of graphical and statistical skills to help draw conclusions about how coral reefs are being affected.	Learning to analyse photographs and images and being confident to explain opinions using evidence provided.	Learning how to talk creatively about geographical features. Learning about how language can change the tone of a piece of work.
Career	Disaster Planner Civil Engineer - Earthquake proof building	Aid Worker	Oceanographer	Town Planner	Travel Agent
Challenging Perceptions	Questioning whether HICs are better prepared for natural disasters by looking at Hurricane Katrina as a case study. Questioning whether humans have made the impacts of natural disasters worse. Questioning whether international aid is the best way to support countries who have suffered a natural hazard.	Discussing the impact of British colonialism in creating uneven development. Questioning the use of the term 'poor' in relation to countries and residents within those countries. Discussing perceptions of migration.	Discussing the global importance of oceans and coral reefs. Questioning whether tourism should be allowed at coral reefs by evaluating the socio-economic benefits and the environmental challenges.	Discussing whether governments should be able to control population size.	Discussing the differences between life in China and life in the UK. Questioning China's political dominance in the South China Sea, Africa and Hong Kong.
Industry Professionals/Practitioner Exposure	Alfred Wegner Charles Francis Richter an American seismologist and physicist who created the Richter magnitude scale.	Refugees International Hans Rosling who researched and presented data on global health and poverty. Kofi Atta Annan (the 7th Secretary-General of the UN from 1997 - 2006). Co-recipient of the 2001 Nobel Peace for founding the Global AIDS and Health Fund to help people in developing countries.	Dr Sylvia Earle - (National Geographic Society Explorer and oceanographer).	Hans Rosling who researched and presented data on global health, poverty and population.	Tru Travels Lonely Planet Michael Palin
Distinctive Repertoire	FEMA - Federal Emergency Management Agency	Brandt map	Mission Blue Alliance - which includes more than 200 ocean conservation groups and works to shed light on vital ecosystems and build support for their protection.		