

Progression Model - Year 7

Module Title: Passport to the World	Module Title: Travel Bug	Module Title: World Issues
Learning Intent for this module: Students are introduced to the concept of geography and the different strands that it is made up of. They then move on to explore their Island home and how it has been made great	Learning Intent for this module: Students need an awareness of important regions in the World due to their location and history. The first region is the Middle East followed by Africa and the many countries which make up this great land mass.	Learning Intent for this Module: Good geographers investigate places and they start with its location e.g. which continent it is in and what forms its boundaries and borders. This country is Russia. A detailed account of Russia will be formed looking at both its human and physical geography. Moving on from Russia students need to be aware of the global issues the Earth is facing and what humans can do to slow them down
Key Content to be learned: • What is a geographer? • What do we already know about the World • How do we locate places around the World • OS maps and their key features • How we show height on maps • What makes up the British Isles • A journey from Land's End to John O'Groats • The UK in Europe • A diverse country • Comparing rural areas	Key content to be learned: • Why the Middle East is an important World Region, looking at its physical geography, climate, population, economy and ongoing conflict • Focus on Africa looking at what Africa is like, African populations, the Sahara, Nigeria a country of contrasts, opportunities and challenges in Nigeria	Key Content to be learned: • Where Russia is located • What Russia is like • The physical landscape, climate and natural environment of Russia • How Russia's physical geography has influenced its human geography • How important Russia is in the World • Global issues in the World concentrating on plastics in the oceans, climate change, sustainable tourism, wilderness areas under threat, the geography of conflict zones.
Key tasks for this module: • Introduction to geography • What is a geographer review • A diverse country	Key tasks for this module: • Physical geography of the Middle East • Ongoing conflict • Ecosystems in Africa	Key tasks for this module: • Physical features and climate of Russia • Russia end of topic review • Plastics in the ocean

Progression Model - Year 8

Module Title: Concrete Jungle	Module Title: Prepare to Survive	Module Title: The Great Outdoors
Learning Intent for this module: Students are introduced to the ever increasing urbanised world and the problems this brings with it. Case studies are introduced to show students the contrasting world and how people have to adapt the conditions they are forced to live in.	Learning Intent for this module: Students are introduced to the theory of plate tectonics and how this concept links with the location of volcanoes and earthquakes. A detailed look at how people deal with the hazards posed by earthquakes and volcanoes is discussed along with the attempts to predict, manage and prevent these hazards is also covered. Our living World is then visited which takes a greater look at nature and the natural planet. What is special about certain areas of the world and what features/characterises are found within them.	Learning Intent for this Module: What happens where the land meets the sea? Students cover the key processes which lead to the formation of the coastline and its key features. Fieldwork is carried out and an enquiry is undertaken. Moving away from the coast, students then look at how ice shaped the UK landscape. A case study of the Lake District is introduced to show how tourists are attracted to beauty spots created by glaciation.
Key Content to be learned: • Our unequal world and why some people are rich and others are poor • Why the world is unequal • Resource security • How and why people's health varies around the world • Where does chocolate come from • What is urbanisation and why it occurs • A case study of Rio de Janeiro and how it is becoming more and more urbanised • Rural-Urban migration in China • Mega cities, where they can be found and why they have grown and the opportunities and challenges in them • Housing the poor with a focus on India • Sustainable cities	Key content to be learned: • How continents fit together like a jigsaw • Where are the world's earthquakes and volcano belts found • How do people manage living in risk areas • The distribution and properties of bamboo • The sources of breakfast foods • The characteristics of different ecosystems • A focus on the Mediterranean biome • Coral reefs and their characteristics and formation	Key Content to be learned: • What shapes the coastline • What forms of erosion take place at the coast and the landforms created • How does transportation and deposition change the coastline • What defences can be used to protect the coast • How has Ice shaped the UK landscape • How has glaciation impacted the Lake District
Key tasks for this module: • World Countries • World Cities • World Development	Key tasks for this module: • Structure of the Earth • Earthquakes and Volcanoes • Mediterranean living	Key tasks for this module: • Coastal processes and features • Coastal defences • Glacial landscapes in the UK

Progression Model – Year 9

Module Title: Paradise Cities	Module Title: The Changing UK	Module Title: Water and Work
Learning Intent for this module: Students start the unit with an international overview of one the World's most amazing mega cities and its issues and challenges. They then make a comparison between a city very close to their home town and the changes this UK city is facing.	Learning Intent for this module: This module focuses on the changes taking place in the UK. It starts by exploring the UK's weather and climate and focuses on extreme weather events which have had impacts on the lives and communities of the UK people. It then moves onto the vegetation and habitats which make up the UK and the changes taking place within them.	Learning Intent for this Module: Still with the focus of the UK students will take a detailed look of how rivers and their valleys change downstream. The second half of the module moves away from the physical geography element of the UK and focuses on how and why the economy of the UK has changed in recent years.
Key Content to be learned: • Introducing Rio de Janeiro and why it is growing so rapidly • What are the social challenges that are facing Rio • What are the economic opportunities and challenges facing Rio • How is Rio responding to its environmental challenges • Managing the growth of squatter settlements in Rio • Where do people in the UK live • An introduction to Newcastle • How urban change can create social and economic opportunities • The environmental challenges in Newcastle • Social inequality in Newcastle • New housing for Newcastle • Ouseburn Regeneration	Key content to be learned: How to measure the weather • Weather hazards in the UK • The Beast from the East and Storm Dennis • The Somerset Levels floods • Components of a small scale ecosystem • How change can affect ecosystems • Global ecosystems and their distribution and characteristics compared to the UK	Key Content to be learned: • River processes • River erosion and deposition landforms • The River Tees case study • Factors affecting flood risk • Hard and soft engineering • Changes in the UK economy • The post industrial economy • What is a science park • What are the environmental impacts of Industry • Changing rural landscapes in the UK • Changing transport infrastructures • The North-south divide • The UK in the wider world
Key tasks for this module: • Opportunities and challenges in Rio • Why is Newcastle important • Sustainability in cities?	Key tasks for this module: • Beast from the East • Flooding • Components of an Ecosystem	Key tasks for this module: • River processes and landforms • Flooding defences • The UK in the wider world

Progression Model – Y10

Module Title: Urban issues and challenges	Module Title: Our unequal world	Module Title: Resources
Learning Intent for this module: A growing percentage of the world's population live in urban areas. This urban growth creates opportunities and challenges for cities in LICs and NEEs. Students are then introduced to cities in the UK and how they may face social, economic and environmental opportunities and challenges. This then leads on to how cities are trying to be more sustainable with their resources and transport.	Learning Intent for this module: Students are introduced to the global variation in economic development and quality of life. The various strategies that exist for reducing the development gap are taught alongside these variations. Some LICs and NEEs are experiencing rapid economic development which leads to significant, social, environmental and cultural changes. This is taught using the case study of Nigeria	Learning Intent for this Module: Food, water and energy are fundamental to human development. Students cover how the changing demand and provision of resources in the UK create both opportunities and challenges in the World. Water management has been chosen as the area which students focus on in more detail. This is due to the demand for water resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies are covered as to how countries may increase supply. Students are then introduced to the major changes in the economy of the UK and how they have affected, and will continue to affect, employment patterns and regional growth.
Key Content to be learned: • Global pattern of urban change • Rio de Janeiro and its opportunities and challenges • How is urban planning improving quality of life for the urban poor • A case study of Bristol a Major UK city • A case study of Frieberg which is an example of sustainable urban living	Key Content to be learned: • How we measure development • What is the Demographic Transition Model • Changing population structures • Causes of uneven development • Reducing the gap • Exploring Nigeria and the wider world • Balancing a changing industrial structure and the impacts of TNC's. • The impacts of international aid in Nigeria • Managing environmental issues and the quality of life in Nigeria	Key Content to be learned: • The global distribution of resources • Provision of food, water and energy in the UK • Global water supply • The impact of water insecurity • How can water supply be increased • The Lesotho Highland Water Project • Sustainable water supplies • The Wakel River Basin project • Causes of economic change in the UK • Impacts of industry on the physical environment • Social and economic changes in rural areas • Improvements in infrastructure • The north-south divide

		The place of the UK in the wider world
Key tasks for this module: - Opportunities and challenges in Rio - Why is Bristol important - Sustainability in cities?	Key tasks for this module: - Causes of uneven development - Exploring Nigeria - Managing environmental issues	Key tasks for this module: - The global distribution of resources - The impact of water insecurity - Social and economic changes in rural areas

Progression Model – Y11

Module Title: Fieldwork/UK economy	Module Title: Changing economic world	Module Title: Pre Release and Exam Preparation
Learning Intent for this module: To complete human and physical fieldwork in Blyth to look at the coastal zone and landuse of the study area. Students will collect data and present their findings in an enquiry. Students are then introduced to the major changes in the economy of the UK and how they have affected, and will continue to affect, employment patterns and regional growth.	Learning Intent for this module: Students are introduced to the global variation in economic development and quality of life. The various strategies that exist for reducing the development gap are taught alongside these variations. Some LICs and NEEs are experiencing rapid economic development which leads to significant, social, environmental and cultural changes. This is taught using the case study of Nigeria	Learning Intent for this Module: A resource booklet will be published 12 weeks before the exam to help students become familiar with the evaluation themes and resources. Students will work on this in this time and become familiar with all the resources/maps within it.
Key Content to be learned: - Apply knowledge of understanding to interpret, analyse and evaluate information and issues related to their chosen study area - Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to their chosen study area. - Causes of economic change in the UK	Key content to be learned: - How we measure development - What is the Demographic Transition Model - Changing population structures - Causes of uneven development - Reducing the gap - Exploring Nigeria and the wider world - Balancing a changing industrial structure and the impacts of TNC's. - The impacts of international aid in Nigeria - Managing environmental issues and the quality of life in Nigeria	Key Content to be learned: Activities will be based around a critical thinking and problem solving task based on a current issue

• Impacts of industry on the physical environment • Social and economic changes in rural areas • Improvements in infrastructure • The north-south divide • The place of the UK in the wider world		
Key tasks for this module: • Fieldwork skills and techniques • Social and economic changes in rural areas • The north-south divide	Key tasks for this module: • Causes of uneven development • Exploring Nigeria • Managing environmental issues	Key tasks for this module: • Practice pre-release paper

Progression Model – Y12

Module Title: Dynamic places	Module Title: Dynamic processes	Module Title: Dynamic processes and NEA
Learning Intent for this module: Globalisation Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.	Learning Intent for this module: Coastal Landscapes and change Coastal landscapes develop due to the interaction of winds, waves and currents, as well as through the contribution of both terrestrial and offshore sources of sediment. These flows of energy and variations in sediment budgets interact with the prevailing geological and lithological characteristics of the coast to operate as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy and estuarine coastlines. These landscapes are increasingly threatened from physical processes and human activities, and there is a need for	Learning Intent for this Module: NEA The purpose of this non-examination assessment is to test students' skills in independent investigation. Students are required to undertake an independent investigation that involves (but which need not be restricted to) fieldwork. The focus of the investigation must be derived from the specification the student is studying. The guidance for word length is 3000-4000 words

Regenerating Places Students should begin by studying the place in which they live or study in order to look at economic change and social inequalities. They will then put this local place in context in order to understand how regional, national, international and global influences have led to changes there. They should then study one further contrasting place through which they will develop their wider knowledge and understanding about how places change and are shaped. A local place may be a locality, a neighbourhood or a small community, either urban or rural.	holistic and sustainable management of these areas in all the world's coasts. Study must include examples of landscapes from inside and outside the UK Tectonic processes and hazards An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.	
Key Content to be learned: • What are the causes of globalisation and why has it accelerated in recent decades? • What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment? • What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges? • How and why do places vary? • Why might regeneration be needed? • How is regeneration managed? • How successful is regeneration?	Key content to be learned: • Why are coastal landscapes different and what processes cause these differences? • How do characteristic coastal landforms contribute to coastal landscapes? • How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks? • Why are some locations more at risk from tectonic hazards? • Why do some tectonic hazards develop into disasters? • How successful is the management of tectonic hazards and disasters? • How can coastlines be managed to meet the needs of all players?	Key Content to be learned: • Test students' skills in independent investigations • Complete 4 days of fieldwork • Define a question or issue relating to the compulsory or optional units taught • Report evidence of independent analysis and evaluation of data, presentation of data findings and extended writing
Key tasks for this module: • EQ1 • EQ2 • EQ3	Key tasks for this module: • EQ1 • EQ2 • EQ3	Key tasks for this module: • EQ1 • EQ2 • EQ3

Progression Model – Y13

Module Title: Physical and Human Systems	Module Title: Physical and Human Systems	Module Title: Exam preparation
Learning Intent for this module: The water cycle and water insecurity Water plays a key role in supporting life on earth. The water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Changes to the most important stores of water are a result of both physical and human processes. Water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply. Health, human rights and intervention The impact of geopolitical interventions on both human health and wellbeing and human rights is variable and contested, with some groups appearing to benefit disproportionately, which can lead to increasing inequalities and injustice.	Learning Intent for this module: The carbon cycle and energy security The water and carbon cycles and the role of feedbacks in and between the two cycles, provide a context for developing an understanding of climate change. Anthropogenic climate change poses a serious threat to the health of the planet. There is a range of adaptation and mitigation strategies that could be used, but for them to be successful they require global agreements as well as national actions. Super powers Superpowers can be developed by a number of characteristics. The pattern of dominance has changed over time. Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. The spheres of influence between these powers are frequently contested, resulting in geopolitical implications.	Learning Intent for this Module: Preparing for the 3 exam papers using a range of different skills and techniques
Key Content to be learned: • What are the processes operating within the hydrological cycle from global to local scale? • What factors influence the hydrological cycle system over short and long term timescales?	Key content to be learned: • How does the carbon cycle operate to maintain planetary health? • What are the consequences for people and the environment of our increasing demand for energy? • How are the carbon and water cycles linked to the global climate system?	Key Content to be learned: • Specimen papers to be covered • Marked examples of student work to be discussed • Looking how exam technique and structure

• How does water insecurity occur and why is it becoming such a global issue for the 21st century? • What is human development and why do levels vary from place to place? • Why do human rights vary from place to place? • How are human rights used as arguments for political and military intervention? • What are the outcomes of geopolitical interventions in terms of human development and human rights?	• What are super powers and how have they changed over time? • What are the impacts of superpowers on the global economy, political systems and the physical environment? • What spheres of influence are contested by superpowers and what are the implications of this?	
Key tasks for this module: • EQ1 • EQ2 • EQ3	Key tasks for this module: • EQ1 • EQ2 • EQ3	Key tasks for this module: •