

Words in italics won't be on the website.	What will I learn?	How will I learn it?	Why is it important that I learn this?	Why am I learning this now?
Restless Earth	<ul style="list-style-type: none"> <li>• Structure of the earth</li> <li>• Tectonic Theory</li> <li>• Plate Margins</li> <li>• Composite volcanoes and their hazards</li> <li>• Shield volcanoes and their hazards</li> <li>• Why do People Live Near Plate Margins?</li> <li>• Mitigating Tectonic Hazards</li> </ul>	<ul style="list-style-type: none"> <li>• Identification and explanation of key terms to be used throughout the topic</li> <li>• Problem solving activities to find evidence for tectonic theory</li> <li>• Diagrams and images to explain processes</li> <li>• Real life stories, news reports and videos to look at case studies</li> <li>• Practical examples of mitigation methods</li> <li>• <b>Assessment: Assessment: GCSE style questions using maps, graphs and photographs</b></li> </ul>	<p>To ensure an awareness and understanding of global events</p> <p>To introduce the concepts of hazard, risk and mitigation</p> <p>To look at real world examples of events in different developmental settings</p>	<p>Introduce the students to key geographical theory which will be built on at GCSE and A Level</p> <p>Build on ideas introduced at KS2</p> <p>Volcanoes taught in Science around the same time – will compliment learning</p>
Battle of the Superpowers	<ul style="list-style-type: none"> <li>• Who are the BRICS countries and why have they experienced recent rapid economic development?</li> <li>• What are the opportunities created by rapid economic development in these countries?</li> <li>• What are the challenges created by rapid urban development in these countries?</li> <li>• To what extent can we consider the BRICS countries as global superpowers?</li> </ul>	<ul style="list-style-type: none"> <li>• Using development indicators to demonstrate opportunities and challenges faced by the BRICS countries</li> <li>• Develop an understanding of the issues facing the BRICS countries – human rights, rapid urbanisation, emergence of megacities, environmental degradation and deforestation, economic development.</li> <li>• Using newspaper articles, photographs and satellite imaging to enhance understanding of the issues.</li> <li>• <b>Assessment: GCSE style questions using maps, graphs and photographs</b></li> </ul>	<p>Students will gain an understanding that rapid economic growth whilst having many positive impacts can have unintended consequences.</p> <p>Students will understand that human activity can have damaging environmental consequences.</p>	<p>Students will start to look at geographical concepts covered in Year 7 in a more complex manner.</p> <p>This unit provides a foundation for learning at both GCSE (Urban Issues and Challenges and Changing Economic World) and A Level (Global Systems and Global Governance).</p>

<p>Our Fragile Planet</p>	<ul style="list-style-type: none"> <li>• What is the climate emergency?</li> <li>• Who is responsible for the climate emergency?</li> <li>• What are the impacts?</li> <li>• Why are we so bothered about plastic?</li> <li>• How can we mitigate the climate emergency?</li> <li>• What is the role I can play?</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse photographs, graphs and satellite images to understand the extent of the climate crisis</li> <li>• Use news reports, videos and photographs to understand the impacts of the climate crisis</li> <li>• Decision making activities to understand mitigation and adaptation strategies</li> <li>• Create individual and school action plans for making positive environmental choices.</li> </ul>	<p>Students will understand how their own actions can impact those living in other parts of the world, they will understand how important their role is in combatting the global climate crisis. Students will engage with the idea of being 'responsible geographers'.</p>	<p>Students will start to look at geographical concepts covered in Year 7 in a more complex manner.</p> <p>This unit provides a foundation for learning at both GCSE (Hazards) and A Level (Water and Carbon cycles).</p>
<p>The Middle East</p>	<ul style="list-style-type: none"> <li>• Where is the Middle East? Which countries make up the Middle East? What are the key physical features of the Middle East</li> <li>• Why is development in the Middle East uneven?</li> <li>• Why does the climate of the Middle East vary?</li> <li>• What is life like in the Middle East?</li> <li>• What kinds of issues are faced by people living in the Middle East?</li> </ul>	<ul style="list-style-type: none"> <li>• Using development indicators to analyse varying levels of development in the Middle East</li> <li>• Constructing and analysing climate graphs to understand how and why the climate varies</li> <li>• Analysing maps and satellite images of the Middle East</li> <li>• Using images, photographs, news reports and documentaries to develop an understanding of the complex geography of the Middle East.</li> </ul>	<p>Students will develop a in depth picture of this increasingly important region of the world. They will understand how globalisation has impacted the region in positive and negative ways. They will understand how human and physical geography interact to produce a challenging and sometimes extreme landscape.</p>	<p>Students will start to look at geographical concepts covered in Year 7 in a more complex manner.</p> <p>This unit provides a foundation for learning at both GCSE (Changing Economic World) and A Level (Global Systems and Global Governance).</p>