



# Geography

Program of Study: Key stage 3 to Key stage 5

## Key Concepts

Environments	Perspectives and Diversity	Processes	Patterns	Interactions	Change	Sustainability
<p>May be natural and/or cultural. They have particular characteristics and features which can be the result of natural and/or cultural processes. The particular characteristics of an environment may be similar to and/or different from another. A cultural environment includes people and/or the built environment.</p>	<p>Ways of seeing the world that help explain differences in decisions about, responses to, and interactions with environments. Perspectives are bodies of thought, theories or worldviews that shape people's values and have built up over time. They involve people's <i>perceptions</i> (how they view and interpret environments) and <i>viewpoints</i> (what they think) about geographic issues. Perceptions and viewpoints are influenced by people's <i>values</i> (deeply held beliefs about what is important or desirable).</p>	<p>A sequence of actions, natural and/or cultural, that shape environments, places and societies. Some examples of geographic processes include erosion, migration, desertification and globalisation.</p>	<p>May be spatial: the arrangement of features on the earth's surface; or temporal: how characteristics differ over time in recognisable ways.</p>	<p>Involves elements of an environment affecting each other and being linked together. Interaction incorporates movement, flows, connections, links and interrelationships which work together and may be one- or two-way interactions. Landscapes are the visible outcome of interactions. Interaction can bring about environmental change.</p>	<p>Involves any alteration to the natural or cultural environment. Change can be spatial and/or temporal. Change is a normal process in both natural and cultural environments. It occurs at varying rates, at different times and in different places. Some changes are predictable, recurrent or cyclic, while others are unpredictable or erratic. Change can bring about further change.</p>	<p>Involves adopting ways of thinking and behaving that allow individuals, groups, and societies to meet their needs and aspirations without preventing future generations from meeting theirs. Sustainable interaction with the environment may be achieved by preventing, limiting, minimising or correcting environmental damage to water, air and soil, as well as considering ecosystems and problems related to waste, noise, and visual pollution.</p>

## Key Themes

Hazardous Earth	Development Dynamics	Challenges of an urban world	UK's Physical landscape	UK's Human landscape	Fieldwork	People and the Biosphere	Forests under threat	Consuming energy resources
<p>This theme looks at the physical processes and how they can be hazardous for people.</p> <p>These include:</p> <p>The global circulation of the atmosphere – how the world's climate system functions, and why and how climate changes.</p> <p>Extreme weather hazards.</p> <p>A detailed study of tectonic activity, and how the associated hazards can be managed in different locations</p>	<p>These theme looks at development.</p> <p>The scale of global inequality in terms of development, and how inequality can be reduced.</p> <p>Investigate the factors that hinder development in some of the world's poorest countries.</p> <p>Studying how emerging countries are developing, and the impact this has on people, the environment and the countries relationship with the wider world.</p>	<p>This theme looks at urbanisation – the growth in the percentage of people living in towns and cities.</p> <p>This includes:</p> <p>An overview of rapid urbanisation and how it varies around the world taking into account the causes of rapid urban change and the challenges this creates.</p> <p>Detailed studies of mega-cities in developing and emerging countries, and quality of life within megacities.</p>	<p>This theme looks at the evolution of the UK's physical landscape.</p> <p>This includes:</p> <p>An understanding of why the physical landscape of the UK varies from place to place.</p> <p>The variety of coastal landscapes in the UK, processes, and challenges and conflicts over coastal management.</p> <p>The variety of river landscapes in the UK, processes, and challenges and conflicts over managing rivers.</p>	<p>This theme is about how the UK's human landscape –its places and people – have evolved.</p> <p>This includes:</p> <p>An understanding of the varied landscape of the UK and why is it changing.</p> <p>Case studies of major UK cities that look at how the city is changing, the challenges and opportunities this creates and the relationship between cities and rural areas.</p>	<p>This theme is about applying Geographical knowledge and understanding to experiences outside of the classroom.</p> <p>This includes:</p> <p>An understanding of the process of enquiry and how to undergo and complete a Geographical Investigation.</p> <p>It provides students with opportunities to collect data in the field, use a variety of different methods and to present and analyse their data.</p>	<p>This theme is an overview of global biomes and why the biosphere is important to human wellbeing.</p> <p>It looks at the global distribution and characteristics of biomes, and how humans use and change the biosphere to obtain resources.</p>	<p>This theme is about the threats to forest biomes, and how these threats can be reduced.</p> <p>It provides students with the opportunity to understand the processes, interactions and issues related to biodiversity, the threats forests face and their substantial use and management.</p>	<p>This theme considers how growing demand for energy can be met without serious consequences.</p> <p>This includes:</p> <p>Renewable and non-renewable energy</p> <p>The supply of, and demand for, energy.</p> <p>Access to energy and energy security.</p> <p>The sustainable use and management of energy.</p>

## Key Stage 3

### YEAR: 7

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39			
Map skills: Enquiry Question: How can I find my way around the world?							Climate Change: Enquiry Question: What can we do about global climate change?							Population Dynamics: Enquiry Question: How is the UK's population likely to change in my lifetime?							Tectonics: Enquiry Question: Where in the world is the most hazardous?							UK Economy: Enquiry Question: CHANGE THIS SOW							Sustainability: Enquiry Question: How sustainable is Prospect School?						
Key Concepts							Key Concepts							Key Concepts							Key Concepts							Key Concepts							Key Concepts						
Key Themes							Key Themes							Key Themes							Key Themes							Key Themes							Key Themes						
Assessment Method: EXAM							Assessment Method: ESSAY							Assessment Method: DME							Assessment Method: PROJECT							Assessment Method: EXAM							Assessment Method: F/W PROJECT						

### YEAR: 8

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39			
Forests: Enquiry Question: How should we protect the remaining global forests?							Development: Enquiry Question: Why do inequalities still exist between countries and within countries?							Oceans: Enquiry Question: Why are the world's oceans under threat? ESSAY							Resources: Enquiry Question: Are we heading for a Malthusian or Boserupian future?							UK Weather: Enquiry Question: How can I measure the weather?							Rise of China Enquiry Question: Is the development of China sustainable? ESSAY						
Key Concepts							Key Concepts							Key Concepts							Key Concepts							Key Concepts							Key Concepts						
Key Themes							Key Themes							Key Themes							Key Themes							Key Themes							Key Themes						
Assessment Method: DME							Assessment Method: EXAM							Assessment Method: PROJECT							Assessment Method: ESSAY							Assessment Method: F/W PROJECT							Assessment Method: n/a						

## Key Stage 4

### YEAR: 9

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
<b>Japan</b>							<b>India</b>							<b>Brazil</b>					<b>Haiti</b>				<b>United Kingdom</b>						<b>Urban Fieldwork Study</b>									
Key Concepts							Key Concepts							Key Concepts					Key Concepts				Key Concepts						Key Concepts									
Key Themes							Key Themes							Key Themes					Key Themes				Key Themes						Key Themes									
Assessment Method: n/a							Assessment Method: DME							Assessment Method: EXAM (over all 3 topics)					Assessment Method: n/a				Assessment Method: n/a						Assessment Method: F/W PROJECT/EXAM									

### YEAR: 10

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
<b>USA</b>							<b>China</b>							<b>Malawi &amp; Iceland</b>					<b>Indonesia</b>				<b>United Kingdom</b>						<b>River Fieldwork Study</b>									
Key Concepts							Key Concepts							Key Concepts					Key Concepts				Key Concepts						Key Concepts									
Key Themes							Key Themes							Key Themes					Key Themes				Key Themes						Key Themes									
Assessment Method: n/a							Assessment Method: DME							Assessment Method: n/a					Assessment Method: EXAM				Assessment Method: n/a						Assessment Method: F/W PROJECT/EXAM									

### YEAR: 11

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Nepal & Dubai							DR Congo & Netherlands							Decision Making Exercise					Exam Paper Preparation																			
Key Concepts							Key Concepts							Key Concepts					All Key Concepts and all Key Themes																			
Key Themes							Key Themes							Key Themes																								
Assessment Method: EXAM							Assessment Method: DME							Assessment Method: MOCK EXAMS																								

**Key Stage 5**

**TCH 1 – ASE**

**TCH 2 – KPB**

**TCH 3 - SCZ**

**YEAR: 12**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39																						
TCH 1	Tectonics												Superpowers												Revision																																				
	Assessment Method																																																												
TCH 2	Globalisation																		Regenerating Places																																										
	Assessment Method																																																												
TCH 3	Coasts																		Fieldwork Preparation																																										
	Assessment Method																																																												

**YEAR: 13**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39																							
TCH 1	NEA												Carbon Cycle and Energy																																																	
	Assessment Method																																																													
TCH 2	NEA																		Water Cycle and Water Insecurity																																											
	Assessment Method																																																													
TCH 3	NEA																		Migration, Identity and Sovereignty																																											
	Assessment Method																																																													