

## What are the aims and intentions of this curriculum?

Students will receive the opportunity to discuss how humans are interlinked with our physical environment and the role we must play to conserve the environment for future generations. They will explore concepts such as I am a Geographer, Weather and Climate, Ecosystems, Rocks and Risky World. While studying these topics they will be provided with thought-provoking writing tasks which will help them to develop the skills of argumentation and reasoning which will serve them well as they progress through to their GCSEs.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	Amazing Amazonia	<p>Students will be learning about the value of the Amazon Rainforest from social, economic and environmental perspectives.</p> <p>Like the previous topic the key term is sustainability. They will consider the complexity of trying to balance the needs of a wide variety of Interest Groups who have a stake in the Amazon Rainforest.</p>	<p>Map Work – locating countries/describing locations</p> <p>Creative thinking</p> <p>Research skills – setting specific questions</p> <p>Empathy – A day in the life of...</p> <p>Debating – the future of the rainforest</p> <p>S.D.M.E. – follow on from the debate</p>	Opinion based on class debate and independent study – What is the future of the Amazon Rainforest?
Autumn 2	Tectonics	<p>Students will be learning about the causes, effects and coping strategies linked to places which experience tectonic activity – primarily earthquakes and volcanic eruptions.</p>	<p>Map Work – locating countries/describing locations</p> <p>Suggesting how – theories on the causes of earthquakes and eruptions</p> <p>Comparing and analyzing data</p> <p>Independent Study – Planning and investigating a recent earthquake</p>	Tectonic News Report
Spring 1	Development	<p>Students will be considering how and why people around the world live in different levels of development. The main comparison will be with Ghana. The topic will be split into 3 parts;</p> <ul style="list-style-type: none"> <li>• How to measure development</li> <li>• The impact of different levels of development</li> <li>• How to improve the level of development</li> </ul>	<p>Handling and analyzing data</p> <p>Empathizing</p> <p>S.D.M.E – how best to raise the level of development in LEDC's</p>	S.D.M.E. - Write Up

<b>Spring 2</b>	Personal Investigation	Students have been encouraged/trained to become independent learners throughout the year and now have the chance to put this into practice over an extended period of time. They are to complete an investigation on the hypothesis – Mankind has done more harm than good to this planet.	Planning, preparing, researching and reporting on the hypothesis Considering a wide variety of perspective on both sides of the argument Expressing their own 3 part opinion based on their research	Personal Investigation – Write up/Presentation
<b>Summer 1</b>	Revision/Exams	Students will be taught different techniques they can use to revise whilst looking back over the topics they have covered this year.	Revision techniques	Examination
<b>Summer 2</b>	Risky World	The students will be looking at some of the big issues the world continues to face in the 21 <sup>st</sup> Century and to try and resolve them whilst considering the difficulties and complexity of trying to do so. The issues covered are; Conflict, Malaria, Blood Diamonds, Modern Day Pirates, Child Labour, Child Soldiers.	Map Work Empathizing eg. Inside the mind of a child soldier Examining and trying to understand the cause and effects of each issue Problem Solving – barriers?	Exam Question style test