

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
Summer 2	What a Wonderful World!	Students will be learning about a wide range of global locations; Machu Picchu Pyramids of Egypt Temples of Petra Angar Wat Great Wall of China Great Barrier Reef	Challenging stereotypes and potentially unfounded opinions Source analysis Empathy – what might it be like to live....	Cumulative Test
Autumn 1	Amazing Amazonia	Students will be learning about the value of the Amazon Rainforest from social, economic and environmental perspectives. 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.	Map Work – locating countries/describing locations Creative thinking Research skills – setting specific questions Empathy – A day in the life of... Debating – the future of the rainforest S.D.M.E. – follow on from the debate	Think Pink, Go Green
Autumn 2	Spectacular Earth	Students will be learning about the causes, effects and coping strategies linked to places which experience tectonic activity –primarily earthquakes and volcanic eruptions.	Map Work – locating countries/describing locations Suggesting how – theories on the causes of earthquakes and eruptions Comparing and analyzing data Independent Study – Planning and investigating a recent earthquake	Cumulative Test
Spring 1	Inequality	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; How to measure development The impact of different levels of development	Handling and analyzing data Empathizing S.D.M.E – how best to raise the level of development in LEDC's	Think Pink, Go Green

		How to improve the level of development		
Spring 2	National Study: India	<p>Students will be learning about;</p> <p>Location work on Asia</p> <p>What are the characteristics of the Asian continent?</p> <p>Indians' human and physical geography</p> <p>Level of development</p> <p>Becoming a global economy</p> <p>India in the 21st century</p>	<p>Mapwork</p> <p>Secondary data – developing ones research skills</p> <p>Data handling</p> <p>Data analysis</p> <p>Making predictions</p>	Cumulative Test
Summer 1	Urbanisation	<p>Students will be learning about;</p> <p>What is urbanisation?</p> <p>The growth of Manchester</p> <p>Impact of urbanisation in Manchester</p> <p>Urbanisation around the world</p> <p>Rural to urban migration</p> <p>What is a sustainable city?</p>	<p>Mapwork</p> <p>Forming opinion based on data/research</p> <p>Comparing places</p> <p>Suggesting solutions</p>	Think Pink, Go Green