

Geography Curriculum

Sequencing and key concepts

Concepts across the Key stages are embedded throughout KS3-5 and come from the ALCAB report. The concepts per topic are colour coded on the curriculum document.

The main concepts that will be incorporated into every topic throughout the key stages are

SCALE: spatial and temporal

PLACE: use of locations and named case studies

7 What is my place in the world	Systems & processes	Interdependence
7 Tectonic processes	Systems & processes	Causality
7 The Almighty dollar	Globalisation	Causality
7 Fantastic Places	Systems & processes	cultural awareness
7 Russia - culture and geography		cultural awareness
8 The United Kingdom	cultural awareness	Interdependence
8 Hydrosphere	Systems & processes	Causality
8 Weather - from local to global	Systems & processes	Risk and Mitigation
8 Cryosphere	Systems & processes	Sustainability
9 Factfulness	cultural awareness	Inequality
9 Are Hazards really natural?	Causality	Risk and Mitigation
9 Prisoners of Geography	cultural awareness	Causality
9 Biomes	Interdependence	Sustainability
9 Superpowers - Asia or Africa?	Globalisation	Inequality

Geography Key Stage 3 Curriculum 2020

Systems & processes	cultural awareness	inequality	interdependence	Sustainability	Risk and Mitigation	Causality	Globalisation
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UNIT	Key Questions	Concepts	Declarative Knowledge	Procedural knowledge	Links to prior knowledge	NC links	Misconceptions
What is my place in the world?	1 What is geography and types?		History of Geography Human, physical and environmental	Use of resources such as photographs	Links to natural landscapes Links to geologic history of UK.	Locational knowledge	Latitude and longitude
	2. Geography of the school grounds		There are different types of geography Geography can be studied at different scales	Practical skills of sketching, sampling, environmental indices, litter counts.			Reading Grid
	3 What is my sense of place of Keighley?		Locating Keighley on a map at different scales Use of secondary data for investigation.	Use of sources and evaluation Fieldwork and use of secondary data			
	4 How and why has Keighley changed?		Use of historic data and maps to show changes	Use of data sources.			
	5 Where is Keighley in the world?		Continents and oceans of the world, UK and GB	Reading maps at different scales			
	6 What are the main attractions of the UK?		Examples of human and natural landscapes such as Stonehenge.	Use of sources of data, map skills			
How do tectonic processes interact to create distinctive landscapes?	Why are rocks so important to us?		Rocks and the rock cycle. Links between rock types Structure of the earth and geological history.	dual coding History of plate tectonics	Links to natural landscapes Links back to continents and oceans and relationship to volcanoes and earthquakes Links back to continents	Place knowledge Geological timescales glaciation, hydrology Geomorphic processes Tectonic processes GIS	
	What is the rock cycle?						
	How do tectonic processes kickstart the rock cycle?		Interactions between tectonics and rocks. Landforms and processes of tectonic areas	organisation and sequencing organisation and sequencing OS maps and annotation of photographs			
	What are Landscapes of tectonic areas?		Landforms and processes at different plates. What causes earthquakes How do we record and measure tectonics?				
	How do earthquakes and volcanoes happen?		Case study of Iceland today and it's past.	Maps and data interpretation OS maps, use of GIS, data interpretation			
	How has tectonics created Iceland?		Geldilindalur and Eyjafjalljokull comparison	Use of OS maps and GIS			
	How do processes interact in Iceland?		PPP of volcanoes and earthquakes	GIS, interpretation of data			
	Why do we get different types of volcanoes?			DME on a tectonic hazard.			
The Almighty Dollar Where does money go when it is spent?	Where does Lauren Millers \$ go?		What the economy is and how it works TNCs in China and trade with other countries	Data interpretation Classification of data into time and spatial orders	Recap on human geography Link to rocks and landscapes Link back to continents Link back to continents	Locational and place knowledge including Africa and Asia Economic activity globalisation	TNCs are not just from Acs Sectors of economy mixed Need to make sure that they do not stereotype c countries, but look at the whole picture. Need to show both sides and that there are parts of Africa that are wealthy.
	What do we mean by the economy?		Trade deficits and changes over time Primary, secondary, tertiary and quaternary	Thematic maps Interpretation of models Data interpretation Graphical presentation			
	Why is China manufacturing radios?		Fisher-Clark model of economic development Core periphery model, inequality				
	How has China's economy changed?		Case study China and Nigeria Location and characteristics, cycle of poverty				
	Why does China invest in Nigeria?		Case study India and it's growth How are the countries linked?				
	How does this investment support Nigeria?		Barriers to trade, infrastructure issues				
	What is the link between Nigeria and India?						
	What happens to the \$ in India?						
	What is FDI and how can it affect countries?						
	What factors can create barriers to growth?						
What makes a place fantastic?	1 What makes a place fantastic?		Mapping of places, interpretation of data Understanding of interrelationships between places Sense of place and emotional attachment.	Using types of photographs as sources GIS and climate graphs Mapping and use of google maps Interpretation of thematic maps	Link back to geography types Understanding how these are linked to create places. Link back to continents and influence of latitude. Link to continents Link back to lines of latitude.	Sense of place Understanding of location at different scales.	Need to begin to understand that people may have different attitudes to each other. Bias and reliability of sources can influence our perception of place.
	What is my fantastic place			Climate graphs Creation of animals that have adapted. Use of historic maps and data sources.			
	How can both natural and human places be fantastic?		Location and characteristics of Siberia / Tundra Adaptations to the Tundra	Use of maps at different scales			
	Why are cold places so fantastic?		Understanding that there can be different representations of the same place?	Data interpretation			
	Why is Dubai an impossible city?		Understanding different values and attitudes.	Resource interpretation.			
	How can we make cities more sustainable?		Structure and importance of the rainforest				
	Can the Tropical rainforests be classed as fantastic?						
Russia superpower or not?	What is the big deal about Russia?		What is the natural geography of Russia like? What is the political geography of Russia like?	Use of maps and climate graphs Describing distribution from maps Interpreting resources	Link to continents and oceans and latitude Link back to economy and resource use Link back to economy and resource use	Russia Locational Place knowledge GIS Map skills	They need to be aware of the diversity of Russia But also that the history and culture of a country can influence current events. That current events often have complex causes.
	What is the natural landscape of Russia like?		How diverse are the biomes of Russia? How does this diversity influence Russia?	Understanding of terms eg biotic/abiotic			
	Is Russia the ruler of resources?		What resources does Russia have? How does the distribution of resources influence them?	Using historical sources and reliability			
	Are Russia and the USA at war?		What is the History of the Cold War? How are current events shaping this relationship?	Key vocab such as renewable and non renewable			
	Why is Russia pushing outwards?		How is Russia exploiting it's resources? How is it impacting on neighbouring countries?				
				Use of GIS and mapping data.			

Geography Key Stage 3 Curriculum 2020

Systems & processes	cultural awareness	Inequality	Interdependence	Sustainability	Risk and Mitigation	Causality	Globalisation
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UNIT	Key Questions	Concepts	Declarative Knowledge	Procedural knowledge	Links to prior learning	NC links	Misconceptions
How is the UK changing?	1What do we mean by the UK?		Countries that make up UK	Use of sources and evaluation Mapping and annotating sources OS maps and interpreting data population pyramids and ONS data interpretation GIS using old maps, use of ONS data ONS data including datashine Fieldwork and use of secondary data Interpretation of OS maps and photos	Our place in the world Our place in the world Almighty \$ and economy Rock types and rock cycle Fantastic places Fantastic places	Locational knowledge Place knowledge skills including maps, fieldwork and GIS	UK v. GB Sustainability is not only about environment Decolonising of the curriculum by Recap on rocks and how they form.
	2. Why did London become our capital city?		Causes linked to site and situation				
	3. Is London a safe city ?		Issues within London and key characterisitcs				
	4How can we make London a livable city?		Sustainability projects and greening cities				
	5How is our population changing?		Population pyramids and ONS data				
	6 How has changing population influenced the UK?		inequally, sustainability, deprivation				
	7Where should we build new houses?		DME on greenfield versus brownfield sites				
	8Is there a need to 'level up' the UK?		Comparison of north and south and causes				
	9The changing landscapes of the UK?		Natural lanscape mapping of the UK.				
	10Rocks of the UK and what they tell us.		Geology maps and history of the UK geologically				
	11How has our coastal landscape changed?		Case study of coastal area				
	12How has our river landscape changed?		Case study of one UK river.				
Why is water so important to us?	1What is the hydrological cycle?		Hydrological cycle -stores and processes	Annotating diagrams calculating means, range and drawing graphs Map interpretation Mapping and interpretation of photographs GIS to determine patterns Investigation - mapping of water use.	River and coastal work Rock types from 7 Weather next topic UK issues from topic 1 UK issues topic 1 How to set up investigation	Place knowledge Physical including hydrology and climate GIS	inputs and outputs Confusion over terms Water scarcity is just for physical reasons
	2What factors will influence the hydrological cycle?		Human and natural factors that influence.				
	What are the main water issues in the UK?		Study of water loss, link to climate change				
	Why is water creating issues globally?		Conflicts over water, lack of access to water diseases due to water and changing climate.				
	How can we be more sustainable in water use both in the UK and also in other countries?		Water saving methods in the UK				
	How can we investigate water use in school and at home?		Grass root strategies in countries. Geographical investigation in school and at home on water use.				
Why does the world weather vary so much?	1What is the difference between weather and climate?		Introduction to climates with map/graphs	Interpretation of thematic maps and graphs GIS and climate graphs Annotation of diagrams Data interpretation Claculating glacial budgets Use of maps at different scales Interpreting food webs	Links to water cycle Links to previous investigation Links to UK study Links to latitude from Year 7 Links to Tundra from Year 7 Links to Tundra from Year 7 Links to water issues	Locational knowledge including glacial areas Place knowledge Climate Fieldwork	Closer to equator is hotter because it is closer to the sun Deserts are hot
	2What is the microclimate of the school grounds?		Geographical investigation.				
	3How does the UK climate vary and why?		Comparison of UK to specific locations				
	4What factors influence the UK climate?		Link to winds, ocean currents and solar output				
	5How do global climates vary?		Difference between rising and sinking air				
	6Why is it wet at the equator and dry at 30 degrees?		Location and formation				
	7 Why do deserts form where they do?		Characteristics of animals and plants.				
	8How do plants and animals adapt to this?		Evidence of climate change and causes.				
	9How is the global climate changing?		Examples of impacts at different scales.				
	10What impacts will changing climates have?						
How has the cryosphere changed?	What are glaciers?		Define terms and use examples	Data interpretation Investigation skills and mapping Data presentation and calculations Sequencing data Use of different scale maps Graphical presentation	Link to weather and climate Link to tundra from Year 7 Libnk to fantastic places Link to processes Year 7 Links to climate change Year 8	Locational and place knowledge including Europe and UK Economic activity Climate change and coastal processes.	Pupils often find the idea of glaciers abstract and so need to ensure very visual work at beginning. That glaciers are dynamic.
	How are glaciers formed?		Cause over long term.				
	Who is Otzi the iceman?		Mapping and storytelling.				
	How do glaciers erode?		Processes and interrelationships				
	What happens when glaciers lose energy?		Processes of deposition and landforms.				
	How do we know there used to be glaciers in the UK?		Mapping in Lake District.				
	Why do avalanches happen?		Case study of Alps				
	What is happening to glaciers today?		How have glaciers changed and causes				
Why will changing glaciers have a global impact?		Impacts of climate change					

Geography Key Stage 3 Curriculum 2020

Systems & processes	Cultural awareness	Inequality	Interdependence	Sustainability	Risk and Mitigation	Causality	Globalisation
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UNIT	Key Questions	Concepts	Declarative Knowledge	Procedural knowledge	Links to prior knowledge	NC links	Misconceptions
Is our world a fair place?	1What is factfulness?		Factfulness rule of thumb	Interpretation of data	Mapping		Africa is poor
	2How do we measure development?		Measurements of development	Use of GIS systems	UK and social inequality		That countries go from 1 type to another rather than transition
	3How does development contrast across countries?		Use of HDI as a measurement	Use of sources and evaluation	Water security Year 8	Locational knowledge	
	4Why are there differences in development?		Mapping countries and comparing	Descriptive statistics and data presentation		Place knowledge	
	5How have some countries improve Qof Life?		Physica/economic/political factors	Analysis of maps at different scales	Nigeria Year 7	skills including maps, and GIS	
	6. Why are washing machines magic?		Strategies to improve conditions	DME on strategies		Comparison of places including Africa and Asia	
	7How is inequality measured?		Physica/economic/political factors	Using secondary data			
	8How can governments reduce inequality?		Gini coefficient and mapping		Continents Year 7		
	9Has the world become fairer?		Egs from UK and Nigeria/India				
	10How do we ensure we are being factful?		Comparion over time				
			Reducing bias and stereotyping				
Why are some hazards more dangerous than others?	1What do we mean be a hazard?		Definition using hazard equation	Dual coding			hazard v. risk
	2What types of hazards are there in the world?		Mapping using GIS using current data	Interpretation of data	Factfulness		
	3What hazards are associated with the weather?		Formation of tropical storms	Annotating weather maps and storm tracks	Weather Year 8	Place knowledge	
	4How does level of development influence the impacts of tropical storms?		Case studies to show impacts	Maps and data interpretation	Continents Year 7	Locational knowledge	
	5What factors influence how dangerous they are?		Assessment of significance of factors	Descriptive statistics		Climate systems	
	6Is climate change a weather hazard?		Causes and impacts of CC	Use of maps and photographs	Climate change Year 8	Asis/Africa	
	7How can weather create an increase rick of disease?		Link to malaria and waterborne	GIS systems to track hazards		GIS	
	8Why do some countries suffer more communicable diseases?		Case studies to show impacts	Maps of disease distribution			
Prisoners of Geography how does geography help us understand world conflicts?	1What do we mean by conflict?		Definitions and examples	Using types of photographs as sources	Development		Complexity of issues.
	2Where are the main conflicts globally?		Mapping of current conflicts	GIS to map conflicts			Look at issue of bias also
	3Why is piracy a problem in Somalia?		Causes and impacts	Mapping and data interpretation	Hazards	Locational knowledge including Middle East	
	4Do children suffer most in conflicts?		Child soldiers and Syria refugees	Text and comprehension		Place knowledge	
	6How has colonialism influenced conflict?		Complexity of causes and solutions	Evaluation of data sources	India and Nigeria Year 7	Russia	
	7Why is there conflict between India and Pakistan?		History of colonialism and how it changed borders in 2 examples	Use of maps at different scales			
	8Why is the Crimea so important to Russia?		Causes and impacts of the conflict				
Should we preserve biomes?	What makes a biome?						
	Where do we find tropical rainforests?		Defining and mapping global examples	Data interpretation	Weather and climate		Look at both sides
	Do the rainforests need protecting?		Definition and classifying reasons	Graphical presentation			Ensure understand the terms but different attitudes
	How can we be more sustainable in use of biomes?		Mapping location and physical	Use of maps at different scales	Fantastic places	Locational and place knowledge including Africa and North America	
	How are temperate forests and grasslands different?		Evaluation of issues such as tourism	Thematic maps	Siberian Tundra	Ecosystems	
	What is life like in the tundra?		DME on concervation v use	Interpretation of models		Tourism	
	Why is oil drilling causing problems in the tundra?		Structure and importance of TRF	Use of GIS	Climate change		Economic as well as environmental Sustainability is not just the environment
			Current issues including fires				
			Case study from Indonesia				
			Case study from Alaska.				
Africa or Asia? Where will the next superpower be from?	1What do we mean by superpower and who are they?		Terms and definitions, changing patterns over time.				
	2Where are the current superpowers located?						
	3Why are China and India in conflict?		Mapping and use of data to identify	Mapping of data			
	4How do China and India compare as economies?		Identifying commonalities	Interpretation of statistics	Factfulness		Africa is a contient and made up of numerous countries.
	5Is all of Africa poor?		Reasons for conflicts in the SE	Use of thematic maps		Locational knowledge including Africa and Asia	Not all of Africa is poor
	6How has Nigeria/Kenya changed over the last 50 years?		Comparison of economic and social	Use of secondary data sources	Nigeria in Year 7	Population and settlements	There are +/- to growth
	7Why has Lagos/Narobi grown so fast?		Comparison of economic and social	Use of GIS		Economic activity	
	8What +/- does this growth cause for Lagos/Narobi?		Case study of changes in Nigeria		Fantastic Places		
	9What do these countries have ACs don't?		Factors causing the growth of city		Continents Year 7		
		Environmental/economic/social					
		Comparision of influencing factors					

Systems & Processes	The relationships between inputs, outputs and processes. As the students develop they need to understand the factors that can influence systems and also that often systems interact and are interdependent upon another. By A'level an understanding of feedback systems and how they impact on natural systems is key.
Cultural awareness	Caring approach to Geography and an understanding of the colonisation of Geography. An appreciation and awareness of cultural diversity at different scales. An understanding of factfulness and the danger of a single story. The growth and change of countries / regions.
Inequality	An understanding that inequality can be at different scales. Differences in standards of living and quality of life. An understanding of the complex interrelationships that lead to inequality. Idea of social justice and how that has changed over time and space.
Interdependence	Interrelationships between countries in human Geography and processes in physical. Interrelationships of different processes and an understanding that these might change over time as well as space. How these complex interactions lead to unique place profiles.
Sustainability	Meeting today's needs whilst not jeopardising future needs. Social, economic and environmental. An understanding of how this might be linked to inequality and cultural diversity.
Risk and mitigation	Potential hazards and how human management can reduce the impacts. This will include the risk of conflicts and disease epidemics. Interrelationship between mitigation and vulnerability of the population and how this has changed over time and space.
Causality	The cause and effect of processes within physical geography and strategies in human geography. Including feedback loops. Links to cultural awareness and the influence of colonisation.
Globalisation	The growing interdependence and connectedness of people's lives across the world.

PLACE	Throughout all of the topics, the idea of place is threaded and integrated. An understanding of the uniqueness of different places based on their place profile and also how natural and human processes interact to create that profile. This includes the contemporary study of case studies.
SPACE	Though abstract in nature, pupils throughout all the topics will look at spatial changes that occur and understand the reasons for these changes. This will also include elements of how humans use space and the impacts this might have on the environment and physical processes.
SCALE	Throughout the KS3 course, the idea of scale is developed. This will look at spatial changes - how places are affected at local, regional, national and international scale. But also temporal scales - long and short term changes / impacts and responses.

KS4 specific	Place as location	Topics embedded within case-studies that are contemporary and up to date. An awareness that places have complex inter-relationships between natural and human processes. An understanding of the UK as a place.
	Place as community	How humans use and interact with place to create their own unique profiles. How communities are influenced by other factors, including hazards and social justice. How these places may change over time and the reasons why.
	Place as landscape	The natural processes and landforms found within the UK and also globally. An understanding of the interrelationships between the landscape and human activity. The importance of climate at a global level and how this influences biomes and hazards at a global and national scale.
	Place as an idea	Building on their own identity and developing a sense of place. Understanding their place in the world. Understanding that places are represented in both a formal and informal way and is a concept that is linked to our perceptions.

Geography Curriculum KS4

Sequencing and key concepts

Concepts across the Key stages are embedded throughout KS3-5 and come from the ALCAB report. The concepts per topic are colour coded on the curriculum document.

The main concepts that will be incorporated into every topic throughout the GCSE are

- SCALE: spatial and temporal**
- PLACE: use of locations and named case studies**

The course is not taught by Paper but sequenced to support synoptic links and the ability to undertake the Geographical Investigation at the end of Year 10 into Year 11.

10	Thinking like a Geographer	Interdependence	Causality
10	Changing Cities	Causality	Inequality
10	Weather and climate	Systems & processes	Risk and mitigation
10	Landscapes - coasts	Systems & processes	Risk and mitigation
10	Landscapes - rivers	Systems & processes	Risk and mitigation
10 and 11	Geographical investigation	Systems & processes	Causality
11	Landscapes - rocks	Systems & processes	Causality
11	Global Development	cultural awareness	Inequality
11	Resource Management	Interdependence	Sustainability
11	Biomes	Interdependence	Sustainability
10 and 11	UK Challenges	Globalisation	Sustainability

Geography Key Stage 4 Curriculum 2020

Systems & processes	cultural awareness	Inequality	Interdependence	Sustainability	Risk and Mitigation	Causality	Globalisation
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UNIT	Key Questions	Concepts	Declarative Knowledge	Procedural knowledge	Specification	Misconceptions				
How do we think like Geographers?	What sources of information can we use?						Current geographical issues	Thematic and OS maps	Paper 1	Scales and how to use
	Why do we need to be careful interpreting data?						Climate change	Interpretation graphs and photos	Paper 2	Grid references
	Why are maps so useful to Geographers?						Inequality in UK	Descriptive statistics	Paper 3	Bias and manipulation of data
	How can we use statistics?									
Why do cities change?	Why does urbanisation occur?						Processes and timeline of how they change	Use of GIS - ArcGIS	Paper 2	Factors stay static
	How does urbanisation differ across countries?						Difference between developed, emerging and developing countries	Use of census data	Paper 3	Differences between processes
	How does urbanisation vary across the UK?						population density and distribution, including the causes of the differences	Datashine		Sitev.situation
	Why did Birmingham develop where it did?						Site, situation, connectivity and national and international context	Interpretation of world maps		Sustainability not just about the environment
	How is Birmingham distinctive?						Structure of Birmingham and how it has changed, timeline of processes and causes.	Interpretation of regional maps		Top down v bottom up
	What challenges has and does Birmingham face?						National and international migration, de-industrialisation, inequality, decline in retail	Construction of population pyramids		
	What strategies increase sustainability in B'ham?						Examples of strategies and evaluation of the strategies success	Use and interpretation of graphs		
	What makes Mexico City distinctive?						International position, site and situation, megacity, connectivity	calculation of % differences		
	How has urbanisation influenced Mexico City?						population structure, inequality, economy, housing and pollution	Geographical investigation	Paper 3	
	What Challenges does Mexico City face?						Inequality, impacts of pollution, waste disposal, water security, informal economy			
How might Mexico City overcome challenges?						Sustainable strategies and evaluation of success. Top down and bottom up.				
How might rural settlements change over time?						What is rural, changes evident in Malham, impact tourism can have on honeypots				
Why do places develop at different rates?	What is development and how do we measure it?						Single and composite measures including HDI, Gini coefficient and corruption	Data interpretation	Paper 2	Idea of factfulness
	What are the consequences of uneven development at different scales?						Difference between standards of living and quality of life.	Data manipulation	Paper 3	Reducing stereotypes
	How can the consequences of uneven development be reduced?						Global patterns of development, influencing factors - classification of them and assessment of importance, importance of quality of life including health and education.	Interpreting maps at different scales		Look not only at countries but within countries
	How does the global context of India influence its development?						Top down and bottom up strategies and examples from the UK.	Interpreting graphs		Changes can be good and bad
	How has India changed over the past 75 years?						Evaluation of the success of strategies in long and short term.	Central tendency measurement of range		
	What challenges does India face due to its rapid development?						Global and regional location of India including that it is emerging and reasons why. Political, social, environmental and economic context. Geopolitics and inequality (C/P)	Use of GIS systems		
What are the challenges of Managing global resources?	How are natural resources distributed both globally and in the UK?						What do we mean by natural resources? What is the global distribution of energy, food, water and minerals? What is the distribution of resources in the UK including energy and woodlands.	Interpreting maps at different scales	Paper 2	Reduce stereotyping of resource use.
	Why might the consumption of natural resources differ between countries and regions?						Global consumption of food, energy and water and links to population growth.	Classifying data	Paper 3	Look at economci importance of resources
	What is meant by the energy mix of a country?						What are the challenges of variationon consumption and causes and impacts of exploitation for food, water and energy (fossil fuels, dams, deforestation, fishing)	Projections and modelling		Not all renewable energy is good
	How can energy resources be developed over time?						Defintion and examples for UK and comparable countries (India and Iceland)	Interpreting and producing graphs		Different attitudes to energy types
	How might countries become more sustainable in their energy use and production?						Definition of energy types classified into renewable and non renewable.	GIS systems		
How is the UK landscape changing?	How has rock type influenced the present day UK landscape?						Global variations and assessment of factors influencing a country's energy mix.	Calculations of mean, median, range, mode, IQR, %		
	How have human and physical processes interacted to create distinctive landscapes?						Evaluation of the use of renewable and non renewable energy. Changes in the demand for different energy types and also amount and reasons why. How technology can influence energy mix including fracking and geothermal. Why attitudes may differ.			
	How do we define the coast?						Assessment of decision smade by an emerging and a developed country.			
	How do physical processes interact to create coastal landscapes?						Changes to their energy mix - causes and evaluation of those changes.			
	What distinctive landscapes can be created by erosion and deposition?						Characteristics and distribution of the main rock types of the UK	Interpreting geology maps	Paper 1 - rocks	Differences between 3 rock types.
	How does human activity change the coastal landscape?						Role of geology and tectonics in creating upland and lowland landscapes	Interpreting flood risk maps	coasts	Difference between weathering and erosion
	How can physical and human processes interact to create our coastal landscapes?						Comparison of upland and lowland landscapes of the UK. Physical factors and human activity such as agriculture, forestry and settlements. Case study of 1 landscape.	Interpreting OS maps at different scales	rivers	Do not confuse coasts and rivers
What physical processes interact to create						Example of coastal areas, wave types and influence on the coast	Interpreting weather data producing storm hydrographs	Paper 3 - rivers fieldwork		
						Weathering, erosion, mass movement, transport and deposition, including specific types such as LSD. Influence of geology and wave type on coastlines and processes.	Linking photos and maps	UK challenges		
						Formation of: headlands and bays, concordant and discordant coastlines, wave cut platforms, sequence on a headland, beaches, bars and spits.	Calculations of mean, median mode, IQR and range			
						Human activity such as urbanisation, industry, agriculture and how it impacts the coast. Recession and flooding and the impacts this has. Strategies to reduce impacts.	Calculations of % cover & area			
						Case study of Dawlish Warren to show the interaction of human and physical processes at a specific location (formation, changes, influencing factors, management)	Use of GIS for flood analysis			
						Weathering, erosion, mass movement, transport and deposition, including specific types.				

	river landscapes?									Comparison of upper, middle and lower course with named example (Aire)			
	How do erosion and deposition interact with geology to create distinctive river landforms?									Role of erosion and geology in formation of waterfalls, interlocking spurs, gorges, river cliffs, floodplains, levees, slip off slopes, meanders and ox-bow lakes.			
	How can human activities lead to changes in river landscapes?									Including urbanisation, industry and agriculture. Cause and effect of flooding on river valleys. Strategies used to reduce impacts of flooding including hard & soft engineering.			
	How do human and physical factors interact to create distinctive river landscapes?									Case study of one named river landscape (Aire?) formation of features, changes over long profile and influencing factors both physical and human.			
	How can we investigate changing river processes?									Bradshaw model and hypotheses testing related to the model. Fieldwork investigation	Paper 3 Fieldwork		
Wht does weather and climate vary across the world and over time?	How does the global atmospheric system work?									Features of the system and formation of the 3 atmospheric cells. Importance of ocean currents to the system. Comparison of climate zones around the world.	Interpretation of climate graphs Production of climate graphs World maps for climate zones Calculations of mean, median, mode, range, IQR, % change, Use of GIS to track storms Interpretation of graphs for trends and long term patterns Calculation of Saffir-Simpson magnitude. Interpretation of social media	Paper 1 UK climate Global climate Climate change climate hazards Paper 3 Climate change Sustainability	Climate change is not global warming greenhouse effect is a natural processes look at enhanced greenhouse effect due to human activity climate change can be positive Cyclones are also hurricanes and typhoons They are not tornadoes Droughts do not happen in deserts Anywhere can suffer a drought.
	How do we know that the climate has been different in the past?									Evidence of past climates over different time scales - what changes have occurred and sources of evidence at different time scales including ice cores, pollen, tree rings and written records. Importance of glacials and interglacials. Natural causes (milankovitch, volcanism and solar output, human (industry, transport, energy, farming). -ve impacts			
	How has the UK climate changed over time?									Changes in recent times 100 years) and comparison to present day climate. Spatial variations across the UK in temperature, precipitation and prevailing wind. How geographical location in the UK influences climate (frontal rain, ocean currents and air masses).			
	What conditions are needed for tropical cyclones to develop?									What are the requirements, where do they originate and why. Sequence of their formation. The characteristics of troipcal cyclones. Tracking of tropical cyclones.			
	How does the level of development of a country influence the impacts of and responses to a tropical cyclone?									Comparion of tropical cyclones in different regions including current events. Social, economic and environmetal impacts of them and assessment of how development influences the seriousness of the hazards. Responses to named tropical cyclones on developed country and emerging. Evaluation of repsonses.			
	Why are some areas of the world more vulnerable to drought than others?									Characteristics of arid environments and the definition of a drought. Complexity of causes including meteorological, climatological and human (eg dams, deforestation and agriculture). Assessment of how global circulation leads to droughts in some regions.			
	How does the level of development of a country influence the impacts of and responses to droughts?									Reasons why droughts are hazardous to people. Case studies of developed and emerging countries to assess impacts droughts have on people and the economy. Evaluation of responses to droughts in different countries. Including responses by individuals, governments and other organisations.			
How do ecosystems vary across the world	How can we classify the major ecosystems of the world (biomes)?									Definitions of biomes, ecosystems and biosphere. Distribution of specific biomes (TRF, TDW, boreal forest, temperate grasslands, deserts, tundra). Role of climate in the distribution. Role of local factors such as soils and altitude.	Interpretation of maps at different scales from global to local. Interpretation and production of climate graphs GIS for ecosystems and exploitation of TRF Use and interpretation of gersmehl diagrams and food webs Graphical skills Calculation of mean, median, mode, IQR, range, % cover	Paper 1: Ecosystems TRF TDW Paper 3: Challenges Sustainability	link between biomes and climate. It is not hotter on the equator because it is closer to the sun Economic importance of TRF and TDW not just environmental
	How can we classify the major ecosystems within the UK?									Distribution of UK terrestrial ecosystems including forests, marsh, wetlands and heaths. Characteristics and comparisons of the UK terrestrial ecosystems. Distribution of UK marine ecosystems and their importance.			
	Why is the biosphere so useful for humans?									Global use of biosphere and UK use. Resources provided in terms of goods and services Issues with exploitation of the biosphere.			
	What makes the tropical rainforest an important global ecosystem?									Abiotic and biotic characteristics of the TRF and their interdependence. Nutrient cycles and energy flows, including use of Gersmehl diagrams. Biodiversity of TRF and adaptations of plants and animals. Goods and services provided by the TRF. Threats to the TRF from climate change and deforestation. Named TRF and reasons for its sustainable management and evaluation of strategies.			
	What makes the temperate deciduous woodlands of the UK such distinctive ecosystems?									Abiotic and biotic characteristics of the TDW and their interdependence. Nutrient cycles and energy flows, including use of Gersmehl diagrams. Biodiversity of TDW and adaptations of plants and animals. Goods and services provided by the TDW. Threats to the TDW from climate change and deforestation. Named TDW and reasons for its sustainable management and evaluation of strategies. New Forest is named example.			
How do we investigate physical and human geography at a local scale?	What is geographical investigation?									Stages in investigation, hypotheses testing and risk assessments. How to ask questions and use of sources of data to identify background to location.	Geographical enquiry process Asking geographical questions Interpreting sources of data Evaluating sources of data Determining reliability through sampling Interpreting maps at different scales Use of GIS and internet Qualitative and quantitative	Paper 3: Fieldwork Paper 1: Rivers Paper 1: Changing Cities	Sampling types unseen data is scary evaluation is just about the methods
	Why is sampling vital to a geographical investigation?									Types of sampling and evaluation of different types Importance of reliability in investigation. Examples of when to use.			
	What types of methodologies can we use for a human geography investigation?									Quantitative versus qualitative and primary versus secondary. Examples of how to use different types and practical examples of all types.			
	How has tourism changed Malham village and the surrounding area?									Location, risks, methods, fieldwork investiagtion through all steps in the sequence.			
	What methodologies can we use for a physical geography investigation?									Quantitative versus qualitative and primary versus secondary. Examples of how to use different types and practical examples of all types.			

	How does Malham Beck change downstream?								Location, risks, methods, fieldwork investigation through all steps in the sequence.	methodologies			
	Why is it important to present data in an appropriate way?								Presentation types and evaluation of them. When and where they may be appropriate including locational graphs and use of GIS. Limitations of types.	Descriptive statistics such as mean, median and mode.			
	How can we analyse and interpret the data we collect?								Statistical analysis, trends and patterns, anomalies and exceptions. Explanation and linking back to original theory. Conclusions and evaluation.	Graphical and analytical skills			
What challenges does the UK face?	What challenges are there in the UK for resource consumption and environmental sustainability?								Changing UK population structure and impact this may have on resource consumption. Growing population and the pressure on UK ecosystems. Sustainable transport strategies - named examples, assessment and evaluation.	Interpretation of maps at a variety of scales	Paper 3: UK Challenges	Sustainability is not just about the environment	
	What are the economic challenges faced by the UK?								Two speed economic and north south divide - is it real? Social inequality within the UK and methods to reduce the inequality. Migration in UK and varying attitudes to it. Cost benefit analysis of brownfield and greenfield sites. Evaluation of data sources	Interpretation of resources such as photos, tables, data and graphs	Paper 1: Ecosystems Climate change rivers	climate change is not global warming climate change is due to natural and human activity	
	What challenges does the UK landscape face due to increasing population pressure?								National Parks in the UK and current challenges for them. Conservation and development of National parks and conflicts that might arise, including varying attitudes	Calculation of statistics including mean, IQR, % change	coasts UK landscapes	the greenhouse effect is natural.	
	How will climate change create challenges for the UK?									Causes and impacts of river and coastal flooding in UK and strategies to reduce impacts.	Evaluation of reliability of data sources	Paper 2: Changing Cities Inequality	
										Patterns and trends of changing climates in UK. Evaluation of the data sources and uncertainty of what impacts there might be. Impact on people and landscapes (+/-)	Assessment of varying attitudes	Energy resources	
									Responses to climate change at individual, local and national level.	Use of GIS systems and census			

<p>Systems & Processes</p>	<p>The relationships between inputs, outputs and processes. As the students develop they need to understand the factors that can influence systems and also that often systems interact and are interdependent upon another. By A'level an understanding of feedback systems and how they impact on natural systems is key.</p>
<p>Cultural awareness</p>	<p>Caring approach to Geography and an understanding of the colonisation of Geography. An appreciation and awareness of cultural diversity at different scales. An understanding of factfulness and the danger of a single story. The growth and change of countries / regions.</p>
<p>Inequality</p>	<p>An understanding that inequality can be at different scales. Differences in standards of living and quality of life. An understanding of the complex interrelationships that lead to inequality. Idea of social justice and how that has changed over time and space.</p>
<p>Interdependence</p>	<p>Interrelationships between countries in human Geography and processes in physical. Interrelationships of different processes and an understanding that these might change over time as well as space. How these complex interactions lead to unique place profiles.</p>
<p>Sustainability</p>	<p>Meeting today's needs whilst not jeopardising future needs. Social, economic and environmental. An understanding of how this might be linked to inequality and cultural diversity.</p>

Risk and mitigation	Potential hazards and how human management can reduce the impacts. This will include the risk of conflicts and disease epidemics. Interrelationship between mitigation and vulnerability of the population and how this has changed over time and space.
Causality	The cause and effect of processes within physical geography and strategies in human geography. Including feedback loops. Links to cultural awareness and the influence of colonisation.
Globalisation	The growing interdependence and connectedness of people's lives across the world.

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PLACE	Throughout all of the topics, the idea of place is threaded and integrated. An understanding of the uniqueness of different places based on their place profile and also how natural and human processes interact to create that profile. This includes the contemporary study of case studies.
SPACE	Though abstract in nature, pupils throughout all the topics will look at spatial changes that occur and understand the reasons for these changes. This will also include elements of how humans use space and the impacts this might have on the environment and physical processes.
SCALE	Throughout the KS3 course, the idea of scale is developed. This will look at spatial changes - how places are affected at local, regional, national and international scale. But also temporal scales - long and short term changes / impacts and responses.

KS4 specific	Place as location	Topics embedded within case-studies that are contemporary and up to date. An awareness that places have complex inter-relationships between natural and human processes. An understanding of the UK as a place.
	Place as community	How humans use and interact with place to create their own unique profiles. How communities are influenced by other factors, including hazards and social justice. How these places may change over time and the reasons why.
	Place as landscape	The natural processes and landforms found within the UK and also globally. An understanding of the interrelationships between the landscape and human activity. The importance of climate at a global level and how this influences biomes and hazards at a global and national scale.

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	<p>Place as an idea</p>	<p>Building on their own identity and developing a sense of place. Understanding their place in the world. Understanding that places are represented in both a formal and informal way and is a concept that is linked to our perceptipons.</p>
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Globalisation

The growing interdependence and connectedness of people's lives across the world.

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Geography Key Stage 5 Curriculum 2020

Systems	Development	Inequality	Interdependence	Sustainability	Risk and Mitigation	Causality	Globalisation
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UNIT	Key Questions	Concepts	Declarative Knowledge	Procedural knowledge	Specification	Misconceptions
How do we think like Geographers?	What sources of information can we use? Why do we need to be careful interpreting data? Why are maps so useful to Geographers? How can we use statistics?		Current geographical issues Climate change Inequality in UK	Thematic and OS maps Interpretation graphs and photos Descriptive statistics	Paper 1 Paper 2 Paper 3 NEA	Scales and how to use Grid references Bias and manipulation of data
Changing Spaces, Making Places	What is meant by place and space? Can one person's space be another's place? How does place profile help define places? How contrasting profiles define the places? What factors influence our perception of place? How does emotional attachment create conflicts? How can globalisation influence perceptions? How do formal and informal representation differ? How does representation create different perceptions? How and why does social inequality differ? How does globalisation drive structural change? How does structural change influence inequality? How can governments reduce social inequality? How can governments reinforce social inequality? What role do players have in structural change? How does globalisation and structural change interact? What is placemaking? How do governments and organisations attract investment? How do architects and planners create meaningful places? What role do local communities have in placemaking? How can places rebrand to create a new profile?		The complexities that exist when trying to define place, including the concept of space versus place. Case studies of two contrasting places their demographic, socio-economic, cultural, political, built and natural characteristics that shape place identity. their past and present connections that shape the place identity and embed them in regional, national, international and global scales how shifting flows of people (such as commuter, migration), resources (such as natural, technology), money and investment have helped shape the places. How and why people perceive places in different ways based on eg age, gender, sexuality, religion and role. How level of emotional attachment to place can influence people's behaviour and activities in a place. (Kurds) Globalisation and time space compression: definitions and impacts (positive and negative) informal representations of a place differ through contrasting media such as TV, film, music, art, photography, literature, graffiti and blogs. Identify how formal and statistical representations of a place, such as census and geospatial data, contrasts with informal representations. concept of social inequality and how this can be measured through indices such as housing, healthcare, education, employment and access to services. How and why spatial patterns of social inequalities vary both within and between places. de-industrialisation and the rise of the service industry. How structural economic change impacts patterns of social opportunities and inequality for people and places. How cyclical economic change (booms and recessions) has varied impacts on social opportunities and inequality. The role of government in reducing, reinforcing and creating patterns of social inequality in places through spending or cuts in key services such as accessibility of education, healthcare, infrastructure community services. Case study of 2 places to show the types of evidence of social inequality that can be found there such as housing, environmental quality, crime rates, digital divide the range of factors that influence people's social inequality such as income, gender, age, health, personal mobility, ethnicity and education how social inequality impacts upon people's daily lives in different ways. including at least one of local and national government, MNCs or international institutions. Case study of one country or region that has been impacted by structural economic change, including: socio-economic, demographic, cultural and environmental characteristics of the place before economic change the economic change/changes that took place and the role of players involved in driving the change socio-economic, demographic, cultural and environmental impacts on people and place. The concept of place and how it is made How they present places to the wider world to attract inward investment and regeneration. Eggs through design, such as places that encourage mixed community use or the 24 hour city. such as residents associations, heritage associations and social media. Definitions of rebranding, redevelopment and reimagining range of strategies can be used to rebrand places, such as sport, art, heritage, retail, architecture and food. A range of players and their role in placemaking, including government/EU funding, corporate bodies, How and why some groups of people contest efforts to rebrand a place. Barcelona case study to include reasons for rebranding, strategies, players and evaluation.	Use of GIS - ArcGIS Use of census data Datashine Interpretation of world maps Interpretation of regional maps Construction of population pyramids Use and interpretation of graphs Evaluation of bias and different sources of data calculation of % differences Geographical investigation and use of Survey 123 and clone town investigation How to design questionnaires	Paper 2 Paper 3 NEA	That empty places are just space - space is about the meaning that people attach to a place. That globalisation can only have negative impacts on Acs Need to understand this is a grey area and be able to evaluate. What we mean be formal and informal The influence of our own bias.
Earth's Life Support Systems	Why are water and carbon cycles important for Geography? How do the water and carbon cycles work? What are the main characteristics of the water cycle? What are the main characteristics of the carbon cycle? How do the water and carbon cycles work in the Amazon? How do physical and human factors influence the Amazon? How can the Amazon be managed to protect water and carbon? How do the carbon and water cycles work in in the Arctic Tundra? How do physical and human factors influence the Tundra? How can the Tundra be managed to protect water and carbon?		importance of water in supporting life on the planet, the uses of water for humans, flora and fauna. Carbon is the building block of life on Earth. It is available for use in the natural world and by humans. Water and carbon cycling between the land, oceans and atmosphere through open and closed systems. The distribution and size of the major stores in the carbon and water systems, including the atmosphere, oceans, water bodies, ice (cryosphere), soil, vegetation and groundwater. The characteristics of the main inputs and outputs of the water cycle, including precipitation and snowmelt (ablation) and evapotranspiration. The characteristics of the main inputs and outputs of the carbon cycle, including precipitation, photosynthesis, decomposition, weathering (including main forms of chemical weathering) respiration and combustion. The processes of the water cycle, including evaporation, transpiration, condensation (including clouds), precipitation (including causes of precipitation), interception, ablation, runoff (including overland flow and saturated overland flow), catchment hydrology (including infiltration, percolation, throughflow, groundwater flow and cryospheric processes). The processes of the carbon cycle, including photosynthesis, respiration, decomposition, combustion (including natural and fossil fuel use), natural sequestration in oceans, vegetation, sediments and weathering. water and carbon cycles specific to tropical rainforests, including the rates of flow and distinct stores. How an individual tree through to the rainforest as a whole can influence these cycles physical factors affecting the flows and stores in the water cycle, including temperature, rock permeability and porosity and relief physical factors affecting the flows and stores in the carbon cycle, including temperature, vegetation, organic matter in soil and the mineral composition of rocks for one drainage basin in the tropical rainforest, explore the changes to the flows and stores within the water cycle caused by natural and human factors such as deforestation and farming factors the impact of human activity, such as deforestation and farming, on carbon flows, soil and nutrient stores strategies to manage the tropical rainforest such as afforestation and improved agriculture techniques that have positive effects on the water and carbon cycles. water and carbon cycles specific to Arctic tundra, including the rates of flow and distinct stores physical factors affecting the flows and stores in the cycles, including temperature, rock permeability and porosity and relief physical factors affecting the flows and stores in the carbon cycle, including temperature, vegetation, organic matter in soil and the mineral composition of rocks	Data interpretation Data manipulation Interpreting maps at different scales Interpreting graphs Central tendency measurement of range Use of GIS systems Use of satellite images and remote sensing.	Paper 1 Paper 3 NEA	Positive feedback loops are often not good for the cycles They think positive = good but not when referring to feedback loops and vice versa. They must understand the carbon has both long and slow cycles and how these link to impacts and strategies.

												seasonal changes in the water and carbon cycles in the Arctic tundra the impact of the developing oil and gas industry on the water and carbon cycles management strategies used to moderate the impacts of the oil and gas industry.
How does dynamic equilibrium work for the cycles?												Dynamic equilibrium in the cycles and the balance between the stores and the flows.
How can land-use change alter flow and stores in both cycles?												Land use changes, such as growth in urban areas, farming and forestry,
How can water extraction alter flows and stores in both cycles?												including surface extraction and sub-surface groundwater extraction (including aquifers and artesian basins)
How can fossil fuel combustion alter flows and stores?												The impact of fossil fuel combustion and carbon sequestration on flows and stores of carbon.
How can carbon sequestration alter flows and stores?#												
How are feedback loops created in both cycles?												Positive and negative feedback loops within and between the water and carbon cycles.
How significant are short and long term changes to both cycles?												Short term changes to the cycles and the significance of these changes, including diurnal and seasonal changes of climate, temperature, sunlight and foliage. Long term (millions of years) changes in the water and carbon cycles, including changes to stores and flows.
How can we monitor and research changes in both cycles?												The importance of research and monitoring techniques to identify and record changes to the global water and carbon cycles; reasons why this data is gathered.
How significant are the links between water and carbon cycles?												The ways in which the two cycles link and interdependent via oceans, atmosphere, cryosphere and vegetation.
What long term impact can human activities have on the cycles?												How human activities cause changes in the availability of water and carbon (including fossil and terrestrial)
Do global management strategies work in protecting the cycles?												The impact of long-term climate change on the water and carbon cycles Global management strategies to protect the carbon cycle as regulator of the Earth's climate, including afforestation, wetland restoration, improving agricultural practices and reducing emissions (including carbon trading and international agreements). Global management strategies to protect the water cycle including improving forestry techniques, water allocations for domestic, industrial and agricultural use and drainage basin planning (including run-off, surface stores and groundwater).

Disease Dilemmas	How can diseases be classified?											infectious and non-infectious, communicable and noncommunicable, contagious and non-contagious, epidemic, endemic and pandemic. Differences and links	Interpreting maps at different scales	Paper 3 NEA?	They may get confused with contagious/infectious/communicable and the difference - be clear on them and give examples. Understanding that often diffusion is lined to the vector not the actual disease/parasite. Understand the difference in proactive and reactive strategies.
	What are the main patterns of communicable diseases?											Patterns of diseases, including global distributions of malaria, HIV, tuberculosis, diabetes and CVD	Classifying data		
	What are the main patterns of non-communicable diseases?												Projections and modelling		
	How does Hagerstrand help us understand disease diffusion?												Interpreting and producing		
	What physical and socio-economic barriers influence diffusion?														
	How do natural factors affect disease distribution?												graphs		
	How do socio-economic factors influence disease?														
	What are vectors of disease?												GIS systems		
	How can physical factors influence the prevalence of malaria?												Calculations of mean, median, range, mode, IQR, %		
	How do seasonal variations influence disease outbreaks?														
	What impact could climate change have on emerging diseases?												Limitations if data presentation techniques.		
	Why are zoonotic diseases becoming more prevalent?														
	How can natural hazards lead to an increase in certain diseases?														
	How does this outbreak impact on vulnerable populations?												Interpretation of models including ETM/DTM.		
	What strategies can be used to minimise these impacts?														
	What is the epidemiological transition model?												impacts of the disease on resident populations		
	How do rising standards of living influence prevalence of diseases?												strategies used to minimise the impacts of the disease at national and international scales. What is the ETM and how does it link to development and DM?		
	What trends in non-communicable and communicable disease?												economically the frequency of communicable diseases decreases, while the prevalence of noncommunicable diseases rises. How rising standards of living, including access to food, clean water and sanitation, impact upon • susceptibility to disease and influence a country's epidemiological transition.		
	What health problems can air pollution cause?												Case study of one country experiencing air pollution and the impact this has on incidences of cancers (such as lung or bladder). The global and national solutions in dealing with this.		
	How can global and national strategies deal with air pollution?#												environmental and human causes of the disease		
	How does malaria impact on LDC and EDC's?												prevalence, incidence and patterns of the disease		
													socio-economic impacts of the disease		
What can LDC's and EDC's do to mitigate against malaria?#												direct and indirect strategies used by government and international agencies to mitigate against the disease and respond to outbreaks			
How does CVD impact on AC's?												social, economic and cultural causes of the disease			
												- prevalence, incidence and patterns of the disease			
What can AC's do to mitigate against CVD?												- socio-economic impacts of the disease			
												direct and indirect strategies used by government and international agencies to mitigate against the disease			
What is the role of international agencies in combatting disease?												The role of international organisations, such as the World Health Organization, in providing international strategies to combat disease, including predicting diseases, gathering data, research, support programmes and their work with agencies and governments			
												Identify a disease outbreak at a global scale, such as H1N1 or SARs, including its rate of spread and patterns of outbreak distribution. Evaluate strategies used at different scales			
												Case study of the role that one NGO has played in dealing with a disease outbreak within one country at national and local level. EG Gates Foundation or Riders for Africa			
												Mitigation strategies used by government and international agencies to combat global pandemics, such as HIV / AIDS, including screening, availability and funding of treatment and education programmes			
How do physical barriers reinforce and mitigate strategies?												Physical barriers, such as relief, natural hazards, excess water, remoteness of communities, have positive and negative effects on mitigation strategies and response efforts in dealing with disease			
Why are natural medicines important for combatting disease?												Medicines from nature, their habitats and conditions for growth including the influence of soil type and climate			
												Case study of one medicinal plant, such as rosy periwinkle and opium poppy, including their growing conditions, international trade, medicinal importance for disease and sustainable use			
												Conservation issues relating to the international trade in medicinal plants such as endangering species			
What impact can pharmaceutical companies have?												survival, erosion of genetic diversity, threats to the survival of natural ecosystems			
												Case study of the global impact of one pharmaceutical transnational, including scientific breakthroughs made, patents, drug manufacturing and their global flows for distribution			

	What issues does global migration create?									Impact – no gain for host country?	Descriptive statistics such as mean, median and mode.		
	How does global migration reflect the unequal relationships in power between countries?									Migration between USA and Mexico Impacts on both, NAFTA – trade block	Graphical and analytical		
Dryland Landscapes	How can dryland landscapes be classed as a system?									the components of dryland landscape systems, including inputs, processes and outputs	Interpretation of maps at a variety of scales Interpretation of resources such as photos, tables, data and graphs Calculation of statistics including mean, IQR, % change Evaluation of reliability of data sources Assessment of varying attitudes Use of GIS systems and satellite images to identify form and flows of energy. Calculation of aridity index and interpretation of the results.	Paper 1 Paper 3	Need to look at the drylands as a system so develop understanding based on stores and flows of both energy and materials. Need to be aware of the range of drylands and the differences between mid and low latitude drylands Do not call them deserts.
	How do flows of energy and material move through the dryland system?									the flows of energy and material through dryland systems			
	How is the aridity index calculated?									aridity index, including UNEP.			
	What physical factors influence processes in dryland systems?									Influence of climate, including precipitation totals and patterns			
	What physical factors influence landforms in dryland systems?									geology, including lithology and structure () latitude and altitude relief and aspect on microclimate () the availability of sediment.			
	How can dryland systems be classified?									Characteristics of polar drylands, mid- and low-latitude deserts, semi-arid environments.			
	How do the characteristics of drylands differ?									influence of flows of energy and materials on geomorphic processes, including weathering, mass movement, fluvial and aeolian erosion, transportation and deposition.			
	Why do the characteristics of different drylands differ?									The formation of distinctive landforms, predominantly influenced by erosion, including wadis, canyons, pedestal rocks, ventifacts and desert pavements			
	How do the flows of energy in a dryland landscape influence geomorphic processes?									The formation of distinctive landforms, predominantly influenced by deposition, including barchans, linear dunes, star dunes, alluvial fans and bajadas.			
	How do the flows of material in dryland landscapes influence geomorphic processes?									Case studies to show the physical factors which influence the formation of landforms within the landscape system, the inter-relationship of a range of landforms within the characteristic landscape system, how and why the landscape system changes over time from millennia to seconds, such as the impact of flash floods on alluvial fans in seconds, seasonal and ephemeral streams on canyons and pediment development over the millennia.			
	How do the flows of energy create distinctive landscapes?									Influence of climate changes that occurred during a previous time period and the resultant pluvial conditions			
	How do the flows of material create distinctive landscapes?									the influence of pluvial geomorphic processes in shaping landforms, including inselbergs and pediments			
	How has 1 mid-latitude dryland changed over time?									the modification of these landforms by processes associated with present and future climate changes.			
	How has 1 low-latitude dryland changed over time?									the modification of these landforms by processes associated with present and future climate changes.			
	What influence have previous pluvial conditions had on drylands?									the water supply issue taking place and the reasons for it taking place, such as water shortage due to drought			
	What influence have previous colder climates had on drylands?									its impacts on processes and flows of material, processes and/or energy through the dryland landscape system, such as high rates of sediment trapping behind dams or modifying rivers to distribute and store water			
										the effect of these impacts in changing dryland landforms, such as decreased growth of wadis			
										the consequence of these changes on the landscape, such as reducing depositional landforms			
How is 1 dryland landscape being used by people for water supply?									the economic activity taking place and the reasons for it taking place, such as tourism				
What is the consequence of the use of the dryland for water supply?									its impacts on processes and flows of material and/or energy through the dryland landscape system, such as vegetation and cryptobiotic crust damage by dune buggy use				
									the effect of these impacts in changing dryland landforms, such as higher erosion rates on dunes				