Intent: The breadth and depth of the content is designed to inspire curiosity and fascination about the world, creating responsible citizens that care about the future of our planet

To introduce and improve students' understanding of UK coastal landscapes and human impacts; tectonic and climatic hazards in varied locations and the reasons behind the development of countries around the world.

Students consolidate their physical and human fieldwork and analytical skills

Key Stage 3 Curriculum
- Locational Knowledge
- Place knowledge
- Human & Physical Geography
- Geography Skills & Fieldwork

Year 11 Geography Curriculum Sequence

Careers and Aspirations: Our aim is to link each topic and the skills gained to career options using case study examples. Using varied pedagogy and resources, we aim to inspire students to learn about other countries and cultures around the world and encourage them to help tackle the issues of the future.

Coasts	Development Dynamics & India	Climate Hazards	Tectonic Hazards	Urbanised World & Mumbai
Pupils will learn about: • How distinctive coastal landscapes are influenced by geology interacting with physical processes • How distinctive coastal landscapes are modified by human activity interacting with physical processes • How the interaction of human and physical processes present challenges along coastlines and there are a variety of management options **P; P&C; SuS; E&S**	**Pupils will learn about:** • How there are different ways of defining and measuring development • How there is global inequality in development and different theories in how it can be reduced • How the different approaches to development vary in type and success • How development of the emerging country is influenced by its location and context in the world • How globalisation causes rapid economic change in the emerging country • How rapid economic growth results in significant positive and negative impacts on people and environment in the emerging country • How rapid economic development has changed the international role of the emerging country **P; P&C; SuS; E&S**	**Pupils will learn about:** • The atmosphere operates as a global system which transfers heat around the Earth • How climate has changed in the past through natural causes on timescales ranging from hundreds to millions of years • How the global climate is now changing as a result of human activity, and there is uncertainty about future climates • How tropical cyclones are caused by particular meteorological conditions • How tropical cyclones present major natural hazards to people and places • How the impacts of tropical cyclones are linked to a country's ability to prepare and respond to them **P; P&C; SuS; CZ; E&S**	**Pupils will learn about:** • The Earth's layered structure, and physical properties is key to plate tectonics • How there are different plate boundaries, each with characteristic volcanic and earthquake hazards • How tectonic hazards affect people, and are managed, differently at contrasting locations **P; P&C; E&S**	**Pupils will learn about:** • How the world is becoming increasingly urbanised • How urbanisation is a result of socio-economic processes and change • How cities change over time and this is reflected in changing land use • How the location and context of the chosen megacity influences its growth, function and structure • How and why the megacity in the chosen country is growing rapidly • How rapid population growth creates opportunities and challenges for people living in the chosen megacity • How quality of life in the chosen megacity can be improved by different strategies for achieving sustainability **P; P&C; SuS; E&S**
Teaching 'Coasts' supports: Calculation of mean rates of erosion using a multi-year data set Use of BGS Geology maps (paper or online) to link coastal form to geology Recognition of coastal landforms on 1:25000 and 1:50000 OS maps. Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate what is threatened by rapid erosion Use of simple cost-benefit analysis to investigate coastal defence options Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate the impact of policy decisions	**Teaching 'Development Dynamics & India' supports:** Comparing the relative ranking of countries using single versus composite (indices) development measures Interpreting population pyramid graphs for countries at different levels of development Using income quintiles to analyse global inequality Using numerical economic data to profile India. Using proportional flow-line maps to visualise trade patterns and flows Using socio-economic data to calculate difference from the mean, for core and periphery regions.	**Teaching 'Climatic Hazards' here supports:** **The u**se and interpretation of climate graphs Use and interpretation of line graphs/bar charts showing climate change Use and interpretation of temperature and sea-level projection graphs to 2100. Use of GIS to track the movement of tropical cyclones Use of weather and storm-surge data to calculate Saffir-Simpson magnitude Use of social media sources, satellite images and socio-economic data to assess impact	**Teaching 'Tectonic Hazards' supports:** Interpret a cross-section of the Earth Use and interpretation of world map showing distribution of plate boundaries and plates Use of Richter Scale to compare magnitude of earthquake events Use of social media sources, satellite images and socio-economic data to assess impact	**Teaching 'Urbanised World & Mumbai' here supports:** The use and interpretation of line graphs and calculating of rate of change/annual or decadal percentage growth Using satellite images to identify different land use zones in urban areas.
'Coasts' feeds from Transition & Induction Phase: Builds on knowledge from the 'Meet the UK! Landscape processes' and 'To what extent are our coastlines under threat' topics.	**'Development Dynamics & India' feeds from: Transition & Induction Phase:** Builds on the knowledge from 'World Development' and 'To what extent is population change a threat to our future?' topics.	**'Climactic Hazards' feeds from Transition & Induction Phase:** Builds on knowledge from 'What weather hazards does the UK face?'; 'Global Climatic Hazards'; 'Frozen planet and it's fragile future'; 'To what extent are our coastlines under threat?' and 'To what extent can we reduce the impacts of climate change?' topics.	**'Tectonic Hazards' feeds from Transition & Induction Phase:** Builds on knowledge from the 'Restless Earth' topic	**'Urbanised World & Mumbai' feeds from: Transition & Induction Phase:** Builds on knowledge from 'Meet the UK: Economic Activity'; 'The story of migration to the UK'; 'World development' and 'To what extent is population change a threat to our future?' topics.

Revision Preparation & External Examination Period

Year 11 to 12 Transition Project