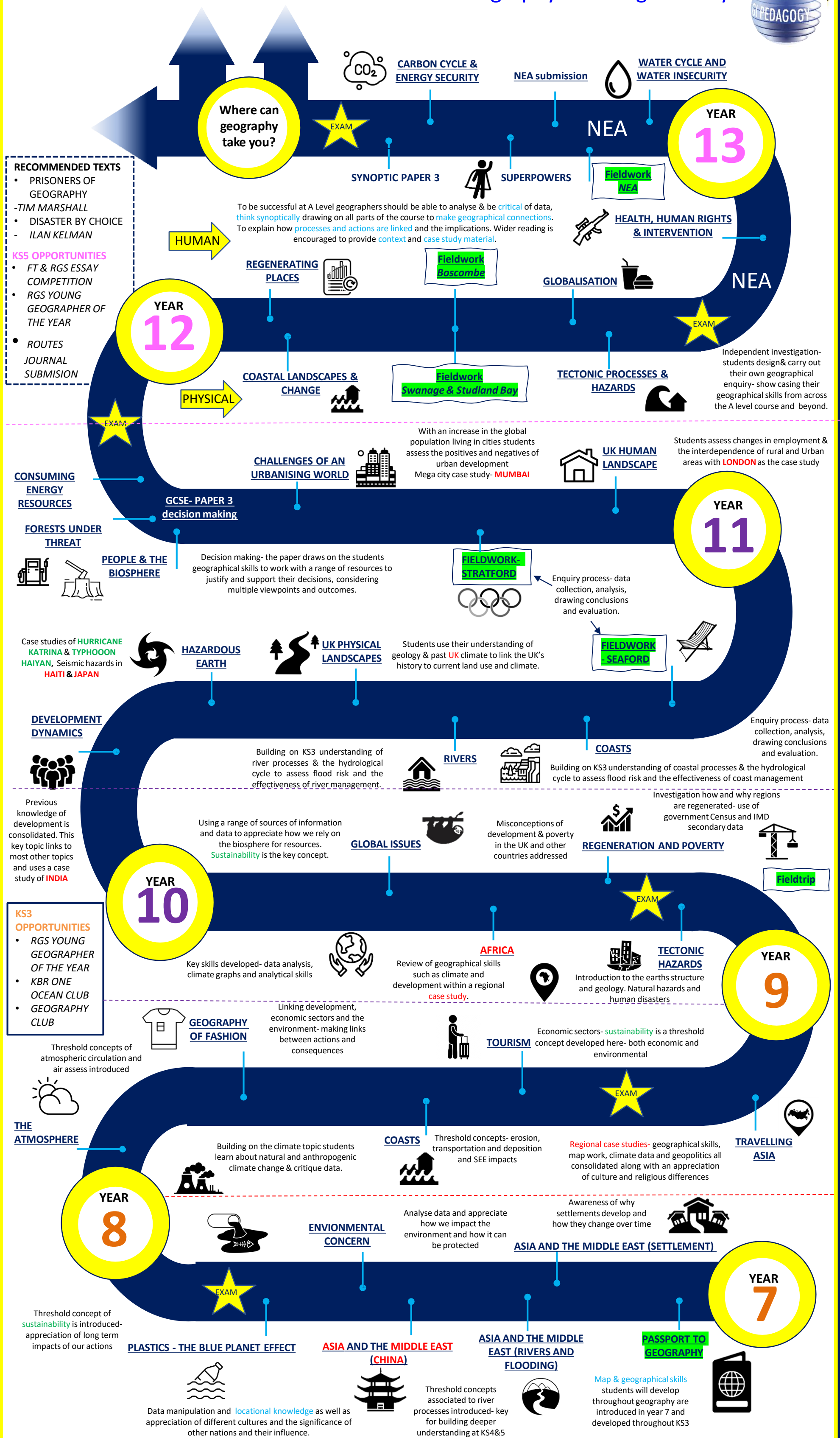


# Geography Learning Journey



- RECOMMENDED TEXTS**
- PRISONERS OF GEOGRAPHY - TIM MARSHALL
  - DISASTER BY CHOICE - ILAN KELMAN
- KSS OPPORTUNITIES**
- FT & RGS ESSAY COMPETITION
  - RGS YOUNG GEOGRAPHER OF THE YEAR
  - ROUTES JOURNAL SUBMISSION

- CONSUMING ENERGY RESOURCES**
- FORESTS UNDER THREAT**
- PEOPLE & THE BIOSPHERE**

- Case studies of **HURRICANE KATRINA & TYPHOON HAIYAN**, Seismic hazards in **HAITI & JAPAN**

- DEVELOPMENT DYNAMICS**
- Previous knowledge of development is consolidated. This key topic links to most other topics and uses a case study of **INDIA**

- KS3 OPPORTUNITIES**
- RGS YOUNG GEOGRAPHER OF THE YEAR
  - KBR ONE OCEAN CLUB
  - GEOGRAPHY CLUB

- Threshold concepts of atmospheric circulation and air assess introduced
- THE ATMOSPHERE**

- Threshold concept of **sustainability** is introduced- appreciation of long term impacts of our actions
- PLASTICS - THE BLUE PLANET EFFECT**

- Data manipulation and **locational knowledge** as well as appreciation of different cultures and the significance of other nations and their influence.

**Where can geography take you?**

**HUMAN**

**PHYSICAL**

**YEAR 12**

**YEAR 13**

**YEAR 11**

**YEAR 10**

**YEAR 9**

**YEAR 8**

**YEAR 7**

Independent investigation- students design & carry out their own geographical enquiry- show casing their geographical skills from across the A level course and beyond.

To be successful at A Level geographers should be able to analyse & be **critical** of data, **think synoptically** drawing on all parts of the course to **make geographical connections**. To explain how **processes and actions** are linked and the implications. Wider reading is encouraged to provide **context** and **case study material**.

With an increase in the global population living in cities students assess the positives and negatives of urban development. Mega city case study- **MUMBAI**

Students use their understanding of geology & past **UK** climate to link the UK's history to current land use and climate.

Building on KS3 understanding of river processes & the hydrological cycle to assess flood risk and the effectiveness of river management.

Using a range of sources of information and data to appreciate how we rely on the biosphere for resources. **Sustainability** is the key concept.

Review of geographical skills such as climate and development within a regional **case study**.

Economic sectors- **sustainability** is a threshold concept developed here- both economic and environmental

Threshold concepts- erosion, transportation and deposition and SEE impacts

Analyse data and appreciate how we impact the environment and how it can be protected

Threshold concepts associated to river processes introduced- key for building deeper understanding at KS4&5

Enquiry process- data collection, analysis, drawing conclusions and evaluation.

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Investigation how and why regions are regenerated- use of government Census and IMD secondary data

Introduction to the earths structure and geology. Natural hazards and human disasters

**Regional case studies**- geographical skills, map work, climate data and geopolitics all consolidated along with an appreciation of culture and religious differences

Awareness of why settlements develop and how they change over time

Map & geographical skills students will develop throughout geography are introduced in year 7 and developed throughout KS3

**"Geography is a subject that holds the key to our future" Michael Palin**