

Year 9

Module 1: THE RESTLESS EARTH

CONTENT

Structure of the Earth, plate margins, volcanoes, earthquakes & tsunamis

JUSTIFICATION

Very concept led, placed in Year 9 for this reason. Requires firm understanding cause, effect, response as well as how processes influences landforms, which has been built on in Year 7 and Year 8. Global focus, bringing in concepts from 8.3 on how global events can have local, regional and national impacts.

Opportunities for cultural capital

Fieldwork in local area (ecosystems in Hebburn), careers & spirituality links, health issues and importance of maintaining health. Brazil and the tropical rainforests

Module 2: THE LIVING WORLD

CONTENT

Ecosystems, tropical rainforests, TRF impacts and mgmt, cold environments & CE impacts and mgmt

JUSTIFICATION

Contrasting two foreign ecosystems is again concept led with a global focus. Brings in past learning on 8.3 and 7.1 investigating climates and hydrological cycles in each biome. Human impacts on environments makes links with resource use and global flows from 8.1.

Module 3: HEALTH AND WEALTH

CONTENT

HIV, famine, obesity, smoking & development gap

JUSTIFICATION

This module draws together several areas of past learning to investigate the link between health and wealth. Draws on contemporary themes as well. Builds on 9.2, 8.1, 8.2, 8.3 & 7.3. Contains issues both foreign and common to students at the full range of scales.

YEAR 9

Global scale
Conceptual learning

YEAR 7

Local scale
Tangible learning

Year 8

Module 1: OUR SHRINKING WORLD

CONTENT

Globalisation, global divisions, global inequalities, global flows & sustainability

JUSTIFICATION

Studied contrasting countries in 7.3, this is a natural follow on to understand why differences in development occurs. Starting to develop a focus on a global scale, but this is anchored in students everyday life through how globalisation impacts their lives. Introduction to more conceptual ideas beyond students experience.

Opportunities for cultural capital

Fieldwork in local area (settlement types in Hebburn), careers & spirituality links, importance of charity and aid, life in LICs (slums and poverty)

Module 2: CHANGING PLACES

CONTENT

Settlements, changing places, land use, UK places & LIC cities

JUSTIFICATION

With an understanding of global divisions and flows (8.1) this helps understand reasons of change in land use and difference between places in countries at stages in development. Links with 7.3: ageing/youthful population and migration. Building on making links to exploring LIC cities (conceptual learning).

Module 3: OUR VARIED WEATHER

CONTENT

Atmosphere, high pressure, low pressure, microclimate & climate change

JUSTIFICATION

Providing a mix of human and physical topics. Experience of using all scales (local - global). Cause and effect of weather on humans and humans impact on weather. Links with 8.2 with microclimates and the influence of cities and human activity. Links with 8.1 for developing understand of why climate change occurs.

Year 7

Module 1: WATER ON THE LAND

CONTENT

Drainage basins inc. glaciation, water cycle, river processes, river landforms & flooding

JUSTIFICATION

Studied in lower KS2 in feeder schools (4 years ago), good starting point for KS3. Completed Ecosystems in Year 6 which provides links between learning. Rivers form our local context, reliable to students. Good introduction to our threshold concepts which underpin all geography learning. Case study is within local area.

Opportunities for cultural capital

Fieldwork in local area (flood defenses in Hebburn), Fieldwork at the coast (Marsden Rock), Chinese culture, careers & spirituality links

Module 2: WATER AT THE COAST

CONTENT

Wave action, coastal processes, coastal landforms, cliff collapse & coastal management

JUSTIFICATION

Direct link to processes from Module 1 (rivers). Natural flow of rivers from mountains to coast - joined up learning. Developed further by applying in a new context and introducing new transport processes. Again keeping Year 7 learning in a local context, South Tyneside has a coastline - exploring a local case study.

Module 3: CHANGING POPULATION

CONTENT

Population structures, ageing population, migration, youthful population & managing population

JUSTIFICATION

Providing a mix of human and physical topics. Starting to expand on scale from local to look at a national level (UK and China). Still reliable to students but now expanding beyond their direct experience. Application of skills in a new context - using CAUSE, EFFECT, RESPONSE in population.



GCSE Geography

Year 11	<p>Module 1: WEATHER, CLIMATE & ECOSYSTEMS</p> <p><u>CONTENT</u> Climate change, causes and impacts of 2 weather hazards, UK weather and climate, ecosystems, key processes of biomes, human impacts on ecosystems, ecosystem mgmt</p> <p><u>JUSTIFICATION</u> First question on Paper 2, arranged module order to reinforce this sequence. Some content of this module was taught back in Year 8 and 9. This module has a lot of models and theories, by starting this at the start of Year 11 it allows students to revisit these throughout the year as we interleave and recap these models in M2 and M3.</p>	<p>Module 2: DEVELOPMENT, RESOURCE & SOCIAL ISSUES</p> <p><u>CONTENT</u> Measuring development, uneven development, water resources, regional inequality (LIC & UK), managing UK inequality, social development, health issues in SSA</p> <p><u>JUSTIFICATION</u> Second and third questions on Paper 2, arranged module order to reinforce this sequence. Some content of this module was taught back in Year 8 and 9. Factors which influence economic and social development are directly related to issues discussed in past modules, meaning students can draw on past learning to make effective links (10.1, 10.2, 10.3 & 11.1).</p>	<p>Module 3: FIELDWORK & REVISION</p> <p><u>CONTENT</u> Fieldwork and skills & revision</p> <p><u>JUSTIFICATION</u> Fieldwork and snopic questions which link all of the taught modules are on Paper 3. Fieldwork has been left to this point to ensure it is fresh in their minds and the summer term has more flexibility in timetabling and good weather to facilitate field trips.</p>
	<p>Opportunities for cultural capital Fieldwork in contrasting areas (Newcastle & South Shields), careers & spirituality links, exploring India, sub-Saharan Africa, tropical rainforests & savannah biomes</p>		

Year 10	<p>Module 1: LANDSCAPES & PHYSICAL PROCESSES</p> <p><u>CONTENT</u> Distinctive landscapes, physical landscapes, river and coastal processes and landforms, rates of change in landscapes, UK flooding & managing UK floods</p> <p><u>JUSTIFICATION</u> First question on Paper 1, arranged module order to reinforce this sequence. Some content of this module was taught back in Year 7 so revisiting this first allows students to make connections with distant past learning and develop GCSE understand on top of this. Rivers and coasts also lends well to building an understand of threshold concepts with ease for a firm foundation of GCSE progression.</p>	<p>Module 2: RURAL-URBAN LINKS</p> <p><u>CONTENT</u> Rural-urban continuum, rural change, population change in the UK, challenges in UK towns, changing UK retail, urbanisation & global cities</p> <p><u>JUSTIFICATION</u> Second question on Paper 1, arranged module order to reinforce this sequence. Some content of this module was taught back in Year 8. Elements of the content in this module allows students to understand changes reflecting the movement from rural to urban areas. Lateral thinking can be applied to process of change occurring in module 1. issues in module 1 can also influence changes in rural-urban areas.</p>	<p>Module 3: TECTONIC PROCESSES & LANDSCAPES</p> <p><u>CONTENT</u> Tectonic processes, tectonic landforms, impacts of tectonic processes, reducing risks associated with tectonic processes</p> <p><u>JUSTIFICATION</u> Third question on Paper 1, arranged module order to reinforce this sequence. Some content of this module was taught back in Year 9. Tectonics requires a good understanding of both physical process and human interactions, which have been developed through modules 1 and 2, allowing students to make links and to tectonic processes and the impacts resulting on humans easier.</p>
	<p>Opportunities for cultural capital Careers & spirituality links, global cities (Mumbai & London), poverty (Mumbai/Dharavi), importance of charity and aid</p>		



A-Level Geography

Year 12	Module 1	Module 2	Module 3
	<p><u>CONTENT</u> H: Changing places P: Glaciated landscapes</p> <p><u>JUSTIFICATION</u> These topics are the questions on Paper 1, arranged module order to reinforce this sequence. Both 'glaciation' and 'changing places', are new content, unique to A-Level so placing these first in 12.1, allows time to introduce and familiarise students with new concepts and theories and then continue to test and review learning over the course through interleaving and recaps. This gives up scope to extend/delay starting the next modules if students are struggling with new content.</p>	<p><u>CONTENT</u> H: Global Governance: change and challenges P: Weather and climate</p> <p><u>JUSTIFICATION</u> The human topic supports the students foundational knowledge on Changing Places (12.1 - Global Systems) to build and enhance on for Global Governance which incorporates similar themes of population, flows and impacts of development.</p> <p>The physical topic of Weather and Climate is done at this point because there are themes which will support the students understanding of a future topic (13.1 - Global Systems). This allows students to have a better knowledge of the underlying concepts for water and carbon.</p>	<p><u>CONTENT</u> H: 21st century challenges and NEA (coursework) P: Tectonic hazards</p> <p><u>JUSTIFICATION</u> First questions on Paper 3, arranged module order to reinforce this sequence. Physical geography has more units than Human, so this side of Geography has prioritised completing one more taught unit while the Human side begins the NEA. Introducing the coursework element at the end of Year 12 allows students to explore what they would like to research and start the planning and allow students to complete the majority of their data collecting during the summer holidays. 21st century challenges is a synoptic essay question requiring links between M1 and M2 topics, so time is allocated to practice linking and essay skills</p>
<p>Opportunities for cultural capital Fieldwork (variety of locations depending on students NEA focus), research skills, university talks, careers & spirituality links, global citizenship</p>			

H: Human side
P: Physical side

Year 13	Module 1	Module 2	Module 3
	<p><u>CONTENT</u> H: Economic growth and challenge in India P: Global systems: water and carbon cycles</p> <p><u>JUSTIFICATION</u> For the human topic the optional unit is taught which is not part of the synoptic unit. This is a shorter unit and makes use of the theory from both 12.1 and 12.2 making this the best location for it to be taught so that knowledge and understanding can be made use of.</p> <p>For the physical unit, Global Systems, is taught here as it allows the learning from 12.2 to provide the supporting foundation for the processes involved. This is a longer unit and is placed in Term 1 to accommodate this.</p>	<p><u>CONTENT</u> All: 21st century challenges and NEA (coursework)</p> <p><u>JUSTIFICATION</u> This is a chance to revisit the synoptic elements and develop further essay skills and revisit the content which is utilised in the synoptic essay element. Students have also worked on their NEA independently over Module 1 with regular drop-ins outside of lesson time. This module formalises time for students to complete and submit their NEA for marking.</p>	<p><u>CONTENT</u> All: Revision</p> <p><u>JUSTIFICATION</u> Time has been left for revision before exams. This is also flexible time, should some modules need to over run, such as 12.1 with these topics being entirely new content.</p>
<p>Opportunities for cultural capital Fieldwork (variety of locations depending on students NEA focus), research skills, university talks, careers & spirituality links, global citizenship</p>			

