

The Quality of Education: **Geography - Curriculum Map**



St Christopher's:
A Church of England Academy

Geography - Curriculum Map

Key Stage 3

Year 7

Autumn Term 1 title: Place and Rivers	Spring Term 1 title: Flooding	Summer Term 1 title: Settlement and urbanisation
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
We will be reintroducing and building on the idea of place by examining the distribution of physical features and then taking a deeper dive into the formation of river features and the processes that create these.	We will then build on what we know about rivers to consider how river flooding occurs. We will be considering comparing two different floods and build on map skills relevant to flooding including map symbols and how to show height on a map.	We will continue building on knowledge covered in the first part of the topic to consider how problems in cities are different in HICs and LICs. Pupils will then cover how these will be solved. We will then look at Accrington as a place and how its function and issues have changed over time. Features of urban sustainability will be covered and offered as the answer to the issues as presented too.
Summative assessment:	Summative assessment:	Summative assessment:
Milestone assessment: How do river valleys change downstream? End of topic test: Rivers test	End of topic test: Flooding	End of topic test: Settlement and urbanisation
Autumn Term 2 title: Flooding	Spring Term 2 title: Settlement and urbanisation	Summer Term 2 title: Local Place Enquiry
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
We will then build on what we know about rivers to consider how river flooding occurs. We will then use our knowledge to evaluate how flooding can be managed and how this differs between HICs and LICs.	We will be considering global patterns of urbanisation and considering how HICs are different to LICs. We will be looking at different land uses and models including the Burgess model before considering issues in cities generally.	
Summative assessment:	Summative assessment:	Summative assessment:
Mid topic assessment: Planning for the flood decision making activity	Milestone assessment: How do human and environmental factors shape urban places?	

Key Stage 3

Year 8

Autumn Term 1 title: Population and migration	Spring Term 1 title: Brazil and the rainforest	Summer Term 1 title: Global sustainability
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
We will be describing and explaining global population change and considering models that demonstrate change over time. We will then take a deeper dive into the latter stages of the DTM and the causes, effect and responses to ageing populations. Later, we will be considering the mechanics of migration and the impacts and solutions	We will then move to onto looking at the contrasting ecosystems of Brazil before considering how human changes to ecosystem are happening; having a lasting effect and what they're doing to sustainably manage this.	We will then move onto evaluating the loss of biodiversity due to human activity. And consider issues affecting society including the global distribution of energy as a resource; how energy insecurity is being overcome and the controversial issues surrounding energy sources such as nuclear and fracking.
Summative assessment:	Summative assessment:	Summative assessment:
Mid topic assessment: What is the cause, effect and response to an ageing population? End of topic test: Population and migration	End of topic test: Brazil and the rainforest	End of topic test: Global sustainability
Autumn Term 2 title: Flooding	Spring Term 2 title: Settlement and urbanisation	Summer Term 2 title: Local Place Enquiry
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
To identify, local and describe the human and physical Geography of Brazil and its position in South America. To consider inequality by focusing on the favelas and improvements to these squatter settlements. Moving onto rainforest location, climate and adaptations.	To reintroduce the idea of sustainability and instead of looking at urban sustainability by considering global sustainability. We will identify global environmental issues before proceeding onto a deeper dive of climate change causes, effects and responses. After this, we will progress onto assessing Antarctica's fragility and what is being done to manage this.	We will be building on the processes learned in rivers Year 7 to consider how processes shape the coast. Firstly, understanding the mechanics of constructive and destructive waves to then consider how the two of them attack hard or soft rock to create erosional features. After this, they will consider how waves and processes build other features. Using this knowledge to understand how and why the coast needs managing through hard and soft engineering, especially considering environmental change such as climate change.
Summative assessment:	Summative assessment:	Summative assessment:
Mid topic assessment: How have animals or plants adapted to life in the rainforest? (Creating a plant or animal)	Mid topic assessment: Climate change and Antarctica (decision making activity)	Synthesising photographs: How do processes create features on same stretch of coastline? End of topic test: Coasts

Key Stage 3

Year 9

Autumn Term 1 title: Tectonic hazards	Spring Term 1 title: Development and globalisation	Summer Term 1 title: Coasts (curriculum catch up)
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
During this topic, pupils will be introduced to the concept of a natural hazard. They will focus on the causes, effects and responses to earthquakes, volcanoes and tsunamis resulting from natural processes at different plate margins. Pupils will be able to explain and evaluate the differing effects and responses resulting from differing levels of effects.	Pupils will then progress onto learning about the ways of reducing the development gap including trade and aid. The different types of aid will be studied and evaluated in terms of effectiveness. When considering aid, pupils will be asked to evaluate aid in the context of Nigeria and which ones have been most helpful. They will consider the positives and negatives of aid and trade to decide about which method is most effective for reducing the development gap.	We will be building on the processes learned in rivers Year 7 to consider how processes shape the coast. Firstly, understanding the mechanics of constructive and destructive waves to then consider how the two of them attack hard or soft rock to create erosional features. After this, they will consider how waves and processes build other features. Using this knowledge to understand how and why the coast needs managing through hard and soft engineering, especially considering environmental change such as climate change.
Summative assessment:	Summative assessment:	Summative assessment:
Mid topic assessment: "Are LICs less able to deal with the effects of volcanic eruptions?". To what extent do you agree? End of topic assessment: Tectonic hazards test	End of topic test: Development and Globalisation	Synthesising photographs: How do processes create features on same stretch of coastline? End of topic test: Coasts
Autumn Term 2 title: Development and globalisation	Spring Term 2 title: Weather and climate	Summer Term 2 title: Urban futures
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
Pupils will build on their knowledge and understanding of the last topic to be able to perceive how some countries develop quicker than others. They will be able to use and evaluate a range of different development indicators whilst doing so. They will build on their knowledge of the DTM from population and migration to understand how population changes as a country develops socially and economically. After this there will be a deeper dive into globalisation and how this links to development with a focus on China's development resulting from globalisation and the positive / negative effects this has on quality of life and the environment.	Pupils will study the differences between weather and climate and the LAWs affecting climate to understand how climate affects the global distribution of biomes around the world. They will then focus on the desert biome's location, climate and adaptation made by human and wildlife of living in these areas. Focusing on opportunities and challenges with a direct focus on desertification and its causes, effects and solutions. In the second half of the topic, they will move onto the distribution and formation of tropical storms with a focus on the differing causes, effects and responses to tropical storms in HICs compared to LICs. Whilst considering these, they will also look at tropical storm management and how this is different in areas of differing wealth.	Pupils will study why people built their settlements historically before looking at current urbanisation patterns as 66% people now live in cities. We look at why these cities are growing and occurrence of megacities before considering issues of living in cities. These issues will be contrasted between an NEE (Nigeria, Lagos) and a HIC (Manchester, UK). We will then start to look at "Cities on the edge" focusing on those in hot deserts and cold environments before considering how cities can be sustainable and what the future looks like for cities.
Summative assessment:	Summative assessment:	Summative assessment:
Mid topic assessment: Diary entry from the perspective of a Chinese factory to evaluate quality of life resulting from globalisation and development	Mid topic assessment: Where should climate researchers build their research station? (Decision making activity)	Mid-topic EBL assessment: Are cities creative problem solvers or places that generate problems? End of topic assessment: Urban futures

Key Stage 4

Year 10

Autumn Term 1 title: Challenge of natural hazards	Spring Term 1 title: Urban issues and challenges	Summer Term 1 title: Fieldwork
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
Pupils will retrieve information covered in Tectonics (Y9) and Weather and Climate (Y9) to cover the basics of natural hazards, their causes, effects and responses and how they differ in areas of contrasting wealth. They will then use learning covered in Year 8 to build on their knowledge of climate change causes, effects and solutions with some of form evaluation for the future. Then move onto examining extreme weather of the UK.	Pupils will then consider solutions to issues in Lagos before contrasting with the opportunities and challenges in Manchester. In this, there will be a focus on social inequality and regeneration to remedy this. To build on what was learned in Y7 and Y9, pupils will learn about the concept of urban sustainability and describe and explain aspects of before considering the sustainability of transport systems around the world.	Pupils will use knowledge and understanding covered in the UK physical landscapes (Rivers) and Urban issues and challenges (environmental challenges and social inequality) to prepare for; collect, analyse, conclude and evaluate an investigation into: "Does Sadden Brook change downstream?" and "Does quality of life improve from the CBD?"
Summative assessment:	Summative assessment:	Summative assessment:
Mid topic assessment: Tectonic hazards End of topic test: Challenge of Natural Hazards test	End of topic test: Urban issues and challenges	End topic test: Fieldwork
Autumn Term 2 title: Urban issues and challenges	Spring Term 2 title: UK Physical landscapes (Rivers)	Summer Term 2 title: Changing economic world
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
Pupils will build on knowledge covered during the topics of settlement and urbanisation (Y7) and / or the new topic of urban futures introduced this year to consider the patterns of urbanisation and the emergence of megacities and the opportunities and challenges resulting from change in an NEE city (Lagos).	Pupils will build on what has been learned in Y7 (Rivers and flooding) to understand the changes to river channel and valley as they progress downstream. These changes create resulting landforms which are created through erosion, transportation and deposition all of which need to be studied in detail. In the latter part of the topic, they will consider the factors affecting flooding and how this is modelled on a flood hydrograph before studying flood management. They will then learn about a flood management case study and how a combination of hard and soft engineering is being used to combat this.	Pupils will build on knowledge and understanding covered in Development and Globalisation (Y9) to understand how development is measured and the effects of uneven development including health, wealth and migration before moving onto ways in which the development gap can be reduced. They will evaluate the methods by comparing them. They will then study Nigeria as an NEE their location, context, impacts of development on the people's quality of life and the environment before considering how aid can help.
Summative assessment:	Summative assessment:	Summative assessment:
Mid topic assessment: Urban issues and challenges NEE test	End of topic test: UK Physical Landscapes (Rivers)	Mid topic assessment: Changing economic world NEE

Key Stage 4

Year 11

Autumn Term 1 title: Changing economic world	Spring Term 1 title: Living world	Summer Term 1 title: Resource management and issue evaluation
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
They will then be building on their knowledge and understanding of development covered in the first half of the topic to consider how the UK's economy has shifted because of deindustrialisation. They will be considering the post-industrial economy with a focus on the development of business and science parks before considering how modern industrial developments impact the environment. They will learn about population growth and decline and the resulting impacts and what is being done to remedy the North and South divide.	They will then progress onto learning about the location, adaptations of life and opportunities and challenges for development for people living in hot deserts building on what was learned in Year 9 (Weather and Climate). They will be revisiting desertification and the cause, effect and solutions to it.	Pupils will cover the issues affecting the provision for food, water and energy and the UK globally before focusing on Global Water.
Summative assessment:	Summative assessment:	Summative assessment:
End of topic test: Changing economic world	PPE: Challenge of Natural Hazards	End of topic test: Resource management
Autumn Term 2 title: Living world	Spring Term 2 title: Coasts	Summer Term 2 title: Issue evaluation and revision
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
Pupils will build on knowledge and understanding of global biomes (y9 weather and climate), Brazil and the rainforest (Y8) and the Challenge of Natural Hazards (Y10) to consider the global distribution of biomes and how they result from latitude and global atmospheric pressure. They will then look at small scale pond ecosystem to build on biotic, abiotic components and food webs learned in science before progressing onto looking at the biome of the tropical rainforest. Building on knowledge of adaptations of life to consider how they're specific to the rainforests climate before learning about the causes, effects and management of the rainforest.	They will be returning to knowledge and understanding of the different types of waves and how they dictate what processes affect the coastline. They will be studying the impact geology and type of wave has on the type of erosional and depositional landforms which occur at the coast before moving onto to examining how hard and soft engineering has been used to manage the coastline. They will look at an example of coastal management, and they will evaluate the use of hard and soft engineering before considering whether or not the scheme had a positive or negative impact on people, the environment or the economy.	The issue evaluation is a part of Paper three of the AQA syllabus and isn't released until mid / late March. There will be a day to cover: synoptic links to the specification; using a wide range of geographical skills for the interpretation of each figure in the booklet and exam practice. We will then be using our time to respond to areas of improvement from our PPE analysis to help consolidate information learned throughout all the topics covered during Year 10 and 11.
Summative assessment:	Summative assessment:	Summative assessment:
Mid topic assessment: Living world	End of topic test: UK Physical Landscapes (Coasts)	End of topic test: Issue evaluation

Key Stage 5 - Two teachers teaching human and physical geography Year 12

Autumn Term 1 title: Population and the Environment (Population change) and Hazards	Spring Term 1 title: Population and the environment (Health issues) and Hazards	Summer Term 1 title: Changing places (theory) and Coasts
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
<p>We will reintroduce the concept of population change by examining natural rates of population change, models of population change including the DTM and causes and implications of migration before moving onto new content. We will begin to introduce the concept of population ecology focusing on the balance between population and resources before considering future perspectives of population change including Robert Malthus (resource pessimist) and Esther Boserup and Julian Simon (resource optimist). They will study a case study of population change.</p>	<p>In this section, we will make links with food issues to consider the patterns of communicable and non-communicable disease. They will describe and explain patterns of morbidity as morbidity. They will study the model of the epidemiological transition to consider how socio-economic development leads countries to have fewer incidents communicable disease and more incidence non-communicable disease. Students will consider the environmental variables affecting health before assessing how environmental change is making health worse. In this section, they will focus on ozone depletion and climate change. Before using this knowledge to examine Malaria as a communicable disease and coronary heart disease as a non-communicable disease. For these case studies, they will describe the distribution, the impact on health, wellbeing and lifestyle as well as consider how it is being mitigated and management before considering and evaluated how disease is being combatted by international agencies as well as NGOs. The final aspect will be considering all what has been taught to predict future population change.</p>	<p>Students will continue to learn about how areas can be represented formally or informally and how these images contrasts before examining how representations can be managed or manipulated through rebranding, reimaging and regeneration. Before moving onto the importance of qualitative and quantitative to help assess place character, lived experience and therefore sense of place.</p>

<p>This unit introduces students to A Level Geography through the study of natural hazards, beginning with the definition of a hazard and the application of key management frameworks such as the Park Model and the Hazard Management Cycle. Students explore the structure of the Earth before examining different plate boundaries, the processes occurring at each, and the landforms they create, followed by an investigation into intraplate volcanism and its links to plate tectonic theory, supported by exam style practice. The topic then focuses on how boundary types influence lava composition, eruption styles and methods used to measure volcanic activity, before assessing the full range of volcanic hazards—primary and secondary—and their political, economic, social and environmental impacts, alongside approaches to managing them. This knowledge is applied through contrasting volcanic case studies from high income and low income countries to compare impacts and responses, as well as a detailed exploration of phreatic eruptions using Mount Ontake as an example. The sequence concludes with revision or consolidation of case studies to strengthen understanding and prepare for assessment.</p>	<p>This stage of the unit begins with PPE feedback before moving into contrasting tropical storm case studies from high income and low income countries to compare how differing levels of development influence impacts, vulnerability and responses. Students then investigate wildfires, exploring what they are, the hazards they create, their environmental and human impacts, and the range of strategies used to manage and mitigate them, followed by an in depth wildfire event case study. The topic expands into multi hazard environments, examining how places exposed to multiple interacting hazards function and why they present heightened risk, supported by case studies from both HIC and LIC contexts. The sequence concludes with a test to consolidate learning and a review lesson to strengthen understanding and address misconceptions.</p>	<p>This part of the unit develops students’ understanding of how coastal systems work and the processes that create distinct coastal landscapes, beginning with the creation of erosional landforms such as bays, headlands, cliffs and wavecut platforms through the study of their sequences, conditions and shaping processes. Students then investigate depositional landforms—including beaches, spits, bars, tombolos and barrier systems—as well as the formation of sand dune (psammosere) and salt marsh (halosere) successions, supported by an understanding of processes and conditions that support creation. The topic progresses to the causes of sea level change, both natural and human driven, through eustatic and isostatic processes, alongside fieldwork to develop practical aims and methods. Learners then examine how coastlines evolve over different temporal scales and how climate change alters coastal systems. The sequence concludes with contrasting coastal management case studies: a UK local scale example at the Holderness coastline and a wider global scale example focused on the Sundarbans in Bangladesh, allowing students to evaluate approaches to managing dynamic and vulnerable coastal environments through traditional and sustainable management methods.</p>
<p>Summative assessment:</p>	<p>Summative assessment:</p>	<p>Summative assessment:</p>
<p>Mid topic: Population theory test Year 12 PPE: Population and the Environment</p>	<p>Mid topic assessment: Health issues test</p>	
<p>Mid topic: Hazards test 1</p>	<p>Mid topic assessment: Hazards test 2</p>	<p>Mid topic assessment: Coasts test 1</p>

Autumn Term 2 title: Population and the Environment (Food issues) and Hazards	Spring Term 2 title: Introduction to Changing places and Coasts	Summer Term 2 title: Changing Places (Local Place – Accrington)
<p>Intent and composite knowledge (overview):</p> <p>We will then move onto looking at areas of food production and consumption. Students will cover agricultural systems and assess how they're dictated by climate zones. Before moving onto looking at zonal soils, their problems and how they're management. We will build further on knowledge covered in the GCSE topic of resource management to consider how this unequal and causing food insecurity. We will then examine further into food security; the factors affecting it and methods to improve food security at all scales.</p>	<p>Intent and composite knowledge (overview):</p> <p>Students will study a brief introduction to Changing Places including the theory of Changing Places. They will study the concept of place and its importance in human life before looking at the categories of Place. In this, they will study: Insider / Outsider perspectives; urban vs rural; near and far places and experienced or media places. Students will study the development of place considering exogenous and endogenous and human and physical factors. Before assessing how they play a huge role in the development of urban areas such as Accrington and rural areas such as Sabden. They will then assess how areas can be represented formally or informally and how these images contrasts before examining how representations can be managed or manipulated through rebranding, reimaging and regeneration using Las Vegas, Belfast, Israel, Syria, Amsterdam and Accrington as examples.</p>	<p>Intent and composite knowledge (overview):</p> <p>This part of the topic begins with a mid unit assessment before exploring how Accrington has changed over time through a timeline of development using the 2002 URBED report and the most recent 2022 socio economic and demographic data, supported by fieldwork to develop aims and methods. Students will investigate how qualitative and quantitative data together shape an understanding of sense of place, using texts such as Last in the Tin Bath alongside IMD data (updated where possible). They will deepen this by analysing additional qualitative sources—including the Accrington Pals poem, Milltown Boy, and local artworks—to understand lived experience, and will use quantitative demographic, economic and cultural indicators to reveal patterns of social inequality, comparing Accrington with the Ribble Valley using 2015 and 2019 deprivation data. The topic then considers whether inequality persists in Accrington through a focus on Hyndburn's Index of Multiple Deprivation, before examining variations within the town by comparing two contrasting wards (e.g., Altham and Central). Students will create a choropleth map to show how urban decline remains concentrated in central areas relative to more suburban locations.</p>
<p>This part of the course introduces students to seismic and atmospheric hazards. Theoretical understanding of how plate boundary types create different magnitudes of earthquakes is coupled with understanding of seismic wave types and their impact on the hazards associated. This knowledge is applied through contrasting seismic case studies from high income and low income countries to compare impacts and responses, as well as a detailed exploration of factors that affect the severity of impacts as well as the effectiveness of responses (coupled with theoretical models of management). The unit then shifts to atmospheric hazards, exploring what tropical storms are, the conditions required for their formation, their structure and how they are measured. After PPE preparation, students assess the major hazards and impacts associated with tropical storms and evaluate management strategies, before concluding with a dedicated lesson on planning and writing high quality 20mark exam responses.</p>	<p>This section introduces students to the concept of systems, exploring different system types and their key components before applying this understanding to coastal systems and the ways in which they are divided into distinct zones. Students investigate the components and processes that shape coastal environments, beginning with the influence of wind and waves—including wave formation and refraction—followed by the role of tides and currents and their impacts on coastal dynamics. They then examine how coastal sediment cells operate and how factors such as geology, wave energy and human activity influence coastal erosion. The sequence continues with an exploration of transportation and deposition processes and concludes with an examination of additional coastal processes such as subaerial weathering and mass movement, building a comprehensive understanding of how coastal systems function and change over time.</p>	<p>This stage of the course introduces students to the NEA and the fundamentals of geographical fieldwork, beginning with an overview of expectations and the role of independent investigation. Students then develop hypotheses and carry out background reading before selecting an appropriate location and providing a clear rationale for their choice. They progress to planning methodology and data sampling techniques, learning how to justify their methods and ensure data reliability. This period also includes PPE weeks, work experience and subsequent PPE review, after which students continue with focused NEA preparation sessions to refine their chosen topic, strengthen their research design and build the foundations for a successful independent investigation.</p>

Summative assessment:	Summative assessment:	Summative assessment:
Mid topic assessment: Food security test	Mid topic assessment: Changing Places theory test	Mid topic assessment: Changing places distant place test PPE: Population and the Environment and Changing Places
		PPE: Hazards and Coasts

Key Stage 5 - Two teachers teaching human and physical geography

Year 13

Autumn Term 1 title: Changing places (distant place – New York) and NEA	Spring Term 1 title: Global systems and governance and Water and the Carbon Cycle	Summer Term 1 title: Revision
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
<p>This part of the topic begins with a mid unit assessment before examining how New York has changed over time through an exploration of long term socio economic and demographic trends, supported by Furman Center data on unemployment, educational attainment (including the percentage of residents without a high school diploma) and median household income. Students will investigate how qualitative and quantitative data together shape an understanding of sense of place, using local narratives, community voices and neighbourhood level reporting alongside these statistical datasets. This understanding is deepened through the analysis of additional qualitative material—such as local history accounts, resident testimonies and cultural representations—to explore lived experiences across the city’s diverse communities. Quantitative indicators are then used to reveal patterns of urban inequality through a comparison of two contrasting Bronx neighbourhoods: Williamsbridge, with its relatively higher incomes and education levels, and Soundview, where unemployment and deprivation indicators tend to be more pronounced. The topic then evaluates whether inequality persists by using the Furman Center’s latest neighbourhood profiles before exploring spatial variation more closely across these areas. Students will also investigate the OneNYC regeneration strategy, with a particular focus on the South Bronx River corridor, assessing how redevelopment initiatives aim to address entrenched inequalities through environmental improvements, economic investment and community focused planning. Finally, students will create a choropleth map to illustrate how socio economic disparities and uneven urban development continue to shape neighbourhood outcomes across the Bronx.</p>	<p>This part of the specification explores global systems and global governance through the lens of globalisation, focusing on the economic, political and social transformations driven by technological progress and the increasing interconnectedness of people, states and environments. Students examine the key dimensions of globalisation, including flows of capital, labour, products, services and information, alongside global marketing and shifting patterns of production, distribution and consumption. They analyse the technological, financial, transport, security and communication developments—as well as trade agreements—that enable these global systems to function and evolve. The topic then investigates the forms of economic, political, social and environmental interdependence shaping the contemporary world, considering how unequal flows of people, money, ideas and technology can promote stability and development but also generate inequalities, conflict and injustice. Students explore how power imbalances allow some states to shape global systems to their advantage while others have more limited influence. The section continues with an in depth study of international trade and access to markets, analysing global patterns in trade and investment and comparing the trading relationships between major developed economies, emerging powers and less developed regions. Students also consider how differential access to markets affects economic opportunity and social well being. The role of transnational corporations is investigated, including their spatial organisation, production networks, trade flows and marketing strategies, supported by a detailed case study of a specific TNC and its impacts on host countries. A global trade study of at least one food commodity or manufactured product further illustrates these dynamics. The section concludes with an assessment of the geographical consequences of global systems, encouraging students to reflect on how international trade and uneven access to markets shape both their own lives and the experiences of people worldwide while engaging with both qualitative and quantitative skills, including those arising from fieldwork.</p>	<p>We will then be using our time to respond to areas of improvement from our PPE analysis to help consolidate information learned throughout all the topics covered during Year 12 and 13.</p>

<p>In this stage of the NEA process, students will develop a clear and purposeful aim for their independent investigation, identifying the geographical theory, concept or issue they intend to explore and ensuring it aligns with AQA requirements for a focused, enquiry based study. They will then construct a set of coherent, testable hypotheses or enquiry questions that provide a structured direction for their research and reflect expected patterns or relationships within their chosen topic or location. Building on this, students will design a robust methodology that justifies the techniques they plan to use, selecting appropriate primary and secondary data collection methods such as questionnaires, interviews, bi-polar surveys, environmental quality assessments, traffic or pedestrian counts, GIS mapping, or secondary socioeconomic data sources. They will explain their sampling strategies—such as random, systematic or stratified sampling—while considering issues of reliability, validity, accuracy and representativeness. By the end of this stage, students will have a fully developed investigative framework that clearly links aims, hypotheses and methods, providing a strong foundation for effective data collection and meaningful geographical analysis.</p>	<p>This part of the topic introduces the water and carbon cycles as natural systems, applying key systems concepts such as inputs, outputs, energy, stores, flows, feedback loops and dynamic equilibrium. Students explore the global distribution and relative size of major water stores across the lithosphere, hydrosphere, cryosphere and atmosphere, before examining the processes that drive changes in their magnitude over different spatial and temporal scales. These include evaporation, condensation, cloud formation, precipitation mechanisms and cryospheric processes, studied from hillside and drainage basin scales to global systems. The drainage basin is investigated as an open system, focusing on inputs (precipitation), outputs (evapotranspiration and runoff), and a range of stores and flows including interception, soil and groundwater storage, stemflow, infiltration, overland flow and channel flow, alongside the concept of water balance. Students also analyse how runoff varies and how this is represented through flood hydrographs. The section concludes by examining how the water cycle changes over time due to natural variation—such as storm events and seasonal shifts—as well as human influences including farming practices, landuse change and water abstraction.</p>	
<p>Summative assessment:</p>	<p>Summative assessment:</p>	<p>Summative assessment:</p>
<p>Mid topic assessment: Changing Places (distant test)</p>	<p>PPE: Population and the environment and Changing places</p>	
<p>NEA check one: Aims and Hypotheses</p>	<p>PPE: Hazards and Coasts NEA check three: Data presentation, conclusions and evaluations</p>	

Autumn Term 2 title: Global systems introduction and NEA	Spring Term 2 title: Global systems and governance and Water and Carbon Cycle	Summer Term 2 title: Revision
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
<p>In this stage of the NEA, students will focus on presenting and analysing their data using a wide range of appropriate geographical techniques that allow them to demonstrate clear patterns, relationships and anomalies within their findings. They will select and justify suitable data presentation methods—such as proportional symbols, isoline maps, choropleth maps, scatter graphs, located bar charts, transects, box plots or GIS based outputs—ensuring each technique matches the type and scale of data collected. Students will then analyse their results by identifying trends, comparing variables, interpreting spatial patterns and linking their observations directly back to their hypotheses and wider geographical theory. They will critically evaluate the strength of their evidence through statistical methods where appropriate—such as Spearman’s rank or chi squared—to test the significance of relationships and support or refute their hypotheses. Throughout their analysis, students will consider the reliability, accuracy and limitations of their data, reflect on potential biases or sampling issues, and integrate secondary sources to deepen interpretation. By the end of this stage, students will produce a coherent analytical narrative that explains not only what the data shows, but why these patterns occur and how they relate to broader geographical processes.</p>	<p>This part of the specification examines global governance through the emergence and evolving role of norms, laws and institutions that regulate and reproduce global systems. Students investigate how global governance operates across multiple scales, considering the effectiveness and limitations of agencies such as the United Nations, which can promote stability and growth yet may also reinforce inequalities or create injustices. The topic introduces the concept of the global commons, exploring the shared rights and responsibilities associated with safeguarding resources essential to all, while balancing the need for sustainable development. Antarctica is studied as a key global common, with an outline of its contemporary geography and climate used to illustrate both its global significance and its vulnerability to pressures arising from climate change, fishing and whaling, mineral exploration, tourism and scientific research. Students critically evaluate the governance of Antarctica through organisations such as UNEP and the International Whaling Commission, alongside the Antarctic Treaty System and its environmental protocols, assessing their purpose, scope and enforcement. The role of NGOs in monitoring threats and enhancing protection is also explored. Learners then analyse the consequences of global governance for people and places in Antarctica and beyond, considering how these governance structures shape everyday life across the globe. The section concludes with a critique of globalisation that weighs the benefits of economic integration, growth and stability against associated costs such as inequality, injustice, conflict and environmental degradation, supported by the study of Apple as the specified TNC and bananas as the global commodity. Throughout the topic, students apply quantitative and qualitative skills to interpret data and evaluate global systems, building a critical understanding of governance in an increasingly interconnected world.</p>	

<p>In the final stage of the NEA, students will draw together their findings to produce well-reasoned conclusions that directly address each of their original hypotheses or enquiry questions, clearly stating the extent to which these have been supported or challenged by the evidence collected. Their conclusions should synthesise key patterns identified in the analysis, relate results back to relevant geographical theories, and acknowledge any unexpected outcomes. Alongside this, students will produce a thorough evaluation of their investigation by critically reflecting on the strengths and limitations of their methods, sampling strategies, data reliability, and the overall validity of their results. They will consider how issues such as temporal constraints, sample size, accessibility, researcher bias or measurement error may have influenced their findings, and suggest realistic improvements that could strengthen the investigation if it were repeated. Students should also reflect on how secondary data contributed to their understanding and discuss any ethical considerations associated with the study. This stage ensures that learners demonstrate a mature, critical awareness of the research process and its outcomes, culminating in a coherent and justifiable end to their enquiry.</p>	<p>This part of the topic explores the global carbon cycle, examining the distribution and size of major carbon stores across the lithosphere, hydrosphere, cryosphere, biosphere and atmosphere, before investigating the factors that drive changes in these stores over different spatial and temporal scales. Students study key carbon flows—including photosynthesis, respiration, decomposition, combustion, oceanic and sedimentary sequestration, and chemical weathering—and analyse how both natural processes such as wildfires and volcanic activity, and human activities including hydrocarbon extraction, farming practices, land-use change and deforestation, alter the magnitude of these stores. The carbon budget is used to assess how the carbon cycle influences land, ocean and atmospheric systems, with particular emphasis on global climate regulation. Students then explore the interconnected nature of the water and carbon cycles, the role each plays in sustaining life on Earth, and how feedback mechanisms within and between the cycles contribute to climate change and its wider implications. Human interventions designed to alter carbon transfers or mitigate climate impacts—such as carbon capture, afforestation and land-management strategies—are also evaluated. Throughout this topic, students engage with essential quantitative and qualitative skills, including the use of mass balance calculations, unit conversions and the analysis and presentation of field data. The section concludes with two case studies: a tropical rainforest setting used to examine water and carbon cycling and the influence of environmental change and human activity, and a local-scale river catchment investigation used to analyse drainage-basin stores and flows, interpret field data and consider implications for sustainable water supply or flood risk.</p>	
<p>Summative assessment:</p>	<p>Summative assessment:</p>	<p>Summative assessment:</p>
<p>NEA check two: Methods</p>		