

Main Big Ideas of each topic

	AU1	AU2	SU1	SPR2	SPR1	SU2
7	My place (local area)	Geographical Skills	Development	Tourism	Tectonic hazards	Weather and Climate
	Place: how our local area is unique and has experienced change . To be critical and inquisitive about what makes this area 'my place'.	Place: How a geographical place (both in the natural and man-made world) is measured and interpreted to make it unique and diverse.	Place: Students will be able to identify and measure the differences in development around the world.	Place: Students will understand why certain places are attractive to tourists .	Interconnections: Students will be able to know how tectonic activity interacts with the natural environment and vulnerable populations . How wealth of a country may have a factor in levels of damage and responses to global hazards such as in the Haiti earthquake of 2010.	Scale: Students will know that weather and climate can differ from a local to global scale . Climates can vary from micro-climates to large biomes .
	Scale: How my place has human and physical geography in the local area and how it is part of the borough and nation .	Scale: How places of different sizes can be studied and understood.	Change: Students will understand the causes of development and the progress countries have taken and will take in their journey to become more developed .	Interconnections: Students will understand the connection between tourism and development , and how tourism can allow a country/region to improve its quality of life .	Processes: Students will be able to know how plate tectonics, earthquakes, volcanoes and tsunami happen.	Processes: Students will understand how weather is created, how climate can affect weather patterns and the effects of a large atmospheric hazard , such as a tropical storm .
	Interconnections: How the human and physical geography rely on each other which creates the place we live in.		Interconnections: Students will understand that social, economic, environmental, historical and political factors have a key role in the development of a country.	Change: Students will understand that places change to attract tourists . Students also consider the demands, effects and damage from the tourist industry can cause.	Environment: How tectonic activity has primary and secondary effects on people, the economy and the surroundings. This may vary in developed and less developed locations.	Environment: Students will understand how weather and climate is having an impact on our surroundings and how these impacts can be both positive and negative for the natural world .
				Sustainability: Students will be aware that there is an ethical responsibility as tourists to the people and their environment .		
Purpose	Students develop the skills of asking geographical questions and make connections between human and physical places & develop questioning the areas where they live and go to school.	Students gain the foundational skills essential to geography. These skills allow students to interpret and capture the Geography around them.	Students to appreciate that development is the key concept behind every human geographical issue. Topic allows students to understand the difference in development between countries and the reasons for this. Student reflect on the historical consequences of why some countries are less developed.	Students to appreciate that within the globalised world, tourism is a growing phenomenon which has significant positive and negative impacts of people and the environment.	Students understand the key processes occurring when global hazards take place. These hazards happen within tectonics activity. Students also make connections between these processes and human population. This is a key topic in GCSE Geography.	This is a geographical phenomenon that every student experiences everyday. Students to learn and appreciate the causes, processes and impacts of weather and climate. To reflect on how climate changes may have an impact on them both now and in the future.
Key vocabulary	human; physical, environmental	Scale, Relief, Direction	Measures of development, fair trade, inequality	Eco-tourism, social, economic	Hazards, Primary effects, Secondary effects, Immediate and long-term responses, Tectonics, Conservative, Constructive and Destructive plate margins	weather, climate, micro-climate, meteorology. Extreme weather
8	Energy	Urbanisation: Brazil (A Boy in Brazil)	Coasts	Russia	Africa (Decolonising and a Continent of diversity)	Ecosystems
	Sustainability: Students will be able to know how energy meets the needs of today without compromising the needs of the future. Students will know which types of energy are most effective .	Place: How urban areas are created, adapted and experience change. How different areas influence the opportunities and challenges within their location such as in the favelas of Brazil .	Processes: How coastal landscapes are created by the processes of erosion, transportation and deposition through water activity.	Place: How Russia's location is significant in geo-politics, resources and physical landscape .	Place: How the continent of Africa is diverse , has wealth and natural wonders . However they are many challenges and obstacles that obscure our understanding of the continent.	Scale: Students will know that Ecosystems exist at a range of scales ; from micro-ecosystems to biomes .
	Environment: how different energy sources impact the regional, national and global geography.	Interconnection: How land use influences settlement growth and migration . How the economy of a location influences these changes.	Interconnections: how people manage the ever-changing coastal landscape and the effects this brings.	Interconnections: How Russia has had historical importance as a global superpower and how this influences us in the global community of which we are part.	Interconnection: How Africa is of global importance both in the past, present and future. How St Marks Academy has many links to Africa which allows the rich culture to be learnt and experienced.	Environment: By looking at a real life example (case study), students will appreciate the characteristics diversity and importance of this ecosystem .
	Change: how our energy needs are changing and how we deal with that change . To be able to identify the consequences of energy use .	Change: How areas change over time due to human activity , the wealth of a place and the environmental challenges and opportunities .	Change: How the ever-changing coastal features have a social, economic and environmental impact on the British Isles	Change: students will know how the Russia global influence and changes and has led to its development . How policies have adapted to its political status .	Change: How the study of this continent attempts to decolonise views and perceptions. How Africa is developing and will grow in global importance both now and in the future.	Interconnections: Students will understand how ecosystems are reliant on the living and non-living environment and appreciate the impact humans can have on these factors.
Purpose	Energy is an essential part of life. Students need to understand impacts of their energy use and potential solutions to the increase of energy use.	Students to understand that in an increasingly urban world, there are opportunities and challenges for the people of those cities. We need to understand how to reduce challenges and open up opportunities.	Students live and go to school in the UK. The UK is an island that has been shaped and formed by coastal activity. Topic develops the appreciation of how the coast continues to influence human activity.	Russia is one of the most influential countries in the world. Students develop an understanding of the impact that Russia has on the rest of the world and to them as individuals.	Students start to breaking down stereotypes and address misconceptions surrounding Africa. The intention is to Develop students critical thinking and questioning about historical and geographical events that have shaped the continent. Africa is the most rapidly developing continent and will be significant in the students futures.	Students to appreciate the complex biodiversity of Earth. To understand that a puddle (small) to a tropical rainforest (large) is an ecosystem which has living organisms (biotic) interacting with elements that are non-living (abiotic). Students to understand that human activity can have a positive and negative effect of these systems.

Key vocabulary	, Climate change, renewables, sustainability	Urbanisation, migration, inequalities	erosion; weathering; transportation; deposition; hard and soft engineering	Resources, geo-politics, Communism,	colonisation; stereotypes; diversity	ecosystem, biome, abiotic and biotic ; biodiversity; deforestation
9	China	Rivers	Conflict	Environmental Impact (New)	Ice	Physical Geog through skills
	Place: How China's location is significant in the global trade and commerce routes .	Processes: How fluvial (river) landscapes are created by the processes of erosion, transportation and deposition through water activity.	Place: How conflict can occur in a local, national and global setting. How the natural resources and location can be a catalyst for conflict .	Environment: Students will understand the impact that humans have on the environment and the importance of protecting it.	Processes: How glacial landscapes are created by the processes of erosion, transportation and deposition through ice activity.	Place: Students will have an understanding of what makes a location through geographical skills .
	Interconnections: How China is emerging as a global superpower and how this influences us in the global community of which we are part.	Change: how people manage the ever-changing coastal landscape and the effects this brings.	Scale: How conflict can affect individual lives as well as have global consequences	Sustainability: St Mark's students understand that protecting the environment is our responsibility , both individually and collectively .	Interconnections: The glacial landscape can be used by humans for recreation and industry . How the ever-changing glacial features have social, economic and environmental impacts .	Scale: How physical locations and features of different sizes can be studied, represented and understood.
	Change: students will know how industry has changed in China which has led to its development . How policies have adapted to its population growth and political status .	Interconnections: How the ever-changing fluvial (river) features have a social, economic and environmental impact on the British Isles	Interconnections: How political decisions can have far reaching consequences for people, natural resources and the environment . These conflicts may have an impact on us at St Marks.	Scale: Students will appreciate that environmental issues can be close to home, within the nation and spanning the globe .	Change: Human activity is changing polar regions . These changes are a natural process but have been sped up by human actions .	Processes: Students will be able to interpret using geographical skills how processes shape the landscapes .
Key vocabulary	Primary, secondary and tertiary industry, development, geo-politics	erosion; transportation; deposition; hard and soft engineering; flooding	conflict, geopolitics, vulnerability,	reduce, reuse, recycle	erosion; weathering; transportation; deposition; glaciers; polar	Cartography; topography; geology
Purpose	China is one of the most influential and rapidly developing countries in the world. Students develop an understanding of the impact that China has on the rest of the world and to them as individuals.	Students live and go to school in the UK. The UK has been shaped and formed by river activity. The topic develops the appreciation of how the rivers continue to influence human activity.	Conflict is affected by and affects Geography. Conflict can happen at any scale from disagreement to large scale war. Students to appreciate that not all conflict is negative. To be aware that differences of opinion can be constructive and how they can be dealt with constructively.	We want students to be aware of the changes in their immediate and wider environments and how their actions can have an impact and enable change.	Ice has shaped our landscape and is still shaping in other parts of the world. Polar regions are unique ecosystems of global importance and are also vulnerable to human activity. These changes to this fragile landscape will have an effect on coastal regions and climatic activity.	Students to continue to develop their foundational skills essential to geography. Skills to allow students to interpret and capture the geography around them and within the physical world.
10	The challenges of natural hazards	The challenges of natural hazards	Urban issues and challenges (including Human Fieldwork)	Urban issues and challenges (including Human Fieldwork)	Physical landscape in the UK: Rivers/Coasts	Physical landscape in the UK: Rivers/Coasts (including Physical Fieldwork)
	Processes: Students will understand earthquakes and volcanic eruptions are the result of physical processes and how tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions . students will understand that global atmospheric circulation helps to determine patterns of weather and climate . How management reduces the effects of hazards .	Processes: Students will understand earthquakes and volcanic eruptions are the result of physical processes and how tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions . students will understand that global atmospheric circulation helps to determine patterns of weather and climate . How management reduces the effects of hazards .	Place: Students will appreciate that a growing percentage of the world's population lives in urban areas.	Place: Students will appreciate that a growing percentage of the world's population lives in urban areas.	Processes: Students will understand that distinctive coastal and fluvial (river) landforms are the result of rock type, structure and physical processes .	Processes: Students will understand that distinctive coastal and fluvial (river) landforms are the result of rock type, structure and physical processes .
	Interconnections: students will understand that Natural hazards pose major risks to people and property. Students will understand the effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth . Students will know how tropical storms have significant effects on people and the environment . Extreme weather events in the UK have impacts on human activity .	Interconnections: students will understand that Natural hazards pose major risks to people and property. Students will understand the effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth . Students will know how tropical storms have significant effects on people and the environment . Extreme weather events in the UK have impacts on human activity .	Change: Students will understand that urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges .	Change: Students will understand that urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges .	Interconnections: Students will know that different management strategies can be used to protect coastlines and river landscape from the effects of physical processes and flooding .	Interconnections: Students will know that different management strategies can be used to protect coastlines and river landscape from the effects of physical processes and flooding .
	Sustainability: Students will understand climate change is the result of natural and human factors , and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).	Sustainability: Students will understand climate change is the result of natural and human factors , and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).	Interconnections: Students will understand urban growth creates opportunities and challenges for cities in LICs and NEEs.	Interconnections: Students will understand urban growth creates opportunities and challenges for cities in LICs and NEEs.	Change: Students will understand that coast are shaped by a number of physical processes and that the shape of river valleys changes as rivers flow downstream.	Change: Students will understand that coast are shaped by a number of physical processes and that the shape of river valleys changes as rivers flow downstream.

	Place: Students will know that the UK is affected by a number of weather hazards.	Place: Students will know that the UK is affected by a number of weather hazards.	Sustainability: Students will be able to reflect on the fact that urban sustainability requires management of resources and transport .	Sustainability: Students will be able to reflect on the fact that urban sustainability requires management of resources and transport .	Place: Student will appreciate that the UK has a range of diverse landscapes.	Place: Student will appreciate that the UK has a range of diverse landscapes.
	Environment: How natural hazard activity has primary and secondary effects on people, the economy and the surroundings. This may vary in developed and less developed locations.	Environment: How natural hazard activity has primary and secondary effects on people, the economy and the surroundings. This may vary in developed and less developed locations.				
Key vocabulary	Hazard risk; Natural hazards; Conservative, constructive and destructive plate margins; Earthquakes; Immediate and long-term responses; Monitoring; Plate margin; Planning; Protection; Prediction; Primary and Secondary effects; Tectonic plate; Volcano; Economic, Environmental and Social Impact; Extreme weather; Global atmospheric circulation; Tropical storm; Adaption; Climate change; Orbital changes; Quaternary period		Brownfield and greenfield site; Dereliction; Inequalities; Integrated transport systems; Mega cities; Migration; Natural increase; Opportunities; Pollution; Rural-urban fringe; Sanitation; Deprivation; Squatter settlement; Sustainable urban living; Congestion; Urban greening; Urbanisation; Regeneration; Urban sprawl; Recycling		Rivers: Abrasion; Attrition; Cross profile; Dam and reservoir; Discharge; Embankment; Estuary; Flood; Flood plain; Gorge; Hard and soft engineering; Hydraulic action; Hydrograph; Interlocking spurs; Lateral and vertical erosion; Levees; Long profile; Meander; Ox-box; Precipitation; Saltation; Solution; Suspension; Traction; Waterfall	Coasts: Arch; Bar; Beach; Beach nourishment; Reprofilng; Cave; Cliff; Gabion; Groyne; Headlands and bays; Longshore drift; Managed retreat; Mass movement; Rock armour; Sand dune; Sea wall; Sliding; Slumping; Spit; Stack; Wave cut platform; Waves; Weathering
Purpose	Living with the physical environment		Challenges in the human environment	Living with the physical environment	Living with the physical environment	
11	Changing Economic World	Changing Economic World	The living world	Resource Management	Pre-release/ revision	N/A
	Place: Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change .	Place: Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change .	Processes: Students will appreciate that tropical rainforest and hot desert ecosystems have a range of distinctive characteristics.	Sustainability: Students will understand the range of sustainable strategies that can be used to increase food supply .	The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.	
	Change: Students will understand that there are global variations in economic development and quality of life .	Change: Students will understand that there are global variations in economic development and quality of life .	Place: Students will have knowledge of the location of key ecosystems and the significance of these locations. To also be aware of the areas on the fringe of hot deserts that are at risk of desertification .	Interconnections: Students will understand that food, water and energy are fundamental to human development .	Students need to undertake two geographical enquiries , each of which will include the use of primary data, collected as part of a fieldwork exercise. These two fieldwork elements are covered in Urban Challenges and Physical Landscape.	
	Interconnection: Students will appreciate that there are various strategies exist for reducing the global development gap and that major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth .	Interconnection: Students will appreciate that there are various strategies exist for reducing the global development gap and that major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth .	Scale: Students will know that Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components .	Change: Students will understand that there is a changing demand and provision of resources in the UK.		
			Sustainability: Students will understand the value of the tropical rainforest and how it needs to be managed in a sustainable way .	Environment: how the different resources of food, water and energy impact the regional, national and global geography.		
			Environment: By looking at a real life example (case study), students will appreciate the characteristics, diversity and importance of tropical rainforests and hot deserts .			

Key vocabulary	<p>Birth rate; Commonwealth; Death rate; De-industrialisation; Demographic transition model; Development; Development gap; European Union; Fairtrade; Globalisation; Gross national income (GNI); Human Development Index (HDI); Industrial structure; Infant mortality; Information Technology; Intermediate technology; International aid; Life expectancy; Literacy rate; Microfinance loans; North-south divide; Post-industrial economy; Service industries; Trade; Transnational Corporation</p>		<p>Abiotic; Biotic; Consumer; Decomposer; Ecosystem; Food chain; Food web; Nutrient cycling; Global ecosystem; Producer; Biodiversity; Commercial farming; Debt reduction; Deforestation; Ecotourism; Logging; Mineral extraction; Selective logging; Soil erosion; Subsistence farming; Sustainability; Appropriate technology; Desertification; Over-cultivation; Overgrazing;</p>	<p>Agribusiness; Carbon footprint; Energy mix; Food miles; Fossil fuel; Local food sourcing; Organic produce; Resource management; Aeroponic; Biotechnology; Famine; Food security and insecurity; Hydroponics; Irrigation; Permaculture; Sustainable development; Sustainable food supply; The new green revolution; Undernutrition; Urban farming</p>		
Purpose	Challenges in the human environment		Living with the physical environment	Challenges in the human environment	Geographical application	
	Living with the physical environment	<p>This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of tectonic processes; the earths landforms and their processes; biological process and weather processes. To then understand these features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.</p>	Challenges in the human environment	<p>This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.</p>	Geographical application	<p>The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.</p>