



SUBJECT	<b>Geography</b>		YEAR	<b>11</b>
<p><b>Why do we study geography?</b> The Geography curriculum provides students with the knowledge to understand and better care for the world around them. We develop an appreciation of real-world issues, broaden awareness of how they impact our lives, and provide practical skills to engage with geographical challenges and support future careers.</p>				
<b>What you will learn this year</b>		<b>What you have learned before</b>		<b>Where you can read more</b>
<b>Resources</b>				
<ul style="list-style-type: none"> <li>Importance of food, water &amp; energy</li> <li>Opportunities and challenges associated with changing demand and provision of resources in UK</li> <li>Conflict arising from energy supply &amp; demand issues</li> <li>Strategies to increase energy supply</li> </ul> <p>Cartographic, graphical, numerical, statistical, literacy skills (describe, analyse, critique, etc.), fieldwork</p>	<p>Year 7-9:</p> <ul style="list-style-type: none"> <li>Food resources</li> <li>Water resources</li> <li>Energy resources</li> <li>Sustainable cities</li> <li>Plastic issues (oil)</li> <li>Nuclear energy</li> <li>Renewable energy</li> </ul>		<ul style="list-style-type: none"> <li>Bottle &amp; Sold: The story behind our obsession with bottled water – Peter H. Gleick</li> <li>There is no Planet B – Mike Berners-Lee</li> <li>BBC News &amp; The Guardian – Food/Water/Energy</li> <li>Energy Wars – How oil and gas are fuelling global conflicts</li> <li>Carbon Brief – climate news</li> </ul>	
<b>The Challenge of Natural Hazards</b>				
<ul style="list-style-type: none"> <li>Natural hazards risk</li> <li>Physical processes leading to earthquakes &amp; volcanic eruptions</li> <li>Tectonic hazards in varying areas of wealth – effects &amp; responses</li> <li>Tectonic hazard management to</li> <li>Global atmospheric circulation</li> <li>Tropical storms - cause &amp; effect</li> <li>UK weather hazards example</li> <li>Human &amp; natural climate change</li> <li>Climate change effects &amp; management</li> </ul> <p>Cartographic, graphical, numerical, statistical, literacy skills (describe, analyse, critique, etc.), fieldwork</p>	<p>Year 7-9:</p> <ul style="list-style-type: none"> <li>Climate &amp; weather</li> <li>Microclimate on-site fieldwork</li> <li>Climate change</li> <li>Heatwaves &amp; storms</li> <li>Earth structure &amp; tectonics</li> <li>Volcano types</li> <li>Volcanic eruption impacts and responses</li> <li>Earthquake impacts &amp; responses</li> <li>Case study comparisons</li> <li>Earthquake management</li> <li>Tsunami example</li> </ul>		<ul style="list-style-type: none"> <li>How to Avoid a Climate Disaster – Bill Gates</li> <li>The Uninhabitable Earth – David Wallace-Wells</li> <li>BBC News &amp; The Guardian – Earthquakes/Hurricanes/Climate change</li> <li>BBC iPlayer Science &amp; Nature</li> <li>Carbon Brief – climate news</li> </ul>	
<b>The Changing Economic World</b>				
<ul style="list-style-type: none"> <li>Global variations in economic development and quality of life</li> <li>Strategies for reducing the development gap</li> <li>Rapid economic development in LIC &amp; NEEs – social, environmental and cultural change (case study)</li> <li>Major changes in the economy of the UK – affecting employment patterns &amp; regional growth</li> </ul> <p>Cartographic, graphical, numerical, statistical, literacy skills (describe, analyse, critique, etc.), fieldwork</p>	<p>Year 8-9:</p> <ul style="list-style-type: none"> <li>Standard of Living &amp; Quality of Life</li> <li>Population pyramids &amp; DTM</li> <li>Levels of development &amp; development gap</li> <li>Sustainable development</li> <li>Health and development</li> <li>Aid and development</li> <li>Globalisation</li> <li>TNCs and exploitation</li> <li>Glocalisation</li> <li>Demographic transition model</li> <li>Population pyramids</li> </ul>		<ul style="list-style-type: none"> <li>The Almighty Dollar – Dharshini David</li> <li>Inequality and the 1% - Danny Dorling</li> <li>Prisoners of Geography – Tim Marshall</li> <li>The Looting Machine – Warlords, Tycoons, Smugglers, and the Systematic Theft of Africa's Wealth</li> <li>BBC News &amp; The Guardian – Globalisation/sustainability/economy</li> <li>United Nations Development Programme</li> <li>Sustainable Development Goals</li> </ul>	