

	What will I learn?	How will I learn it?	Why is it important that I learn this?	Why am I learning this now?
The Changing Economic World	<ul style="list-style-type: none"> • There are global variations in economic development and quality of life. • Various strategies exist for reducing the global development gap. • Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. • Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. 	<ul style="list-style-type: none"> • Analysing geographical data and statistics to make inferences about levels of development • Evaluating strategies used to reduce the development gap • Creating a detailed case study of India, a newly emerging economy • Critiquing geographical models • Developing an understanding of the legacy of deindustrialisation on the economy of the UK 	<p>To develop a greater understanding of why both global and national inequalities exist and how these can be managed sustainably.</p> <p>To understand the role that globalisation plays in both reducing and widening these inequalities.</p>	<p>This unit will extend student understanding of the underpinning concepts of inequality, globalisation, interdependence and sustainability studied throughout KS3 (Into Africa, Battle of the Superpowers, Population and Development).</p> <p>This unit provides a foundation for the Global Systems and Global Governance unit studied in Year 13.</p>
The Challenge of Resource Management	<ul style="list-style-type: none"> • Food, water and energy are fundamental to human development. • The changing demand and provision of resources in the UK create opportunities and challenges. • Demand for energy resources is rising globally but supply 	<ul style="list-style-type: none"> • Analysing geographical data to understand global patterns of resources • Debating the benefits and issues associated with fracking in the UK • Producing concept maps to analyse the issues 	<p>To understand that uneven distribution of resources creates inequalities and can negatively impact wellbeing</p> <p>To understand that reliance of fossil fuels is creating energy insecurity in the UK and other parts of the world</p>	<p>Extend understanding of issues associated with uneven energy supplies and dependence on fossil fuels studied in Year 8 (Our Fragile Planet).</p>

	<p>can be insecure, which may lead to conflict.</p> <ul style="list-style-type: none"> • Different strategies can be used to increase energy supply. 	<p>associated with energy insecurity</p> <ul style="list-style-type: none"> • Creating a case study of the use a microhydro scheme in Nepal 	<p>and the issues that this creates.</p> <p>To understand how students own lives may be affected by energy insecurities and how they can make more sustainable choices</p>	
The Living World	<ul style="list-style-type: none"> • Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. • Tropical rainforest ecosystems have a range of distinctive characteristics. • Deforestation has economic and environmental impacts. • Tropical rainforests need to be managed to be sustainable. • Hot desert ecosystems have a range of distinctive characteristics. • Development of hot desert environments creates opportunities and challenges. • Areas on the fringe of hot deserts are at risk of desertification. 	<ul style="list-style-type: none"> • Construct food webs to show interrelationships in a local ecosystem • Study Poynton Pool as an example of a small-scale pond ecosystem • Construct and interpret climate graphs • Study the importance of interdependence climate, water, soils, plants, animals and humans • Study satellite imagery and data to analyse patterns of deforestation • Create detailed case studies of the Amazon Rainforest and the Thar desert to understand the opportunities and challenges facing these biomes 	<p>To develop an understanding of the biological and meteorological processes and 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>	<p>Students will revisit and extend their learning of this unit from Year 9.</p> <p>Students will embed their understanding of global atmospheric circulation learnt during the Hazards topic to explain why tropical rainforests and deserts are found where they are.</p> <p>Students will revisit Year 7 learning of the water cycle to explain why convectional rainfall in the rainforest.</p>

<p>Issue-evaluation</p>	<p>A resource booklet will be issued 12 weeks prior to the exam. The booklet will present a geographical issue that will arise from an aspect of the content studied in Years 10 and 11.</p>	<p>Students will work through the resource booklet in lessons.</p> <p>Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts and quotes from different interest groups.</p> <p>Students will apply their understanding to interpret, analyse and evaluate the issue in the resource booklet. They will also use geographical skills to set the issue in context and to examine conflicting viewpoints about the issue.</p> <p>Assessment will consist of a series of questions related to the issue leading to a more extended piece of writing which will involve an evaluative judgement. The questions will form part of Paper 3.</p>	<p>Students are given the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue from within the specification</p>	<p>Students develop knowledge and understanding of physical geography themes and human geography themes. This section is synoptic and the assessment will require students to use their learning from Years 10 and 11 so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue and justify their decision.</p>
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