

	What will I learn?	How will I learn it?	Why is it important that I learn this?	Why am I learning this now?
Population and Development	Students will learn about the complex relationship between population growth and uneven global development.	<ul style="list-style-type: none"> • What are the causes and consequences of uneven development around the world. • How is the world's population growing and where? • What is the link between population growth and development? • What is the Demographic Transition Model and how useful is it really? • How do population structures differ based on development? • Assessment: GCSE style questions using maps, graphs and photographs 	The day of 8 billion people was reached on 22 nd November 2022. In 1950 the global population was around 2.5 billion. Students need to understand how we got here and how this growth is influencing development around the world.	<p>This unit will extend student understanding of concepts of development, globalisation and inequality studied in Year7 and 8.</p> <p>This unit provides a foundation for units studied at both GCSE (The Changing Economic World and Urban Issues and Challenges) and A Level (Contemporary Urban Environments and Global Systems and Global Governance)</p>
Population Challenges	Students will apply their understanding of population change and development and explore the global challenges that are being created as a result of the changes taking place. They will explore how disparities in development have led to a range of global health risks. And how population movements in an increasingly interconnected world are	<ul style="list-style-type: none"> • How does uneven development lead to disparities in global health? • Why is malaria still such a risk in areas of the world? • Who is disproportionately affected by HIV in the world? • Who is affected by heart disease and how do levels of development influence this? • What causes migration of people and what are the impacts of migration today? 	The gulf between the wealthiest and least wealthy nations is wider than ever, and this combined with the unprecedented population growth of the past century is creating complex global challenges	<p>This unit will extend student understanding of concepts of risk, inequality and globalisation studied in Year7 and 8.</p> <p>This unit provides a foundation for units studied at both GCSE (The Changing Economic World) and A Level (Hazards and Global</p>

	creating challenges around inequality.	<ul style="list-style-type: none"> • How has globalisation led to increasing international movements of people? • How is globalisation creating an increasingly uneven world? 		Systems and Global Governance)
The USA	Students will explore the contrasting human and physical landscapes of this diverse country.	<ul style="list-style-type: none"> • Which natural hazards is the USA at risk from? How do these hazards affect the people living there? • Why do people move to the USA? What impacts does this have? • How is the USA trying to mitigate the impacts of climate change? • Is the USA a superpower? • Assessment: GCSE style questions using maps, graphs and photographs 	Arguably the world's only true superpower. The USA is a unique and diverse continent that in which physical and human interaction result in a range of landscapes and challenges.	The unit provides a new context in which to explore a range of geographical concepts such as inequality, sustainability, globalisation and risk.
The Living World	Students will understand how factors such as latitude, ocean currents and altitude influence the distribution of global biomes. They will explore how the unique nature of some of these biomes creates opportunities and challenges for the people that live there.	<ul style="list-style-type: none"> • How does global atmospheric circulation influence biome distribution? • How do ocean currents, altitude and the rain shadow effect influence biome distribution? • Where are the Mongolian Grasslands? What is the climate like there? What is life like for the people living there? What challenges do they face? • Where is the Arctic Tundra? What is the climate like there? What is life like for the people living there? What challenges do they face? • What are mangrove swamps? What lives there? What challenges are they facing? 	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.	Students will begin this GCSE level unit after the Easter break. The unit will cover the same processes and concepts that they are expected to understand at GCSE but using different contexts to those studied in Year 11. Students will then revisit their learning of this topic in Year 11.

