| Module/Unit of Learning | Taught During | What will students learn? | How are students challenged |
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| Living World: Tropical rainforests + Hot deserts | Autumn 1 | Students will develop an understanding of where and how tropical rainforests and deserts are formed. Students learn how animals and plants are adapted to this ecosystem and unique climate. Students will be able to understand the opportunities and challenges in vulnerable tropical rainforest ecosystems. Students will be able to locate desert environments and explain how they form along high-pressure bands. Students will learn the process of desertification and assess the strategies used to reduce this effect. | Students will be required to link their knowledge of ecosystem formation to global atmospheric circulation. This large scale understanding of climatic processes is key to understand low- and high-pressure systems. Students will need to apply their knowledge of pressure changes and adaptations to a remote ecosystem. Students will apply their exam skills to synoptic questions. |
| Urban Issues & Challenges | Autumn 2 | Students will learn how the UK is in a post-industrial economy. The majority of jobs are in the tertiary and quaternary sector, affecting how cities and infrastructure is developed. Students will investigate the urban regeneration of Plymouth, Devon. | Students will be required to practice questions using Tier 3 vocabulary to assess the issues and opportunities created in a post-industrial economy. Students will need to evaluate the positive multiplier effect created by economic change. |
| Fieldwork | Spring 1 | Students will participate in human fieldwork in Plymouth, Devon. Students will take part in mid-term assessments. | Students will need to collect, analyse and coherently evaluate primary and secondary data. Students will need to develop their ability to visualise and empathise with communities and regions far from their own lived experience. |
| UK Physical Landscapes: Rivers | Spring 2 | Students will learn the dynamic processes and features of a river system. Students will know the main processes in a drainage basin. Students will learn features of erosion and deposition and how these are formed over time. Students will learn how to evaluate the effectiveness of hard and soft engineering to reduce the impact of flooding. | Students will be introduced to cartographical and graphical skills to interpret how river systems can change over time. Students will apply their knowledge to exam-style questions in order to respond and gain feedback on their application of knowledge. |
| UK Physical Landscapes: Coasts | Summer 1 | Students will learn how the coastal features form and apply this knowledge to known case studies. Students will be able to explain how features form over time using their linked knowledge of processes. Students will be able to analyse how coastal management schemes are effective in reducing the impact of coastal erosion. Students will learn and understand how parts of the UK coastline have formed over time, and are at risk of coastal erosion. | Students will be challenged to combine geological thinking with their physical and human geographical knowledge. Students will need to understand how coastal processes form features over time. Students will need to retrieve knowledge from previous physical processes and apply this to a new coastal environment. |

Pride    Respect    Success

| Fieldwork: Physical Fieldwork Enquiry | Summer 2 | Students will learn important skills of data capture and data analysis. Students will participate in physical fieldwork to collect data to measure the impact of coastal erosion. Students will present and analyse their data, in order to assess the conclusion and reliability of their fieldwork enquiry. | Student application of knowledge in the field will be required to assess the effectiveness of coastal engineering methods.  This knowledge is expertly taught, and students will be taught how to answer exam-style questions with feedback provided. |
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