



The curriculum for this stage of students' education has been designed to develop a curiosity about urban areas, how they have developed and how they will develop in the future. Students will study the spatial interaction between people and their surroundings in order to understand how they can be managed better for all humanity and what their role may be in establishing this change.

<p>HALF TERM 1: CONTEMPORARY URBAN ENVIRONMENTS STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Urbanisation and its importance in human affairs • Global patterns of urbanisation since 1945 • The emergence of megacities and world cities. • processes associated with urbanisation and urban growth. • Urban change • Urban policy and regeneration in Britain since 1979 • Urban form and new urban landscapes • Social and economic issues associated with urbanisation and the strategies to manage them. <p>HOW THIS WILL BE ASSESSED: A formal assessment of Advanced level knowledge Paper 2 with a focus on mapping distributions and short structured questions analysing change over time.</p>	<p>HALF TERM 2: CONTEMPORARY URBAN ENVIRONMENTS STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Urban climate - the impact of urban form on the local climate. • Air quality: particulate and photo-chemical pollution and reduction policies. • Urban drainage- Issues associated with catchment management in urban areas and the development of sustainable urban drainage systems. • River restoration and conservation. <p>HOW THIS WILL BE ASSESSED: A formal assessment of Advanced level knowledge Paper 2 with a focus on data response questions and geographical numeracy.</p>	<p>HALF TERM 3: CONTEMPORARY URBAN ENVIRONMENTS STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Urban waste and its disposal - Urban physical waste generation. The environmental impacts of alternative approaches to waste disposal. Comparison of incineration and landfill • Contemporary urban issues - atmospheric pollution, water pollution and dereliction and the strategies to manage them. <p>HOW THIS WILL BE ASSESSED: A formal assessment of Advanced level knowledge Paper 2 with a focus on short structured questions on the causes, effects and responses to urban environmental problems.</p>
<p>HALF TERM 4: CONTEMPORARY URBAN ENVIRONMENTS STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Sustainable urban development - Impact of urban areas on local and global environments, ecological footprint, • Dimensions of sustainability, nature and features of sustainable cities and the concept of liveability. • Contemporary opportunities and challenges in developing more sustainable cities. • Strategies for developing more sustainable cities. • Case studies of two contrasting urban areas to illustrate and analyse patterns of economic and social well-being and the nature and impact of physical environmental conditions with particular reference to the implications for environmental sustainability. <p>HOW THIS WILL BE ASSESSED: A formal assessment of Advanced level knowledge Paper 2 with a focus on extended writing to compare contrasting urban areas</p>	<p>HALF TERM 5: REVISION YEAR 12 UNITS STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • In-depth knowledge of locations, places, processes and environments, at all geographical scales. • Understanding of, and ability to apply, the concepts of place, space, scale and environment. • How to confidently and competently selecting, use and evaluate a range of geographical skills and approaches. <p>HOW THIS WILL BE ASSESSED: Various formal assessments of Advanced level knowledge Paper 1 with a focus on short data response questions and using past and specimen papers with model mark schemes.</p>	<p>HALF TERM 6: REVISION YEAR 13 UNITS STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • In-depth knowledge of locations, places, processes and environments, at all geographical scales. • Understanding of, and ability to apply, the concepts of place, space, scale and environment. • How to confidently and competently selecting, use and evaluate a range of geographical skills and approaches. <p>HOW THIS WILL BE ASSESSED: Various formal assessments of Advanced level knowledge Paper 2 with a focus on extended writing.</p>

Embedding this knowledge can be supported at home by wider reading of books such as "The Almighty dollar" by Dharshini David or using online resources such as podcasts from the BBC. Keeping up to date with changes in urban issues can be achieved through reading online newspapers such as The Guardian or viewing news reports from the BBC world service.



The curriculum for this stage of students' education has been designed to encourage raise awareness of some of the most pressing challenges facing the world today. The curriculum focuses on natural hazards and the varying impacts they have on the people and environments across the world. Students will develop the ability to critically analyse the issues surrounding the management of hazardous areas and formulate their own viewpoints on how effective they are whilst making judgements about the sustainability of the approaches studied.

<p>HALF TERM 1: HAZARDS STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> Nature, forms and potential impacts of natural hazards. Hazard perception. Characteristic human responses and The Park model of human response. <p>PLATE TECTONICS</p> <ul style="list-style-type: none"> Earth structure and internal energy sources. Plate tectonic theory. Tectonic plates and their movement. Destructive, constructive and conservative plate margins and their associated processes and landforms. <p>HOW THIS WILL BE ASSESSED: A formal assessment of Advanced level knowledge Paper 2 with a focus on short structured questions to apply knowledge of tectonic processes and landforms.</p>	<p>HALF TERM 2: HAZARDS STUDENTS MUST KNOW: VOLCANIC AND SEISMIC HAZARDS</p> <ul style="list-style-type: none"> The nature of vulcanicity and seismicity and its relation to plate tectonics. Forms of volcanic and seismic hazard. Distribution, magnitude, frequency, regularity and predictability of hazard events. Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses including mitigation, prevention and adaptation. Impacts and human responses as evidenced by a recent volcanic and seismic event. <p>HOW THIS WILL BE ASSESSED: A formal assessment of Advanced level knowledge Paper 2 with a focus on extended written questions analysing hazard management strategies and applying case study knowledge.</p>	<p>HALF TERM 3: HAZARDS STUDENTS MUST KNOW: STORM HAZARDS</p> <ul style="list-style-type: none"> The nature of tropical storms and their underlying causes. The forms of storm hazard. The spatial distribution, magnitude, frequency, regularity, predictability of hazard events. The Impacts of storm hazards. The short and long-term responses including mitigation, prevention and adaptation. The impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world. <p>HOW THIS WILL BE ASSESSED: A formal assessment of Advanced level knowledge Paper 2 with a focus on extended writing to compare and contrast impacts and responses to storm hazards.</p>
<p>HALF TERM 4: HAZARDS STUDENTS MUST KNOW: FIRES IN NATURE</p> <ul style="list-style-type: none"> The nature of wildfires. The causes and impact of fires. The short and long-term responses including mitigation, prevention and adaptation. The impact and human responses as evidenced by a recent wild fire event. Case study of a multi-hazardous environment beyond the UK. Case study at a local scale of a specified place in a hazardous setting. <p>HOW THIS WILL BE ASSESSED: A formal assessment of Advanced level knowledge Paper 2 with a focus on factual multiple-choice questions and extended written questions applying case study knowledge.</p>	<p>HALF TERM 5: REVISION YEAR 12 UNITS STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> In-depth knowledge of locations, places, processes and environments, at all geographical scales. Understanding of, and ability to apply, the concepts of place, space, scale and environment. How to confidently and competently select, use and evaluate a range of geographical skills and approaches. <p>HOW THIS WILL BE ASSESSED: Various formal assessments of Advanced level knowledge Paper 1 with a focus on short data response questions and using past and specimen papers with model mark schemes.</p>	<p>HALF TERM 6: REVISION YEAR 13 UNITS STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> In-depth knowledge of locations, places, processes and environments, at all geographical scales. Understanding of, and ability to apply, the concepts of place, space, scale and environment. How to confidently and competently select, use and evaluate a range of geographical skills and approaches. <p>HOW THIS WILL BE ASSESSED: Various formal assessments of Advanced level knowledge Paper 2 with a focus on extended writing.</p>

Embedding this knowledge can be supported at home by using the online resources such as www.usgs.gov to keep up to date with natural hazard events or by reading about current research into natural hazards on sites such as www.nature.com.