

PERSPECTIVES

PROCESSES

PLACE

GEOGRAPHY

INTERACTION

SUSTAINABILITY

SKILLS

PROCESSES

Students gain insight into the long-term removal of sediment and rocks along the coastline due to the action of waves, currents, tides and longshore drift. They can explain the impact of coastal processes on specific locations using detailed case studies. Students can explain the impact of human intervention on coastal processes.



INTERACTION

Students can identify environmental reasons for global variations in economic development. Students can use the example of Nigeria to state how fossil fuels have helped economic growth. Students also look at environmental reasons behind inequality in the UK.

SKILLS

Students draw on their existing skills to collect, interpret and analyse a wide range of quantitative and qualitative data. They can correctly use inferential and relational statistical techniques including Spearman's rank correlation and Chi-Squared tests.

12 & 13

PERSPECTIVES

Using their established awareness of change in perspectives across the world, students focus in on their local place, Reading, and a distant and contrasting place, Detroit. They are able to articulate the factors which have an impact on how we view and experience a particular place; for example, our individual characteristics, media representations and insider and outsider perspectives.

Apprenticeships

Environmental health Practitioner
Geospatial Mapping Specialist
Travel Consultant
Forest Operative
Port Marine Operations Officer
Supply Chain Leadership

Jobs

Analyst
Marketing
Nature Conservation
Education
Sustainable Urban Planning
Finance
Civil Service
Economies
Geophysics
Politics
Environmental GeoScience

University

SUSTAINABILITY

Students deepen their understanding of how major resources are unevenly distributed globally, and the challenges that this presents. Students demonstrate their knowledge of issues of water sustainability, through application to key case studies in Lesotho and India.

SKILLS

Students are introduced to the concept of geolocated data. They are able to analyse and interpret a range of photographs, graphs and maps, including choropleth maps, flow lines and trip lines. Students begin to understand exam question structure, including command words and PEEL paragraphs.

PERSPECTIVES

Students are able to make comparisons between their own lives and the lives of people in Africa, and to start to explain the difference experiences of people living in different countries within Africa.

Rivers and Flooding

Russia

Plastic - Not Fantastic!

7

World Geography

Natural Wonders of the World

PLACE

Students add depth to their previous study of ecosystems through consideration of desertification and deforestation. Students apply their knowledge of place to understand how humans shape the physical environment and meaning of locations, such as the Thar Desert and Malaysian Rainforest.

INTERACTION

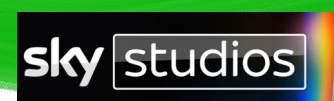
Students can identify the importance of these areas to local residents. Students can make connections between the natural landscape and the ways in which it is used by people. Pupils can identify similarities and differences between the Natural Wonders and parts of the UK.

8

Risky World

Changing Climates

Y8 Trip Sky Studios



SUSTAINABILITY
Students can describe effects of climate change around the world, and how this can cause social, economic and environmental issues. Students apply their understanding of sustainability to a case study of Bangladesh, with a focus on adaptation.

Y10 Trip Rushall Farm

10

Natural Hazards

Physical Landscapes

Resource Management

GCSE Skills

9

Ecosystems

Feeding the 9 Billion

Challenges & Opportunities in Africa

Y12 Trip Slapton Ley



NEA: Independent Investigation

Hazards

Coasts

Water & Carbon Cycles

Urban Environments

Changing Places

Global Systems & Governance