



Year Group	Learning Cycle 1 – Autumn Term	Learning Cycle 2 – Spring Term	Learning Cycle 3 – Summer Term
<p>YEAR 7: Students begin their journey by investigating the differences between human and physical Geography. We provide students with a sense of place by investigating our local area. Students study the Jurassic Coastline to understand processes that have shaped local regions. Finally, Environmental Issues encourages students to become thoughtful and engaged citizens.</p>	<p>What is Geography?</p>	<p>The Jurassic Coastline.</p>	<p>Environmental Issues.</p>
<p>YEAR 8: Students study biological processes that interact with the physical environment to create diverse biomes. They use and develop geographical information to investigate the physical geography of rivers, also considering how people mitigate and adapt to river flooding. Finally, we study levels of development in Africa and understand factors that increase the development gap.</p>	<p>Global Biomes</p>	<p>Rivers and Flooding</p>	<p>Measuring Development</p>



<p>YEAR 9: Students investigate how tectonic plate movement helps create some of the central features of our planet, at the same time posing significant hazards to people. We look at the newest features of human society by studying NEEs, such as China and Russia. Finally, we look at Conflict in Geography and return to the importance of natural resources and political boundaries.</p>	<p>Natural Hazards.</p>	<p>Who are the Newly Emerging Economies (NEEs)?</p>	<p>Conflict in Geography.</p>
<p>YEAR 10: Students build on the foundations adopted throughout KS3 by following the AQA GCSE specification. Students develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and build on skills to analyse and interpret different data sources. Students will have the opportunity to carry out local fieldwork visits to Dawlish Warren and Exeter’s CBD.</p>	<p>Paper 1: The Challenge of Natural Hazards.</p>	<p>Paper 1: The Living World</p>	<p>Paper 1: Physical Landscapes of the UK. Paper3: Fieldwork</p>



<p>YEAR 11: Students will continue to enrich their locational knowledge. They return to urbanisation and study the economic and social forces that shape Bristol and Mumbai. We investigate the development gap, through a variety of scales and places, from cities in the UK to the megacities of Asia. Finally, students focus on our country's energy mix, which allows us to discuss the patterns of energy use and production.</p>	<p>Paper 2: Urban Issues and Challenges</p>	<p>Paper 2: The Changing Economic World</p> <p>Paper 2: Resource Management.</p>	<p>Paper 3: Pre- Release and Revision</p>
<p>YEAR 12: At KS5, students continue to increasingly develop their independence in preparation for further education and later life. They follow the Edexcel Specification which allows them to mature in their geographical thinking and utilise geographical skills they have fostered since KS3.</p>	<p>Tectonic Processes and Hazards.</p> <p>Globalisation</p>	<p>Coastal Landscapes and Change</p> <p>Regenerating Places</p>	<p>NEA- Independent Investigation</p>
<p>YEAR 13: The Edexcel Specification allows pupils to continue to investigate the human and</p>	<p>NEA Independent Investigation. The Water Cycle and Water Insecurity.</p>	<p>The Carbon Cycle and Energy Insecurity.</p>	<p>Paper 3: Synoptic Paper</p> <p>Revision</p>



physical processes shaping a variety of places, on a variety of scales, in greater depth.	Super Powers	Migration, Identity and Sovereignty.	
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