



Durham
Academy

Geography

We aim to inspire a deep curiosity about the world, encouraging students to explore diverse places, people, environments, and processes. Our curriculum builds knowledge progressively, ensuring students develop a strong understanding of physical and human geography and the interconnections between them.

Through enquiry-based learning, fieldwork, and the study of current global issues such as climate change, migration, and urbanisation, students become **confident** critical thinkers. We encourage them to ask questions, challenge assumptions, and communicate their findings clearly and effectively.

Our learners are **ambitious** in their pursuit of knowledge, motivated to achieve academic success and make a positive impact on the world around them. Geography at Durham Academy supports the development of key skills in analysis, decision-making, and responsible citizenship.

We foster a **respectful** understanding of cultural diversity, environmental responsibility, and the challenges faced by different communities. Through this, students develop empathy, ethical awareness, and a strong sense of social justice.

Grounded in the rich landscapes and heritage of County Durham, our Geography curriculum empowers students to see their local environment as part of a much wider world, and to approach that world with curiosity, compassion, and courage.



Durham
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Year 7

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Enquiry Question	What is it to be a Geographer?	Is the Earth running out of Natural Resources?	What is an economy?	What is weather and climate?	Is the geography of Russia a benefit or a curse?

Subject Content	Knowledge of the world Use of maps Using OS Maps	Rocks Soils Biosphere Hydrosphere (Non) Renewable Energy	Agricultural economy Nissan in Sunderland Economic sectors Globalisation	Measuring climate Clouds Air Pressure	Physical landscape of Russia Human population in Russia Geography and the Russian Economy
Disciplinary Knowledge/ Skills	Locate and name the world's continents and oceans. Begin to identify human and physical features of localities. Understand the differences between physical, human and environmental geography. understand the concepts of Place and Scale. Locate and describe places using latitude and longitude, and grid references. Demonstrate ability to use OS maps, symbols, scale, grid references, height, direction, with aerial photos. Identify different types of geographical data. Interpret atlas maps	Describe global distribution patterns of forests, food insecurity and water scarcity. Know the locality of the River Tees - for quarrying and oil refining. Know world distribution of water and forests. Understand the composition and formation of soils. Understand how different people use and perceive soil. Understand the ideas of food insecurity and water scarcity. Identify how people use the Earth's natural resources – rocks, soil, forests, food, water, oil . Classify and evaluate sources of renewable	Know about farming in different parts of the UK. Know the location and reasons why the Nissan factory is in Sunderland. Know the location of ports in the UK. Understand the growth of manufacturing in China. Know about cocoa growing requirements and production in West Africa. Understand the human process concept of Economy, and associated terms: trade, ports, globalisation, containerisation and economic sectors. Classify jobs into economic sectors.	Know factors influencing the location of a weather station. Know about the weather and climate of the UK. Know world distribution of climate zones. Understand the difference between weather and climate. Understand the basic principles, processes and patterns of weather and climate. Understand the characteristic features of depressions and anticyclones and how they affect the weather. Understand how weather affects our daily lives. Understand how	Locate Russia and its surrounding countries. Identify key features of Russia's physical landscape, climate, environments, population distribution, economy. Progress the concept of the Earth's systems. Understand the features and causes of a continental climate. Understand how biomes are formed by the interaction of the Earth's spheres – taiga, tundra. Progress understanding of the concepts of Place, Space, Scale, Economy. Understand the distribution of natural resources and

	including world physical and human. Use guidance to write like a geographer, using new geographical terminology.	and non-renewable forms of energy . Define a geographical concept – Sustainability and Space. Compare an OS map with ground and aerial photos to analyse the location of an oil refinery and quarry. Use advice to describe geographical patterns – developing the concept of Space. Use an increasing range of geographical data as part of an enquiry. Use new geographical terminology. Make a decision about types of energy.	Understand economic systems at a variety of scales. Understand how economies evolve through time. Understand how Places are interconnected and interdependent through trade in chocolate. Use statistical data to draw a graph to show how the UK economy has evolved. Decision making – locate a factory and justify choices. Know and use GIS and geotechnologies. Compare an OS map with an aerial photo to identify location factors for a car plant and a port.	weather is measured, recorded and forecast – role of the Met Office. Use the synoptic code, weather charts and satellites to analyse weather patterns. Interpret and draw climate graphs for the UK. Interpret climate maps for the UK and the world. Describe and explain weather patterns and the climate of the UK. Use new geographical terminology – weather and climate. Conduct a geographical enquiry to identify patterns of weather for a locality for a week.	economic activities across Russia. Understand the human process concept population and the difference between densely and sparsely populated areas. Progress understanding of the concept of Place – the characteristics of Russia, as a result of interconnections of physical and human geography. Understand the causes and consequences of conflict and war between countries. Appreciate how cold temperatures impact on people's lives. Understand how size and physical geography affect the economic growth of Russia. Understand the reasons for and consequences of exploiting natural
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					resources in the Arctic region of Russia. Describe and explain geographical patterns comparing atlas maps of biomes, world physical and human. Interpret a climate graph for tropical rainforest. Make a decision about the future of rainforests and plastics in oceans. Use geotechnologies and new geographical terminology. Conduct a more complex enquiry using a wide range of geographical data, including the consideration of conflicting viewpoints, to reach a conclusion and make a decision.
Theme (if applicable)					
SMSC		Ethical implications of resource exploitation	Moral issues of globalisation		
Careers		Geologist	Agriculture	Meteorologist	Journalist

		Civil engineer Hydrologist Farmer Soil scientist Renewable energy	Manufacturing Service industries	Climate scientist	
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	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Enquiry Question	Why are rivers important?	How developed is our world?	What is the impact of more people?	What happens when the land meets the sea?	How is Asia Being transformed?
Subject Content	How does water flow into rivers? How do rivers change the land Impact of Rivers on the land Problems of rivers	Measuring development Poverty Gender equality	Population distribution Urbanisation Migration	Erosion Landforms Transportation Deposition Coastal defences	India China Population diversity of Asia
Disciplinary Knowledge/ Skills	Identify human and physical features of a locality – River Tees. Locate the world's major river basins. Progress understanding of the concept of the Earth's Systems. Understand drainage basin processes, as a system, and the	Understand global patterns of development, locating countries in different states of development. Identify development priorities for Nepal. Identify regional inequality in the UK. Understand the concept of	Know the global distribution of population, and the UK. Understand the population control strategies in Russia and China. Understand that population structure can vary within a country, contrasting	Identify human and physical features of a locality – Holderness coast. Progress understanding of the concept of the Earth's Systems. Understand how erosion, deposition and transportation create and change	Locate the continent of Asia and its countries. Identify key features of Asia's physical landscape, climate, environments, population distribution, economy. Understand aspects of the physical and

	interconnections between the Earth's spheres. Understand river processes – erosion, transportation, deposition – to create landscapes, as part of the rock cycle. Understand the formation of river landforms. Understand how people use rivers. Understand why people investigate drainage basin processes. Know how human and physical factors cause rivers to flood. Identify ways that people respond to river flooding. Identify how river flooding can be managed. Compare an OS map with an aerial photo to identify river features and how people use rivers. Use data on OS maps to draw a	Development and appreciate different definitions of development including exploitation of colonialism. Progress understanding of the concepts of Place, Space, Scale, Economy and Sustainability, and how they are all interdependent and interconnected, through an investigation of four theories of development. Understand that development occurs at different rates and times in different countries. Understand that there are regional disparities of development within countries. Awareness of gender inequality and its impact on levels of development. Understand how	two communities in the UK – Southwark and East Devon, as well as the local area. Understand the geographical concept Population and associated ideas – population distribution, change, growth, over and under population. Progress understanding of the concepts of Place, Space, Scale, Development, and Sustainability, and how they are all interdependent, and interconnected, with Population. Understand that population change occurs at different rates and times in different countries. Understand and apply the Demographic Transition Model and its links to the idea of development. Understand how	coastal landforms. Understand the importance of geology in shaping the coast. Understand how cliffs are weathered. Understand how these coastal processes are part of the rock cycle. Understand how people use coastlines Understand the need for, and impact of, coastal management strategies. Understand why local councils on the coast need sustainable strategies that fully appreciate how the Earth works. Compare an OS map with aerial and ground-level photos to identify coastal landforms, and coastal management strategies. Compare OS maps of different ages as evidence of change to coastlines Create	human geography of India, China and Nepal. Progress understanding of the concept of the Earth's Systems. Understand the features and reasons for a monsoon climate. Understand the cause of flooding in Asia. Understand how biomes are formed by the interaction of the Earth's spheres – mountain. Progress understanding of the concepts of Place, Space, Scale, Human processes of Economy, Development, Population. Understand population distribution and change in Asia. Compare the population structure of two Asian
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	cross-section of a river valley. Use GIS to investigate the long profile of the River Tees. Conduct a river fieldwork enquiry, using a model to test. Describe and explain how rivers create landforms.	organisations work to support development. Further develop understanding of the concepts of Sustainability and Economy, investigating sustainable development goals and linear and circular approaches. Use a Development Compass Rose to classify indicators of development. Interpret statistics, Dollar Street website, WWF global footprint calculator, news articles, and choropleth maps to investigate patterns of development at different scales. Interpret a waste hierarchy model. Communicate understanding of development and use new geographical terminology. Conduct a more complex enquiry	countries attempt to control population change Understand that population distribution and structure vary between and within countries. Understand why countries conduct a census, and how demographers use the data. Appreciate the impact of overpopulation and overconsumption on the Earth's systems. Interpret statistics, graphs, models, atlas maps, population density maps, choropleth maps, population pyramids, news articles, to investigate population. Interpret atlas maps at a variety of scales. Interpret census data and interactive online census GIS, online population counters,	an annotated sketch map of the Holderness coastline to develop understanding of interconnected coastal processes and their impact on shaping the coast and affecting people. As part of an enquiry, consider a wide range of geographical data including news articles, interpreting a local council shoreline plan and different viewpoints, to justify own decisions about coastal management. Use a Development Compass Rose to consider the sustainable management of the Holderness coast.	countries. Understand how urbanisation is changing a region – Karnataka, India. Identify reasons for economic growth in China. Understand the growing economic importance of Asia. Appreciate the changing balance of world trade. Understand some of the impacts of exploitive colonialism on Asia. Understand the impact of climate and flooding on people in Asia. Compare the causes and impact of flooding in Asia with York, UK. Understand how deforestation in Nepal is affected by a mountain biome. Interpret climate maps for Asia. Use atlas maps, historical maps, and
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		using a wide range of geographical data, including the consideration of conflicting viewpoints, to reach a conclusion and make a decision.	and interactive online population pyramids. Identify and explain the world pattern of population distribution. Consider different viewpoints. Communicate understanding using new geographical vocabulary associated with population. Conduct a more complex enquiry using a wide range of geographical data, including the consideration of conflicting viewpoints, to reach a conclusion.		political cartoons, photos, satellite images, economic reports and news articles to investigate Asia. Interpret statistics, graphs, population density maps, population pyramids, to investigate population change. Use a range of online GIS visualisers to investigate Asia. As part of a geographical enquiry, consider different points of view and decisions that people make to change. Apply understanding of migration and urbanisation to analyse a range of geographical information about Karnataka.
Theme (if applicable)					
SMSC		Ethical implications of poverty	Moral questions of overpopulation	How coastal erosion affects different	Inequality of wealth

				groups	
Careers	Hydrologist Environment Agency Civil engineer	Charities and NGO's UN		Civil engineer	



Durham
Academy

Year 9

Unit 1

Unit 2

Unit 3

Unit 4

Enquiry Question	Is it safe to live in areas with earthquakes and volcanoes?	Is Africa a continent of Challenge or Opportunity?	What is the future for our planet?	Why is the Middle East an important world region?
Subject Content	Tectonic Plates Plate boundaries Earthquakes Volcanoes	Physical landscape of Africa Development of Africa's countries Climate and Biomes Urbanisation of Africa	Evidence and causes of climate change Consequences of climate change for the whole world and the UK Evaluation of what we can do - mitigation and adaptation strategies	Physical geography of the Middle East Population Economy of the Middle East Development of UAE and Yemen
Disciplinary Knowledge/ Skills	Locate the global distribution of volcanoes, earthquakes, mountain belts and plate boundaries. Locate and investigate natural disasters in Guatemala, Turkey, Syria, Nepal, Hawaii. Progress understanding of the concepts of the Earth's Systems, Place, Space, as well as the idea of geological time, and the rock cycle. Understand the theory of continental drift, recognise the patterns of earthquake, volcano and mountain belts as plate boundaries.	Locate Africa and its countries. Identify key features of Africa's physical landscape, climate, environments, population distribution, economy. Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region within Africa, and of a region within Asia. Investigate population change in Tanzania. Investigate urbanisation in Ethiopia. Progress understanding of the concept of the	Know the location for major natural disasters and hazard areas – Haiti, Pakistan, Caribbean, Europe and UK . Locate parts of the world vulnerable to natural hazards. Progress understanding of the concept of the Earth's Systems. Challenge the view that nature creates disasters. Understand how the way the Earth works creates a range of potential hazards for people. Understand what tropical cyclones are, how they form and where they develop.	Identify the meaning of a region. Locate the Middle East and its countries. Identify key features of the Middle East's physical landscape, climate, environments, population distribution, economy. Investigate a number of countries in the region – UAE, Yemen and Syria. Progress understanding of the concept of the Earth's Systems. Know the physical landscape of the Middle East. Identify the impact of plate tectonics on the Middle East.

	Understand the theory of plate tectonics and scientists' evolving understanding of how plates move. Understand the types of plate boundaries. Appreciate how scientific theories and understanding about plate tectonics have evolved through time through a series of discoveries. Understand how people respond to earthquakes and volcanoes. Understand how people manage risk in areas prone to earthquakes and volcanoes. Understand the impact of levels of Development to managing risks created by hazards. Interpret atlas maps, online GIS, eye witness accounts, scientific evidence, public information material, to investigate plate tectonics. As part of a complex geographical enquiry, describe and explain	Earth's Systems. Understand the pattern of climate zones and biomes across Africa. Identify the causes and consequences of desertification in the Sahel. Understand how biomes are formed by the interaction of the Earth's spheres - savanna. Progress understanding of the concepts of Place, Space, Scale, Human processes of Economy, Development, Population, Sustainability. Challenge stereotypical views about the continent of Africa. Appreciate the effects of colonialism on present-day Africa. Understand the changing state of development across African countries. Understand population distribution and change in Africa. Understand the challenges and opportunities for population change in	Progress understanding of the concepts of Place, Space, Scale, Human processes of Economy, Development, Population, Sustainability. Understand that the decisions people make can lead to vulnerability and risk. Understand how colonialism as part of an exploitative approach to development leads to disasters by choice. Know about the impact of different natural hazards on people. Appreciate why it is important to understand how the Earth works. Interpret statistics, graphs, satellite images, atlas maps, choropleth maps, models, news articles, different viewpoints, public information posters, data from a range of online GIS Consider ideas in the book 'Disasters by Choice' by Ilan Kelman. Identify the latitude and	Understand the pattern of climate zones in the Middle East. Compare a desert and a Mediterranean climate. Progress understanding of the concepts of Place, Space, Scale, Human processes of Economy, Development, Population, Sustainability. Understand the distribution of population and ethnic groups across the Middle East. Understand the importance of oil to the economies of the Middle East and the world. Understand the changing state of development across the countries of the Middle East. Appreciate the impact of colonialism on the region. Compare and understand the reasons for different levels of development and population change for UAE and Yemen. Understand the reasons for conflict in the Middle East, and its impact, leading to forced
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	geographical distribution patterns and the theory of plate tectonics. Know and use new geographical terminology associated with plate tectonics. Create a log of volcano and earthquake events.	Tanzania. Understand how urbanisation is changing Africa. Compare urbanisation in a region of India to a region of Africa. Identify reasons for economic growth in Africa. Consider circular economy approaches. Understand and consider the reasons for China investing in and trading with countries in Africa. Identify solutions to desertification in the Sahel. Challenge a single story view of Africa, reassessing own view at the end of the unit, as part of an overarching unit enquiry. Interpret climate maps and graphs for Africa. Use atlas maps, news articles, and photos to investigate Africa. Use latitude and longitude to locate places in Africa. Interpret statistics, graphs, population	longitude of natural hazard events. Identify and explain the world pattern of risk. Create a log of different hazards. Conduct a series of more complex geographical enquiries, thinking critically about a range of viewpoints, decisions and events to reach conclusions about Disasters by Choice for the Haiti earthquake 2010, Hurricane Ian 2022, impact of flooding in Pakistan in 2022, heatwave in UK 2022, and the Covid pandemic.	migration from Syria. Identify issues of water scarcity created by the climate of the region. Draw climate graphs. Use atlas maps and photos to investigate the Middle East. Interpret statistics, graphs, population density maps, population pyramids to investigate population change. Consider different points of view and decisions that people make to change. Describe and explain the impact of plate tectonics on the Middle East. Conduct a more complex geographical enquiry: apply prior understanding of the concepts of Development, Population and Economy to investigate UAE and Yemen, using a variety of geographical data, reaching conclusions. Use a Development Compass Rose to classify and critically think about and explain levels of development in UAE and
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		density maps, population pyramids to investigate population change. Use a range of online GIS visualisers, Gapminder and Dollar Street websites to investigate Africa. Conduct a geographical enquiry using a wide range of data, including different points of view and decisions people make regarding population change in Tanzania, to reach a conclusion answering the lesson enquiry question. Apply understanding of migration and urbanisation to analyse a range of geographical data about Ethiopia . Apply understanding of development and Sustainable Development Goals to Africa. Use enquiry questions to describe places in Africa. Use a Development Compass Rose to classify and critically think about different viewpoints.		Yemen.
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Theme (if applicable)				
SMSC		Inequality of wealth	Moral issues of climate change	Ethical implications of the wealth of the Middle East and the use of modern day slavery
Careers	Volcanologist Geologist Disaster Management		Climate change science Activism	



Durham Academy Year 10

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Enquiry Question	What skills do I need to study Geography at GCSE?	How is the World Economy Changing?	What are the challenges of River Landscapes in the UK?	What are the challenges of Coastal Landscapes in the UK?	What are Urban Issues and Challenges?	Paper 3 Fieldwork - Newcastle and Seaham
Subject Content	Using Atlas maps Using OS Maps Graph skills Using data Creating an enquiry question and collecting primary and	There are global variations in economic development and quality of life. Various strategies exist for reducing the global	The shape of river valleys changes as rivers flow downstream. Distinctive fluvial landforms result from different physical	The UK has a range of diverse landscapes. The coast is shaped by a number of physical processes.	A growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and	Using primary data to answer geographical enquiries about Newcastle and Seaham

	secondary data	development gap. Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.	processes. Different management strategies can be used to protect river landscapes from the effects of flooding.	Distinctive coastal landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the effects of physical processes.	challenges for cities in LICs and NEEs. Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Urban sustainability requires management of resources and transport.	
Disciplinary Knowledge/ Skills		This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must	This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of	This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of	This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must	This unit contains two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries, and the

		include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. Cartographic skills. Graphical skills.	the tectonic, geomorphological , 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. Cartographic skills. Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data. Formulate enquiry and argument. Literacy skills.	the tectonic, geomorphological , 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. Cartographic skills. Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data. Formulate enquiry and argument. Literacy skills.	include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. Cartographic skills. Graphical skills.	enquiries can be based on any part of the content addressed in units 3.1 and 3.2. Fieldwork must take place outside the classroom and school grounds on at least two occasions. The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. In at least one of the enquiries students are expected to show an understanding about the interaction between physical and human geography. Students' understanding of the enquiry
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		Numerical skills. Statistical skills. Use of qualitative and quantitative data. Formulate enquiry and argument. Literacy skills.			Numerical skills. Statistical skills. Use of qualitative and quantitative data. Formulate enquiry and argument. Literacy skills.	process will be assessed in the following two ways: 1. questions based on the use of fieldwork materials from an unfamiliar context 2. questions based on students' individual enquiry work. For these questions students will have to identify the titles of their individual enquiries. Students will be expected to: 1. apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry 2. select, adapt and use a variety of skills and techniques to
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						investigate questions and issues and communicate findings in relation to geographical enquiry.
Theme (if applicable)		Paper 2 - human	Paper 1 - physical	Paper 1 - physical	Paper 2 - human	Paper 3 - Fieldwork
SMSC						
Careers		International aid Development worker NGO's and charities	Environment Agency Flood Defences Hydrologist			



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Year 11

	Unit 1	Unit 2	Unit 3	Unit 4
Enquiry Question	What is the Challenge of Natural Hazards?	The Living World	What is the Challenge of Resource Management?	Pre-Release
Subject Content	Natural hazards pose major risks to people and property. Earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Management can reduce the effects of a tectonic	Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable.	Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK create opportunities and challenges. Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase energy	Complete a series of lessons about a resource booklet surrounding a contemporary geographical issue. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using

	hazard. Global atmospheric circulation helps to determine patterns of weather and climate. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Tropical storms have significant effects on people and the environment. The UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity. Climate change is the result of natural and human factors, and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).	Hot desert ecosystems have a range of distinctive characteristics. Development of hot desert environments creates opportunities and challenges. Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification.	supply.	secondary sources. The issue(s) will arise from any aspect of the compulsory sections of the subject content but may extend beyond it through the use of resources in relation to specific unseen contexts. Students develop knowledge and understanding of physical geography themes and human geography themes. This section is synoptic and the assessment will require students to use their learning of more than one of the themes in units 3.1 and 3.2 so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision
Disciplinary Knowledge/ Skills	This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a	This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a	This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are	This unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full

	variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, 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. Cartographic skills. Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data. Formulate enquiry and argument. Literacy skills.	variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, 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. Cartographic skills. Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data. Formulate enquiry and argument. Literacy skills.	studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. Cartographic skills. Graphical skills. Numerical skills. Statistical skills. Use of qualitative and quantitative data. Formulate enquiry and argument. Literacy skills.	course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study. This section contributes a critical thinking and problem-solving element to the assessment structure.
Theme (if	Paper 1 - physical	Paper 1 - physical	Paper 2 - human	Paper 3 - synoptic

applicable)				
SMSC				
Careers				