Newent Community School & Sixth Form Centre

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme/Big Idea	**The Changing Economic World (Part 2) & Newent Fieldwork** To help students understand how economic development varies globally and is influenced by physical and human factors. The big idea is that countries develop at different rates due to a combination of geographical, economic and political influences, creating inequalities that require strategies to promote sustainable development.	**Natural Hazards** To help students understand how natural hazards are caused by physical processes and why their impacts vary between places. The big idea is that hazards such as earthquakes, volcanoes and storms result from tectonic and atmospheric processes, but their effects depend on levels of vulnerability and resilience, meaning some people are more at risk than others.	**Climate change** To help students understand how the Earth's climate is changing due to both natural and human factors. The big idea is that climate change results from alterations to the global atmospheric system, particularly increased greenhouse gas emissions, and has a range of environmental, social and economic impacts, requiring mitigation and adaptation to manage its effects.	**Resource Management** To help students understand how the demand for resources is increasing and why sustainable management is essential. The big idea is that a growing global population and rising living standards place pressure on food, water and energy supplies, requiring careful management to ensure resources are used sustainably and future needs can be met.	**Preparation for the Issue Evaluation** To help students understand how geographers investigate and evaluate contemporary issues using a range of enquiry and decision-making skills. The big idea is that geographical questions require the analysis of evidence from different sources, and successful geographers can apply knowledge, skills and case studies synoptically to reach justified conclusions.	**Revision and Exams** To help students develop effective revision strategies and exam skills to demonstrate their geographical understanding. The big idea is that successful geographers can recall and apply knowledge, use case studies accurately, interpret command words, and structure clear, well-evidenced answers to meet the requirements of different exam questions.
Content What are they learning? (including keywords)	1. How the UK economy has changed from an industrial to a post-industrial economy 2. The role of science and business parks in modern economic growth 3. Regional differences in the	1. The structure of the Earth and theory of plate tectonics 2. The causes, effects and responses to earthquakes and volcanoes 3. Detailed case studies of tectonic hazards (Nepal	1. Evidence for climate change from the Quaternary period to the present 2. The natural and human causes of climate change 3. The impacts of climate change on people,	1. Global patterns of resource supply and demand for food, water and energy 2. The challenges of increasing demand due to population growth and economic development	1. How to interpret and analyse pre-release material 2. How to use different types of sources, including maps, graphs and data 3. How to apply knowledge and understanding from across the	1. How to organise and consolidate knowledge from across the course 2. Effective revision strategies, such as retrieval practice and use of case studies 3. How to apply knowledge to different types of exam questions

	UK, including the North–South divide 4. The UK's role in the global economy and how this is studied through human fieldwork 5. Fieldwork skills, including data collection, presentation and analysis through an urban investigation; "Is Newent Thriving or Declining?" **Key words:** Post-industrial economy Science park Business park Infrastructure North–South divide Globalisation Trade	earthquake and Iceland volcano) 4. The formation and impacts of tropical storms 5. The causes and impacts of extreme weather in the UK **Key words:** Plate tectonics Epicentre Magnitude Tropical storm Extreme weather Hazard risk	environments and economies 4. Strategies to manage climate change, including mitigation and adaptation 5. The role of international agreements and government action **Key words:** Climate change Greenhouse gases Carbon dioxide Global warming Mitigation Adaptation Carbon footprint Fossil fuels	3. Strategies to increase food, water and energy security 4. The importance of sustainable resource management for the future 5. A detailed study of energy resources, including renewable and non-renewable sources **Key words:** Resource management Sustainability Energy security Renewable energy Non-renewable energy	course to unfamiliar issues 4. How to evaluate evidence and consider different viewpoints 5. How to make justified decisions and conclusions using geographical reasoning **Key words:** Analysis Evidence Evaluation Decision-making Sources Synoptic Justification Reasoning	4. Understanding command words and structuring answers clearly 5. How to use feedback to improve exam performance **Key words:** Revision Retrieval practice Case studies Command words Exam technique Structure Application Feedback
Skills How are they learning it?	• Interpreting economic data (e.g. GDP, employment structure) • Analysing maps and graphs showing global development • Understanding and explaining economic change • Using case studies to	• Interpreting hazard maps, graphs and diagrams • Analysing patterns of tectonic and atmospheric activity • Explaining causes, effects and responses • Using case study detail effectively in answers	• Interpreting climate graphs and long-term trends • Analysing evidence for climate change • Explaining processes such as the greenhouse effect • Evaluating mitigation and adaptation strategies	• Interpreting resource distribution maps and data • Analysing trends in supply and demand • Evaluating sustainability strategies • Comparing different approaches to resource management	• Analysing unseen sources (maps, graphs, photos, text) • Interpreting and synthesising pre-release material • Evaluating reliability and usefulness of evidence • Making justified decisions using evidence	• Retrieval and recall of key knowledge and case studies • Applying knowledge to different exam questions • Interpreting command words accurately • Structuring answers (e.g. PEEL/ paragraphing)

	support extended answers • Fieldwork; collection, analysis and conclusions.	• Evaluating different responses to hazards	• Constructing balanced arguments	• Applying case study evidence to extended writing	• Applying synoptic knowledge from across the course	• Reflecting on and improving exam technique
Key Questions	How has the UK economy changed over time? What is a post-industrial economy? How do science and business parks contribute to growth? Why is there a North–South divide in the UK? How does the UK participate in the global economy?	What causes natural hazards? Why do some places experience more earthquakes and volcanoes? What are the impacts of tectonic hazards in different countries? Why does extreme weather occur in the UK?	What evidence is there for climate change? What are the natural and human causes of climate change? What are the impacts of climate change? How can climate change be managed? Why is global cooperation important in tackling climate change?	Why is demand for resources increasing? How are food, water and energy distributed globally? What is resource security and why is it important? How can resources be managed sustainably? What are the advantages and disadvantages of different energy sources?	What is the geographical issue being investigated? What does the evidence show? How reliable and useful are different sources? What are the possible solutions or viewpoints? What is the most justified decision based on the evidence?	What are the key concepts and case studies across the course? How can knowledge be effectively revised and retained? How should different exam questions be approached? What do command words require? How can answers be improved to achieve higher marks?
Assessment (specific assessed piece(s); milestone(s))	Mid-term: TBC Summative test	Mid-term: TBC Summative test	Mid-term: TBC Summative test	Mid-term: TBC Summative test	Mid-term: TBC Summative test	GCSE exam