Newent Community School & Sixth Form Centre

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme/Big Idea	**Coastal Systems and Landscapes** To help students understand how coastal landscapes are shaped by a range of interacting physical processes and how these environments change over time. The big idea is that coasts are dynamic systems influenced by marine and sub-aerial processes, sediment supply and energy and that human intervention is required to manage competing pressures of protection, development and sustainability in the face of ongoing environmental change. **Changing Places** To help students understand how places are shaped by a range of physical and human factors and how they are experienced differently by individuals and groups. The big idea is that places are dynamic and contested, with meanings and representations influenced by identity, media and lived experience and that these perceptions can change over time, leading to different views about how places should be used and managed.		**Water & Carbon Cycles** To help students understand how the water and carbon cycles operate as interconnected systems on a range of scales. The big idea is that these cycles involve the movement and storage of energy and materials through inputs, outputs, stores and transfers and are influenced by both natural processes and human activity, leading to changes that can impact ecosystems and societies. **Hazards** To help students understand how natural hazards result from a range of interacting physical processes and how their impacts vary in different contexts. The big idea is that hazards such as tectonic, atmospheric and hydrological events operate at different spatial and temporal scales and that their impacts are influenced by human factors such as vulnerability, resilience and governance, requiring effective management and response strategies.		**Population and the Environment (Part 1)** To help students understand the complex relationships between human populations and the environment. The big idea is that population growth, resource use and environmental change are interconnected, with impacts on health and well-being that vary across different places and that sustainable management is required to balance human needs with environmental limits. **Hazards cont'd** **Fieldwork (Holderness Coastline, Yorkshire)** To help students understand how to plan, carry out and evaluate geographical fieldwork enquiries in preparation for independent investigation. The big idea is that effective fieldwork requires the application of knowledge from across topics (e.g. coasts), alongside the selection of appropriate physical and human data collection methods and the ability to present, analyse and interpret results to reach valid conclusions in readiness for independent data collection.	
Content What are they learning? (including keywords)	**Coastal Systems and Landscapes** 1. How coastal systems operate, including inputs, outputs, stores and transfers of	**Changing Places** 1. How places are shaped by a combination of physical (endogenous) and human	**Water & Carbon** 1. How the water and carbon cycles operate as systems, including inputs, outputs, stores and transfers	**Hazards** 1. How hazards originate from tectonic, atmospheric and hydrological processes operating at	**Population and the Environment** 1. How global population has changed over time and the processes influencing population growth (e.g. birth rates, death rates, migration) 2. Theories and models of population change, including the Demographic Transition Model and Malthusian theory	

	energy and sediment 2. The processes shaping coastlines, including marine processes (waves, currents) and sub-aerial processes (weathering, mass movement) 3. The formation of coastal landforms through erosion, transportation and deposition 4. How coastal landscapes change over time, including sea level change and storm impacts 5. The role of human intervention in coastal management and the need for sustainable approaches **Key words:** Hydraulic action (pounding) Abrasion Carbonation Aeolian processes Slumping Rockfall Longshore drift Sediment cell	(exogenous) factors 2. How places are represented through media, texts and lived experience 3. How individuals and groups experience places differently (insider vs outsider perspectives) 4. How places change over time due to economic, social and cultural processes 5. How and why places become contested and are managed in different ways **Key words:** Endogenous factors Exogenous factors Place identity Representation Sense of place Insider/outsider Regeneration Gentrification	2. The key processes within the water cycle (e.g. precipitation, infiltration, runoff, evapotranspiration) and carbon cycle (e.g. photosynthesis, respiration, combustion) 3. How these cycles function at a range of spatial scales (local to global) 4. The role of human activity in altering the water and carbon cycles 5. The impacts of these changes on ecosystems, climate and human systems **Key words:** Hydrological cycle Carbon cycle Stores and fluxes Evapotranspiration Infiltration Photosynthesis Carbon sequestration Anthropogenic change	different spatial and temporal scales 2. The processes involved in plate tectonics, including sea floor spreading, subduction and volcanic activity 3. The causes, characteristics and impacts of different hazard events (e.g. earthquakes, volcanoes, tropical storms) 4. How risk is influenced by vulnerability, resilience, governance and levels of development 5. The effectiveness of different management strategies, including prediction, mitigation, adaptation and response **Key words:** Plate margin Subduction	3. The relationship between population growth and resource use, including food security and carrying capacity 4. How population pressure impacts the environment at different scales 5. How environmental conditions influence health and well-being, including variations between places **Key words:** Demographic Transition Model (DTM) Malthusian theory Carrying capacity Population pressure Food security Resource depletion Environmental quality **Fieldwork (Holderness Coastline, Yorkshire)** 1. How to design a fieldwork enquiry linked to coastal systems as well as urban studies 2. How to collect primary physical data (eg beach profiles) and human data (e.g. questionnaires, perception surveys) 3. How to apply coastal theory (e.g. Holderness erosion, sediment cells, management strategies) to real-world fieldwork 4. How to present data using appropriate techniques (e.g. graphs, GIS, maps, field sketches) 5. How to analyse and interpret data to draw conclusions and evaluate the reliability of methods **Keywords:** Enquiry question Data collection Beach profile Sediment analysis Longshore drift

				Seismic hazard Magnitude and frequency Vulnerability Resilience Governance Hazard perception	GIS (Geographical Information Systems) Data presentation Evaluation	
Skills How are they learning it?	• Applying systems thinking (inputs, outputs, stores, flows) to coastal environments • Explaining and linking processes (erosion, weathering, mass movement) to landform development • Analysing graphical and numerical data (e.g. wave frequency, sediment size, beach profiles) • Using and interpreting fieldwork data (e.g. longshore drift measurements, sediment analysis) • Developing extended written responses using accurate geographical terminology • Evaluating coastal	• Interpreting and analysing qualitative sources (e.g. photos, texts, media representations, social media) • Applying concepts such as place identity, representation and sense of place to real examples • Analysing how different groups experience places (insider vs outsider perspectives) • Interpreting quantitative data (e.g. census data, deprivation indices, economic indicators) • Developing extended written responses that evaluate different viewpoints about places • Synthesising evidence from a	• Applying systems thinking to understand inputs, outputs, stores and flows within the water and carbon cycles • Interpreting and constructing systems diagrams to show relationships and feedbacks • Analysing quantitative data (e.g. river discharge, climate graphs, carbon fluxes) • Interpreting spatial data (e.g. global carbon stores, drainage basin maps) • Explaining processes such as evapotranspiration, infiltration, photosynthesis and carbon sequestration using precise terminology • Analysing temporal change	• Interpreting and analysing hazard maps, cross-sections and satellite imagery • Applying understanding of tectonic and atmospheric processes to explain hazard formation • Analysing spatial patterns of hazard distribution and risk • Interpreting quantitative data (e.g. earthquake magnitude, frequency, storm intensity, damage statistics) • Using and evaluating case study evidence to compare hazard impacts in different contexts • Assessing vulnerability, resilience and governance to	• Interpreting and analysing population data (e.g. population pyramids, birth/death rates, migration patterns) • Applying geographical models such as the Demographic Transition Model (DTM) and Malthusian theory • Analysing relationships between population and resources (e.g. food supply, carrying capacity) • Interpreting spatial patterns of population growth, resource use and environmental pressure • Evaluating the impacts of population pressure on the	• Designing a robust enquiry question linked to coastal processes and management • Selecting and applying appropriate physical methods (e.g. beach profiling, sediment analysis, longshore drift measurement) • Selecting and applying human methods (e.g. questionnaires, perception surveys, environmental quality assessments) • Recording data accurately using field sketches, annotated maps and field notebooks • Using a range of data presentation techniques (e.g. graphs, GIS

	management strategies using evidence and case studies • Constructing synoptic links (e.g. climate change, sea level rise, human activity)	range of sources to construct balanced arguments • Making synoptic links (e.g. to regeneration, inequality, globalisation and economic change)	(e.g. seasonal variations, long-term climate trends) • Evaluating the impact of human activity on natural systems • Constructing synoptic links (e.g. climate change, hazards, ecosystems, resource management)	explain variations in impact • Evaluating the effectiveness of management strategies (prediction, mitigation, response, adaptation) • Constructing synoptic links (e.g. development, climate change, population, urbanisation)	environment at different scales • Analysing quantitative and qualitative data related to health, well-being and environmental quality • Constructing extended written arguments to assess different viewpoints (e.g. pessimistic vs optimistic perspectives) • Making synoptic links (e.g. to climate change, resource management, development and hazards)	mapping, located proportional symbols) • Analysing and interpreting data to identify patterns, relationships and anomalies • Evaluating the reliability, validity and limitations of methods and data • Applying fieldwork findings to coastal theory and constructing independent conclusions (NEA preparation)
Key Questions	How do physical processes and system dynamics shape coastal landscapes over time? Why do coastal landscapes vary spatially and temporally? To what extent can coastal management sustainably protect coastlines in the face of environmental change?	How are places shaped by a combination of physical and human factors? Why do individuals and groups experience and perceive places differently? To what extent are place meanings and representations contested and subject to change?	How do the water and carbon cycles operate as systems at different spatial and temporal scales? What factors influence the movement and storage of water and carbon within these cycles? To what extent are the water and carbon cycles being altered by human activity and with what consequences?	How do physical processes operating at different scales give rise to natural hazards? Why do the impacts of hazards vary between places and over time? To what extent can hazard risk be managed through prediction, mitigation and governance?	How do population processes and trends vary across space and over time? What are the relationships between population growth, resource use and environmental pressure? To what extent do environmental factors influence health and well-being in different places?	How can coastal fieldwork be used to investigate spatial variation in processes such as erosion, sediment transport and deposition? What methods are most appropriate for collecting reliable and valid physical and human data in a coastal environment? To what extent can fieldwork data be used to draw valid

						conclusions and inform geographical understanding?
Assessment (specific assessed piece(s); milestone(s))	Mid-term assessment Dec mock		Mid-term assessment Easter mock		Mid-term assessment Mock Paper 1 Mock Paper 2	