	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme/Big Idea	**NEA first draft completion** To help students understand how to independently plan, analyse and evaluate a geographical investigation in preparation for final submission. The big idea is that successful geographical enquiry requires the synthesis of knowledge and skills developed across the course, including the ability to critically analyse and interpret data, evaluate methods and evidence, and construct well-supported conclusions, demonstrating independence. **Population and the Environment (Part 2)** To help students understand how relationships between people and the environment influence health, well-being and sustainability at a range of scales. The big idea is that environmental conditions, resource management and development levels shape patterns of health and well-being, and that these issues are increasingly complex and unequal, requiring critical evaluation of strategies to ensure sustainable futures. **Global Systems and Global Governance** To help students understand how globalisation connects people, places and processes through complex systems operating at a range of scales. The big idea is that flows of people, goods, money and ideas create opportunities and inequalities, and that global governance is increasingly important in managing global commons and addressing global challenges, requiring		**NEA Final Submission** To help students consolidate and refine their independent investigation while preparing for synoptic examination success. The big idea is that students must demonstrate independence and critical evaluation in completing their NEA. **Paper 1 Revision** To help students consolidate and integrate their understanding of physical geography topics in preparation for synoptic examination. The big idea is that students must apply and connect knowledge from across topics such as Coastal Landscapes, Water and Carbon Cycles, and Natural Hazards, demonstrating the ability to analyse complex systems and processes, evaluate interactions and change over time, and construct well-supported, synoptic arguments. **Paper 2 Revision** To help students consolidate and integrate their understanding of human geography topics in preparation for synoptic examination. The big idea is that students must apply and connect knowledge from across topics such as Changing Places, Global Systems and Governance and Population and the Environment, demonstrating the ability to analyse complex issues, evaluate differing perspectives and construct well-supported, synoptic arguments.		**Final revision and exam prep** To help students refine their geographical thinking and prepare for examination success through the consolidation of knowledge, skills and synoptic understanding. The big idea is that successful geographers can confidently apply knowledge across topics, evaluate complex issues using evidence, and construct well-judged, analytical responses under exam conditions.

	critical evaluation of the effectiveness of international organisations and strategies.				
Content What are they learning? (including keywords)	1. How environmental factors influence health and well-being at a range of spatial scales 2. How inequalities in access to resources, healthcare and environmental quality impact different populations 3. The relationship between development, environment and disease (communicable and non-communicable) 4. The role of sustainable strategies in improving environmental quality and human well-being 5. How global and local responses aim to manage environmental challenges and reduce inequalities **<u>Key words:</u>**	1. How globalisation operates as a system of flows of people, goods, money and ideas connecting places at different scales 2. The role of transnational corporations (TNCs) and global organisations in shaping economic and social relationships 3. How globalisation creates opportunities but also inequalities between and within countries 4. The concept of global commons (e.g. oceans, atmosphere) and the challenges of managing shared resources **5.** The role and effectiveness of global governance, including international organisations, treaties and NGOs in addressing global issues	1. Revisiting and interleaving knowledge across Coastal Landscapes, Water and Carbon Cycles, and Natural Hazards 2. Applying understanding of systems and processes (e.g. energy flows, sediment budgets, carbon fluxes) across different topics 3. Developing synoptic links between topics (e.g. climate change ↔ hazards ↔ water cycle ↔ coastal change) 4. Refining case study knowledge and the ability to use evidence effectively in extended answers 5. Practising a range of exam questions, including data-response, 9-mark and 20-mark essays	1. Revisiting and interleaving knowledge across Changing Places, Global Systems and Global Governance, and Population and the Environment 2. Applying understanding of key human geography concepts (e.g. inequality, identity, globalisation, development) across different topics 3. Developing synoptic links (e.g. globalisation ↔ place ↔ inequality ↔ sustainability) 4. Refining case study knowledge and the use of evidence to support arguments 5. Practising a range of exam questions, including source-based questions, 9-mark and 20-mark essays	1. Consolidating and interleaving knowledge across all physical and human geography topics 2. Applying synoptic understanding to link themes such as systems, globalisation, sustainability and inequality 3. Refining case study knowledge to support flexible and accurate application in exam answers 4. Practising and improving responses to a full range of exam questions (data-response, 9-mark and 20-mark essays) 5. Using feedback, mark schemes and examiner reports to evaluate and improve performance

	Health and well-being Environmental quality Inequality Sustainable development Communicable disease Non-communicable disease Resource management Quality of life	**Key words:** Globalisation Flows Transnational corporation (TNC) Interdependence Global governance Global commons Inequality Sustainability	**Key words:** Systems Interdependence Feedback loops Dynamic equilibrium Fluxes and stores Synoptic Evaluation Sustainability	**Key words:** Globalisation Inequality Interdependence Representation Identity Governance Synoptic Evaluation	
Skills How are they learning it?	• Interpreting and analysing population data (e.g. population pyramids, birth/death rates, migration flows) • Applying geographical models and theories such as the Demographic Transition Model (DTM) and Malthusian theory • Analysing relationships between population growth, resource use and environmental pressure • Interpreting spatial patterns of inequality, development, health and	• Interpreting and analysing global data (e.g. trade flows, migration patterns, financial flows) • Applying the concept of systems and interdependence to understand globalisation • Analysing spatial patterns of inequality between and within countries • Interpreting and evaluating case studies of TNCs, global organisations and global commons • Assessing the role and effectiveness of global governance (e.g. UN, WTO, NGOs)	• Synthesising knowledge across physical and human geography topics in a single response • Applying synoptic understanding to link concepts such as systems, globalisation, sustainability and inequality • Interpreting and evaluating unseen data, figures and resources under timed conditions • Constructing high-level extended answers (9- and 20-mark essays) with clear structure and argument • Applying case studies flexibly to a range of different questions • Using command words accurately to tailor responses (e.g. assess, evaluate, to what extent) • Evaluating evidence and competing viewpoints to form justified conclusions • Reflecting on performance and improving responses using mark schemes, feedback and examiner insight		• Developing synoptic links across physical and human geography topics • Refining exam technique, including command words and essay structure • Applying case studies flexibly to different exam questions • Interpreting and evaluating unseen data and resources • Using feedback and self-assessment to improve performance

	environmental quality • Evaluating the links between environment, health and well-being across different scales • Analysing quantitative and qualitative data (e.g. health indicators, development data, case studies) • Constructing extended written responses that evaluate strategies and differing viewpoints • Making synoptic links (e.g. to globalisation, climate change, resources and hazards)	• Evaluating different perspectives on globalisation (winners vs losers, developed vs developing) • Constructing extended written responses that assess strategies and global issues • Making synoptic links (e.g. to population, environment, changing places and sustainability)			
Key Questions	How do environmental conditions influence health and well-being in different places? Why are there inequalities in environmental quality and access to resources at different scales?	How do global systems create interconnections and inequalities between places? What is the role of global governance in managing global issues and shared resources? To what extent are global organisations	How can geographical knowledge be applied synoptically to unfamiliar questions across physical and human topics? What makes a high-level geographical argument analytical, well-supported and evaluative? To what extent can students refine their knowledge and skills to achieve their best performance under exam conditions?		

	To what extent can sustainable strategies improve both environmental conditions and human well-being?	and strategies effective in addressing global challenges?			
Assessment (specific assessed piece(s); milestone(s))	Mid-term assessment Dec mock		Mid-term assessment Easter mock	Paper 1 Paper 2	