
















UNIT 1: Globalisation By the end of this unit of learning all students will be able to: <ul style="list-style-type: none"> - Accurately map the global distribution of industries within a specific example – football. - Demonstrate independent understanding of at least one reason why industry has changed over time, linking to specific examples/places. - Reach an independent conclusion on the impact of globalisation and whether it is worth it for the general population. 		List the Keywords that all students will be able to define by the end of this unit <ul style="list-style-type: none"> - Primary sector - Secondary sector - Tertiary sector - Quaternary sector - Globalisation - Transnational Corporation
		How is this unit being assessed? <ul style="list-style-type: none"> - End of unit assessment based on ambitious checkpoints.
		Knowledge Organiser Link
UNIT 2: Climate Change By the end of this unit of learning all students will be able to <ul style="list-style-type: none"> - Demonstrate independent understanding of climate change including: climate over time, climate regions, the greenhouse effect, evidence, causes and impacts. - Reach an independent conclusion on the impact of climate change and how it can be mitigated against. 		List the Keywords that all students will be able to define by the end of this unit <ul style="list-style-type: none"> - Mitigation - Regulate - Greenhouse effect
		How is this unit being assessed? <ul style="list-style-type: none"> - End of unit assessment based on ambitious checkpoints.
		Knowledge Organiser Link
UNIT 3: Glaciers By the end of this unit of learning all students will be able to <ul style="list-style-type: none"> - Identify features of glaciation. - Describe glaciation processes. - Explain human impacts on glaciers. - Explain how the human and physical interact with glaciation. - Evaluate whether tourism has more benefits or negatives for glacial regions. 		List the Keywords that all students will be able to define by the end of this unit <ul style="list-style-type: none"> - Corrie - Glacial trough - Moraine - Avalanche
		How is this unit being assessed? <ul style="list-style-type: none"> - End of unit assessment based on ambitious checkpoints.
		Knowledge Organiser Link
UNIT 4: Natural Resources By the end of this unit of learning all students will be able to		List the Keywords that all students will be able to define by the end of this unit <ul style="list-style-type: none"> - Natural resources

<ul style="list-style-type: none"> - Define subject specific terms: surplus, sustainable etc. - Identify and describe trends in data. - Describe how food resources are distributed, used and managed. - Describe how water resources are distributed, used and managed. - Consider the advantages and disadvantages of different sources of energy. 		<ul style="list-style-type: none"> - Renewable - Non-Renewable - Insecurity
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> - End of unit assessment based on ambitious checkpoints.
		Knowledge Organiser Link
<p>UNIT 5: Global Issues</p> <p>By the end of this unit of learning all students will be able to</p> <ul style="list-style-type: none"> - Identify features of global issues such as soil degradation, plastic pollution and fast fashion. - Describe human processes which make the global issues worse. - Explain human impacts on global issues. - Explain how the human and physical interact with global issues. - Evaluate global issues. 		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> - Degradation - Desertification - Plastic - Pollution - Fast fashion
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> - End of unit assessment based on ambitious checkpoints.
		Knowledge Organiser Link
<p>UNIT 6: Humans and Hazards</p> <p>By the end of this unit of learning all students will be able to</p> <ul style="list-style-type: none"> - Identify features of the hydrological cycle and describe - Describe the way in which humans use water and how water is used in the UK. - Describe what flooding is and identify and explain the causes of flooding. - Identify the features of a hydrograph and explain the factors which can shape a hydrograph. - Describe the ways in which fluvial and coastal environments can be managed. <p>Explain the impact of tourism is a glacial environment.</p>		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> - Transpiration - Flooding - Hydrograph - Hard engineering - Soft engineering
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> - End of unit assessment based on ambitious checkpoints.
		Knowledge Organiser Link