

# Geography

*"At King's Oak Academy all students are Geographers".*

## Lower school curriculum




Our curriculum develops students' understanding of the natural world, including continents, countries, oceans, climates, mountains and rivers. They will also study the relationship between humans and the natural world, looking at settlements, human responses to the natural world, including construction, demographics, and immigration. Children will be introduced to the knowledge and skills of the geographer and be given the opportunity to practise those skills using a range of equipment and resources. Subject specific vocabulary is essential for developing understanding and acquiring the voice of the geographer.

As children progress through the school, resources and practical activities, including the use of compasses, globes, maps, keys will help solidify classroom learning. Children will be given the opportunity to use and create geographical resources of their own. Children will acquire the ability to compare and contrast geographical places and locations and to make reasoned and evidence-based judgements about differences and similarities. The curriculum aims to inform children about the world they inhabit so that they can make sense of what they see around them.





Students at King's Oak Academy are geographers. Therefore, they should know what a geographer knows, see how a geographer sees and try to look at the world, as a geographer does. To study places and the relationships between people and their environments to make sense of the world and my place in it. As geographers, the students explore both the physical properties of Earth's surface and the human societies that spread across it. They examine how human culture interacts with the natural environment and the way that location and places can have an impact on people. As geographers, they seek to understand where things are found, why they are there, and how they develop and change over time.

In Lower School, the students are introduced to the concepts of place, space, scale environmental change (because of human and physical processes), environmental impact and sustainability, interconnection and cultural awareness and diversity. These concepts are studied at a local, national and global level, so that students understand their place in the world. Students will, therefore, learn about places, processes, the human and physical geography of the UK. They will build on these ideas and concepts through a different lens, when completing contrasting studies to understand the geography of the Mediterranean and South America.

## Course overview

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<b><u>Global: UK: Locational investigations &amp; patterns</u></b>  <b>Concepts</b>  Space  Scale		Seasons  <b>Concepts</b>  Physical Processes			

	<b>Knowledge</b> <ul style="list-style-type: none"> <li>🌐 locate capital cities of UK (London, Cardiff, Edinburgh, Belfast)</li> <li>🌐 identify characteristics of four countries</li> <li>🌐 Identify characteristics of capital cities (famous landmarks both physical and human e.g. <i>Thames River and Palace of Westminster</i>)</li> <li>🌐 identify the surrounding seas (Atlantic Ocean, North Sea, Irish Sea, English Channel)</li> </ul>		<b>Knowledge</b> <ul style="list-style-type: none"> <li>🌐 Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>🌐 Recognise the importance of the sun as a source of light and warmth.</li> <li>🌐 Understand daily weather changes.</li> <li>🌐 Temperature: thermometers are used to measure temperature</li> <li>🌐 Clouds: rainfall comes from clouds.</li> <li>🌐 Rainfall: how the condition of the ground varies with rainfall; rainbows.</li> <li>🌐 <i>Thunderstorms: lightning, thunder, hail, safety during thunderstorms</i></li> <li>🌐 Snow: snowflakes, blizzards.</li> </ul>	
2	<b>Global: Locational investigations &amp; patterns</b> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>🌐 Place</li> </ul> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>🌐 Know the location of the school and home within UK region (South-west).</li> <li>🌐 Know the different regions of the UK</li> <li>🌐 Know major waterways in the the South-West</li> </ul>	<b>Global: Locational investigations &amp; patterns</b> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>🌐 Place</li> <li>🌐 Space</li> </ul> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>🌐 Know the world's seven continents</li> <li>🌐 Know the world's five oceans</li> <li>🌐 Location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>	<b>Contrasting study: local study (South-West England) and non-European area</b> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>🌐 Environments change because of human influences or physical processes.</li> </ul> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>🌐 Understand geographical similarities and differences through studying the human and physical geography.</li> <li>🌐 Use basic geographical vocabulary to refer to seasons and daily weather patterns.</li> <li>🌐 Understand the difference between weather and climate.</li> </ul>	<b>Changing Environments (Recommendation: Local or regional studies)</b> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>🌐 Environmental impact and Sustainability</li> </ul> <p><b>Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>🌐 Environmental change and Habitat destruction</li> <li>🌐 Environments are constantly changing, and this can sometimes pose dangers to specific habitats, for example: effects of population and development; deforestation, pollution, litter.</li> </ul>
3	<b>UK: Locational investigations &amp; patterns</b> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Place</li> </ul> <p><b>Knowledge and skills:</b></p>		<b>Contrasting study: England and the Mediterranean</b> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>🌐 Physical environments</li> <li>🌐 Environments change because of human influences or physical processes.</li> </ul> <p><b>Knowledge and skills</b></p> <ul style="list-style-type: none"> <li>🌐 Know location of Mediterranean countries (France, Italy, Greece, Spain)</li> </ul>	

	 Know that we live in the South-west of England, and I can find it on a map. It is made up of counties and I can name the county I live in and those surrounding me. I can name the significant cities that are in my region. I can identify human and physical landmarks in the South-west.  Know the counties; human and physical features and significant cities of our own region; the South-west	 Identify the country/countries' location in relation to the globe: hemisphere (northern), latitude, longitude and time zones in relation to Greenwich Mean Time (GMT).  Know geographical similarities and differences through the study of physical geography:
4	<p>UK: Locational investigations &amp; patterns</p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>Place</li> </ul> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> <li>Know the counties of region (South-east &amp; London: Kent, Berkshire, Surrey, West Sussex, East Sussex, Essex, Buckinghamshire, Hampshire, Oxfordshire, Herefordshire)</li> <li>Case study of a city within South-east: London</li> <li>Know significant cities in England</li> <li>Identify characteristics of the England</li> </ul>	<p>Contrasting study: England and a region in South America (Peru/ Brazil)</p> <p>Concepts:</p> <p>Environment – human Interconnections Cultural Awareness and Diversity</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> <li>Know location of Peru/ Brazil and surrounding countries</li> <li>Identify the country/countries' location in relation to the globe: hemisphere (northern), latitude, longitude and time zones in relation to Greenwich Mean Time (GMT).</li> </ul>

### Middle school curriculum

In Geography, students learn about the world that they live in and their place in it. Students begin by exploring their localities, before discovering other diverse environments in their region/country/world. Students will be able to identify physical properties of the earth, such as coasts and rivers, whilst also having an awareness of the human societies and cultures that inhabit it. Fieldwork is crucial to allow students the freedom to be geographers and to immerse themselves fully in the subject. Geography allows students to understand the environment they live in, explore their place in it, and adapt to an ever-changing world. Students should be able to understand the impact of human activity on the world and to understand that human are the “Gardeners of the world” and that we have a responsibility to promote sustainability.

The students will deepen upon their understanding of the different conceptual focuses in geography by continuing to form their ideas of space and place that were established in KS2. At the start of Year 7 students will be able to use local and regional OS maps to understand human and physical features in and around Bristol. Furthermore, in Year 5, students were able to understand scale when studying “Local investigations and patterns”, they will be able to think about ‘How does place connect to other places?’ This will build on their understanding of local places in Bristol and the UK and places further afield like the Mediterranean and South America. The students will continue to tackle environmental issues when studying Russia in Year 7, students will explain, and human activities have an impact on different biomes. As well as look at human processes and their impacts, students will look at the power of the Earth and understand the physical processes that occur in the natural world. Glacial processes in Year 7, will build on their understanding of the water cycle and river processes in Year 5. Importantly, students will still look at human geography and continue to learn about cultural awareness and

diversity, when studying both Asia and Africa in Year 8. Students will build on their knowledge of these two great continents to challenges misconceptions and learn about the diversity of development in these regions.

### Course overview

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
5	<p>UK: Locational investigations &amp; patterns</p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>Place</li> </ul> <p>Knowledge and skills:</p> <p>Know the counties of west coast of England: West Midlands, North-west &amp; Know the counties of east coast of England: East England, East Midlands, Yorkshire and Humber.</p> <p>Know significant waterways in England (Avon, Grand Union Canal, Mersey, River Ouse, River Trent, Thames, Tyne).</p>	<p>Global: Locational investigations &amp; patterns</p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>Scale</li> <li>Space</li> </ul> <p>Knowledge and skills:</p> <p>Using geographical language and maps to support, I can name the seven continents and describe their location in relation to each other.</p> <p>Students can describe the similarities and differences between the continents (biomes, climate, topography).</p> <p>Students can name some of the significant cities of the world and give reasons why they are significant.</p>		<p>The Water Cycle &amp; Rivers</p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>Environment- Physical Processes</li> <li>Environments change as a result of human influences or physical processes</li> </ul> <p>Knowledge and skills:</p> <p>Understand the Water Cycle</p> <p>Evaporation from the sea/lakes, condensation, precipitation, run-off and groundwater.</p> <p>Discuss the different paths that water takes.</p> <p>Discuss how urban areas modify the drainage of water.</p>	<p>Natural Resources</p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>Environmental Sustainability and Impact</li> <li>Environmental impact and Sustainability:</li> </ul> <p>Knowledge and skills:</p> <p>The earth provides finite resources. Identify the non-renewable resources found in the ground, including the south-west England.</p> <p>Natural resources can be extracted from underground</p> <p>Natural resources are used for human purposes</p> <p>Identify the impact of the removal of natural resources on the physical landscape.</p> <p>Burning fossil fuels, such as coal, contribute to climate change.</p>	
6	<p>UK: Locational investigations &amp; patterns</p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>Place</li> </ul> <p>Knowledge and skills:</p> <p>Know the counties of west coast of England: West Midlands, North-west &amp; North-east England.</p>	<p>Mountains, Volcanoes &amp; Earthquakes</p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>Environmental Physical</li> <li>Environments change as a result of human influences or physical processes</li> <li>Environmental Impact</li> <li>Environmental impact and Sustainability</li> <li>Interconnection</li> </ul>		<p>Climate Change</p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>Environmental Impact</li> <li>Environmental impact and Sustainability</li> </ul> <p>Knowledge and skills:</p> <p>Students can explain the difference between weather and climate.</p>		

	<p>Use the scale bar to describe the distances represented on the map.</p> <p>Use directional language to describe the relationship between places.</p> <p>Know significant highland areas nationally (Brecon Beacons, Black Mountains, Lake District, Grampians, Peak District, Pennines, Southern Uplands &amp; Southern Highlands) and locally.</p> <p>Understand contour lines on a variety of maps.</p>	<p><b>Knowledge and skills:</b> Know the Earth is made of layers.</p> <p>They can explain Continental Drift Theory.</p> <p>Know that the crust is broken into different tectonic plates and at the plate boundaries, geographical processes such as mountain formation (volcanoes) and earthquakes (tsunamis) occur.</p> <p>Volcanoes: Magma, lava and lava flow; Active, dormant and extinct; Famous volcanoes: Vesuvius, Krakatoa, Mount St. Helens.</p> <p>Know the names of some of the world’s mountain ranges in the world: The Alps; The Himalayas; The Andes and The Appalachian Mountains; The Atlas Mountains.</p>	<p>They can explain that natural heating and cooling of the world (glacial and interglacial periods) has always occurred.</p> <p>Students know what global warming is and I can explain some of the scientific explanations. (questioning).</p> <p>Pupils know that scientists believe human activity is contributing to global warming.</p> <p>They can explain the impact of global warming on our world (environment and wildlife) through climate change.</p> <p>Students can explain the impact of climate change on humanity and how this might look different in different places (concluding).</p> <p>Children understand what climate change is and how it is affecting our world. They learn different ways in which it can be reduced in order to conserve the world around us.</p>	
7	<p>Where do I live in the UK and the world?</p> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"><li>Place and Space</li><li>Scale</li></ul> <p><b>Knowledge and skills:</b> To describe where they live in the world using different scales.</p> <p>Describe the physical and human landscapes of a place.</p>	<p>Why is the UK a unique environment in the UK?</p> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"><li>Physical and human processes: glaciation; tourism, industry and agriculture.</li><li>Place and Space: unique places within the UK – National Parks</li></ul> <p><b>Knowledge and skills:</b> Describe the location and importance of the Lake District.</p>	<p>How do rivers change the landscape of the UK?</p> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"><li>Physical and human process: river processes and formations, flooding and environmental impacts.</li></ul> <p><b>Knowledge and skills:</b> Describe how water travels round in a system to create river environments.</p> <p>Describe how a river changes from source to mouth.</p>	<p>Is the geography of Russia a curse or a benefit?</p> <p><b>Key concepts:</b> Place and Space: unique locations within Russia. Interdependence: links between human and physical features of a country. Environmental impacts: how human activity causes impacts.</p> <p><b>Knowledge and skills:</b> To describe the location and geographical features of Russia.</p>

		Describe the physical and human landscapes of the Lake District.	Describe how floods impact on our lives.	<p>Describe and explain the variety of climate types in Russia.</p> <p>To assess the importance of different environments in Russia.</p> <p>Explain and describe how plants and animals adapt to the Russian tundra climate.</p> <p>To understand how the size of Russia provides opportunities and challenges for the population and the economy.</p>
8	<p>Is everything that we know about Africa wrong?</p> <p>Key concepts: Cultural awareness and diversity Place and Space Sustainable development</p> <p>Knowledge and skills: Locate a variety of countries within Africa.</p> <p>Identify and breakdown common misconceptions of Africa.</p> <p>Understand the role of past has played in the development levels in Africa.</p> <p>Know Africa is a developing continent, with a range of countries at different stages of development.</p>	<p>Are Africa's landscapes more than just 'The Lion King'?</p> <p>Key concepts: Place and Space Physical and human processes Sustainable development -</p> <p>Knowledge and skills: Interpret and describe the climate of each location using climate graphs</p> <p>Understand the concept of high and low air pressure</p> <p>Describe and explain the global atmospheric circulation model and how this influences climate at the equator and tropics – rainforest and desert biome</p> <p>Describe the characteristics of the plants and animal of the Savanna Biome and how people use the Savanna biome</p>	<p>Will Asia ever be on top?</p> <p>Key concepts: Place and Space Cultural awareness and diversity Interdependence Environmental impacts</p> <p>Knowledge and skills: Describe the distribution of HICs, LICs and NEEs using a choropleth map.</p> <p>Give examples of development indicators including GNI, HDI, literacy rates and life expectancy.</p> <p>Compare China's level of development with that of the UK and a LIC using development indicators including GNI per capita, HDI, Life expectancy, years in education.</p> <p>Give the main causes of rapid development in China –</p>	<p>Why do so many people live in the danger zone?</p> <p>Key concepts: Physical and Human Processes Development affecting the impact of natural disasters. Interdependence</p> <p>Knowledge and skills: Plate tectonics, convection theory</p> <p>Plate boundaries – Constructive, destructive, and conservative</p> <p>Formation of volcanoes – composite and shield</p> <p>Hazards of volcanoes, gas clouds, lahars, pyroclastic flows</p> <p>Responses in HICs v LICs – including both immediate and long term</p> <p>Know why people continue to live in hazardous areas</p>

	<p>Know the term development and the development continuum – LIC's/NEE's/HIC's.</p> <p>Students will know how development can be measured using development indicators. Social (life expectancy, literacy rate, birth rate, deathrate)</p>		<p>industrialisation – economic zones – manufacturing (TNCs).</p>	
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### Upper school curriculum

The Year 9 curriculum offers students the opportunity to put their knowledge, skills, understanding to the test before choosing their options. The Year 9 course starts with the enquiry “What can we do about climate change?” An enquiry that analyses the causes, impacts and responses (both adaptation and mitigation) to climate change. This builds upon the students understanding in KS2. Students will understand that the threat of climate change is local and global, affecting the coasts of the UK, and increasing the frequency and severity of tropical storms in the tropics. An important conceptual focus in Year 9 is sustainable development, this is covered when answering the enquiry “How long can we exploit Earth’s resources?” The students will evaluate the pros and cons of renewable and non-renewable energy sources; the risk of ecological overshoot and the impact that humans have on the globe (World footprint). This means that they would have a good understanding of resource management before tackling the AQA topic “The challenge of resource management”.

Link to exam spec:

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Upon completion of this two year course, students will have the skills and experience to progress onto A-level and beyond.

The subject content is split into four units:

- 3.1 Living with the physical environment
- 3.2 Challenges in the human environment
- 3.3 Geographical applications
- 3.4 Geographical skills.

In units 3.1 and 3.2 the content is split into sections, with each section focusing on a particular geographical theme. Unit 3.3 sets out the requirements for fieldwork and issue evaluation. Unit 3.4 sets out the geographical skills that students are required to develop and demonstrate. In the specification content, students are required to study case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and understanding. Examples are more focused on a specific event or situation, are smaller in scale and do not cover the same degree of content.

### Course overview



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
9	<p>What can we do about climate change?</p> <p><b>Concepts:</b> Scale – impact of climate change at different scales</p> <p>Physical and human processes.</p> <p>Environmental impacts of climate change</p> <p>Sustainable development</p> <p><b>Knowledge and skills:</b> Know the causes, impacts and responses to climate change.</p> <p>Be able to locate impacts of climate change on a world map.</p> <p>Be able to analyse line graphs showing long-term climate change</p> <p>Be able to analyse line/ bar charts to show temperature change over time.</p> <p>Explain the difference between the greenhouse effect and the enhanced greenhouse effect</p> <p>Analyse the different strategies in place to combat</p>	<p>How long can we exploit Earth’s resources?</p> <p><b>Concepts:</b> Interdependence</p> <p>Environmental impacts</p> <p>Sustainable development</p> <p><b>Knowledge and skills:</b> Identify the spheres of earth and how they link together – atmosphere, biosphere, hydrosphere, lithosphere.</p> <p>Define and give examples of renewable and non-renewable resources</p> <p>Be able to analyse pie charts to compare energy mix in the UK.</p> <p>Understand the sustainability of resources that we have on planet earth and the impact humans have on their use</p>	<p>Why should we care about the oceans?</p> <p><b>Concepts:</b> Interdependence</p> <p>Environmental impacts – impacts of human activity on the oceans</p> <p>Sustainable development</p> <p><b>Knowledge and skills:</b> Identify and locate 5 key oceans on a world map.</p> <p>Understand the importance of oceans</p> <p>Understand maps showing the ocean currents</p> <p>Sustainability of fishing</p> <p>Understand how ocean currents are significant in moving plastic pollution.</p> <p>Great Garbage Patch – how and why it has developed and what is being done to reduce the size and reduce plastic pollution in the oceans. The use of maps to help this understanding.</p>	<p>Can you make a decision?</p> <p><b>Concepts:</b> Scale – weighing up impacts at varying scales from local to global</p> <p>Physical and human processes</p> <p>Interdependence</p> <p>Sustainable development -</p> <p><b>Knowledge and skills:</b> Make decisions at Global, national and local scales – (Similar to the pre-release element at GCSE).</p> <p>Appreciate that stakeholders have different points of view, and these opinions should be considered when making a decision.</p> <p>Understand that Decision making needs to be backed up with reliable evidence.</p> <p>Explain how thermal expansion and melting ice sheets leads to sea level rise.</p> <p>Be able to describe the trend of sea level rise from a graph.</p>	<p>What is the future of the planet? Global citizens.</p> <p><b>Concepts:</b> Scale</p> <p>Cultural awareness and diversity.</p> <p>Sustainable development</p> <p><b>Knowledge and skills:</b> Be able to define sustainability.</p> <p>Give examples of social, economic, and environmental sustainability.</p> <p>Give examples of the sustainable development goals.</p> <p>Suggest ways in which the sustainable development goals might be met.</p> <p>The importance of sustainable urban living for our future.</p> <p>Know strategies for sustainable urban areas at a global scale</p> <p>Identify ways in which homes can be made more sustainable</p> <p>Define what is meant by the term ‘Waste’.</p> <p>Know the pros and cons of waste management methods in the UK. – incineration, landfill, recycling.</p>	



	climate change on a local, national and international scale (mitigation and adaptation).	<p>World footprint and ecological overshoot</p> <p>Understand the idea of geological time and its role in the formation of some natural resources.</p> <p>Explore the formation of rocks, soil and oil.</p> <p>Case study – Keystone pipeline - using stakeholder opinions.</p> <p>Comparison study – Future of energy use – China vs Costa Rica.</p>	Understand climate change and its impact on ocean environment	<p>Know the impacts of sea level rise on the Maldives.</p> <p>Evaluate the possible management techniques used by the Maldives.</p> <p>Explain the causes of deforestation in Peru.</p> <p>Understand maps and graphs showing the extent of deforestation in Peru/ deforestation hotspots</p> <p>Know the impacts of deforestation globally and locally.</p> <p>To make decisions on whether deforestation should be used to help Peru to develop.</p>	<p>Evaluate the change in trends of waste management.</p> <p>Understand divided bar charts and line graphs to show changing rates of waste management and recycling.</p> <p>Explain how food production can be more sustainable</p> <p>Explain the concept of fair-trade and how it can support development</p> <p>Explain how the fashion industry can be more sustainable</p>
10	<p>Urban Issues and Challenges</p> <p><b>Understand that:</b> A growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and 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.</p>	<p>The Living World</p> <p><b>Understand that:</b>  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. Hot desert ecosystems have a range of distinctive characteristics. Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification.</p>		<p>Coastal landscapes in the UK</p> <p><b>Understand that:</b>  The UK has a range of diverse landscapes. The coast is shaped by a number of physical processes. 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. The shape of river valleys changes as rivers flow downstream. Distinctive fluvial landforms result from different physical processes.</p>	

11	<p><b>The challenge of natural hazard</b></p> <p>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 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. Climate change is the result of natural and human factors, and has a range of effects. Managing climate change involves both mitigation and adaptation</p>	<p><b>Changing economic World</b></p> <p>There are global variations in economic development and quality of life.</p> <p>Various strategies exist for reducing the global development gap.</p> <p>Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.</p> <p>Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p>	<p><b>The challenge of resource management</b></p> <p>Food, water and energy are fundamental to human development</p> <p>The changing demand and provision of resources in the UK create opportunities and challenges.</p> <p>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 supply.</p>	<p><b>Issue Evaluation</b></p> <p>This section contributes a critical thinking and problem-solving element to the assessment structure. 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 secondary sources.</p> <p><b>Issue Application</b></p> <p>Two geographical enquiries, including the use of primary data collected through fieldwork. Enquiries can be based on content addressed in previous units 3.1 and 3.2</p>
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