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| **Topic 1- Is planet earth a dangerous place to live?** | This topic takes students on a journey to the centre of the earth. By looking at the structure of the earth and processes such as convection currents, students will understand what causes some of the world’s deadliest hazards. Students will study the causes, consequences and responses of volcanic eruptions and earthquakes and apply these to real life case studies. Students will also investigate how the development of a country can influence the impacts of a global hazard. |
| **Topic 2- Are there enough resources for all of us?** | This topic examines the availability of natural resources across Earth. Students learn about consumption of natural resources, linking their understanding of population and development to assess the unfair distribution of natural resources. Students look in depth at water, soil and oil. They explore challenges between availability and consumption as well as strategies employed at national scales to try and overcome these. Gaining knowledge and understanding of these will allow students to look to the future and consider what the UK is doing to rely less on fossil fuels and more on renewable energies. |
| **Topic 3- Is the UK’s landscape distinctive?** | This topic encourages students to question the environment in which they live. Students will study why the UK’s landscape looks the way it does and gets them to think about why or what has created its unique features. Students begin by studying rivers, their process, landforms and how rivers may impact their lives in the future. Students will then go on to study the distinctive features and process of the UK coastline. Finishing the topic by looking at whether humans can protect the UK coastline. |
| **Topic 4- Why is Earth’s climate cause the ice to melt?** | This topic is one of the most discussed topics by world leaders and will have the greatest impact on the lives of the students. This topic starts by looking at how ice coverage has changed over time and the unique features ice creates on our landscapes. Students will then evaluate the evidence that exists to support the theory of climate change, assess the causes of climate change, and discuss the impacts of climate change on future generations. Students will then investigate the role Leicester is playing in trying to reduce the impacts of a changing climate so students can take an active role in the efforts to stop climate change. |
| **Topic 5- Fieldwork** | This topic aims to equip students with the skills needed to conduct their own geography fieldwork. Encouraging students to experience geography outside of the classroom allows them to gain a deeper understanding of their environment and the processes that occur. Students will again, look at the idea of sustaining our environment for future generations. They begin by creating their own research question and then explore the school site to collect data from traffic counts, field sketches, bipolar analyses, and questionnaires to support their hypotheses. Students will then analyse the data they have collected, draw conclusions and answer their research question. |