

### **Composite: 1. Global development**

Year Y10

Through a range of **located examples in depth** at KS3, students are able to apply and widen their understanding of global **development**. This includes understanding how development is measured and **compares**, with an example in **depth India**, using data to understand place. Learning from KS3 brings together the impacts of **resources, climate, politics and governmental** policy to affect and impact global development, aid and trade. The effects of **globalisation, TNC's** and **trade** are themes which run through both key stages.

### **Composite: 2. Resource management and Energy**

Year 10

Continuing links from **globalisation** and using our land for its resources, this topic develops understanding of the world's resources, reasons for changes and variations in consumption. **Links to Y7 and 8** with themes of **development, globalisation, population** change and consumption are all revisited. Previous learning about how humans both affect and are effected by the natural world underpins this. **Depth** of knowledge focuses on **China** and the **UK**, underpinned by understanding of **development and power from Y7**, using stakeholder opinions to understand varying views.

### **Composite: 3. Changing cities**

Year Y10/Y11

**Processes** change both our natural and human landscapes. During this composite we explore how cities have changed over time, considering how this varies in cities of different **development** levels in **depth** (Sheffield and Mexico City). These examples in **depth** link to underpinning knowledge of **population, development, TNC** investment and **sustainable** approaches to improve and **manage problems**. Links to our Urban Fieldwork composite are detailed and transferable to the contexts covered.

### **Composite: 4. Urban Fieldwork**

Year Y11

A core geographical skill is to **collect data** both at a **primary and secondary** level, to help us understand **place**. This component supports understanding in **depth** about **Sheffield** and how it's CBD has changed over time. The topic draws on the learning from the Y10 topic of Changing cities, supported by **KS3 topics** of globalisation and the **fieldwork skills** used in Y7,8 and Y9. Ensuring all our students **visit a UK major city**, studying what it offers **culturally**, historically and **economically** is imperative to allow all students to thrive.

### **Composite: 1. Coastal landscapes and Fieldwork**

Year Y11

Supporting the use of primary and secondary **data** to inform and draw conclusions throughout previous topics underpins the coastal fieldwork to Hornsea and Flamborough Head. Students learn about the **interactions** between the coast, land and people, mirroring learning from Y7 onwards. How the **landscape** is shaped and **interacts** with the sea and people is investigated. **A coastal fieldwork trip** allows all students to be immersed in their learning and understand how dynamic the UK's **landscape** is.

### **Composite: 2. UK Challenges**

Year 11

The final Y11 composite **synthesis all learning from KS3 and 4**. Understanding the **challenges** experienced in the **UK (and wider locations)** link to topics from all years. The foundations of **development** and **economic growth** were learnt in **Y7 and 8**, **globalisation, climate change and migration** studied in breadth during Y8. The challenges of our **climate, ecosystems and water systems** in Y9 all allow students to synthesise their learning. Depth of examples and the use of data to support **substantiated** and **sustainable** decisions and varying **stakeholder** opinions are explored. Students use their **breadth and depth** of learning from Y7 through to Y11. This topic allows all learners to revise and reapply their spiralled learning from KS3 and 4.