Long term plan – Geography – 2021/2022

Year group	HT1	HT2	HT3	HT4	HT5	HT6
7 (KS3)	**Theme:** Can we reduce the effects of climate change? **Topic description/Purpose;** Climate change underpins many ideas associated with sustainability. By the end of the unit students should be able to explain climate change, explain the causes, describe the effects and evaluate mitigation and adaptation strategies. *AO1, AO2, AO3 and AO4.* **Key piece/assessment;** **Assessment DC1** **Literacy focus (O, R, W);** Oracy- debating the impact of effects (lesson 5 and 6) and significances of mitigation and adaptation strategies for dealing with climate change (lesson 9). **Careers:** Throughout this unit teachers should discuss the many new job opportunities linked to climate change and how each business by law has to consider it's carbon footprint. A search in INDEED will allow learners to see real jobs linked to this area. Learners are required to make a judgement relating to mitigation and adaptation strategies (lesson 9). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions. **Enrichment opportunities.**	**Theme:** Geographical skills **Topic description/Purpose;** By the end of the unit students should be confident in the basic geographical skills including identifying oceans and continents, OS maps 4 and 6 figure grid references, scale and relief. *AO4.* **Key piece/assessment;** Write up of new cycle path task. **Literacy focus (O, R, W);** Lesson on the routes around Pennington Flash – oracy giving direction and working as a team. *Activity oracy – giving directions and working as team.* **Careers** Throughout this unit teachers will discuss how the geographical skills in this unit can be applied into the real world whether it be linked to data analysts, project managers, town planners, park wardens/countryside rangers or even for their own recreational purposes when planning walks, bike rides or travelling to different places. **Enrichment opportunities.** Visit Pennington Flash to assess the suitability of the chosen routes.	**Theme:** Is the world really shrinking? **Topic description/Purpose;** By the end of the unit students should be able to explain how they are interdependent on many countries, explain the impacts of TNCs, describe the benefits of fair trade and evaluate the overall impact of globalisation to different stakeholders. *AO1, AO2, AO3 and AO4.* **Key piece/assessment:** Assessment DC2 **Literacy focus (O, R, W);** Writing – how to write a good conclusion (lesson 6). **Careers:** As the unit progresses, teachers should use every opportunity to discuss the changing pattern of jobs created by globalisation especially within lesson 2. Learners are required to make a judgement relating to impacts of TNCs (lesson 6). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions. **Enrichment opportunities:** Trip to the Liverpool Maritime Museum – Slave trade exhibition as an early example of globalisation. Trip to a local supermarket to discuss how they make decisions round the source food.	**Theme:** Do you think the Congo can be protected? **Topic description/Purpose;** By the end of the unit students should be able describe the location of the main biomes, understand food webs and food changes, explain the challenges and opportunities facing tropical rainforests and a cold environment. *AO1, AO2, AO3 and AO4* **Key piece/assessment;** Conclusion lesson 8. **Literacy focus (O, R, W);** Writing good conclusions. **Careers:** Within the unit the links to jobs locally with groups such as the environmental agency should be explored. **Enrichment opportunities.** visiting local small scale ecosystems such as a Deciduous Woodland.	**Theme:** How can we protect the Sahel? **Topic description/Purpose;** By the end of the unit students should be able describe the location of the main biomes, understand food webs and food changes, explain the challenges and opportunities facing tropical rainforests and a cold environment. *AO1, AO2, AO3 and AO4* **Key piece/assessment;** Assessment DC3 **Literacy focus (O, R, W);** Writing good conclusions. **Careers:** Within the unit the links to jobs locally with groups such as the environmental agency should be explored. **Enrichment opportunities.** visiting local small scale ecosystems such as a Deciduous Woodland.	**Theme:** How to carry out a geographical enquiry? **Topic description/Purpose;** Based on geographical skills students complete a piece of fieldwork answering the key question 'Will light and moisture levels be affected by the structure of the deciduous woodland. *AO1, AO2, AO3 and AO4* **Key piece** – enquiry write up. **Literacy focus (O, R, W);** Reading. Throughout the unit the teacher should use the fieldwork focus articles taken from Wideworld https://my.dynamic-learning.co.uk/CourseHome Students should be supported on how to read and understand academic texts. **Careers:** Throughout this unit teachers should discuss the many new job opportunities linked to fieldwork and the enquiry process. A search in INDEED will allow learners to see real jobs linked to this area. Learners are required to evaluate their field work enquiry and suggest how to make improvements. Learners should be encouraged to discuss what jobs would require them to evaluate and suggest improvements. **Enrichment opportunities**: In order to complete this unit all students will need to visit the woodland area. Other possible visits include the potential to visit a field study centre. Links with higher education institutes would allow students to discuss other potential fieldwork linked to university and completing a geography degree.

8 (KS3)	**Theme:** Weather and climate **Topic description/Purpose;** By the end of the unit students should be able to explain how high and low air pressure influences the location of major biomes as well as our day to day weather, how Britain's weather is changing and link this to climate change, describe extreme weathers facing the UK and describe the impacts of tropical storms. Students will be able to think about how we future proof our homes in a sustainable way for the changing weather patterns. Revisit – geographical skills. Links to Climate change and biomes. *AO1, AO2, AO3 and AO4.* **Key piece/assessment;** Assessment DC1 **Literacy focus (O, R, W);** Oracy and listening skills Ln 5 Discuss the recent examples of extreme weather in the UK. **Careers:** Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in from extreme weather, roles with The Environment Agency, United Utilities, The Met Office, local councils rapid response teams etc. A search in INDEED will allow learners to see real jobs with links to extreme weather. Learners are required to make an evaluative judgement relating the effects of extreme weather in the UK (lesson 8) and how the UK can better prepare for floods (Lesson 9). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions. **Enrichment opportunities:** Take the children outside to discuss elements of the lessons, watch Britain's wildest weather Ln 5 to discuss the various locations in the UK.	**Theme:** How water shapes the world? **Topic description/Purpose** By the end of the unit students should be able to explain how water shapes the land (erosions and deposition) within rivers, coasts and glaciated environments. Students will be able to identify landforms created by erosion and deposition within rivers and coasts and be able to discuss the potential conflicts of different stakeholders in glaciated environments. Students will be able to discuss how each environment can be managed sustainable. *AO1, AO2, AO3 and AO4* **Key piece/assessment;** After the debate, students should complete a piece of work outlining which form of coastal defence do they think is the most sustainable. This could be done as a homework or in class. It could take the form of a poster, mind map, newspaper article or written speech. **Literacy focus (O, R, W);** *Activity – debate lesson coastal management strategies. Careers* Westleigh is near a brook so being able to explain the processes taking place will help students to understand their physical environment better. There are many jobs linked to management of rivers and coastal areas. Major employers include United Utilities and the Environmental agency who employ hundreds of people in the North West. A search in INDEED will allow learners to see real jobs linked to this area. Learners are required to make a judgement relating to how to sustainable manage the coast line (lesson 19). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions. If possible to arrange a talk from Environment Agency regarding possible jobs within the local area. **Enrichment opportunities.** Visit to Southport or Blackpool to see	**Theme:** How water shapes the world? **Topic description/Purpose;** By the end of the unit students should be able to explain how water shapes the land (erosions and deposition) within rivers, coasts and glaciated environments. Students will be able to identify landforms created by erosion and deposition in each environment. Students will be able to discuss how we can protect our towns from the power of water in a sustainable manner. *AO1, AO2, AO3 and AO4* **Key piece/assessment;** Assessment DC2 **Literacy focus (O, R, W);** *Activity – debate lesson coastal management strategies.***Careers** Westleigh is near a brook so being able to explain the processes taking place will help students to understand their physical environment better. There are many jobs linked to management of rivers and coastal areas. Major employers include United Utilities and the Environmental agency who employ hundreds of people in the North West. A search in INDEED will allow learners to see real jobs linked to this area. Learners are required to make a judgement relating to how to sustainable manage the coast line (lesson 19). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions. If possible to arrange a talk from Environment Agency regarding possible jobs within the local area. **Enrichment opportunities.** Visit to Southport or Blackpool to see coastal defences. Visit to Cuerden Valley Park to see river landforms and process in practice. Field trip to Lake district (maybe a residential) to see glacial landforms. Arrange a visit from the Environmental Agency to talk about managing the physical environment.	**Theme:** Are there enough Earth's resources for everyone? Global focus **Topic description/Purpose;** By the end of this unit students should be able to explain what resources are, how they are distributed, why the availability of these resources vary, the ways in which we use water, food and energy and evaluate how we can be more sustainable when using resources. **AO1, AO2, AO3 and AO4.** **Key piece/assessment;** Writing conclusions answer to the 9 mark question. **Literacy focus** – oracy lesson 6 debating food security is a global issue. **Careers:** Throughout this unit teachers will discuss how the need to manage resources and be a sustainable citizen is becoming ever more important. Lessons will also link to the local industries in the area and how resources played a significant part in the growth of the area – for example coal mining (SHK can link this to his previous career in the mining industry.) Students will be able to link the current issues on resource management to their own lives, for example water shortages, recycling, travel to school and energy efficiency. **Enrichment opportunities:** Visit electric mountain in Snowdonia as an example of renewable energy or the National Mining Museum as a contrast in resources. Visits to Rivington and United Utilities resource on how they create energy or working farms to see where our food comes from.	**Theme:** Are there enough Earth's resources for everyone? UK focus **Topic description/Purpose;** By the end of this unit students should be able to explain what resources are, how they are distributed, why the availability of these resources vary, the ways in which we use water, food and energy and evaluate how we can be more sustainable when using resources. **AO1, AO2, AO3 and AO4.** **Key piece/assessment;** Assessment DC3 **Literacy focus** – Writing lesson 13 Writing a good conclusion. **Careers:** Throughout this unit teachers will discuss how the need to manage resources and be a sustainable citizen is becoming ever more important. Lessons will also link to the local industries in the area and how resources played a significant part in the growth of the area – for example coal mining (SHK can link this to his previous career in the mining industry.) Students will be able to link the current issues on resource management to their own lives, for example water shortages, recycling, travel to school and energy efficiency. **Enrichment opportunities:** Visit electric mountain in Snowdonia as an example of renewable energy or the National Mining Museum as a contrast in resources. Visits to Rivington and United Utilities resource on how they create energy or working farms to see where our food comes from.	**Theme:** How to carry out a geographical enquiry? **Topic description/Purpose;** Based on geographical skills students complete a piece of fieldwork answering the key question 'Where is the best location for a new picnic bench?' *AO1, AO2, AO3 and AO4* **Key piece** – enquiry write up. **Literacy focus (O, R, W);** Reading. Throughout the unit the teacher should use the fieldwork focus articles taken from Wideworld https://my.dynamic-learning.co.uk/CourseHome Students should be supported on how to read and understand academic texts. **Careers:** Throughout this unit teachers should discuss the many new job opportunities linked to fieldwork and the enquiry process. A search in INDEED will allow learners to see real jobs linked to this area. Learners are required to evaluate their field work enquiry and suggest how to make improvements. Learners should be encouraged to discuss what jobs would require them to evaluate and suggest improvements. **Enrichment opportunities**: Possible visits include the potential to visit a field study centre. Links with higher education institutes would allow students to discuss other potential fieldwork linked to university and completing a geography degree.

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9 (KS3)	**Theme:** Country study – Asia – Japan **Topic description/Purpose;** This is a synoptic unit using the focus of Japan to be able to cover key features of both human and physical geography. Revisit – geographical skills. Links to climate change, tropical storms globalisation, weather and climate and resource management. *AO1, AO2, AO3 and AO4.* **Key piece/assessment;** Lesson 9, National Geographic reading and writing task with a focus on command words. **Literacy focus (O, R, W);** Oracy and writing. Fluently using key geographical language in discussions and in writing tasks. *Activity* **Careers:** Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in Japan, seismologists, volcanologists, engineers, architects, teachers, linguists. A search in INDEED will allow learners to see real jobs with links to Japan. Learners are required to make an evaluative judgement relating how Japan was affected by Typhoon Hagibis (lesson 6). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions. **Enrichment opportunities:** In Lesson 1 children to taste common snacks and foods from Japan (check on SIMS for allergies and dietary restrictions for classes). Foods to be sources from the World Food Aisles and not the internet.	**Theme:** Country study – Asia – Japan **Topic description/Purpose;** This is a synoptic unit using the focus of Japan to be able to cover key features of both human and physical geography. Revisit – geographical skills. Links to climate change, tropical storms globalisation, weather and climate and resource management. *AO1, AO2, AO3 and AO4.* **Key piece/assessment:** Assessment Dc 1 **Literacy focus (O, R, W);** Oracy and writing. Fluently using key geographical language in discussions and in writing tasks. *Activity* **Careers:** Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in Japan, seismologists, volcanologists, engineers, architects, teachers, linguists. A search in INDEED will allow learners to see real jobs with links to Japan. Learners are required to make an evaluative judgement relating how Japan was affected by Typhoon Hagibis (lesson 6). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions. **Enrichment opportunities:** In Lesson 1 children to taste common snacks and foods from Japan (check on SIMS for allergies and dietary restrictions for classes). Foods to be sources from the World Food Aisles and not the internet.	**Theme:** Country study – Asia - India **Topic description/Purpose;** This is a synoptic unit using the focus of India to be able to cover key features of both human and physical geography. **Key piece/assessment;** Lesson 5. Evaluate the challenges faced by India's population structure.(9 marks) **Literacy focus (O, R, W);** Oracy and writing. Fluently using key geographical language in discussions and in writing tasks. **Careers:** Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in India, IT specialists, teachers, linguists, engineers. A search in INDEED will allow learners to see real jobs with links to India. Learners are required to make a judgement relating the challenges India faces because of its population structure (lesson 5). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions and suggest possible solutions. **Enrichment opportunities;** In Lesson 2 the students are to taste common snacks and foods from India and listen to Indian music (Bollywood style) (check on SIMS for allergies and dietary restrictions for classes). Foods to be sources from the World Food Aisles and not the internet.	**Theme:** Country study – Asia - India **Topic description/Purpose;** This is a synoptic unit using the focus of India to be able to cover key features of both human and physical geography. **Key piece/assessment;** **Assessment DC2** **Literacy focus (O, R, W);** Oracy and writing. Fluently using key geographical language in discussions and in writing tasks. **Careers:** Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in India, IT specialists, teachers, linguists, engineers. A search in INDEED will allow learners to see real jobs with links to India. Learners are required to make a judgement relating the challenges India faces because of its population structure (lesson 5). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions and suggest possible solutions. **Enrichment opportunities;** In Lesson 2 the students are to taste common snacks and foods from India and listen to Indian music (Bollywood style) (check on SIMS for allergies and dietary restrictions for classes). Foods to be sources from the World Food Aisles and not the internet.	**Theme:** Country study – Europe -UK **Topic description/Purpose;** This is a synoptic unit using the UK as a focus to on features of both human and physical geography. It will be used to draw comparisons with Japan and India. **Key piece/assessment;** Lesson 5 – writing an effective conclusion. **Literacy focus (O, R, W);** Writing conclusions. **Careers:** Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising from the changing landscape within the UK. Discussions should take place around what jobs the UK will need in the future. A search in INDEED will allow learners to see real jobs currently available in the UK. Comparisons could made between the North and South. Learners are required to make a judgement Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions and suggest possible solutions. **Enrichment opportunities.** Visit to Media city in Manchester.	**Theme:** How to carry out a geographical enquiry? **Topic description/Purpose;** Based on geographical skills students complete a piece of fieldwork answering the key question 'How has Leigh's sense of place changed *AO1, AO2, AO3 and AO4* **Key piece** – enquiry write up. **Literacy focus (O, R, W);** Reading. Throughout the unit the teacher should use the fieldwork focus articles taken from Wideworld https://my.dynamic-learning.co.uk/CourseHome Students should be supported on how to read and understand academic texts. **Careers:** Throughout this unit teachers should discuss the many new job opportunities linked to fieldwork and the enquiry process. A search in INDEED will allow learners to see real jobs linked to this area. Learners are required to evaluate their field work enquiry and suggest how to make improvements. Learners should be encouraged to discuss what jobs would require them to evaluate and suggest improvements. **Enrichment opportunities**: In order to complete this unit all students will need to complete a land use transect in Leigh. Other possible visits include the potential to visit a field study centre. Links with higher education institutes would allow students to discuss other potential fieldwork linked to university and completing a geography degree.

10 (KS4)	**Theme: The challenge of natural hazards** **Topic description/Purpose;** The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. **Key piece/assessment;** Lesson 9 writing conclusion 9 mark question. **Career:** Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in seismologists, volcanologists, engineers and architects. A search in INDEED will allow learners to see real jobs with links to tectonics. Learners are required to make an evaluative judgement relating to the impact of primary and secondary effects of an earthquake (lesson 9). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions. **Enrichment:** Visits to natural history museum.	**Theme: The living world** **Topic description/Purpose;** The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. **Key piece/assessment;** Assessment DC1 **Careers** Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in eco-tourism and sustainable forestry. A search in INDEED will allow learners to see real jobs with links to conservation within the north west and also on a global scale. Learners are required to make an evaluative judgement relating to the risk to both tropical rainforests (lesson 8) and cold environments (lesson 14). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions. **Enrichment opportunities.** Trip to Manchester Museum to view natural history section. Invite Kirsten (DHG) back to talk about her time in the Falklands or Susan Porter (KHF) to talk about her Antarctica visit.	**Theme:** Coasts **Topic description/Purpose;** The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. **Key piece/assessment**; Lesson 12. 'Hard engineering strategies are effective in protecting the coastline.' Do you agree with this. Write up from debate. **Careers** Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in coastal management in particular with the Environmental agency. A search in INDEED will allow learners to see real jobs with links to coastal management within the north west and also on a global scale. Learners are required to make an evaluative judgement relating to the effectiveness of different types of coastal management strategies (lesson 12 and 13). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions. **Enrichment opportunities.** Potential visit to Blackpool to view the range of coastal management strategies.	**Theme:** Glaciated environments **Topic description/Purpose;** The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. **Key piece/assessment;** Assessment DC 2 **Careers** Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in coastal management in particular with the Environmental agency. A search in INDEED will allow learners to see real jobs with links to coastal management within the north west and also on a global scale. Learners are required to make an evaluative judgement relating to the effectiveness of different types of coastal management strategies (lesson 12 and 13). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions. **Enrichment opportunities.** Potential visit to Blackpool to view the range of coastal management strategies.	**Theme:** Urban environments **Topic description/Purpose;** The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. **Key piece/assessment;** Assess the possible challenges of urban growth in Manchester (9). **Careers:** This topic is relevant to our learners as they all live in urban areas. The unit allows them to think about who the winners and losers are as these urban areas grow. Manchester is the nearest city to Leigh and many of our students will either continue their education or gain employment in Manchester. A search of INDEED will show the jobs available within Manchester but also involved in town planning. This unit develops the learners' critical thinking by asking them to evaluate the opportunities and challenges within Manchester and Mumbai. **Enrichment opportunities:** Visit to Didsbury, Moss side and Salford Quays as part of the human field work to see in action the places the learners have studied. Possible visit to a town planner.	**Theme:** Urban environments and physical field work **Topic description/Purpose;** Students will be expected to: 1. apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry 2. select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry. **Key piece/assessment;** Mock Dc3 **Careers:** Throughout this unit teachers should discuss the many new job opportunities linked to fieldwork and the enquiry process. A search in INDEED will allow learners to see real jobs linked to this area. Learners are required to evaluate their field work enquiry and suggest how to make improvements. Learners should be encouraged to discuss what jobs would require them to evaluate and suggest improvements. **Enrichment opportunities:** In order to complete this unit all students will need to complete a field trip to Formby point and Salford Qays. Other possible visits include the potential to visit a field study centre. Links with higher education institutes would allow students to discuss other potential fieldwork linked to university and completing a geography degree.

11 (KS4)	**Theme:** Urban environments **Topic description/Purpose;** The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. **Key piece/assessment;** Assess the possible challenges of urban growth in Manchester (9). **Careers:** This topic is relevant to our learners as they all live in urban areas. The unit allows them to think about who the winners and losers are as these urban areas grow. Manchester is the nearest city to Leigh and many of our students will either continue their education or gain employment in Manchester. A search of INDEED will show the jobs available within Manchester but also involved in town planning. This unit develops the learners' critical thinking by asking them to evaluate the opportunities and challenges within Manchester and Mumbai. **Enrichment opportunities:** Visit to Didsbury, Moss side and Salford Quays as part of the human field work to see in action the places the learners have studied. Possible visit to a town planner.	**Theme:** Economic geography **Topic description/Purpose;** The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. **Key piece/assessment;** Lesson 19. Assess the importance of transport improvements to the UK economy (9) **Careers:** This topics links to the changes that students can see around them in Leigh as it has moved from a mining town to leisure/retail. Student will be able to discuss who are the winners and losers, has everyone in the community been affected the same. This topic directly links to careers and the type of employment our students will go into in the 'post-industrial' economy. **Enrichment opportunities.** Visit to local science and business park.	**Theme:** Resource management **Topic description/Purpose;** The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. **Key piece/assessment;** Mock DC 2 **Careers:** All our students need access to these three key groups. Ideas around being a sustainable citizen should help them to shape their future lives and the decisions they make. There are lots of employment opportunities within this topic. A search of Indeed will show the most up to date jobs in this field. **Enrichment opportunities:** Possible visit from Untied utilities or a trip to Rivington to hear or see first-hand how our local water supply is management. A trip to a local supermarket to discuss how they source their food and a contrasting visit to a local food market or farmer's shop.	**Theme:** Pre-release **Topic description/Purpose;** *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.* **This is released 12 weeks before the exam.**		