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| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  **7** | **How can I think like a geographer?**Geography skillsHuman and physical geographyDescribing geographical features Fantastic places | **Can I locate geographical features?** History of maps – locational knowledge CLOCCLongitude and LatitudeAtlas, OS maps, and describing routesContour lines and GIS | **Is development the same globally?**Definitions and indicatorsGlobal comparisons and differencesHistorical influencesDemographics (population pyramids and models)DTM | **Does the level of development influence the quality of life in a country? Case study: India**Location of IndiaPhysical and human featuresQuality of lifeTypes of industryEnvironment and culture | **How are urban areas changing?**Settlement patternsHoyt and Burgess (Ipswich)Growth of citiesChanges in land useComparison of Shanghai with another area (wealth comparison) | **Why is the Middle East an important world region?**Location of the Middle EastMegacities (Dubai case study)Resources and climate Conflict and migration |
| **Assessment Method** | **Core knowledge assessment** | **Core knowledge assessment week**  | **Assessment – Extended writing: How do you know a country is an LIC?** | **Core knowledge assessment**  | **Core knowledge assessment** | **Assessment- Extended writing:** **Explain why the Middle East an important global region** |
| **Skill focus** | **Describing – location focus (CLOCC)** | **Map skills** | **Explanation**  | **Use of a case study** | **Geographical enquiry** | **Explanation** |
| **Opportunities** | **CEIAG – Students develop communication, problem solving and analysis skills in geography to prepare them for further study and employment.** **SMSC – Students work in pairs/ groups, developing a wonder and fascination of the world. Students consider moral issues in geography considering implications of development in LICs and considering views of others.** **Enrichment- Students are involved in a fieldwork exercise to develop their practical geography skills.****British Values – Students develop their self-esteem and responsibility for their behaviour. Students study other cultures with a focus on India to develop an appreciation and respect of other people and cultures.****E-safety – Use of computers, following school ICT policies and procedures.**   |
| **8** | **How is the Earth structured?**Formation of the universeTectonics and plate boundariesCross section of a volcanoEarthquakesEffects and prevention of earthquakesTsunamis  | **Do all rocks weather the same?**Definition, types of rockRock cycle processesTypes of weathering: Physical, chemical, biologicalWeathering processes in Britain  | **Is there a difference between weather and climate?**Types of weatherCloud typesSeasonal variations in weatherHigh and low pressureMicroclimatesFieldwork skills | **Why are there different ecosystems?**Characteristics and adaptations for ecosystemsRainforestsSavannahDesertTundra | **How do rivers shape the landscape?** Water cycle- drainage basinsErosion processes in riversRiver transportationMeanders and Oxbow lakesWaterfallsFlooding: Causes, effects, and managementDam – China case study | **How have glaciers changed the landscape over time?**Glaciation processesFeatures of glaciation – map skillsManagement of glacial retreatGlaciers v rivers - differences |
| **Assessment Method** | **Core knowledge assessment**  | **Core knowledge assessment week** | **Assessment extended writing – Describe the formation of a hurricane** | **Core knowledge assessment** | **Core knowledge assessment week** | **Assessment- Extended writing:** **Draw a diagram and explain the formation of a corrie** |
| **Skills focus** | **Use of a case study** | **Describing – process focus** | **Describing – process focus** | **Describing – location and graph focus (CLOCC & TEA)** | **Explanation** | **Map skills** |
| **Opportunities** | **CEIAG – Students consider careers in geography, and further develop their communication, problem solving and analysis skills in geography to prepare them for further study and careers within the subject.** **SMSC – Students work in pairs/ groups; students explore social impact of flooding, earthquakes, volcanoes, and tsunamis.** **Enrichment- Students are involved in a fieldwork exercise to develop their practical geography skills. Microclimate project offered to students as an enrichment opportunity.** **British Values – Students develop their self-esteem and responsibility for their behaviour. Students express well-balanced opinions rooted in core knowledge of contemporary issues in society and the environment.****E-safety – Use of computers, following school ICT policies and procedures.**   |
| **9** | **What is the future of the climate of the Earth?**Causes of climate changeEvidence Impact on UK and globallySolutions to climate changeRenewable energy | **Does the level of development influence the quality of life in a country? Case study: Australia** Location of AustraliaPhysical geographyTypes of industryEnvironment and cultureContrast to LIC - India | **Is there a variation between global ecosystems? Case studies**Russia -TundraAustralia – DesertIndian – GrasslandsAmazon - Rainforests | **What happens on our coastlines?**Features of coastlinesErosion and deposition processesTransportation processesCoastal management | **How important is sustainability in the twenty first century?**Management of ecosystemsManagement of human environmentsManagement of physical environment Sustainable futures | **What are the opportunities and challenges facing Africa?** Location and colonialisation DevelopmentCase study: Lagos Food security  |
| **Assessment Method** | **Core knowledge assessment** | **Essay: How do you know that Australia is a HIC?** | **Core knowledge assessment week**  | **Assessment – Extended writing: Draw a diagram and explain the formation of a stack** | **Core knowledge assessment week**  | **Assessment Extended writing: How important is sustainability in the twenty first century?** |
| **Skills focus** | **Explanation** | **Describing – location focus (CLOCC)** | **Use of a case study** | **Describing – process focus** | **Geographical enquiry** | **Map skills** |
| **Opportunities** | **CEIAG – Students consider GCSE options including geography and the opportunities the subject brings to future careers whilst further developing their geographical skills.****SMSC – Students work in pairs/ groups; students develop an understanding of the social and moral impact of sustainability. Development and climate change, on people and the environment.** **Enrichment- Students are involved in a developing their practical geography skills to prepare students for further study in geography. Range of extra reading material provided to enhance understanding of key concepts.****British Values – Students develop their self-esteem and responsibility for their behaviour. Students express well-balanced opinions to explain their views on climate change, sustainability, and development.****E-safety – Use of computers, following school ICT policies and procedures.**   |
| **10** | **Living World** Global ecosystemsSmall scale ecosystemsRainforestsDeforestation causes and impactsSustainable rainforest managementDesert developmentDesertificationDesert and rainforest adaptationsCase studies – Malaysia rainforest, Thar desert | **Natural Hazards**Plate tectonicsEffects and responses to seismic eventsClimate ChangeTropical stormsGlobal atmospheric circulationUK extreme weatherCase studies – Hurricane Helene, Typhoon Haiyan, Kobe, Nepal, Mt St Helens, Somerset floods | **Urban Issues and Challenges**Population distributionFavelasOpportunities and challenges in RioGrowth of a UK CityChallenges with urban growth in the UKOpportunities with regenerationUrban sustainability Case studies – Birmingham, Rio, Curitiba | **Fieldwork**Graphical skillsSampling techniquesData presentation Human fieldwork preparationData analysis Assessing fieldwork results  | **River processes and landforms**UK relief and landscapeDrainage basinsTypes of erosion and transportationRiver processes and landforms – meanders, ox-bow lakes, waterfalls, estuaries, interlocking spursFlooding and hydrographsFlood management Case studies - Boscastle | **Coastal processes and landforms**Wave formationMass movement and weatheringErosional landforms – headlands and bays, crack to stumpDepositional landforms – spits/bars, sand dunesCoastal engineering and managementCase studies – Lyme Regis |
| **Assessment Method** | **Living World Section** | **Living World & Hazards Sections** | **Hazards and Urban Issues Sections** | **Fieldwork write up** | **Rivers and Paper 3 Section** | **PPE assessment – Living World, Urban Issues and Hazards** |
| **Opportunities** | **CEIAG – Students review the skills needed in GCSE geography and consider careers and further study opportunities that geography provides.** **SMSC – Students work in pairs/ groups; students analyse the social and moral impact of managing rivers and coasts in the UK and consider the impact of extreme weather on people and the environment.****Enrichment- Students are involved fieldwork skills modules, where students develop their practical geography skills whilst also developing their teamwork and leadership skills.****British Values – Students develop their self-esteem and responsibility for their behaviour. Students develop well-balanced opinions to explain their views on weather, climate and management of coasts and rivers.****E-safety – Use of computers, following school ICT policies and procedures.**   |
| **11** |  **Weather and climate**Definitions – weather v climate Global air circulation ITCZCyclones, Anticyclones Hot and semi-arid climates Case study – SahelTropical climates – Case study Costa Rica Climate graphsExtreme weather - California drought  | **Ecosystems**Definitions and functions of ecosystemsUse of ecosystems by man - Food webLocation of ecosystems – Savannah, tropical rainforestSolutions and challenges to ecosystems  | **Climate change**Definitions – temperature changes Natural causes of CCHuman causes of CCEvidence of climate changeImpact of climate change Case studies - CoastsSolutionsClimate migrants | **Water and desertification**Supply and demand for waterWater transfer schemesscarcity Case study of water stress: Sahelv UKSupply management Desertification – Causes and management Revision and review | **Revision of core concepts and exams** | **Study Leave and Exams**  |
| **Assessment Method** | **GCSE Exam Questions** | **GCSE Exam Questions/ PPE** | **GCSE Exam Questions** | **GCSE Exam Questions/PPE** |  |  |
| **Opportunities** | **CEIAG – Students review the skills needed in GCSE geography, and consider careers and further study opportunities that geography provides.** **SMSC – Students work in pairs/ groups; students analyse the social and moral impact of climate change, ecosystems, and resources such as water on people, the environment and economy.****Enrichment- Students are involved fieldwork skills modules, where students develop their practical geography skills whilst also developing their teamwork and leadership skills.****British Values – Students develop their self-esteem and responsible behaviour. Students develop well-balanced opinions, making links on a range of concepts such as climate change, ecosystems, and development.****E-safety – Use of computers, following school ICT policies and procedures.**   |