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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 skills  Human and physical geography  Describing geographical features  Fantastic places | **Can I locate geographical features?**  History of maps – locational knowledge CLOCC  Longitude and Latitude  Atlas, OS maps, and describing routes  Contour lines and GIS | **Is development the same globally?**  Definitions and indicators  Global comparisons and differences  Historical influences  Demographics (population pyramids and models)  DTM | **Does the level of development influence the quality of life in a country? Case study: India**  Location of India  Physical and human features  Quality of life  Types of industry  Environment and culture | **How are urban areas changing?**  Settlement patterns  Hoyt and Burgess (Ipswich)  Growth of cities  Changes in land use  Comparison of Shanghai with another area (wealth comparison) | **Why is the Middle East an important world region?**  Location of the Middle East  Megacities (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 universe  Tectonics and plate boundaries  Cross section of a volcano  Earthquakes  Effects and prevention of earthquakes  Tsunamis | **Do all rocks weather the same?**  Definition, types of rock  Rock cycle processes  Types of weathering: Physical, chemical, biological  Weathering processes in Britain | **Is there a difference between weather and climate?**  Types of weather Cloud types  Seasonal variations in weather  High and low pressure  Microclimates  Fieldwork skills | **Why are there different ecosystems?**  Characteristics and adaptations for ecosystems  Rainforests  Savannah  Desert  Tundra | **How do rivers shape the landscape?**  Water cycle- drainage basins  Erosion processes in rivers  River transportation  Meanders and Oxbow lakes  Waterfalls  Flooding: Causes, effects, and management  Dam – China case study | **How have glaciers changed the landscape over time?**  Glaciation processes  Features of glaciation – map skills  Management of glacial retreat  Glaciers 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 change  Evidence  Impact on UK and globally  Solutions to climate change  Renewable energy | **Does the level of development influence the quality of life in a country? Case study: Australia**  Location of Australia  Physical geography  Types of industry  Environment and culture  Contrast to LIC - India | **Is there a variation between global ecosystems? Case studies**  Russia -Tundra  Australia – Desert  Indian – Grasslands  Amazon - Rainforests | **What happens on our coastlines?**  Features of coastlines  Erosion and deposition processes  Transportation processes  Coastal management | **How important is sustainability in the twenty first century?**  Management of ecosystems  Management of human environments  Management of physical environment  Sustainable futures | **What are the opportunities and challenges facing Africa?**  Location and colonialisation  Development  Case 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 ecosystems  Small scale ecosystems  Rainforests  Deforestation causes and impacts  Sustainable rainforest management  Desert development  Desertification  Desert and rainforest adaptations  Case studies – Malaysia rainforest, Thar desert | **Natural Hazards**  Plate tectonics  Effects and responses to seismic events  Climate Change  Tropical storms  Global atmospheric circulation  UK extreme weather  Case studies – Hurricane Helene, Typhoon Haiyan, Kobe, Nepal, Mt St Helens, Somerset floods | **Urban Issues and Challenges**  Population distribution  Favelas  Opportunities and challenges in Rio  Growth of a UK City  Challenges with urban growth in the UK  Opportunities with regeneration  Urban sustainability  Case studies – Birmingham, Rio, Curitiba | **Fieldwork**  Graphical skills  Sampling techniques  Data presentation  Human fieldwork preparation  Data analysis  Assessing fieldwork results | **River processes and landforms**  UK relief and landscape  Drainage basins  Types of erosion and transportation  River processes and landforms – meanders, ox-bow lakes, waterfalls, estuaries, interlocking spurs  Flooding and hydrographs  Flood management  Case studies - Boscastle | **Coastal processes and landforms**  Wave formation  Mass movement and weathering  Erosional landforms – headlands and bays, crack to stump  Depositional landforms – spits/bars, sand dunes  Coastal engineering and management  Case 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  ITCZ  Cyclones, Anticyclones  Hot and semi-arid climates Case study – Sahel  Tropical climates – Case study Costa Rica  Climate graphs  Extreme weather - California drought | **Ecosystems**  Definitions and functions of ecosystems  Use of ecosystems by man - Food web  Location of ecosystems – Savannah, tropical rainforest  Solutions and challenges to ecosystems | **Climate change**  Definitions – temperature changes  Natural causes of CC  Human causes of CC  Evidence of climate change  Impact of climate change  Case studies - Coasts  Solutions  Climate migrants | **Water and desertification**  Supply and demand for water  Water transfer schemes  scarcity  Case study of water stress: Sahelv UK  Supply 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.** | | | | | |