

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<b>Topic: Geographical Skills and Mapwork</b> <b>Assessment:</b> Skills test <b>Skills:</b> Basic map skills and recap of skills learned at prep and junior schools.	<b>Topic: Settlement</b> <b>Assessment:</b> Settlement RA <b>Skills:</b> What is a settlement and how does it come to be? What is the classification of settlements	<b>Topic: Water Cycle and Britain's Weather &amp; Climate</b> <b>Assessment:</b> Weather and Climate RA <b>Skills:</b> Understanding models and applications in real terms. Patterns of weather and human impacts.	<b>Topic: The Geography of the South-East</b> <b>Assessment:</b> Class test <b>Skills:</b> understanding of geology and different types of rock formations on landscapes.	<b>Topic: Tourism</b> <b>Assessment:</b> Tourist brochure <b>Skills:</b> Describe and explain patterns on maps. Explain what attracts people to places.	<b>Topic: An Introduction to Brazil</b> <b>Assessment:</b> Olympics DME <b>Skills:</b> Climate graphs, choropleth maps, analysing images, DME
	<b>Rationale:</b> Understand basic skills and map-work which they need for understanding of geography	<b>Rationale:</b> gives students an understanding of where they live and the conflicts and battles faced in urban areas.	<b>Rationale:</b> Understand why the UK's weather is so varied and what impact global warming may have on future climates on a large scale.	<b>Rationale:</b> understand what the SE is made of and how this leads to some of the unique landforms seen.	<b>Rationale:</b> What attracts people to certain places? Should we travel more sustainably? Is there a place for dark tourism today?	<b>Rationale:</b> introduce students to a country which we study further in GCSE and which is developing to become a world power in the recent future.
8	<b>Topic: World Climate and Weather Hazards</b> <b>Assessment:</b> Katrina and Nargis comparison <b>Skills:</b> Models in Geography. Empathy and understanding of cultural differences.	<b>Topic: Global Warming and Acid Rain</b> <b>Assessment:</b> Topic Test <b>Skills:</b> cross-curricular link on Greenhouse effect. Human effects on climate	<b>Topic: Ecosystems and Tropical Rainforests</b> <b>Assessment:</b> Rainforest RA <b>Skills:</b> Decision making, understanding of cultures, sustainability, diversity.	<b>Topic: World Development</b> <b>Assessment:</b> Nike DME <b>Skills:</b> Decision making, graph skills, numerical understanding	<b>Topic: Industry</b> <b>Assessment:</b> Globalisation questions <b>Skills:</b> Global connections, cultural changes over time, essay writing skills, graph skills, country location	<b>Topic: An Introduction to China</b> <b>Assessment:</b> One Child Policy DME <b>Skills:</b> Decision making, essay writing, critical thinking
	<b>Rationale:</b> Building up towards GCSE understanding of Weather Hazards. Can we stop storms?	<b>Rationale:</b> Introduce students to topics covered in GCSE. Very topical issue and important all facts are considered	<b>Rationale:</b> Why does the rainforest need protecting? Good basis for GCSE studies on Rainforests.	<b>Rationale:</b> Why are some countries rich and others poor? Are there influencers which are holding some countries back?	<b>Rationale:</b> Link to GCSE economic world topic. Why are some countries the 'factories' while others are the 'land of opportunity'?	<b>Rationale:</b> China is mentioned throughout geography now and it is important for the students to have an understanding of the place before they study further.
9	<b>Topic: Urban Change</b> <b>Assessment:</b> Urban RA <b>Skills:</b> Empathy and understanding of issues. Models in geography.	<b>Topic: Population</b> <b>Assessment:</b> Half year test <b>Skills:</b> Line graphs, population pyramids, predicting, DTM, analysing.	<b>Topic: Glacial Landscapes</b> <b>Assessment:</b> GCSE style questions <b>Skills:</b> OS Mapwork, annotating, sketches, glacial processes, atlas work.	<b>Topic: Food and Water Resources</b> <b>Assessment:</b> Sustainable DME <b>Skills:</b> Proportional symbols, statistics, decision making	<b>Topic: Volcanoes</b> <b>Assessment:</b> Case studies <b>Skills:</b> Research, comparing and contrasting, use of data.	<b>Topic: Advanced Geographical Skills</b> <b>Assessment:</b> Skills test <b>Skills:</b> Variety of map skills, graphical skills and statistical skills.
	<b>Rationale:</b> Introduction to urban issues and solutions. Link to Bristol and Rio at GCSE.	<b>Rationale:</b> How and why do populations change? Managing populations sustainably.	<b>Rationale:</b> To learn about the processes that has shaped many upland areas. Issues and management of Tundra.	<b>Rationale:</b> Introduction to these 2 essential resources. Variations in supply and demand and sustainable management.	<b>Rationale:</b> This will allow GCSE students to have 2 detailed case studies of contrasting volcanic eruptions.	<b>Rationale:</b> Introduce students to GCSE and A Level skills and how these can be used in fieldwork.

GCSE Subject AOS		AO1 Demonstrate knowledge of locations, places, processes, environments and different scales (15 %)	AO2 Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25 %)	AO3 Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35 %, including 10 % applied to fieldwork context(s)).	AO4 Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25 %, including 5 % used to respond to fieldwork data and context(s)).	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p><b>Topic: Natural hazards/Tectonic hazards</b></p> <p><b>Assessment:</b> Tectonics 4-6 mark GCSE questions/EQ case studies</p> <p><b>Skills:</b> World map locations/data analysis</p>	<p><b>Topic: Weather hazards/Climate change</b></p> <p><b>Assessment:</b> TS case studies/Educake tests</p> <p><b>Skills:</b> Analysing graphs/Numerical skills/Statistical skills</p>	<p><b>Topic: Tropical rainforests/Hot deserts</b></p> <p><b>Assessment:</b> Educake tests</p> <p><b>Skills:</b> Sustainable management/Empathy/Global atmospheric circulation – advanced meteorology</p>	<p><b>Topic: Physical landscapes in UK/Coasts</b></p> <p><b>Assessment:</b> Mock exam</p> <p><b>Skills:</b> Locating features and places on a UK map/Coastal process/Decision making</p>	<p><b>Topic: Rivers/Floods</b></p> <p><b>Assessment:</b> Educake tests</p> <p><b>Skills:</b> OS Mapwork/Identifying sustainable options/Floodplain zoning/Interpreting hydrographs</p>	<p><b>Topic: Flood management/Fieldwork</b></p> <p><b>Assessment:</b> Fieldwork</p> <p><b>Skills:</b> Primary data collection/Strengths and weaknesses of data collection methods/Producing a variety of data presentation techniques</p>
	<p><b>Rationale:</b> To learn about different natural hazards and focus on tectonics. Attention to causes, effects and management.</p>	<p><b>Rationale:</b> Introduce tropical storms, their locations, impacts and management. Extreme weather in the UK and link to climate change.</p>	<p><b>Rationale:</b> Importance of TRFs and reasons for sustainable management. Opportunities and challenges in hot deserts using Thar as example.</p>	<p><b>Rationale:</b> To know where key UK features are located. Identify key features and processes of a coasts and how to sustainably manage them.</p>	<p><b>Rationale:</b> Understand how a river changes through its long profile. Know the physical and human causes of floods and how they can be managed.</p>	<p><b>Rationale:</b> Introduce reasoning for fieldwork and how to collect and present data effectively. Understand key differences between physical and human studies.</p>
11	<p><b>Topic: Urban/Rio/Bristol</b></p> <p><b>Assessment:</b> Diagnostic test of some Y10 work</p> <p><b>Skills:</b> Socio-economic data analysis, urban planning tools, GIS</p>	<p><b>Topic: Urban sustainability/Economic development</b></p> <p><b>Assessment:</b> Class test</p> <p><b>Skills:</b> Central tendency, scatter graphs, statistical analysis</p>	<p><b>Topic: Nigeria/UK economy</b></p> <p><b>Assessment:</b> Educake tests</p> <p><b>Skills:</b> Comparing data, cost benefit analysis, Mapwork, economic and business skills</p>	<p><b>Topic: Pre-release/Skills/Revision</b></p> <p><b>Assessment:</b> Mock exam</p> <p><b>Skills:</b> Sustainable decision making, other student fieldwork, data analysis, predicting, map work</p>	<p><b>Topic: Pre-release/Skills/Revision</b></p> <p><b>Assessment:</b> Pre-release 9 mark questions</p> <p><b>Skills:</b> Exam technique, other student fieldwork, structured answers for 9 mark questions</p>	<p><b>Year 11 Exams:</b></p> <p>Paper 1 (Physical)</p> <p>Paper 2 (Human – 2022 removal of resources)</p> <p>Paper 3 (Pre-release/Skills/Now just other fieldwork for 2022)</p>
	<p><b>Rationale:</b> Understand urban issues and sustainable management techniques.</p>	<p><b>Rationale:</b> Introduce global economics and various measures used to determine level of development.</p>	<p><b>Rationale:</b> Use Nigeria as an example of an NEE and how this compares to the UK.</p>	<p><b>Rationale:</b> Proposals to take out resources section so more time to focus on paper 3 and revision</p>	<p><b>Rationale:</b> To develop DME skills for paper 3 exam. Revision and skills.</p>	

A LEVEL Subject AOs	AO1 Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30–40%)	AO2 Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30–40%)	AO3 Use a variety of relevant quantitative, qualitative and fieldwork skills to: • investigate geographical questions and issues • interpret, analyse and evaluate data and evidence • construct arguments and draw conclusions (20–30%)
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 12 Teacher 1</b>	<b>Topic: Hazards</b> <b>Assessment:</b> Y12 Mock 1 <b>Skills:</b> Analytical skills, statistical skills, spatial displays, non-spatial displays, Mapwork		<b>Topics: Hazards / Changing Places – Distant Place</b> <b>Assessment:</b> Y12 Mock 2 <b>Skills:</b> Analytical skills, statistical skills, spatial displays, non-spatial displays, Mapwork. Fieldwork skills including primary and secondary data collection.		<b>Topics: Changing Places / Independent Investigations</b> <b>Assessment:</b> UCAS Mock <b>Skills:</b> Analytical skills, statistical skills, spatial displays, non-spatial displays, Mapwork. Fieldwork skills including primary and secondary data collection.	
	<b>Rationale:</b> Introduction of advanced tectonic theory, processes, landforms and associated impacts. Causes and impacts of tropical storms. Management of hazards and sustainable approaches to management.		<b>Rationale:</b> Introduction to wildfire hazards and their associated causes and impacts. Approaches to managing wildfires. Case studies of a multi hazardous environment and localised environment. Introduce urban changing places and link to Canning Town.		<b>Rationale:</b> Canning Town follow up work and comparison to Cranbrook. Proposals for Independent Investigations and commence planning for data collection.	
<b>Year 12 Teacher 2</b>	<b>Topic: Coastal Systems and Landscapes</b> <b>Assessment:</b> Y12 Mock 1 <b>Skills:</b> Variety of fieldwork skills including primary and secondary data collection techniques. Analytical skills, statistical skills, spatial displays, non-spatial displays, Mapwork		<b>Topic: Changing Places – Local Place</b> <b>Assessment:</b> Y12 Mock 2 <b>Skills:</b> Analytical skills, statistical skills, spatial displays, non-spatial displays, Mapwork		<b>Topic: Changing Places / Independent Investigations</b> <b>Assessment:</b> UCAS Mock <b>Skills:</b> Analytical skills, statistical skills, spatial displays, non-spatial displays, Mapwork	
	<b>Rationale:</b> Reinforce coastal work covered at GCSE and study more complex processes and landforms.		<b>Rationale:</b> Introduce concept of place and related theoretical work. Understand that they need to have 2 detailed studies of a local place (Cranbrook) and a distant place (Cranbrook). What are the factors that have influenced the character of Cranbrook.		<b>Rationale:</b> How and why is Cranbrook changing. Primary data collection in Cranbrook and follow up work. Proposals for Independent Investigations and commence planning for data collection.	

A LEVEL Subject AOS	<p style="text-align: center;">AO1</p> <p><b>Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30–40%)</b></p>	<p style="text-align: center;">AO2</p> <p><b>Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30–40%)</b></p>	<p style="text-align: center;">AO3</p> <p><b>Use a variety of relevant quantitative, qualitative and fieldwork skills to:</b></p> <ul style="list-style-type: none"> <li>• investigate geographical questions and issues</li> <li>• interpret, analyse and evaluate data and evidence</li> <li>• construct arguments and draw conclusions (20–30%)</li> </ul>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 13 Teacher 1	<p><b>Topic: Global Systems and Global Governance</b></p> <p><b>Assessment:</b> Y13 Diagnostic Test based on some Y12 work</p> <p><b>Skills:</b> Analytical skills, statistical skills, spatial displays, non-spatial displays, Mapwork</p>		<p><b>Topic: Global Governance / Urban Environments</b></p> <p><b>Assessment:</b> Y13 Mock 2</p> <p><b>Skill:</b> Analytical skills, statistical skills, spatial displays, non-spatial displays, Mapwork</p>		<p><b>Topic: Urban Environments/Revision</b></p> <p><b>Assessment:</b> Timed essays</p> <p><b>Skills:</b> Analytical skills, statistical skills, spatial displays, non-spatial displays, Mapwork</p>		<p><b>Year 13 Exams:</b></p> <p>Paper 1 (Physical 40%)</p> <p>Paper 2 (Human 40%)</p> <p>Investigations (20%)</p>
	<p><b>Rationale:</b> Introduce concept of globalisation and the global systems responsible for regulating various aspects of globalisation such as WTO and IPCC. Understanding of world trade and related systems.</p>		<p><b>Rationale:</b> Understand who are the key bodies involved with global governance with specific focus on the UN. Introduce the 4 global commons with a detailed case study of Antarctica. Urban theory work and use of London as a detailed case study.</p>		<p><b>Rationale:</b> Introduce various methods of urban sustainability and relate to 4 global case studies. Look at how London can become more sustainable. Timed human essays.</p>		
Year 13 Teacher 2	<p><b>Topic: Water and Carbon Cycles</b></p> <p><b>Assessment:</b> Y13 Diagnostic Test based on some Y12 work</p> <p><b>Skills:</b> Analytical skills, statistical skills, spatial displays, non-spatial displays, Mapwork</p>		<p><b>Topic: Carbon Cycles / Urban Environments</b></p> <p><b>Assessment:</b> Y13 Mock 2</p> <p><b>Skills:</b> Analytical skills, statistical skills, spatial displays, non-spatial displays, Mapwork</p>		<p><b>Topic: Urban Environments/Revision</b></p> <p><b>Assessment:</b> Timed essays</p> <p><b>Skills:</b> Analytical skills, statistical skills, spatial displays, non-spatial displays, Mapwork</p>		
	<p><b>Rationale:</b> Introduce water cycle and factors affecting it and human interference and management. Understand important role of carbon cycle and impacts and management of humans.</p>		<p><b>Rationale:</b> Carbo cycle in tropical rainforests. Sustainable management of carbon cycle and future predictions based on human use and management. Urban climate, heat island effect pollution and water management. Urban environments in LICs with specific focus on Mexico City.</p>		<p><b>Rationale:</b> Sustainable management of urban environments in LICs and focus on Mexico City. Timed physical essay practice and 6 and 9 mark analytical questions.</p>		