

Mission Statement: To provide an exciting broad and balanced curriculum that inspires our students to become more aware of global issues, how these can be sustainably managed and to become more tolerant and understanding of the world's population. Our students will be able to develop and use a range of geographical skills.

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Topic: Geographical Skills and Mapwork Assessment: Skills test Skills Content: Basic map skills and recap of skills learned at prep and junior schools.	Topic: Settlement & Cranbrook Assessment: Settlement RA Skills Content: What is a settlement and how does it come to be? What is the classification of settlements	Topic: Water Cycle, Rivers and Floods Assessment: Test RA Skills Content: Understanding models and applications in real terms. Basic hydrological theory and features. Different causes of floods.	Topic: The Geography of Britain Assessment: Class test Skills Content: Understanding of geology and different types of rock formations on landscapes.	Topic: An Introduction to Brazil Assessment: Olympics DME Skills Content: Climate graphs, choropleth maps, analysing images, DME	Topic: Dynamic Tourism Assessment: Tourist brochure Skills Content: Describe and explain patterns on maps. Explain what attracts people to places.
	Rationale: Understand basic skills and map-work which they need for future understanding of geography.	Rationale: Gives students an understanding of where they live and the conflicts and battles faced in urban areas.	Rationale: Water cycle theory supports rivers, floods and weather and climate in Y8. Learn that floods are an increasing hazard, especially in the UK.	Rationale: Understand what Britain and the SE is made of and how this leads to some of the unique landforms seen.	Rationale: Introduce students to a country which we study at a later stage and which is developing to become a world power in the recent future.	Rationale: What attracts people to certain places? Should we travel more sustainably? Is there a place for dark tourism today?

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8	Topic: Weather and Climate Assessment: Test RA Skills Content: Climate graphs and models in Geography. Numerical skills and scientific theory.	Topic: Weather Hazards and Climate Change Assessment: Topic Test Skills Content: Causes and types of weather hazard. Increase in hazards. Cross-curricular link on Greenhouse effect.	Topic: Ecosystems and Tropical Rainforests Assessment: Rainforest RA Skills Content: Decision making, understanding of cultures, sustainability, diversity.	Topic: World Development Assessment: Nike DME Skills Content: Decision making, graph skills, numerical understanding	Topic: Industry Assessment: Globalisation questions Skills Content: Global connections, cultural changes over time, essay writing skills, graph skills, country location	Topic: An Introduction to China Assessment: One Child Policy DME Skills Content: Decision making, essay writing, critical thinking
	Rationale: Reinforce water cycle from Y7. Introduce some basic	Rationale: Introduce students to topics covered in KS4. Very topical	Rationale: Why does the rainforest need protecting? Good basis	Rationale: Why are some countries rich and others poor? Are there	Rationale: Link to economic world topic. Why are some	Rationale: China is mentioned throughout geography now and it is

	meteorological theory and related skills.	issue and important all facts are considered. Awareness of natural and human causes.	for KS4 studies on Rainforests.	influencers which are holding some countries back?	countries the 'factories' while others are the 'land of opportunity'?	important for the students to have an understanding of the place before they study further.
--	-------------------------------------------	--------------------------------------------------------------------------------------	---------------------------------	----------------------------------------------------	-----------------------------------------------------------------------	---------------------------------------------------------------------------------------------

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	<p>Topic: Urban Change</p> <p>Assessment: Urban RA</p> <p>Skills Content:</p> <p>Empathy and understanding of issues. Models in geography.</p>	<p>Topic: Fire and Ice – Volcanoes</p> <p>Assessment: Half year test (Jan)</p> <p>Skills Content:</p> <p>Tectonic and volcanic theory, processes and landforms. Introduce importance of case studies.</p>	<p>Topic: Fire and Ice – Glaciers</p> <p>Assessment: Annotated diagram questions. Lake District case study.</p> <p>Skills Content:</p> <p>OS Mapwork, annotating, sketches, glacial processes, atlas work.</p>	<p>Topic: Population Change</p> <p>Assessment: Sustainable DME</p> <p>Skills Content:</p> <p>Proportional symbols, statistics, population pyramids, decision making. Demographic models. Empathy.</p>	<p>Global Issues – Managing Population and Migration</p> <p>Assessment: Research project</p> <p>Skills Content:</p> <p>Research, analysis of data, empathy.</p>	<p>Topic: Advanced Geographical Skills</p> <p>Assessment: Skills test</p> <p>Skills Content:</p> <p>Variety of map skills, graphical skills and statistical skills.</p>
	<p>Rationale:</p> <p>Introduction to urban issues and solutions. Urban sustainability. Link to Bristol and Rio.</p>	<p>Rationale:</p> <p>This will allow students to have 2 detailed case studies of contrasting volcanic eruptions.</p>	<p>Rationale:</p> <p>To learn about the processes that has shaped many upland areas. Issues and management of Tundra.</p>	<p>Rationale:</p> <p>Reasons for growth and decline, demographic terminology, variations between HICs, NEEs and LICs.</p>	<p>Rationale:</p> <p>Learn how different countries have managed population. Facts and misconceptions of migration.</p>	<p>Rationale:</p> <p>Introduce students to more advanced skills and how these can be used in fieldwork.</p>

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)).
------------------	--------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p>Topic: Natural hazards/Tectonic hazards</p>	<p>Topic: Weather hazards/Climate change</p>	<p>Topic: Tropical rainforests/Hot deserts</p>	<p>Topic: Physical landscapes in UK/Coasts</p> <p>Assessment: Mock exam</p>	<p>Topic: Rivers/Floods</p> <p>Assessment: Educake tests</p>	<p>Topic: Flood management/Fieldwork</p> <p>Assessment: Fieldwork</p>

	Assessment: Tectonics 4-6 mark GCSE questions/EQ case studies Skills Content: World map locations/data analysis	Assessment: TS case studies/Educake tests Skills Content: Analysing graphs/Numerical skills/Statistical skills	Assessment: Educake tests Skills Content: Sustainable management/Empathy/Global atmospheric circulation – advanced meteorology	Skills Content: Locating features and places on a UK map/Coastal process/Decision making	Skills Content: OS Mapwork/Identifying sustainable options/Floodplain zoning/Interpreting hydrographs	Skills Content: Primary data collection/Strengths and weaknesses of data collection methods/Producing a variety of data presentation techniques
	Rationale: To learn about different natural hazards and focus on tectonics. Attention to causes, effects and management.	Rationale: Introduce tropical storms, their locations, impacts and management. Extreme weather in the UK and link to climate change. Causes and management of climate change.	Rationale: Importance of TRFs and reasons for sustainable management. Opportunities and challenges in hot deserts using Thar as example.	Rationale: To know where key UK features are located. Identify key features and processes of a coasts and how to sustainably manage them.	Rationale: Understand how a river changes through its long profile. Know the physical and human causes of floods and how they can be managed.	Rationale: Introduce reasoning for fieldwork and how to collect and present data effectively. Understand key differences between physical and human studies.

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11	Topic: Urban/Rio/Bristol Assessment: Diagnostic test of some Y10 work Skills Content: Socio-economic data analysis, urban planning tools, GIS Rationale: Understand urban issues and sustainable management techniques.	Topic: Urban sustainability/Economic development Assessment: Class test Skills Content: Central tendency, scatter graphs, statistical analysis Rationale: Introduce global economics and various measures used to determine level of development.	Topic: Nigeria/UK economy/Resources Assessment: Educake tests Skills Content: Comparing data, cost benefit analysis, Mapwork, economic and business skills Rationale: Use Nigeria as an example of an NEE and how this compares to the UK. Introduce resources in general.	Topic: Resources/Pre-release/Skills/Revision Assessment: Mock exam Skills Content: Sustainable decision making, other student fieldwork, data analysis, predicting, map work Rationale: Focus on energy resources. Introduce paper 3 content and revision.	Topic: Pre-release/Skills/Revision Assessment: Pre-release 9 mark questions Skills Content: Exam technique, other student fieldwork, structured answers for 9 mark questions Rationale: To develop DME skills for paper 3 exam. Revision and skills.	Year 11 Exams: Paper 1 (Physical) Paper 2 (Human) Paper 3 (Pre-release/Fieldwork Skills/Own Fieldwork)

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%)
---------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

KS5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12 Teacher 1	Topic: Hazards Assessment: Y12 Mock 1 Skills Content: Analytical skills, statistical skills, spatial displays, non-spatial displays, mapwork, data collection techniques on Dorset fieldwork.		Topics: Hazards / Changing Places – Distant Place Assessment: Y12 Mock 2 Skills Content: Analytical skills, statistical skills, spatial displays, non-spatial displays, Mapwork. Fieldwork skills including primary and secondary data collection during Canning Town fieldtrip.		Topics: Changing Places / Independent Investigations Assessment: UCAS Mock Skills Content: Analytical skills, statistical skills, spatial displays, non-spatial displays, Mapwork. Fieldwork skills including primary and secondary data collection.	
	Rationale: Introduction of advanced tectonic theory, processes, landforms and associated impacts. Causes and impacts of tropical storms. Management of hazards and sustainable approaches to management.		Rationale: 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.		Rationale: Canning Town follow up work and comparison to Cranbrook. Proposals for Independent Investigations and commence planning for data collection.	
Year 12 Teacher 2	Topic: Coastal Systems and Landscapes Assessment: Y12 Mock 1 Skills Content: Variety of fieldwork skills including primary and secondary data collection techniques. Analytical skills, statistical skills, spatial displays, non-spatial displays, mapwork. Variety of skills covered in the Dorset fieldtrip.		Topic: Changing Places – Local Place Assessment: Y12 Mock 2 Skills Content: Analytical skills, statistical skills, spatial displays, non-spatial displays, mapwork. Variety of skills covered for local study of Cranbrook.		Topic: Changing Places / Independent Investigations Assessment: UCAS Mock Skills Content: Analytical skills, statistical skills, spatial displays, non-spatial displays, Mapwork	
	Rationale: Reinforce coastal work covered at GCSE and study more complex processes and landforms.		Rationale: 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). The factors that have influenced the character of Cranbrook.		Rationale: 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	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: <ul style="list-style-type: none"> investigate geographical questions and issues interpret, analyse and evaluate data and evidence construct arguments and draw conclusions (20–30%)
---------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

KS5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13 Teacher 1	<p>Topic: Global Systems and Global Governance</p> <p>Assessment: Y13 Diagnostic Test based on some Y12 work</p> <p>Skills Content:</p> <p>Analytical skills, statistical skills, spatial displays, non-spatial displays, Mapwork</p>		<p>Topic: Global Governance / Urban Environments</p> <p>Assessment: Y13 Mock 2</p> <p>Skills Content:</p> <p>Analytical skills, statistical skills, spatial displays, non-spatial displays, Mapwork</p>		<p>Topic: Urban Environments/Revision</p> <p>Assessment: Timed essays</p> <p>Skills Content:</p> <p>Analytical skills, statistical skills, spatial displays, non-spatial displays, Mapwork</p>	<p>Year 13 Exams:</p> <p>Paper 1 (Physical 40%)</p> <p>Paper 2 (Human 40%)</p> <p>Investigations (20%)</p>
	<p>Rationale:</p> <p>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>Rationale:</p> <p>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>Rationale:</p> <p>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>Topic: Water and Carbon Cycles</p> <p>Assessment: Y13 Diagnostic Test based on some Y12 work</p> <p>Skills Content:</p> <p>Analytical skills, statistical skills, spatial displays, non-spatial displays, Mapwork</p>		<p>Topic: Carbon Cycles / Urban Environments</p> <p>Assessment: Y13 Mock 2</p> <p>Skills Content:</p> <p>Analytical skills, statistical skills, spatial displays, non-spatial displays, Mapwork</p>		<p>Topic: Urban Environments/Revision</p> <p>Assessment: Timed essays</p> <p>Skills Content:</p> <p>Analytical skills, statistical skills, spatial displays, non-spatial displays, Mapwork</p>	
	<p>Rationale:</p>		<p>Rationale:</p>		<p>Rationale:</p>	

	Introduce water cycle and factors affecting it and human interference and management. Understand important role of carbon cycle and impacts and management of humans.	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.	Sustainable management of urban environments in LICs and focus on Mexico City. Timed physical essay practice and 6 and 9 mark analytical questions.	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------	--

Last updated by SP SEP 2023