Geography Curriculum Map Year 9

Term and Topic Title	Term 1		Term 2		Term 3	
	Climate change: Causes & evidence	**Climate Change: Impacts & responses**	**Dynamic Development**	**Tectonic Hazards Theory**	**Tectonic Hazards Impacts & responses**	**All Change: Urban Futures**
Students should know… (Core knowledge and concepts to be learned)	Students should know how climate has changed over the quaternary period and be able to identify and evaluate the evidence for past and recent climate change. Students should know the natural and human causes of climate change.	Students should know how climate change is likely to impact people, the economy, and the environment at a range of scales. Students should know place specific examples globally and within the UK. Students should know that climate change can be mitigated, and the impacts adapted to. Students will know that different groups 'players' have different views on how climate change can be tackled.	Students will know the definitions that are used to identify the development of a country. Students should know that development should be considered on a continuum and the range of statistics that can be used to assess development. Students should know that a range of physical and human factors can affect development, and be able to explain the impacts of war, debt, corruption and trade in some depth.	Students should know the Earth's structure and the evidence that supports the theory of continental drift. Students should know that convection currents drive plate movement, and what happens at different types of plate boundary.	Students should know how earthquakes and volcanoes form and why they can have different characteristics. Students should know how tectonic hazards can have a range of impacts. Students should know that Students will know how tectonic hazards can be mitigated. Students will apply knowledge and understanding to a case study.	Students should be able to describe global patterns of urban growth and urbanisation. Students should be able to explain the reasons for urbanisation, suburbanisation, counter urbanisation and re-urbanisation and be able to explain opportunities and challenges associated with each. Students will be able to apply this knowledge to two case studies to compare how urbanisation has had different impacts on an AC and EDC. Students will know the location, population characteristics, opportunities, challenges in each case study. Students will also know how these cities are trying to become more sustainable.
Students should be able to do… (Skills being developed)	Students will develop their ability to identify trends, evidence and anomalies from line graphs. They will build competence in interpreting data from a range of satellite images and cartographs. Students will begin to build their evaluative skills by considering the strength and weaknesses of climate change evidence and begin to make justified judgements through a decision making exercise.	Students will analyse written articles from a variety of sources. Students should be able to begin to answer questions on this topic using line graphs, satellite images, photographs and cartoons. Opportunities to review world map knowledge.	Students will develop their ability to interpret statistical measures used in geography and they will build competence in interpreting this data from a range of graphs and cartographs. Students will analyse written articles from a variety of sources. Students should begin to answer questions on this topic interpreting statistical data. Opportunities to review world map knowledge.	Students will develop their ability to explain natural processes using key geographical vocabulary. Students will use world maps to identify plate boundaries. Opportunity to look at differently centred maps. Students should begin to answer questions on this topic using maps and cartographs. Opportunities to review world map knowledge.	Students will develop their ability to compare different disasters and to explain the impact that a country's level of development will have on their ability to respond. Use of scatter graph activity to support this. Students will make justified judgements about mitigation, linked to place specific example. Students should be able to answer questions on this topic using articles, photographs and diagrams.	Students will develop their ability to describe human processes using key geographical vocabulary. Students will continue to develop their competence in interpreting data from a range of graphs and cartographs. Students will analyse written articles from a variety of sources. Students should begin to answer questions on this topic interpreting statistical data.
Why are we doing this? How does it build on prior learning and prepare for knowledge and learning still to come?	This will build on pupil's knowledge of weather and climate change that they have developed during the first two years of KS3 and KS2. Greater depth of coverage on the evidence for changing climate and knowledge of how climate change can be both caused by both natural and human factors. Opportunity to challenge misconceptions about causes of climate change e.g., hole in ozone layer. This content also complements the GCSE Science curriculum.	This will build on pupil's knowledge of weather and climate change that they have developed during KS3 and KS2. Evidence reviewed will allow students to develop a greater depth of understanding of the range of impacts of climate change (social, economic and environmental) and more specifically identify the impacts on their lives and communities.	This will build on students knowledge of development that they have gained at KS2 and KS3, through individual country studies (China and Kenya and France) and World Development topics. This topic will begin to address the complexities of development and challenge misconceptions about classifying country's as rich or poor, encouraging students to 'think like a geographer'. Classifying events by primary and secondary impacts will be introduced and more challenging concepts such as globalisation will be addressed.	This knowledge will build on content from KS2/beginning of KS3 from both middle schools. Greater depth of coverage on processes at plate boundaries and evidence of continental drift, for example palaeomagnetism. This content also complements the GCSE Science curriculum.	Understanding the causes and impacts of tectonic hazards will give students a more developed understanding of the challenges that face people across the world. The unit will build on the knowledge they have developed in their previous unit by exploring how development impacts the damage caused by tectonic hazards. This topic will build on their prior learning of social, economic, environmental impacts seen in the Climate Change topic, and primary and secondary impacts discussed in the Dynamic Development topic.	This unit will build on students' knowledge of other global cities they have explored during KS3. We start with this topic in Year 9 as the comparisons between Istanbul and London will help to prepare students for the human geography fieldwork at the beginning of Year 10 and subsequent human geography topics.

These topics are chosen as they complement a range of other subjects and are topic areas that the geography department believe are vital in developing informed and engaged global citizens. Delivery of this content during Year 9 to GCSE standard will allow us to secure the knowledge, understanding and skills throughout Year 10 and 11 to maximise achievement for all students. Students can make an informed decision about taking Geography at GCSE because they will have a better understanding of the demands of the course. All topics will be revisited frequently throughout GCSE, through revisit booklets and activities in lessons, homework tasks set and assessments.

Geography Curriculum Map Year 10

Term and Topic Title	Term 1		Term 2		Term 3	
	Urban Futures and Human Fieldwork	**Sustaining Ecosystems**	**Coastal Landscapes & revision**	**Physical Fieldwork**	**Dynamic Development: Country Focus**	**River Landscapes**
Students should know… (Core knowledge and concepts to be learned)	Human Fieldwork experience to London Olympic Site, Stratford. Students will study the effects of urban regeneration in and around the London Olympic Park. Students will be able to complete the Human fieldwork geographical enquiry. Students should know the steps of the enquiry process and complete each step through their human fieldwork experience to London and the subsequent follow up lessons.	Students will need to be able to describe and suggest reasons for the global distribution of world biomes. Students should know the global distribution and be able to give an overview of the climate, plants and animals in a range of biomes. Students should be able to apply the concept of interdependence to a range of cycles within ecosystems. Students should be able to describe and explain in more detail the characteristics of Tropical Rainforests and polar environments, including challenges and potential management strategies on a local and global scale.	Students will need to know the characteristics of key physical features across the UK and the geomorphic processes that shape them. This knowledge will allow them to explain how physical factors influence geomorphic processes at coastal landscapes and lead to the formation of coastal landforms, including headlands, bays, cliffs, wave-cut platforms, beaches, sand dunes, spits and bars. Students will then assess hard and soft engineering techniques used to manage coastlines. This will then be applied to a case study: Holderness Coast.	Physical Fieldwork experience to Walton on the Naze. Students will study the effects that geomorphic processes, physical factors and human intervention have on the Walton on the Naze coastline. Students will be able to complete the physical fieldwork geographical enquiry. Students should know the steps of the enquiry process and complete each step through their physical fieldwork experience to Walton on the Naze and the subsequent follow up lessons.	Students will revisit content from Year 9 on development indicators and human and physical factors affecting development. Students will know how a country's economy changes as it develops and how strategies, such as the MDG's, can improve development. Students will need to apply their knowledge and understanding of development to a LIDC case study: Tanzania	Students will need to know the different characteristics of the upper, middle and lower course of a river. Students will apply their previous learning of geomorphic processes to allow them to explain the formation of a waterfall, gorge, interlocking spurs, meanders ox-bow lakes, levees, floodplains and estuaries. Students will then assess hard and soft engineering techniques used to manage river landscapes. This will then be applied to a case study: River Tees.
Students should be able to do… (Skills being developed)	Students will begin to develop their ability to explain the geographical enquiry process. Students should be able to explain and evaluate each step of their human fieldwork enquiry. In addition, this unit will introduce and revisit data skills, mathematical skills and graphical and cartographic skills. Students will also begin to explore exam questions that require students to apply their understanding of the geographical enquiry experience to unfamiliar human fieldwork contexts.	Students will have frequent opportunities to review world map knowledge. Students will develop their understanding of interdependence through a range of geographical concepts. Students should be able to begin to see synoptic links between units covered, for example climate change and ecosystem challenges. They will develop their ability to create simplified diagrams to reflect knowledge of interdependence in ecosystems. Students should be able to answer questions on this topic using a range of graphical, cartographical and statistical techniques.	Students will apply and reinforce their geographical Satellite image and OS map reading skills to interpret change on coastlines. should be able to answer questions on this topic using maps and photographs at different scales. They will develop their ability to create simplified diagrams to represent geomorphic processes and coastal landforms. Students will develop their ability to describe and compare places and, assess and reach justified judgements when evaluating coastal management techniques.	Students will continue to develop their ability to explain the geographical enquiry process. Students should be able to explain and evaluate each step of their physical fieldwork enquiry. In addition, this unit will revisit data skills, mathematical skills and graphical and cartographic skills. Students will also begin to explore exam questions that require students to apply their understanding of the geographical enquiry experience to unfamiliar physical fieldwork contexts.	Students will begin to use and evaluate geographical models to explore change over time: Rostow's model of development and Clark Fisher Model. Students will continue to develop their ability to interpret statistical measures used in geography and they will build competence in interpreting this data from a range of graphs and cartographs. Students will analyse written articles from a variety of sources. Students should begin to answer questions on this topic interpreting statistical data, including using measure of central tendency and constructing graphs.	Students should be able to answer questions on this topic using maps and photographs at different scales. They will develop their ability to create simplified diagrams to represent geomorphic processes and river landforms. Students will develop their ability to describe and compare places and, assess and reach justified judgements when evaluating river management techniques. Students will also begin to explore exam questions that require students to apply their understanding of the geographical enquiry experience to unfamiliar river fieldwork contexts.
Why are we doing this? How does it build on prior learning and prepare for knowledge and learning still to come?	In Section B of Paper 2, students are expected to be able to answer questions on the planning, data collection, data presentation, analysis and conclusions of a physical fieldwork investigation. This human geography fieldwork experience links to the Urban Futures topic studied at the end of Year 9 and complements the AC Urban Futures case study: London.	This unit will build on prior knowledge of ecosystems that students have studied in KS3. We will reinforce and revisit understanding of global distribution of world biomes when we complete the weather hazards unit in Year 11. Distribution of global biomes will be returned to and support leaning in the Weather Hazards unit in Year 11.	This unit will build on students KS3 knowledge of erosion, deposition and transportation. We complete this unit at this point as it supports the physical fieldwork at Walton on the Naze which is completed in the summer term.	In Section B of Paper 1, students are expected to be able to answer questions on the planning, data collection, data presentation, analysis and conclusions of a physical fieldwork investigation.	This will build on pupil's knowledge of development that they have gained at KS3, gaining depth of insight by applying this to an individual country study. Opportunity to develop synoptic links between content already studied in Urban Futures unit. Another opportunity to reinforce concepts such as globalisation.	This unit will build on students KS3 knowledge of erosion, deposition and transportation and the previous learning from the Coastal landscape unit. This unit is delivered shortly after the coastal physical fieldwork to allow students to apply their understanding of the geographical enquiry process to exam questions on unfamiliar river fieldwork contexts.

Topics are delivered in an order to help build on previous knowledge and understanding. Topics are delivered so that human and physical topics are embedded throughout to develops students synoptic thinking.

Geography Curriculum Map Year 11

Term and Topic Title	Term 1		Term 2		Term 3	
	UK in the 21st Century	**Hazardous Weather/ Revision**	**Resource Reliance**	**Revision**	**Revision**	**Examinations**
Students should know… (Core knowledge and concepts to be learned)	Students will need to know the characteristics of key human characteristics of the UK and the issues associated with them, such as water stress. Students need to know how the population and economy of the UK has changed over time, and the challenges, opportunities and responses associated with these changes. Students also need to be able to assess the global significance of the UK, by considering its role in a conflict and media.	Students will need to know why global weather patterns occur using the global atmospheric circulation model. From this knowledge they will be able to explain what tropical storms and droughts are and the conditions they need to form. They will apply their knowledge and understanding to the Australian Droughts and Flooding in the UK.	Students should know the factors leading to demand outstripping supply of food, energy and water. They should be able to explain how increasing demand for resources is impacting the environment. Students will need to know what is means to be food secure and how countries can ensure their own food security. Students will need to be able to evaluate the sustainability of different food production methods.	**Preparing for Mock exam 3** 3 x lessons on each topic. Focussing on revisiting key concepts, case studies and exam question practice. Departmental resources prepared for each topic. Last lesson in each set of three for individual student/group intervention and independent revision. Focus on revisiting a range of geographical skills.	**Preparing for final exams** 3 x lessons on each topic not revised for last mock exam. Focussing on revisiting key concepts, case studies and exam question practice. Departmental resources prepared for each topic. Last lesson in each set of three for individual student/group intervention and independent revision. Geographical Exploration Mock Exam revisit and review. Focus on revisiting a range of geographical skills.	**Paper 1 Natural World Paper** • Climate Change • Global Hazards • Sustaining Ecosystems • Distinctive Landscapes
Students should be able to do… (Skills being developed)	Students will revisit and evaluate geographical models to explore change over time: Clark Fisher Model and DTM. Students will continue to develop their ability to interpret statistical measures on population used in geography. Students will analyse written articles from a variety of sources. Students should reinforce their skills of answering questions which require them to interpret statistical data, use measures of central tendency and construct graphs.	Students will have opportunities to review world map knowledge. Students will revisit natural processes using key geographical vocabulary to explain the GACM. Students should be able to identify and explain synoptic links between units covered, for example climate change and location of global biomes. Students should begin to answer questions on this topic, interpreting statistical data, using maps and cartographs.	Students will continue to develop their ability to interpret statistical measures used in geography and they will build competence in interpreting this data from a range of graphs and cartographs. Students will continue to develop their analytical and evaluative skills. Students should begin to answer questions on this topic interpreting statistical data, analysing articles and photos/diagrams.			**Paper 2 People and Society Paper** • Urban Futures • Dynamic Development • UK in the 21st Century • Resource Reliance
Why are we doing this? How does it build on prior learning and prepare for knowledge and learning still to come?	This knowledge will build on content from KS2/beginning of KS3 from both middle schools. This will build on understanding from the Urban Futures unit in Year 10, focussing on a national, rather than global scale. Opportunities here to link to impacts of COVID 19 on UK's economy and address misconceptions on population change and migration.	This knowledge will build on content from KS2/beginning of KS3 from both middle schools. Greater depth of coverage on processes, particularly focussing on GACM. This will also build on prior learning on from the Sustaining Ecosystems and Climate Change topics.	This will build on students' knowledge of sustainability that they have gained in the Dynamic Development and Climate Change topics. This topic will begin to address the complexities of resource management. More challenging concepts such as ethical consumerism will be addressed.			**Paper 3 Geographical Exploration Paper** • Synoptic exam

Topics are delivered in an order to help build on previous knowledge and understanding. Topics are delivered so that human and physical topics are embedded throughout to develops students synoptic thinking.

Freman Geography Curriculum Journey

A Year – E year

Further Study
OCR A-level Geography
And then…
A degree in environmental, physical or human Geography; Earth Sciences; Historical Geography…The opportunities are endless!

Careers
A variety of apprenticeships, conservation, business administration, tourism, public services…The opportunities are endless!

GCSE Exams

Revision for Final Exams
Revision of all topics, to include:
- Revisiting each topic area, covering key ideas, practice questions and opportunities for individual focussed revision.
- Walking Talking Mock for another Geographical Exploration paper.
- Revision of Geographical skills

Mock Exam 3
Geographical Enquiry Paper covering topics not assessed in Mock Exam 2.

Final 6 weeks

Mock Exam 2
Paper 1: Geographical Enquiry Paper on Human and Physical topics and Physical Fieldwork

Paper 2: Geographical Exploration Paper. Synoptic Paper that focusses on characteristics and issues in a specific location.

Resource Reliance
An investigation into emerging patterns of resource scarcity, and how countries are trying to secure their resource future.
Will we run out of natural resources?
Can we feed nine billion people by 2050?

Formative and summative assessments throughout the E Year:
- End of topic tests
- Progress checks
- Retrieval Quizzes

Revision for E Year Mock Exam
Revision of topics and skills in preparation for mock Exam.

Walking talk mock experience for the Geographical Exploration Paper

Weather Hazards
An investigation into the physical processes of the atmosphere, leading to how these processes sometimes leave humans in harm's way.
Why do we have weather extremes?
When does extreme weather become a hazard?

UK in the 21st Century
An investigation into the changing nature of people's lives in the UK, and the UK's global links
How is the UK's population and economy changing in the 21st century?
Is the UK losing its global significance?

E Year

Dynamic Development 2
An investigation into how one LIDC country is trying to rise up the development spectrum
What are the physical and human factors affecting development?
How effective has bottom up and top down development strategies been?

River Landscapes
An investigation into the processes that create the landscapes around us, and the impacts humans have on them.
Where are the physical landscapes of the UK? What physical processes and human influences shape river landscapes?

Formative and summative assessments throughout the Year :
- End of topic tests
- Progress checks
- Retrieval Quizzes

Physical Fieldwork
Visit to Walton on the Naze to investigate the impact of physical processes and human management on the coastal landscape.
How successful are the coastal defences at Walton on the Naze?

Mock Exam 1
- Climate Change
- Dynamic Development
- Tectonic Hazards
- Sustaining Ecosystems
- Urban Futures
- Human Fieldwork

Revision for I Year Mock Exam
Revision of topics and skills so far in preparation for mock Exam.
A range of revision resources can be found at:
Pupils Shared/read only/Geography/GCSE/Revision
Including knowledge organisers, key term lists, revision videos, past papers

I Year

Sustaining Ecosystems
An investigation into the characteristics of ecosystems, and the relationship between them and humans.
Why are natural ecosystems important? Why should tropical rainforests matter to us?
Is there more to polar environments than ice?

Coastal Landscapes
An investigation into the processes that create the landscapes around us, and the impacts humans have on them.
What is a landscape?
Where are the physical landscapes of the UK? What physical processes and human influences shape coastal landscapes?

Urban Futures
An investigation into the global pattern of urbanisation, focussing on processes, problems and Solutions.
Why do more than half the world's population live in urban areas?
What are the challenges and opportunities for cities today?

Human Fieldwork Visit to the London Olympic Site to investigate the impact of regeneration on urban processes and people's experiences.
Is the quality of life improving in east London as a result of regeneration?

Geographical Skills: Opportunities embedded throughout each topic to practice:
1. Cartographic Skills: constructing, interpreting and using maps.
2. Graphical Skills: constructing, interpreting and using graphs.
3. Numerical and statistical skills: understanding, interpreting and calculating number, scale and area.
4. Formulating enquiry and argument

All Change

Formative and summative assessments throughout the A year:
- End of topic tests
- Progress checks
- Retrieval Quizzes

Tectonic Hazards
An investigation into the structure of the Earth, the causes of continental drift and the hazards associated with these movements.
How do plate tectonics shape our world? How are humans at risk from tectonic hazards? How can these risks be managed?

Dynamic Development 1
An investigation into the inequality that exists across the world, including the physical and human factors that affect development.
How can we measure development?
Why are some countries richer than others?

Changing Climate
An investigation into the past, present and future climate of our planet, and the potential impacts of the changes that are occurring
What evidence is there for climate change? Is climate change a natural process? Why is climate change a global issue?

A Year

Freman College Geography
Curriculum Summary

Year 9

	Key Content	Key Strands	Assessment
Autumn 1	**Climate Change** • Evidence for Climate Change • Causes of climate change • Impacts of climate change	**LPK** = Global and UK impacts of climate change **HG and PG** = natural and human causes of climate change. **GS** = Interpreting line graphs, pie charts, satellite images and choropleth maps	**Climate Change Assessment 1** • Forms quiz. 30 marks • Mix of multiple choice and short answer, point marked questions on key content knowledge.
Autumn 2	• Responses to climate change	**LPK** = Global and national strategies to tackle climate change **GS** = Formulating argument by interpreting resources and analysing articles.	**Climate Change Assessment 2** • GCSE style assessment. 30 marks. • Mix of multiple choice and short answer, point marked questions on key content knowledge. • 6-mark question on UK/Global impacts. PLC required. Level marked.
Spring 1	**Dynamic Development** • Development indicators • Factors affecting development	**LPK** = Distribution of ACs, EDCs and LIDCs. Syria. **HG** = Debt, War, Trade and corruption. **GS** = Atlas maps, choropleth maps, scatter graphs, understanding number and interpreting data tables.	**Dynamic Development Assessment** • GCSE style assessment. 33 marks. • Mix of multiple choice and short answer, point marked questions on key content knowledge. • 2 x 6-mark question on indicators and trade. PLC required. Level marked.
Spring 2	**Tectonic Hazards** • Theory of plate tectonics • Types of plate boundary	**LPK** = Location of plate boundaries. **PG** = Earth's structure **GS** = Atlas maps, deconstruct and create diagrams	
Summer 1	• Earthquakes and volcanoes • Mitigation	**LPK** = Global distribution of tectonic hazards. Japan 2011 Case Study. **PG** = Causes and impacts of tectonic hazards **GS** = Atlas maps, log graphs (Richter scale), deconstruct diagrams	**Tectonic Hazards Assessment** • GCSE style assessment. 30 marks. • Mix of multiple choice and short answer, point marked questions on key content knowledge. • 8-mark question on causes and impacts of tectonic event. PLC required. Level marked.
Summer 2	**Urban Futures** • Patterns of urbanisation • Causes and consequences of urban change • EDC case study	**LPK** = Global distribution of mega and world cities. Istanbul Case Study. **HG** = Urbanisation cycle, challenges and opportunities of urban growth. **GS** = line graphs, choropleth maps, interpreting data tables, calculating mean and percentages.	**Urban Futures Assessment** • GCSE style assessment. 30 marks. • Mix of multiple choice and short answer, point marked questions on key content knowledge. • 8-mark question on challenges in a city. PLC required. Level marked.

Key Strands:

LPK = Locational and place knowledge

HG = Human Geography

PG = Physical Geography

GS = Geographical Skills

Year 10

	Key Content	Key Strands	Assessment
Autumn 1	**Urban Futures** • AC Case study **Human Fieldwork**	**LPK** = London Case Study **HG** = London growth, causes, impacts and sustainable solutions **GS** = Fieldwork skills: primary data collection, spearman's rank, isoline map. Enquiry process	**Urban Futures and Human Fieldwork Assessment** • GCSE style assessment. 30 marks. • Mix of multiple choice and short answer, point marked questions on key content knowledge on Urban Futures and unfamiliar human fieldwork content. • 6-mark question on AC case study. PLC required. Level marked.
Autumn 2	**Sustaining Ecosystems** • Distribution and characteristics of world biomes • Tropical rainforests • Polar environments	**LPK** = Distribution of world biomes, Antarctica. **PG** = Ecosystem components, interdependence, water and nutrient cycles. **GS** = Climate graphs, Atlas maps, analyse written articles and formulate argument.	**Sustaining Ecosystems and Human Fieldwork Assessment 1** • GCSE style assessment. 30 marks. • Mix of multiple choice and short answer, point marked questions on key content knowledge. • 8-mark question on Human Fieldwork. PLC required. Level marked.
Spring 1	**Coastal Landscapes** • Physical features of the UK • Geomorphic processes • Coastal Landforms	**LPK** = Distribution of physical UK features. **PG** = Coastal processes and landforms **GS** = Climate graphs, radial graphs.	**Sustaining Ecosystems Assessment 2** • GCSE style assessment. 30 marks. • Mix of multiple choice and short answer, point marked questions on key content knowledge. • 8-mark question on sustainable management at a global scale. PLC required. Level marked.
Spring 2	• Coastal management **Revision for Mock Exam**	**LPK** = Holderness case study **PG** = Coastal processes and landforms **GS** = Climate graphs, radial graphs.	**Mock Exam** • Tectonic Hazards • Climate Change • Dynamic Development • Urban Futures • Human Fieldwork
Summer 1	**Physical Fieldwork**	**LPK** = Walton on the Naze **PG** = Coastal processes and management **GS** = Fieldwork skills: primary data collection, measures of central tendency, radar diagrams. Enquiry process	**Coasts and Fieldwork Assessment** • GCSE style assessment. 30 marks. • Mix of multiple choice and short answer, point marked questions on key content knowledge. • 8-mark question on causes and impacts of tectonic event. PLC required. Level marked.
Summer 2	**Dynamic Development** • Tanzania **River Landscapes** • River Landforms • River management	**LPK** = Tanzania case study **HG** = How and why development changes over time **GS** = Atlas maps, choropleth maps, scatter graphs, understanding number and interpreting data tables **LPK** = River Tees case study **PG** = River processes, landforms and management **GS** = Flood hydrographs	**Dynamic Development 2 Assessment** • GCSE style assessment. 30 marks. • Mix of multiple choice and short answer, point marked questions on key content knowledge. • 8-mark question on development in Tanzania. PLC required. Level marked.

Year 11

	Key Content	Key Strands	Assessment
Autumn 1	**UK in the 21st Century** • UK Population • UK Economy • UK Significance	**LPK** = UK population patterns **HG** = Patterns of population and economic change. **GS** = Interpreting line graphs, pie charts, choropleth maps, population pyramids.	**UK in the 21st Century Assessment** • GCSE style assessment. 30 marks. • Mix of multiple choice and short answer, point marked questions on key content knowledge. • 8-mark question on UK population change. PLC required. Level marked.
Autumn 2	**Weather Hazards** **Preparing for Mock exam**	**LPK** = Global biomes and Australia and UK extreme weather example. **PG** = Global atmospheric circulation model, formation of tropical storms, droughts, and flooding. **GS** = Atlas maps, Climate graphs, storm hydrographs.	**Mock Exam 2** **Paper 1:** • Climate Change • UK in the 21st Century • Distinctive Landscapes • Physical Fieldwork **Paper 2** Geographical exploration paper
Spring 1	**Resource Reliance** • Global resource demand • Impact on environment • Food security	**LPK** = Tanzania case study **HG** = Patterns and causes of resource demand, food security and sustainable development. **GS** = Interpreting and constructing bar and pie graphs, calculating %	**Resource Reliance Assessment** • GCSE style assessment. 30 marks. • Mix of multiple choice and short answer, point marked questions on key content knowledge. • 8-mark question on Tanzania Food security. PLC required. Level marked.
Spring 2	**Preparing for Mock exam** • 2 x lessons on each topic. Focussing on revisiting key concepts, case studies and exam question practice. Departmental resources prepared for each topic. Last lesson in each set of three for individual student/group intervention and independent revision.		**Mock Exam 3** **Paper 1:** • Weather Hazards • Resource Reliance • Sustaining Ecosystems • Human Fieldwork
Summer 1	**Preparing for final exams** • 2 x lessons on each topic not revised for last mock exam. Focussing on revisiting key concepts, case studies and exam question practice. Departmental resources prepared for each topic. Last lesson in each set of three for individual student/group intervention and independent revision. • Geographical Exploration Mock Exam revisit and review.		• Natural World Exam • People and Society Exam • Geographical Exploration Paper
Summer 2			

Year 12

	Key Content	Key Strands	Assessment
Autumn – Spring 1	**Coastal landscapes** • Coastal system • Physical factors • Landforms • Change over time • Economic development	**LPK** = High and low energy case studies, economic activity case study **PG** = coastal processes and landforms **GS** = observation skills, measurement and geo-spatial mapping skills, data manipulation and statistical skills applied to field measurements, sediment budget calculations, mass balance calculations.	**Coastal landscapes Assessment 1** • 33 marks • Mix of short answer and long answer questions, as per specification, on key content knowledge.
Autumn – Spring 1	**Disease Dilemmas** • Disease patterns • Human and physical factors • Prediction and mitigation • Eradication	**LPK** = Non communicable and communicable disease case studies. Natural hazard and disease case study. Economic development and disease case study. **PG** = Physical factors influencing disease spread and mitigation. **HG** = Human factors influencing disease spread and mitigation. **GS** = data manipulation and statistical skills, cartographic data interpretation.	**Disease Dilemmas Assessment 1** • 33 marks • Mix of short answer and long answer questions, as per specification, on key content knowledge.
Trial exam 1: Coastal Landscapes and Disease Dilemmas. Mix of short answer and long answer questions, as per specification, on key content knowledge.			
Spring 2 – Summer	**Changing Spaces, Making Places** • Defining and exploring place • Social inequality • Economic change in places • Place making	**LPK** = Birmingham – structural economic change and rebranding case study. Toxteth and Buntingford place case studies. **HG** = Concepts of place, representations, measures of inequality, structural economic change and rebranding. **GS** = appreciate how qualitative approaches actively create particular place representations, analysing the impacts of different media on place meanings and perceptions, the use of geospatial data to present place characteristics, how quantitative data is used to present place characteristics.	**CSMP Assessment 1** • 33 marks • Mix of short answer and long answer questions, as per specification, on key content knowledge.
Spring 2 - Summer	**Earth's Life Support Systems** • Importance of carbon and water • Change over time • Links between the water and carbon cycle • Management	**LPK** = Two case studies ion contrasting locations: Amazon Rainforest and Arctic Tundra. **PG** = Water and carbon cycles as systems **GS** = climate graphs, simple mass balance, rates of flow, unit conversions, analysis and presentation of field data.	**Earth's Life Support Systems Assessment 1** • 33 marks • Mix of short answer and long answer questions, as per specification, on key content knowledge.
Trial exam 2: Disease Dilemmas, 33 mark essay and 6 mark question. CSMP and ELS, mix of short answer and long answer questions, as per specification, on key content knowledge.			
Summer 2	**Fieldwork and Independent investigation preparation**	• 3 day fieldwork experience: Frinton, Clacton and Stevenage • Preparation lessons • Students to complete proposal forms over the summer holiday.	

Year 13

	Key Content	Key Strands	Assessment
Autumn 1	Independent investigation	**LPK** = Dependent on investigation **GS** = All elements of fieldwork enquiry process	**Coasts/ELS and CSMP Assessment 2** • 66 marks • Mix of short answer and long answer questions, as per specification, on key content knowledge.
Autumn 2 – Spring 2	**Hazardous Earth** • Earthquakes and volcanoes • Mitigation	**LPK** = Case studies of two countries at contrasting levels of economic development to illustrate strategies used to cope with volcanic and earthquake hazards: Merapi, Mt Etna, Haiti and Sendai **PG** = Causes and impacts of tectonic hazards **GS** = Scales to measure tectonic hazards	**Hazardous Earth Assessment 1** • 33 marks • Mix of short answer and long answer questions, as per specification, on key content knowledge.
Autumn 2 – Spring 2	**Global connections** • Human Rights • Global migration	**LPK** = Case studies of an AC, EDC and LIDC for global migration topic: Brazil, Laos and U.S.A. For Human Rights topic, case studies of how gender, conflict and development affect human rights. **HG** = Patterns of migration, complexity of migration, issues associated with unequal flows of people, human rights norms, women's rights, strategies of global governance, development and human rights. **GS** = Use of development indicators, Spearman's rank, cartographic data presentation.	**Global Connections Assessment 1** • 33 marks • Mix of short answer and long answer questions, as per specification, on key content knowledge.
Trial exam 3: Paper 1: Coastal Landscapes and Global Connections: mix of short answer and long answer questions, as per specification. Paper 2: Disease Dilemmas and Hazardous Earth, 33-mark essay and a 6 and 3 mark question.			
Summer 1	**Preparing for final exams** • Focus on exam technique, in particular the synoptic questions on paper 3.		• Physical Systems • Human Interactions • Geographical Debates
Summer 2			