Hailsham Community College - Secondary

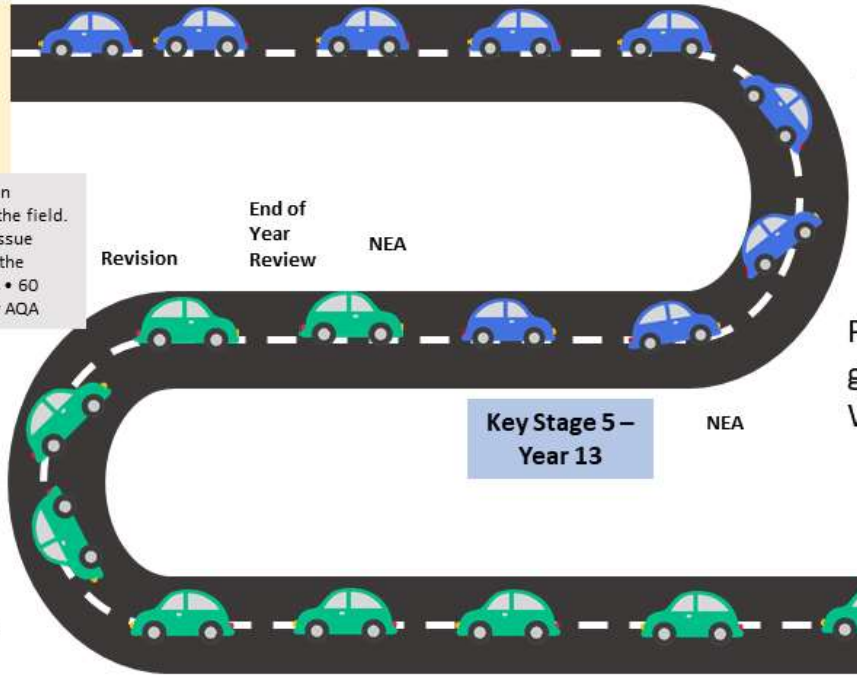
Geography Curriculum

Geography Curriculum Roadmap

Paper 1: Written exam: 2 hours 30 minutes • 120 marks • 40% of A-level • Section A: answer all questions (36 marks) • Section B: Q choice: answer question 3 Coastal systems and landscapes (36 marks) • Section C: Q choice: answer question 5: **Hazards** (48 marks) • Question types: short answer, levels of response and extended prose

Paper 2: Written exam: 2 hours 30 minutes • 120 marks • 40% of A-level.
Section A: answer all questions (36 marks) • Section B: answer all questions (36 marks) • Section C: Q choice but question 3: Contemporary urban environments (48 marks) • Question types: short answer, levels of response, extended prose

NEA: Geography fieldwork investigation.Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content. How it's assessed • 3,000–4,000 words • 60 marks • 20% of A-level • marked by teachers • moderated by AQA



Final Revision

End of Year Review

NEA

Paper 2:Human geography. Section C: Contemporary urban environments including fieldwork

NEA

Revision

End of Year Review

NEA

Paper 1:Physical geography section A: Water and carbon cycles

Key Stage 5 – Year 13

NEA

NEA planning and fieldwork

Paper 1: Physical geography Section B: Coastal systems and landscapes including fieldwork

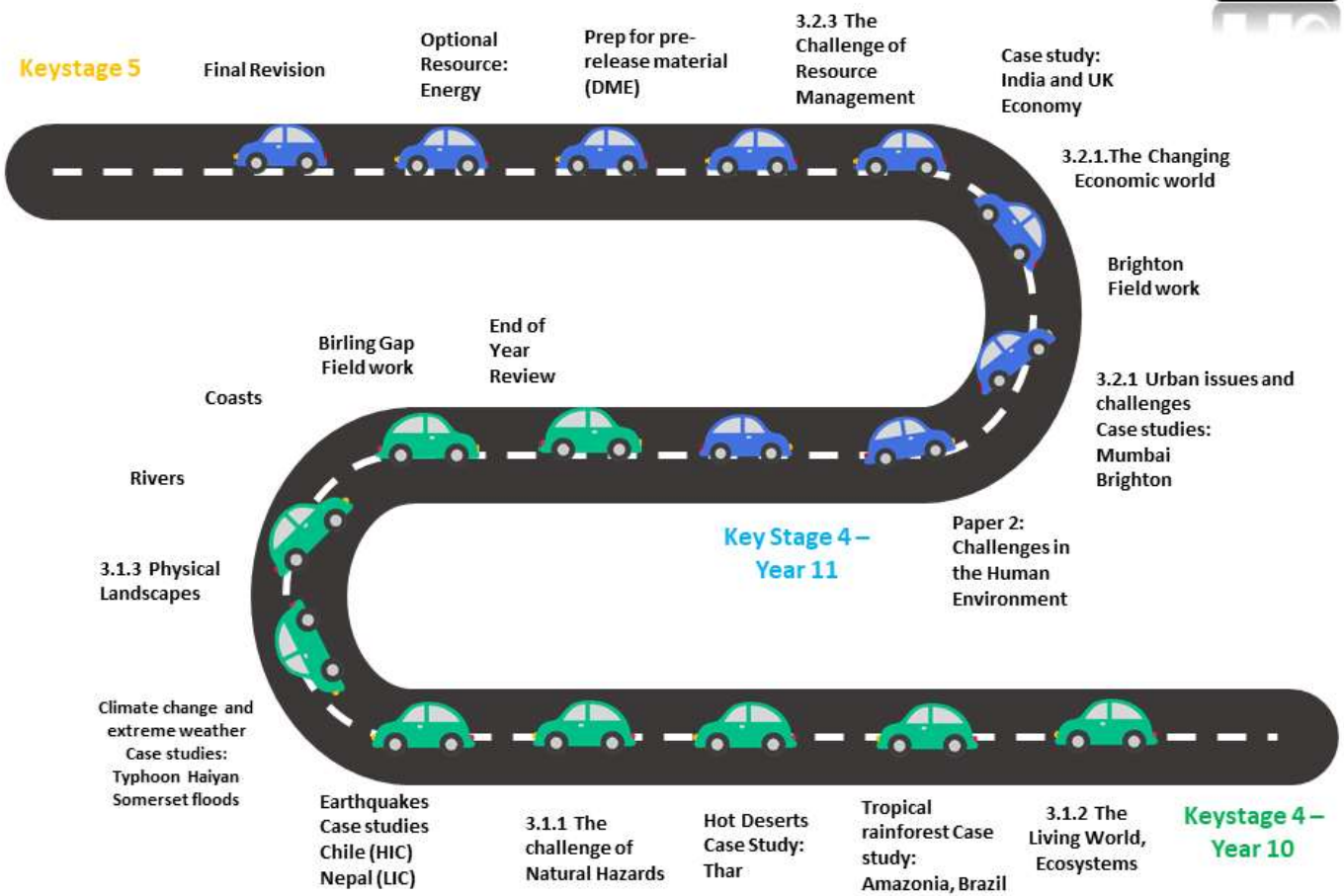
Paper 2: Human geography. Section A: Global systems and global governance

Paper 2: Human geography :Section B: Changing places

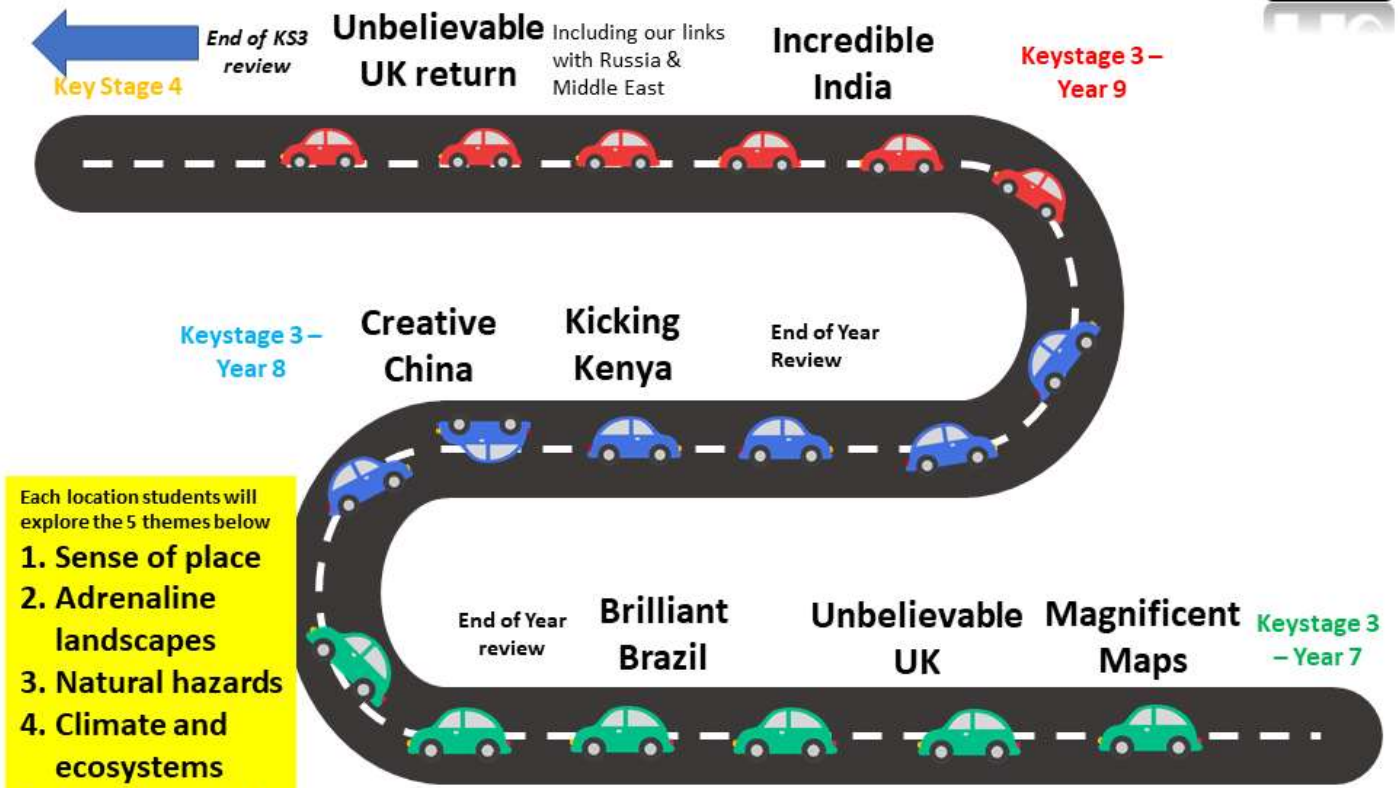
Paper 1: Physical geography: Section C: Hazards

Keystage 5 – Year 12

Geography Curriculum Roadmap



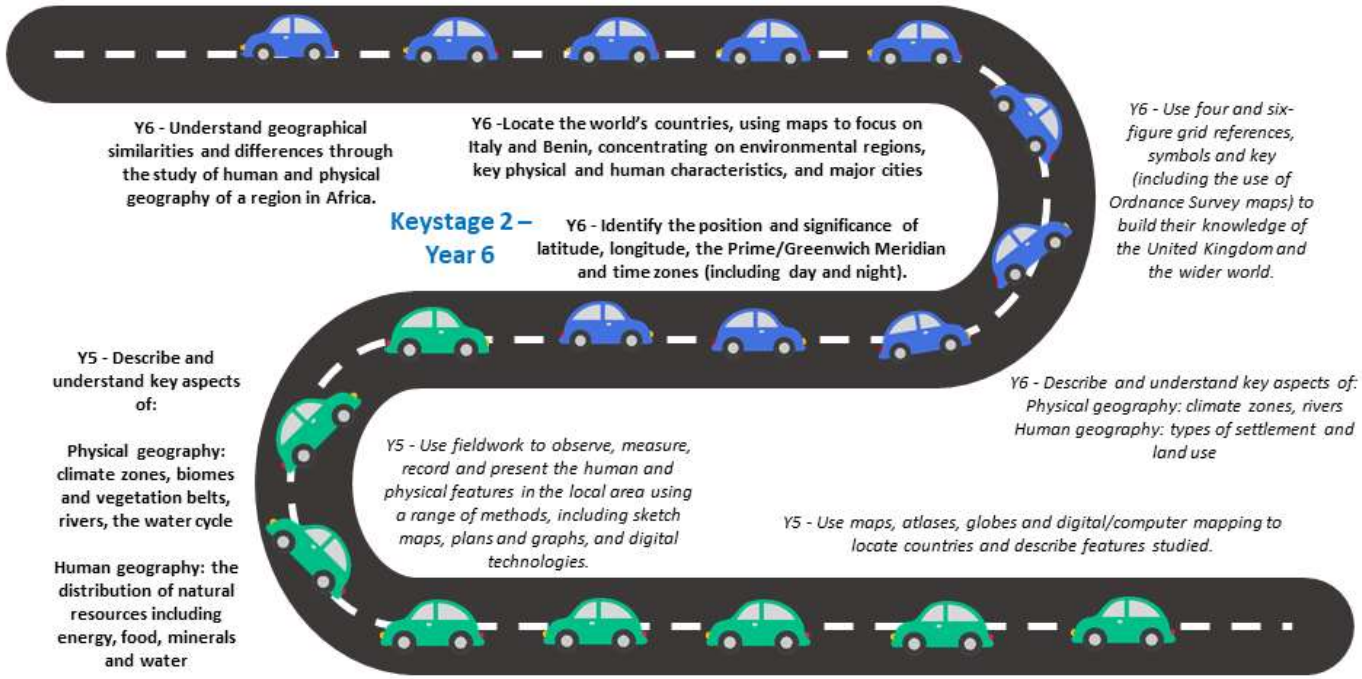
Geography Curriculum Roadmap



Each location students will explore the 5 themes below

1. Sense of place
2. Adrenaline landscapes
3. Natural hazards
4. Climate and ecosystems
5. Development & Sustainability

Geography Curriculum Roadmap



Key Stage 3

Y6 - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Y6 - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Y6 - Understand geographical similarities and differences through the study of human and physical geography of a region in Africa.

Y6 -Locate the world's countries, using maps to focus on Italy and Benin, concentrating on environmental regions, key physical and human characteristics, and major cities

Keystage 2 – Year 6

Y6 - Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night).

Y6 - Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Y5 - Describe and understand key aspects of:

Physical geography: climate zones, biomes and vegetation belts, rivers, the water cycle

Human geography: the distribution of natural resources including energy, food, minerals and water

Y6 - Describe and understand key aspects of: Physical geography: climate zones, rivers Human geography: types of settlement and land use

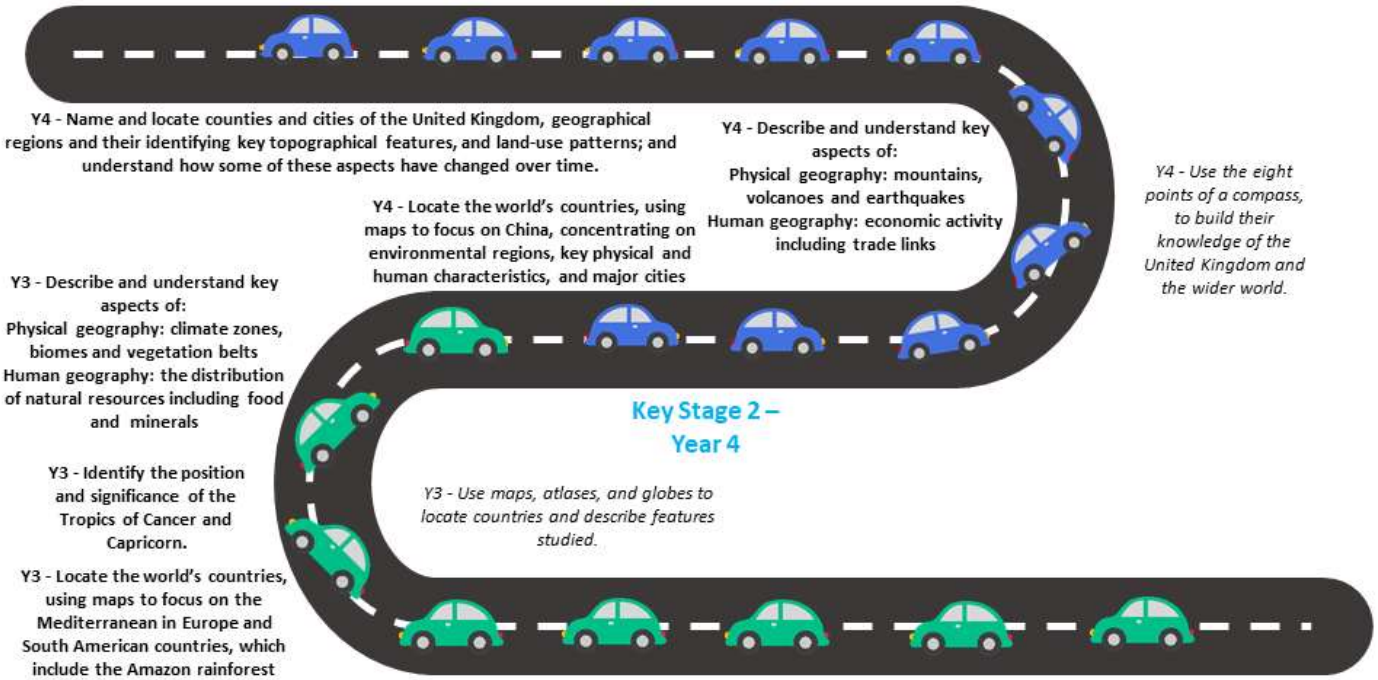
Y5 - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Y5 - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Y 5 - Locate the world's countries, using maps to focus on Greece, concentrating on environmental regions, key physical and human characteristics, and major cities

Keystage 2 – Year 5

Geography Curriculum Roadmap



Y4 - Use maps, atlases, and globes to locate countries and describe features studied.

Key Stage 3

Y4 - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying key topographical features, and land-use patterns; and understand how some of these aspects have changed over time.

Y4 - Describe and understand key aspects of:
Physical geography: mountains, volcanoes and earthquakes
Human geography: economic activity including trade links

Y4 - Use the eight points of a compass, to build their knowledge of the United Kingdom and the wider world.

Y4 - Locate the world's countries, using maps to focus on China, concentrating on environmental regions, key physical and human characteristics, and major cities

Y3 - Describe and understand key aspects of:
Physical geography: climate zones, biomes and vegetation belts
Human geography: the distribution of natural resources including food and minerals

Key Stage 2 – Year 4

Y3 - Identify the position and significance of the Tropics of Cancer and Capricorn.

Y3 - Use maps, atlases, and globes to locate countries and describe features studied.

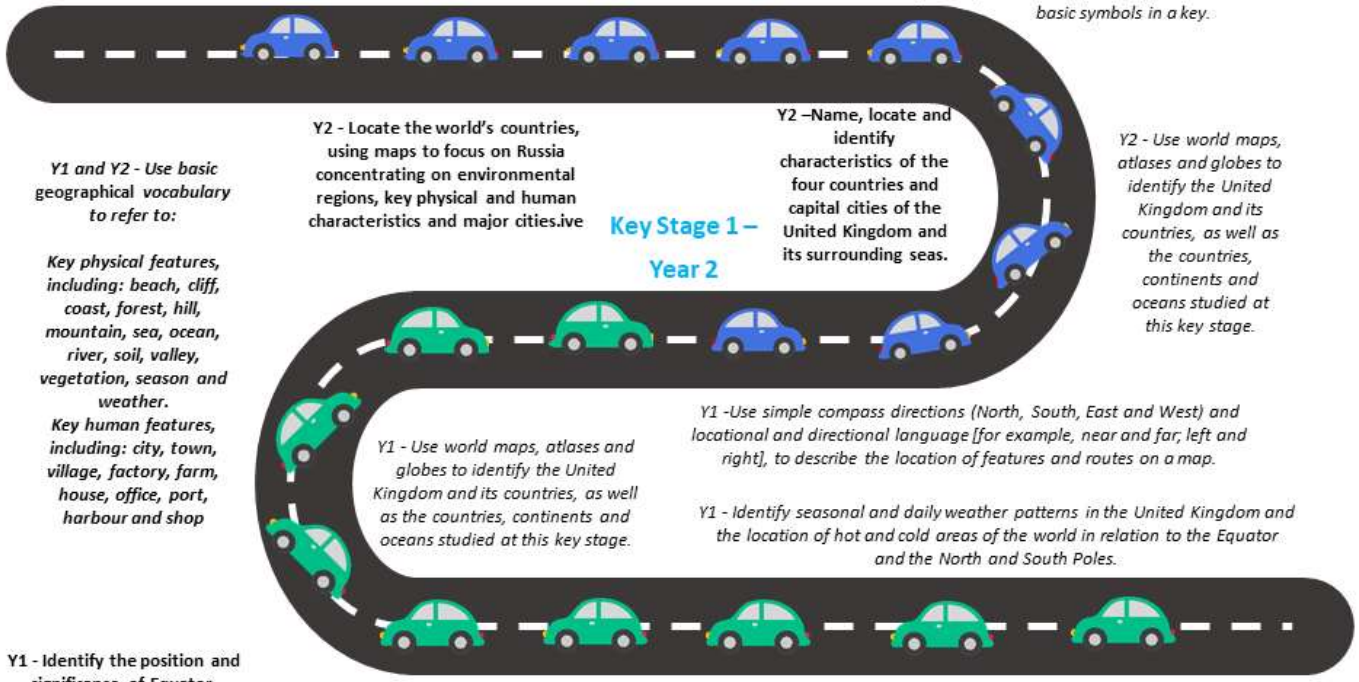
Y3 - Locate the world's countries, using maps to focus on the Mediterranean in Europe and South American countries, which include the Amazon rainforest concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Y3 - Understand geographical similarities and differences through the study of human and physical geography of a region of a region in a European Country.

Y3 - Understand geographical similarities and differences through the study of human and physical geography of a region of South America.

Keystage 2 – Year 3

Geography Curriculum Roadmap



Lower Key Stage 2

Yr 2 - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Y2 - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Y1 and Y2 - Use basic geographical vocabulary to refer to:

Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Y2 - Locate the world's countries, using maps to focus on Russia concentrating on environmental regions, key physical and human characteristics and major cities.ive

Key Stage 1 – Year 2

Y2 –Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Y2 - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Y1 - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Y1 -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

Y1 - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Y1 - Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.

Y1 - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

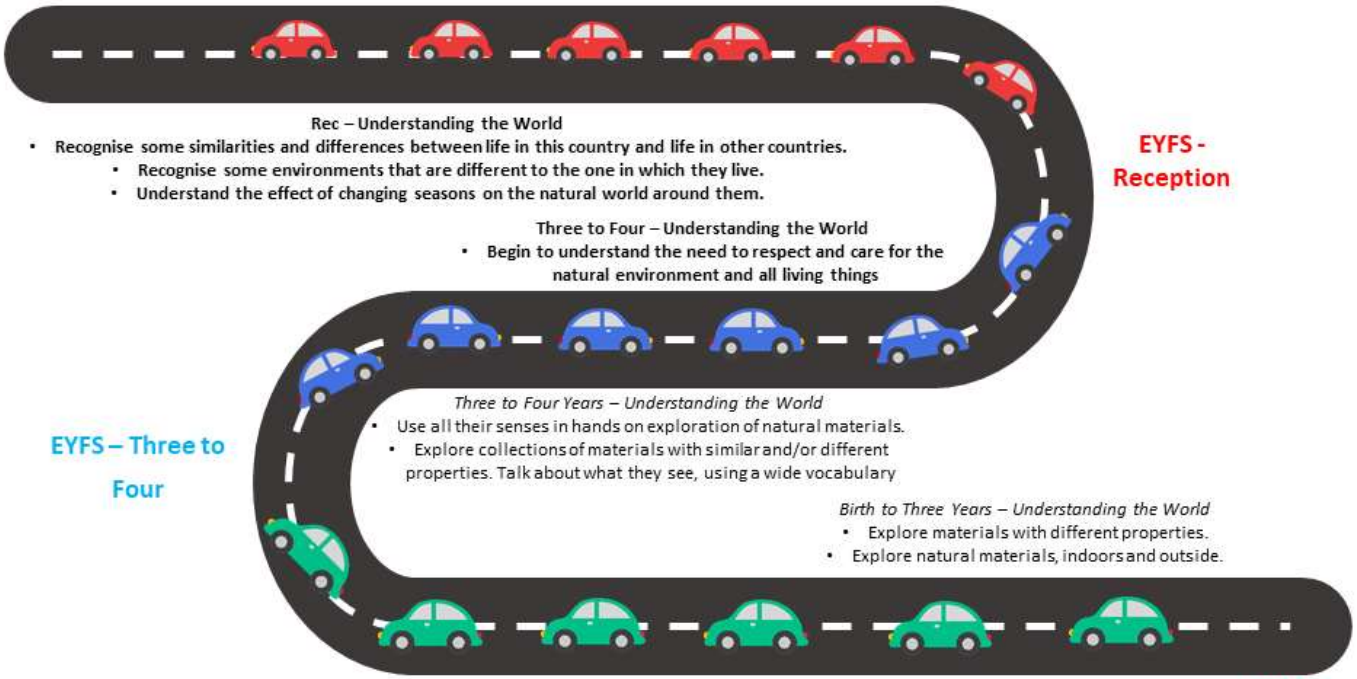
Y1 - Name and locate the world's seven continents and five oceans.

Keystage 1 – Year 1

Geography Curriculum Roadmap

Rec – Understanding the World
- Draw information from a simple map.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.

Key Stage 1



Rec – Understanding the World
- **Recognise some similarities and differences between life in this country and life in other countries.**
- **Recognise some environments that are different to the one in which they live.**
- **Understand the effect of changing seasons on the natural world around them.**

EYFS - Reception

Three to Four – Understanding the World
- **Begin to understand the need to respect and care for the natural environment and all living things**

EYFS – Three to Four

Three to Four Years – Understanding the World
- Use all their senses in hands on exploration of natural materials.
- Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary

Birth to Three Years – Understanding the World
- Explore materials with different properties.
- Explore natural materials, indoors and outside.

Birth to Three years – Understanding the World
- **Explore and respond to different natural phenomena in their setting and on trips.**
- **Notice differences between people.**
- **Make connections between the features of their family and other families.**

EYFS - Birth to Three

HCC Geography Intent statement

To give students a deep Geography knowledge of **real places**, **real people** and **real issues** that enables them to become successful local, regional and global citizens.

Year 7Key Learning Summary

Term	Topic	Content learnt	High performing students will…
1 /2	**<u>Magnificent maps</u>**	Geography definition Map types Direction Scale Symbols Grid references Height Latitude/Longitude Atlas skills Place knowledge	• know what makes up Geography • demonstrate your knowledge/Understanding and skills in geography through a baseline assessment. • know what a map is and why they are used • know how to complete school based fieldwork using maps • understand compass direction • understand the concept of Scale • understand why symbols are used • know how to locate places upon a map using grid references • understand how to show height upon a map • understand longitude and Latitude • know how to use an Atlas • explore what is meant by continents and oceans. • understand the main parts of the World.

Term	Topic	Content learnt	High performing students will…
3/4	**<u>Unbelievable UK</u>**	Europe UK Regions Physical UK geography eg Water cycle Rivers, Flooding, Coasts Weather and Climate Global warming Human UK Geography Eg population Transport Development	• know the location of the UK within the context of Europe. Identify UK on the Europe map and at least 5 other countries. Be able to use latitude and longitude to describe the UK location • know the nations that make up the British Isles(5), UK (4),GB(3) and locate them on a map • know that UK's nations are divided into regions eg Midlands, South East and these are further divided into counties and unitary (large city) authorities. • have an overview of the main UK physical geography inc the locations of 7 main mountains/ uplands (**Grampians, Pennines, Lake District, Welsh mountains**,**Dartmoor, Antrim mtns, South Downs) 3** lowland areas(Fens, Somerset and Pevensey Levels) and 6 Rivers (Severn, Thames, Tweed, Mersey, Bann, Cuckmere) • Know and be able to identify the main components of the water cycle diagram. Identify 3 stores where water is held (sea, clouds, ice) and 3 transfers/processes (evaporation, condensation, precipitation) that take water from 1 place to another as part of this cycle. • Know the 5 main parts of the river drainage basin diagram (source,tributary,confluence, estuary,mouth) • Be able to identify the upper/middle/lower course on a river profile.diagram • know the main parts of the River Thames drainage basin eg source at Thames Head, the river Cherwell and Lee tributaries, Thames estuary, mouth at Southend on sea. • understand how river meanders form including why erosion on the outside bend, deposition on the inside. Be able to draw a cross section(slice) through a meander and add 4 labels correctly of fastest and slowest flow, deep and shallow water. • understand 2 causes of river flooding (above average rainfall, impermeable rock • know 2 impacts of floods and 2 ways to prevent river flooding in the future.

			• know the formation of 5 coastal landforms: headland, cave, arch, stack, stump, • to know the difference between weather and climate • Be able to draw and make sense of a climate graph with bars=rain, lines=temperature. • To understand the main UK weather and climate pattern and how influenced by `LAWSO`factors • To know how the school has its own microclimate by measuring temperature and wind speed differences around the school. • To know 2 ways the UK weather and climate will change with global warming and 2 impacts that will bring • Know the names of 10 UK cities(London, Edinburgh, Cardiff, Belfast, Manchester,Newcastle,Birmingham,Liverpool, Plymouth,Brighton) and their location on a map. • To know that the UK's population is unevenly distributed. To name 1 area of high (London and the SE) and 1 low population density(NW Scotland) • To know 2 ways Hailsham has grown(higher population, wider area) • To know how to use primary fieldwork eg surveys,interviews, photos and secondary research eg using OS maps, aerial photos social media, internet to decide if Hailsham`s growth has caused more problems than benefits • know how UK settlements might change with time. Focus on Hailsham growth. Use aerial photographs and Geographical Information Systems (GIS) of Hailsham to see how grown. collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of the impacts of Hailshams growth. • To know how to communicate your findings in a variety of ways eg poster, radio interview, vlog and maps with located photos/information (Geographical Information Systems:GIS)

			• know the names and locations of 4 UK motorways (M1,M23,M25,M4) ,2 airports (Gatwick and Heathrow).and 2 lines of the London underground. • To know 2 advantages and disadvantages of roads, airplane travel and to know 1 way transport could be more sustainable. • To know the 4 main ways to sort the jobs people do in the UK (Primary, secondary, Tertiary, Quaternary) • to know a definition/meaning of development and 2 ways to measure it to compare to other counties eg Life expectancy, GNI.

Term	Topic	Content learnt	High performing students will…
5/6	**Brilliant Brazil**	South America Brazil Physical and Human Geography of Brazil Climate Tropical rainforest Deforestation Cities Development differences across Brazil.	• know where Brazil is located and identify major settlements. • to know how to compare land area/population size to UK. • identify some of Brazil's key human and physical features • demonstrate map skills using compass directions and grid references • understand Brazil's climate • understand the features of a tropical rainforest and how it links to climate change. • understand how humans use the rainforest and how it can be sustainably managed. • understand what urbanisation is and how it is impacting the people of Brazil. • understand that there is inequality in Brazil • identify solutions to reduce inequality.

Year 8 Key Learning Summary

Term	Topic	Content learnt	High performing students will…
1 -3	***Creative China***	*China location* *Physical and Human Geography of China* *River landforms* *China Economy*	• *know where China is and locate it within the continent of Asia* • *to know how to compare land area/population size to UK and Brazil.* • *identify some of China's physical features* • *demonstrate map skills using compass directions and grid references* • *understand China's climate* • *understand the structure of the Earth and Plate tectonic theory* • *demonstrate understanding of the types of plate margin* • *understand how a V shaped valley is formed* • *understand the different types of waves and the process of Longshore drift.* • *understand how China has become a NEE (Newly Emerging Economy)* • *understand how and why China has used population policies.* • *understand what it is like to work in the manufacturing sector in China.* • *explain how China intends to advance its presence in the future*

Term	Topic	Content learnt	High performing students will…
4-6	***<u>Kicking Kenya</u>***	*Africa overview* *Kenya location* *Physical and Human Geography of Kenya* *including River landforms and* *Kenya Economy/* *Development.*	• *know some of the nations that make up Africa and point them out on a map. (main political Geography of Africa) including Kenya location.* • *to know how to compare land area/population size to UK, Brazil, China* • *have an overview of the main African physical geography inc the locations of main mountains/ upland and lowland areas. Rivers.* • *know the main population distribution across Africa.* • *understand the main Physical characteristics of Kenya* • *know how Volcanoes and the Rift valley formed in Kenya* • *understand the main climate of Kenya inc drawing climate graphs.* • *understand the main biomes here with a focus on Savannah.* • *understand how the KENYAN climate might change due to global warming and to understand the management strategies needed (mitigation/adaption)* • *recap how headland, cave, arch, stack, stump landforms are created at the coast. To know how coastal sand dunes form in Kenya.* • *have an overview of the main KENYAN human geography inc names of main cities and location and to explore how the KENYA's population is unevenly distributed.* • *understand a short history of Kenya as a background to the development of this country.* • *understand Urbanisation and to compare Urban and Rural life with a focus on Nairobi and rural pastoralists.* • *know an overview of KENYA Economic development and how to measure it to other counties* • *To understand about the flower trade in Kenya and its role in development*

			• *To know how fair trade can help development with a special focus on Kazuri beads.* • *To know about tourism in Kenya; some of the conflicts which arise and whether tourism can become more sustainable. With a special focus on safari and beach holidays.*

Year 9 Key Learning Summary

Term	Topic	Content learnt	High performing students will…
1-3	***Incredible India***	*Asia overview* *India location* *Physical and Human Geography of India* *including River landforms and* *Indian Economy/ Development.*	• *know where India is and locate it within the continent of Asia* • *to know how to compare land area/population size to UK, Brazil, China + Kenya.* • *be able to use an atlas and/or longitude & latitude to locate human and physical features of India* • *Understand key concepts of the water cycle* • *Compare and describe different erosional processes* • *Understand and explain how erosional processes form river landforms* • *NEE/LIC/HIC how are these different, the impact on quality of life* • *be able to draw and describe a climate graphs of the monsoon climate.* • *understand causes and mitigation of climate change* • *describe and explain how earthquakes are caused and suggest ways to reduce the impact.* • *understand how Mumbai is growing and developing as one of India's wealthiest cities.* • *gain knowledge of what it would be like to live in the slums of India.* • *Be able to make justified decisions on the future of Dharavi slum as part of Vision Mumbai.* • *gain an understanding of different industries in India. Eg from primary to Tertiary/Quaternary industry.* • *evaluate Aid as a method of reducing the development gap.*

Term	Topic	Content learnt	High performing students will…
4	***Unbelievable UK*** *(Including our links with Russia & the region of the Middle East)*	*Europe* *UK* *Regions* *Physical UK geography eg* *Water cycle* *Rivers,Flooding, Coasts* *Weather and Climate* *Global warming* *Human UK Geography* *Eg population* *Transport* *Development*	• *know the location of the UK within the context of Europe.* • *to know how to compare land area/population size to UK, Brazil, China, Kenya + India, Russia and the region of the Middle East.* • *know the nations that make up the British Isles, UK,GB and point them out on a map* • *know that UK's nations are divided into regions and these are further divided into counties and unitary authorities.* • *have an overview of the main UK physical geography inc the locations of main mountains/ upland and lowland areas. Rivers.* • *know the main components of the water cycle* • *understand how this links to river drainage basins.* • *know the main parts of the River Thames* • *understand how river meanders form* • *understand what causes river flooding and how to manage this hazard. To include school based fieldwork on infiltration rates.* • *know how headland, cave, arch, stack, stump landforms are created at the coast.* • *understand UK weather and climate and how this might change with global warming.* • *have an overview of the main UK human geography inc names of main cities and location.* • *explore how the UK's population is unevenly distributed.* • *know how UK settlements might change with time. Focus on Hailsham growth.* • *know the main UK transport links eg road and airports.* • *know an overview of UK Economic development and how to measure it to other counties* • *know our links with Russia & Middle East: focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, major cities.*

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
7	1	Magnificent maps	1. Know the definition of Geography at HCC 2. know that geography is made up of human and physical features and name 2 examples of each. 3. know what a map is and 2 ways they can be used 4. know the meaning of direction and know the 4 and 8 point compass 5. Know the meaning of Scale and how to measure straight line distances on a map using a ruler and a scale line/ratio. 6. Know why symbols are used on a map and recognise the train station, main road, viewpoint and triangulation (trig) point symbol on an Ordnance survey map 7. know how to locate places upon a map using 4 figure grid references 8. know how to locate places upon a map using 6 grid references 9. Know how to show height upon a map using layer colours, spot heights and contour lines 10. Know how to use longitude and Latitude to locate places in the world and describe locations. 11. Know how to use an atlas to find places/locations and the contents and index pages. 12. Know the 7 world continents and 5 oceans.	How to describe directions using 4 and 8 point compass how to measure straight line distances on a map using a ruler and a scale line/ratio. Know why symbols are used on a map and recognise the train station, main road, viewpoint and triangulation (trig) point symbol on an Ordnance survey map know how to locate places upon a map using 4 figure grid references know how to locate places upon a map using 6 grid references Know how to show height upon a map using layer colours, spot heights and contour lines Know how to use longitude and Latitude to locate places in the world and describe locations. Know how to use an atlas to find places/locations and the contents and index pages.

	2-4	Unbelievable UK	know the location of the UK within the context of Europe. Identify UK on the Europe map and at least 5 other countries. Be able to use latitude and longitude to describe the UK location	Be able to use latitude and longitude to describe the UK location
			know the nations that make up the British Isles(5), UK (4),GB(3) and locate them on a map.	locate UK countries and regions on a map.
			know that UK's nations are divided into regions eg Midlands, South East and these are further divided into counties and unitary (large city) authorities and locate them on a map.	Be able to draw and make sense of a climategraph with bars=rain, lines=temperature.
			have an overview of the main UK physical geography inc the locations of 7 main mountains/ uplands (**Grampians, Pennines, Lake District, Welsh mountains**,**Dartmoor, Antrim mtns, South Downs) 3 mountain peaks:** Ben Nevis, Scafell Pike. **3** lowland areas (**Fens, Somerset and Pevensey Levels**) and 6 Rivers (**Severn,Thames,Tweed,Mersey,Bann, Cuckmere)**	To know how to communicate your findings in a variety of ways eg poster, radio interview, vlog and maps with located photos/information (Geographical Information Systems:GIS)
			know and be able to identify the main components of the water cycle diagram. Identify 3 stores where water is held (sea,clouds,ice) and 3 transfers/processes (evaporation,condensation,precipitation) that take water from one place to another as part of this cycle.	to know how to measure development to compare UK to other countries eg Life expectancy, GNI.
			Know the 5 main parts of the river drainage basin diagram (source,tributary,confluence, estuary,mouth)	Start to describe geography patterns using the acronym `TEA`
			To be able to identify the upper/middle/lower course on a river long profile diagram	Start to explain patterns using the acronym `TMT`
			know the main parts of the River Thames drainage basin eg source at Thames Head, the river Cherwell and Lee tributaries, Thames estuary,mouth at Southend on sea.	Start to justify opinions and decisions using some of the `high five to success` recipe.
			understand how river meanders form including why erosion on the outside bend, deposition on the inside. Be able to draw a cross section(slice) through a	

			meander and add 4 labels correctly of fastest and slowest flow, deep and shallow water	
			know the formation of 5 coastal landforms: headland, cave, arch, stack, stump,	
			understand 2 causes of river flooding (above average rainfall, impermeable rock)	
			know 2 impacts of floods and 2 ways to prevent river flooding in the future.	
			to know the difference between weather and climate	
			Be able to draw and make sense of a climategraph with bars=rain, lines=temperature.	
			To understand the main UK weather and climate pattern and how influenced by `LAWSO` factors	
			To know how the school has its own microclimate by fieldwork measuring of temperature and wind speed differences.	
			To know 2 ways the UK weather and climate will change with global warming and 2 impacts that will bring	
			Know the names of 10 UK cities(London, Edinburgh, Cardiff, Belfast, Manchester,Newcastle,Birmingham,Liverpool,Plymouth,Brighton) and their location on a map.	
			To know that the UK's population is unevenly distributed. To name 1 area of high (London and the SE) and 1 low population density(NW Scotland)	
			To know 2 ways Hailsham has grown(higher population, wider area)	
			To know how to use primary fieldwork eg surveys,interviews, photos and secondary research eg using OS maps, aerial photos, social media, internet to decide if Hailsham`s growth has caused more problems than benefits.	
			To know how to communicate your findings in a variety of ways eg poster, radio interview, vlog and maps with located photos/information (Geographical Information Systems:GIS)	
			know the names and locations of 4 UK motorways (M1,M23,M25,M4) ,2 airports (Gatwick and Heathrow).and 2 lines of the London underground.	

			To know 2 advantages and disadvantages of roads, airplane travel and to know 1 way transport could be more sustainable.	
			To know the 4 main ways to sort the jobs people do in the UK (Primary, secondary, Tertiary, Quaternary)	
			to know a definition/meaning of development and 2 ways to measure it to compare to other countries eg Life expectancy, GNI.	
7	5-6	**Brilliant BRAZIL**	know the location of Brazil within the context of South America. Identify Brazil on the South American map and at least 1 other country. Be able to use latitude and longitude to describe the Brazil location and compare this to the UK location.	Be able to use latitude and longitude to describe the Brazil location and compare this to the UK location.
			Know at least 2 physical eg Amazon river + Rainforest and 2 human features eg Christ the Redeemer + Arena da Amazonia of Brazil and where they are located on a map.	Be able to draw and make sense of a climategraph with bars=rain, lines=temperature.
			Know at least 5 main features of the South American physical geography eg the locations of the highest mountain(Aconcagua: 6966m), lowland area (Pampas), Cape Horn, 2 Rivers (Amazon,Orinoco) and 2 waterfalls (Angel falls, Iguazu ***Falls)***	to know how to measure development to compare Brazil to other countries eg Life expectancy, GNI
			know and be able to identify the main components of the water cycle diagram. Identify 3 stores where water is held (sea,clouds,ice) and 3 transfers/processes (evaporation,condensation,precipitation) that take water from one place to another as part of this cycle.	To describe geography patterns using the acronym `TEA`
			Know the 5 main parts of the Amazon river drainage basin diagram (source,tributary,confluence, estuary,mouth)	Explain patterns using the acronym `TMT`
			To be able to identify the upper/middle/lower course on the Amazon river long profile diagram	Justify opinions and decisions using some of the `high five to success` recipe.
			understand the meaning of a river Confluence eg Rio Negro and the Rio Solimoe	
			Know the 4 step recipe of the Iguazu waterfall formation.	
			know at least 2 reasons for the formation of headlands and bays at the coast.	

			Know 1 physical and 1 human cause of mud/landslides in Rio.	
			to know the difference between weather and climate.	
			Be able to draw and make sense of a climategraph with bars=rain, lines=temperature.	
			To understand the main Brazil weather and climate pattern and how it varies between 2 places within the country(eg Manaus and Rio) and how influenced by `LAWSO` factors	
			know at least 2 differences between the Rio climate(temperature and rainfall) compared to Londons climate.	
			know 2 ways the Brazil weather and climate will change with global warming and 2 impacts that it will bring	
			know at least 2 characteristics (eg size, climate, gallery structure) of the Tropical Rainforest Biome.	
			Know at least 2 plant and 2 animal adaptions found in Tropical Rainforest	
			Know 2 ways humans use the rainforest and how this can lead to deforestation	
			Know at least 2 impacts of deforestation	
			Know 2 ways that ecotourism is more sustainable for the rainforest than mass tourism	
			Know the names of 4 Brazilian cities(Brasilia, Rio, Sao Paulo, Manaus) and their location on a map.	
			To know that the Brazil population is unevenly distributed. To name 1 area of high (SE) and 1 low population density(NW)	
			To know how rural to urban migration leads to urbanisation and know at least 2 push and pull factors linked to this.	
			Know at least 2 negative impacts and 1 positive of living in a squatter settlement/slum/favela in Rio.	
			Know at least 1 way the favela could be improved.	
			To know the 4 main ways to sort the jobs people do in Brazil (Primary, secondary, Tertiary, Quaternary)	
			Know a definition/meaning of development and 2 ways to measure it to compare to other countries eg Life expectancy, GNI.	

8	1-3	Creative China	know the location of China within the context of Asia. Identify China on the Asian map and at least 2 other countries. Be able to use latitude and longitude to describe the China location and compare this to the UK, Brazil location.	Be able to use latitude and longitude to describe the China location and compare this to the UK, Brazil location.
			Know the main Asian physical geography inc the locations of 6 main mountains/ upland (Mt Everest,K2, Mt Fuji, Himalayas,Ural mountains, Deccan plateau) and 1 lowland area (Gobi desert) and 2 Rivers (Yangtze,Ganges)	Be able to draw and make sense of a climategraph with bars=rain, lines=temperature.
			Know the China physical geography inc the locations of 1 main mountains/ upland (Tibet plateau),1 lowland area (Gobi desert), 1 river (Yangtze)	to know how to measure development to compare China to the UK, Brazil.
			identify the upper/middle/lower course on a river Yangtze long profile	describe geography patterns using the acronym `TEA` with more confidence.
			Identify 3 parts to the Yangtze drainage/river basin	Explain patterns with more confidence using the acronym `TMT`
			Know how v shaped valleys form along the Yangtze river.	Justify opinions and decisions using most of the `high five to success` recipe.
			Know the 2 main types of waves at the coast and the meaning of swash, backwash and longshore drift.	
			Know the 4 main parts of the earth structure and know 1 way they are different to each other.	
			Know why earthquakes and volcanoes happen along plate margins including the 4 main types and the 4 step recipe on how earthquakes happen in China.	
			Know 2 primary and 2 secondary impacts of earthquakes	
			Know 2 immediate and 2 long term responses to earthquakes and know an advantage and disadvantage of each one.	
			Know why China has large earthquakes compared to the UK.	

			know the difference between weather and climate and be able to draw and make sense of a climategraph with bars=rain, lines=temperature	
			Know the main climate of China and how it compares to the UK, Brazil and the reasons why they vary using the `LAWSO`factors	
			Know 2 ways the China climate varies within the country eg in summer Hot,dry in NW vs hot and wet in SW	
			Know what a monsoon is and the weather it can bring	
			Know 2 ways the CHINA climate might change due to climate change and how that compares to the UK, Brazil.	
			Know what mitigation and adaption is when tackling climate change	
			Know the main CHINAN human geography inc names of main cities and location eg Beijing, Shanghai, Shenzen)	
			know how the population is unevenly distributed across China. (Highest in East, lowest in West) and 1 reason for this.	
			Know the meaning of Urbanisation and the term Megacity	
			Know the reason for china having a 1 child policy in the past and 1 advantage and 2 disadvantages of it	
			know the 4 main ways to sort the jobs people do in China (Primary, secondary, Tertiary, Quaternary)	
			know a definition/meaning of development and 2 ways to measure it to compare to other counties eg Life expectancy, GNI	
			know how developed China is compared to UK, Brazil.	
			Know 1 advantage and 1 disadvantage of working in Chinese factories	
			Know what a natural resource is and give 2 examples	
			Know 1 advantage and 1 disadvantage of the Chinese Belt and Road Initiative	

8	4-6	Kicking Kenya	Know the location of Kenya within the context of Africa. Identify Kenya on the African map and at least 2 other countries. Be able to use latitude and longitude to describe the Kenya location and compare this to the UK, Brazil location.	Be able to use latitude and longitude to describe the Kenya location and compare this to the UK, Brazil, China location.
			Know the main African physical geography inc the locations of 2 main mountains/ upland (Mt Kilimanjaro, Atlas mountains) and 1 lowland area (Sahara desert) and 2 Rivers (Nile, Tana)	Be able to draw and make sense of a climategraph with bars=rain, lines=temperature.
			Know the Kenya physical geography inc the locations of 1 main mountains/ upland (Mt Kenya),1 lowland area (Tsavo), the Tana River, Lake Victoria and the Great Rift Valley	to know how to measure development to compare Kenya to the UK, Brazil and China.
			Know how headlands, cave, arch, stack, stump landforms are created at the Kenya coast.	describe geography patterns using the acronym `TEA` with more confidence.
			Know how coastal sand dunes form in Kenya.	Explain patterns with more confidence using the acronym `TMT`
			Know what Volcanoes are and how they can be grouped into, active, sleeping, extinct and how the rift valley formed in Kenya.	Justify opinions and decisions using the `high five to success` recipe.
			Know the difference between weather and climate and be able to draw and make sense of a climategraph with bars=rain, lines=temperature	
			Know the main climate of Kenya and how it compares to the UK and the reasons why they vary using the `LAWSO`factors	
			Know 2 ways the Kenyan climate varies within the country eg Hot,dry in N vs cool,moist in SW	

			Know what a biome is and 2 characteristics of what the Savannah biome is like in Kenya	
			Know 2 ways the KENYAN climate might change due to climate change	
			Know what mitigation and adaption is when tackling climate change	
			Know the main African population distribution eg one area of highest and lowest population and 2 reasons for this.	
			Know the main KENYAN human geography inc names of main cities and location eg Nairobi, Mombasa,)	
			Know how the population in Kenya is unevenly distributed. (Highest in SW, lowest in NE) and 1 reason for this.	
			Know the meaning of Urbanisation and know 2 ways life in Nairobi is different from those who are rural farmers (pastoralists)	
			Know the 4 main ways to sort the jobs people do in Kenya (Primary, secondary, Tertiary, Quaternary)	
			Know a definition/meaning of development and 2 ways to measure it to compare to other counties eg Life expectancy, GNI	
			Know how developed Kenya is compared to UK, Brazil and China	
			Know 2 advantages and 2 disadvantages of how Kenya earns money from flowers	
			Know how fair trade can help Kenya develop eg Kazuri beads.	

			Know 2 advantages and 2 disadvantages of safari and beach holidays in Kenya.	
			Know 2 ways tourism in Kenya could be more sustainable.	
9	1-2	Incredible India	know the location of the INDIA within the context of Asia. Identify INDIA on the Asia map and at least 10 other countries. Be able to use latitude and longitude to describe the INDIA location and compare it to the UK, Brazil, China and Kenya Know the main INDIAN physical geography inc the locations of the Himalayas, Deccan plateau, Ganges river. know and be able to identify the main components of the water cycle diagram. Identify 5 stores where water is held (sea, clouds, ice, trees, groundwater) and 5 transfers/processes (evaporation, condensation, precipitation, transpiration, infiltration) that take water from one place to another as part of this cycle. Know the 7 main parts of the river drainage basin diagram (source, tributary, confluence, estuary, mouth, watershed, valley) identify the upper/middle/lower course on a river long profile diagram and describe how steep each section might be. Know the importance of the Gangotri glacier, river delta, Sunderbans and Bay of Bengal on the River Ganges Know what river erosion(hydraulic action, abrasion), transport(traction, suspension) and deposition is. Know how meanders can develop into ox bow lakes over time. understand 3 causes of river flooding (Monsoon wet season, impermeable rock, deforestation) know 2 impacts of river Ganges floods and 2 ways to prevent river flooding in the future. Know the 4 step recipe on how earthquakes happen in India at a destructive margin with collision. Know 2 primary and 2 secondary impacts of earthquakes	Be able to use latitude and longitude to describe India location and compare this to the UK, Brazil, China, Kenya location.

			Know 2 immediate and 2 long term responses to earthquakes and know an advantage and disadvantage of each one.		
			Know why INDIA has large earthquakes compared to the UK.		
			know the difference between weather and climate		
			understand the main INDIAN weather and climate pattern and how influenced by `LAWSO` factors including the reasons for the wet monsoon.		
			Be able to draw and make sense of a climategraph with bars=rain, lines=temperature. Be able to describe and explain the differences between the INDIAN climate and Brazil, UK		
			know 2 human activities that can lead to climate change(global warming)		
			know 2 ways the INDIA weather and climate will change with global warming and 2 impacts that will bring		
			know 2 ways that India could manage climate change to reduce the impacts and why this might be difficult to get international agreement as global citizens.		
			know the definition of a hot desert biome and 2 characteristics.		
			Know where the Thar desert is located and 2 opportunities (Tourism, Mining) and 2 challenges(arid, high temperatures) they bring		
			Know the names of 5 INDIAN cities (New Delhi, Mumbai, Chennai, Bangalore, Kolkata) and their location on a map.		
			know 2 reasons why the INDIA's population is unevenly distributed(economy/relief). To name 1 area of high (Mumbai to the west) and 1 low population density(Odisha in the East)		
			know that rural to urban migration and natural increase are the 2 main causes of urbanization.		
			Know 1 advantage and 1 disadvantage of the rapid growth of Mumbai		
			Know the definition of a slum/squatter settlement		
			Know 2 advantages and 1 disadvantage of the Dharavi slum rehabilitation plan		
			know the 4 main ways to sort the jobs people do in the INDIA (Primary, secondary, Tertiary, Quaternary)		

			know a definition/meaning of development and 4 ways to measure it eg Life expectancy, GNI, HDI, people per doctor. know how INDIA development compares to UK, China, Kenya, Russia and the Middle East countries.	
				Be able to draw and make sense of a climategraph with bars=rain, lines=temperature.
				to know how to measure development to compare India to the UK, Brazil , China.and Kenya.
				describe geography patterns using the acronym `TEA` with more confidence.
				Explain patterns with more confidence using the acronym `TMT`
				Justify opinions and decisions using the `high five to success` recipe with more confidence
	3-6	Return to the Unbelievable UK inc Russia and Middle East comparisons		
			know the location of the UK within the context of Europe. Identify UK on the Europe map and at least 10 other countries. Be able to use **latitude** and **longitude** to describe the UK location	Be able to use latitude and longitude to describe the UK location and compare this to the UK, Brazil, China, Kenya, India, Russia and Middle East location.
			know the nations that make up the British Isles(5), UK (4),GB(3) and locate them on a map.	Be able to draw and make sense of a climategraph with bars=rain, lines=temperature
			know that UK's nations are divided into regions eg Midlands, South East, South West, Yorkshire + Humber and these are further divided into counties	to know how to measure development to compare UK to Brazil China, Kenya.,

			and unitary (large city) authorities and locate them on a map.	India, Russia and Middle East.
			have an overview of the main UK physical geography inc the locations of 9 main mountains/ uplands (**Grampians, Pennines, Lake District, Welsh mountains**,**Dartmoor, Antrim mtns, South Downs, NW Highlands, Southern uplands) 3 mountain peaks:** Ben Nevis, Snowdon,Scafell Pike. **3** lowland areas (**Fens, Somerset and Pevensey Levels**) and 8 Rivers (**Severn,Thames,Tweed,Mersey,Bann, Cuckmere, Great Ouse, Trent)**	Fully describe geography patterns using the acronym `TEA
			know and be able to identify the main components of the water cycle diagram. Identify 5 stores where water is held (sea,clouds,ice, trees, groundwater) and 5 transfers/processes (evaporation,condensation,precipitation, transpiration, infiltration) that take water from one place to another as part of this cycle.	Fully explain patterns using the acronym `TMT`
			know the 7 main parts of the river drainage basin diagram (source,tributary,confluence, estuary,mouth, watershed, valley)	Fully Justify opinions and decisions using the `high five to success` recipe.
			to identify the upper/middle/lower course on a river long profile diagram and describe how steep each section might be.	
			know the main parts of the River Thames drainage basin eg source at Thames Head, the river Cherwell and Lee tributaries, Thames estuary,mouth at Southend on sea. Know why rain water will make its way to the Thames even if it falls 40km away from it.	
			know what river erosion(hydraulic action, abrasion), transport(traction,suspension) and deposition is.	
			know the 4 step process on how waterfalls form including the terms plunge pool + gorge.	
			understand how river meanders form including why erosion on the outside bend, deposition on the inside. Be able to draw a cross section(slice) through a meander and add 6 labels correctly of fastest + slowest flow, deep + shallow water.river cliff, slip-off slope.	
			know how meanders can develop into ox bow lakes over time.	
			know how waves form and the difference between weathering and sea erosion that help to shape the coastline.	

			know the formation of 6 coastal landforms: headland, bay, cave, arch, stack, stump,	
			know 3 ways of managing the coast from erosion/flooding (sea wall, groyne, beach replenishment and the advantages/disadvantages of each one.	
			understand 2 causes of river flooding (above average rainfall, impermeable rock)	
			know 2 impacts of floods and 2 ways to prevent river flooding in the future.	
			know why the UK only has small earthquakes compared to China.	
			know the difference between weather and climate	
			understand the main UK weather and climate pattern and how influenced by `LAWSO` factors	
			be able to draw and make sense of a climategraph with bars=rain, lines=temperature. Be able to describe and explain the differences between the UK climate and Brazil.	
			know how Hailsham common pond ecosystem is different to Amazon tropical rainforest and explain what a food chain/web is within each ecosystem.	
			know 2 human activities that can lead to climate change(global warming)	
			know 2 ways the UK weather and climate will change with global warming and 2 impacts that will bring	
			know 2 ways to manage climate change to reduce the impacts and why this might be difficult to get international agreement as global citizens.	
			Know the names of 10 UK cities(London, Edinburgh, Cardiff, Belfast, Manchester,Newcastle,Birmingham,Liverpool,Plymouth,Brighton) and their location on a map.	
			know 2 reasons why the UK's population is unevenly distributed(economy/relief). To name 1 area of high (London and the SE) and 1 low population density(NW Scotland)	
			know the names and locations of 5 UK motorways (M1,M23,M25,M4, M6) ,3 airports (Gatwick, Heathrow, Manchester).and 3 lines of the London underground.	

			know how to use primary fieldwork and secondary research to investigate peoples` opinions of the Hailsham 10 minute town and communicate your findings in a variety of ways	
			know the 4 main ways to sort the jobs people do in the UK (Primary, secondary, Tertiary, Quaternary)	
			know how farming as a primary industry is vital for the UK sustainability and to undertake fieldwork/research of a local farm, Hailsham.	
			know a definition/meaning of development and 4 ways to measure it eg Life expectancy, GNI, HDI, people per doctor.	
			know how the UK development compares to China, Russia and the Middle East countries	
			know how the UK geography compares to Russia and the Middle East countries including: size, main cities,climate,biomes, development.	

Yr10 Hazards	Term 1/2	Knowledge	Skills
		Definition of a natural hazard and different types.	To use latitude and longitude to locate tectonic and weather hazards
		At least 3 factors that affect the risk of natural hazards e.g. population size	describe geography patterns using the acronym `TEA`
		Where earthquakes and volcanoes are found.	explain patterns using the acronym `TMT
		The 4 main parts of the structure of the earth.	justify opinions and decisions using some of the `high five to success` recipe

		The 3 main types of plate boundary.	
		part1: <u>A LIC/NEE</u> case study to use as part of `two countries of contrasting levels of wealth to show the primary and secondary effects of, and the immediate and long term responses to, a tectonic hazard` e.g. Nepal quake 2015.	
		part 2: <u>HIC</u> case study to use as part of `two countries of contrasting levels of wealth to show the primary and secondary effects of, and the immediate and long-term responses to, a tectonic hazard`. E.g. the Chile quake of 2010.	
		At least 2 reasons why people continue to live in areas at risk from tectonic hazards.	
		How monitoring, prediction, protection and planning can reduce the risk from a tectonic hazard e.g. earthquakes.	
		Global atmospheric circulation helps to determine patterns of weather and climate. 3 cell atmospheric circulation model i.e Polar/Ferrel/Hadley cell; high/low pressure belts and how this causes surface winds. An understanding of the relationship between tropical storms and general atmospheric circulation i.e one reason why they occur where they do.	
		Global distribution of tropical storms (hurricanes, cyclones, typhoons and the conditions/sequence (recipe) leading to the formation of a tropical storm. The structure and features of a tropical storm and be able to identify on a diagram/satellite photo.	
		Two ways How climate change might affect the distribution, frequency and intensity of tropical storms.	
		A named example of a tropical storm to illustrate: the primary and secondary effects and the immediate and long-term responses. E.g. typhoon Haiyan 2013.	
		Two ways how monitoring, prediction, protection and planning can reduce the effects of tropical storms.	
		Name 3 types of weather hazard in UK and two bits of evidence that UK weather is becoming more extreme.	
		Somerset levels floods 2014 as an example of a recent extreme UK weather event to show: **• 2 physical and 2 human Causes** **• 2 Social, 2 economic, 2 environmental impacts**	

		How management strategies can reduce the risk e.g. know 2 such as `FLAG'.	
		Four bits of evidence of climate change from the beginning of the Quaternary period (2.6M years ago) to the present day e.g. tree rings, ice cores, pollen analysis, historical books/paintings.	
		Possible causes of climate change: know three Natural (orbital change/volcanic activity/solar output) and three Human factors (use of fossil fuels/agriculture(farming) /deforestation.	
		Overview of the effects (impacts) of climate change on people and environment. Know at least two examples.	
		Managing climate change: **<u>Mitigation</u> (stop it) e.g. alternative energy production such as renewables/carbon capture/planting trees / international agreements on greenhouse gas emissions** **<u>Adaptation</u> (changes humans make to cope) e.g. change in farming(agricultural) systems, managing water supply, reducing risk from rising sea levels (e.g. building sea walls, raising beach levels, flood plain zoning etc).**	
Yr10 Living world	Term 3/4	**Definition of an ecosystem, food chain, food web, producer, consumers, decomposers.**	To use latitude and longitude to locate the 4 main Biomes.
		An example of a small scale UK ecosystem e.g. Hailsham Common Pond to show how the ecosystem works e.g. the pond food chain and web, how nutrients are recycled etc.	Describe geography patterns using the acronym `TEA`.
		The balance between components within an ecosystem and the impacts on it of changing one component e.g. if the number of producers goes down or the number of consumers goes up.	Explain patterns using the acronym `TMT'.
		An overview of the distribution and characteristics of large scale ecosystems (biomes) e.g. know the names of 4 biomes, location (a map to show main types) and what each biome is like e.g. climate and vegetation found there.	Justify opinions and decisions using the `high five to success' recipe.

		Physical (natural) characteristics of a named tropical rainforest e.g. location, size, climate data, soil type, biodiversity.	
		The interdependence of climate, water, soils, plants, animals and people in the Rainforest e.g. how the ecosystem works, how each part relies on each other to support life including how humans rely on it.	
		How plants and animals have adapted to the rainforest's physical conditions e.g. name 3 plants (Lianas, Kapok tree, epiphytes and 2 animals (jaguars, parrots, poison dart frogs) and how they have adapted.	
		Issues related to Rainforest biodiversity e.g. how the gallery structure works.	
		Changing rates of rainforest deforestation e.g. past and recent trends of increase/decrease.	
		A case study of a named rainforest e.g. Amazonia to illustrate: **a. Causes of deforestation: know the 6 causes via the acrostic** `TREAT ME` **Timber (logging of hardwoods) Road building e.g. Trans-Amazonia highway. Energy development e.g. HEP. Agriculture e.g. subsistence and commercial farming (e.g. cash crops and ranching)/ Towns due to population growth. Mineral extraction e.g. gold** **IMPACTS of deforestation: both positive e.g. economic development and negative e.g. soil erosion, link to climate change and loss of tribes (indigenous cultures).**	
		The value of rainforests to people and the environment e.g. lungs of world idea and carbon sink reducing climate change/ biodiversity/ culture of local tribes	
		Strategies used to manage the rainforest sustainably e.g. selective logging, replanting, conservation and education e.g. Rainforest alliance, ecotourism, international agreements on use of rainforest hardwoods e.g. ITTO, debt reduction (`debt for nature swopping`).	
		Physical (natural) characteristics of a named hot desert e.g. location, size, climate data, soil type, biodiversity.	

		The interdependence of climate, water, soils, plants, animals and people in the Rainforest e.g. how the ecosystem works to support life including how humans rely on it.	
		How plants and animals have adapted to the hot desert physical conditions e.g. name 2 plants (cactus and eucalyptus tree) and 2 animals (Camel and desert fox) and how they have adapted	
		A case study of a hot desert e.g. THAR desert to illustrate: • **<u>Development</u> opportunities: Tourism/Agriculture/Mineral extraction/ Energy** **CHALLENGES of developing hot desert areas:** • **Water/Accessibility/Temperatures**	
		Causes of desertification: climate change/population growth/fuel wood removal/overgrazing/over-cultivation/soil erosion.	
		Three strategies to reduce the risk of desertification: <u>water and soil management</u> e.g. magic stones(bunding)/<u>tree planting</u> e.g. Zai pits /<u>use of appropriate technology</u> e.g. rainwater harvesting.	
	Term 5/6 Coasts and Rivers	**An overview of the location of major UK upland/lowland areas and UK rivers e.g. could you name and locate on a UK map these** 9 main mountains/ uplands (**Grampians, Pennines, Lake District, Welsh mountains**, **Dartmoor, Antrim mtns, South Downs, NW Highlands, Southern uplands) 3 mountain peaks:** Ben Nevis, Snowdon, Scafell Pike. **3** lowland areas (**Fens, Somerset and Pevensey Levels**) and 8 Rivers (**Severn, Thames, Tweed, Mersey, Bann, Cuckmere, Great Ouse, Trent).**	To use latitude and longitude to locate the major UK Physical Geography
		COASTS: Two main wave types and their characteristics e.g. three differences between constructive vs destructive waves.	Describe confidently geography patterns using the acronym `TEA`.
		Coastal processes part 1: 3 weathering types (mechanical, chemical, biological) and 3 types of mass movement (sliding, slumping and rock falls).	Confidently Explain patterns using the acronym `TMT'.
		Coastal processes part 2: • **4 types of erosion: hydraulic power, abrasion, attrition, solution** • **How transportation by longshore drift happens**	Confidently Justify opinions and decisions

		• **Deposition: explain how sediment can be deposited in coastal areas e.g. beaches**	using all of the `high five to success' recipe.
		How geological structure and rock type can influence coastal landforms e.g. why do landforms vary on hard rock vs soft rock coasts, how alignment of rocks to sea can change landforms seen (concordant vs discordant coasts).	
		Characteristics and formation of landforms resulting from erosion: could you draw and add labels to explain how each are formed. • **Headlands and bays** • **Cliffs and wave cut platforms** • **Caves/arches/stacks/stumps**	
		Characteristics and formation of landforms resulting from deposition: could you draw and add labels to explain how each are formed. • **Beaches** • **Sand dunes** • **Spits and bars**	
		Example of a section of UK coastline to identify its major landforms of erosion/deposition **E.g.: Birling Gap, East Sussex: landforms seen: could you draw and add labels to explain how each are formed.** • **Birling Gap caves, cliffs and wave cut platform (erosion)** • **Birling Gap beaches (deposition)**	
		The costs and benefits of the following management strategies: • **4 types of Hard engineering: sea walls/rock armour/gabions/groynes** • **2 types of Soft engineering: beach nourishment and reprofiling, dune regeneration** • **Managed retreat: coastal realignment; what is it and costs/benefits**	
		An example of a UK coastal management scheme e.g. Birling Gap managed realignment to show: • **2 reasons for the management e.g. why needed?** • **The management strategy used** • **2 resulting effects and 2 conflicts between stakeholders from using it**	

		<u>RIVERS</u>: Draw and label the 3 main sections of a long profile and changing cross profile of a river and its valley.	
		Fluvial (river) processes: • **4 types of Erosion by: hydraulic power, abrasion, attrition, solution** • **How erosion can be vertical (bed)and lateral (horizontal) so eroding the banks.** • **4 types of Transportation: traction, saltation, suspension, solution** • **Deposition: why rivers deposit sediment especially at the river mouth**	
		Characteristics and formation of landforms from river <u>erosion</u>: could you draw and add labels to explain how each are formed. • **Interlocking spurs and V shaped valleys** • **Waterfalls and gorges**	
		Characteristics and formation of landforms from river <u>erosion and deposition</u>: could you draw and add labels to explain how each are formed. • **Meanders (slip off slopes and river cliffs)** • **Ox bow lakes**	
		Characteristics and formation of landforms from river <u>deposition</u>: could you draw and add labels to explain how each are formed. • **Levees** • **Flood plains** • **Estuaries**	
		An example of a UK river valley to identify its major landforms e.g. River Tees in N England • **UPPER: v shaped valley/interlocking spurs and High force waterfall** • **Middle: meanders and ox bow lakes at Yarm.** • **Floodplains/levees/mudflats at estuary at Middlesbrough on North Sea**	
		Know 3 reasons that would explain why the flood risk might be more severe in one area compared to another (physical factors e.g. precipitation, geology and human factors e.g. land use).	
		The use of hydrographs to show the relationship between precipitation and river discharge e.g. what is a hydrograph, how does the rising and descending limb change, what is lag time and know the difference between a flashy and laggy hydrograph.	

		The costs and benefits of the following management strategies: • **4 Hard engineering types: dams and reservoirs, channel straightening, embankments, flood relief channels.** • **4 Soft engineering types: flood warnings and preparation, flood plain zoning, planting trees (afforestation) and river restoration**	
		An example of a UK flood management scheme e.g. River Parrett, Somerset levels to show • **Why the scheme was required e.g. Floods 2014** • **3 types of management strategy used e.g. dredging, tidal barrier and `FLAG`** • **6 social, economic and environmental issues resulting from it (2 for each)**	
Year 11	term 1 Urban issues and challenges	**Definition of urbanisation, megacities, squatter settlements, deprivation, natural increase, formal vs informal economy, difference and meaning between HIC, LIC and NEE.**	To use latitude and longitude to locate Brighton and Mumbai and a range of Megacities.
		The global pattern of urban change e.g. • **where in the world are urbanisation totals the highest?** • **How is this different to the rates of urbanisation around the world between LICs/HICs** • **The emergence of megacities e.g. why have they grown up rapidly in the last 15/20 years. how have the locations of largest megacities changed between LIC/HIC?**	Describe confidently geography patterns using the acronym `TEA`.
		The 2 main factors affecting the rate of urbanisation: • **<u>Rural to Urban migration</u>: know 3 PUSH and pull factors causing this** • **<u>Natural increase</u>: 2 reasons why the birth rate is now higher in cities in LICs and NEEs than the death rate?**	Confidently Explain patterns using the acronym `TMT'.
		Case study of a major city in a LIC or NEE to illustrate: (Mumbai, INDIA, NEE)	Confidently Justify opinions and decisions

			using all of the `high five to success' recipe.
		The location & importance of the city, regionally, nationally & internationally e.g. 3 reasons why Mumbai is an important city in: • **Maharashtra state (regionally) e.g. busy port creates jobs/growth in Maharashtra** • **Within India (nationally) e.g. Nariman Point, Mumbai is India`s financial hub** • **Around the World (internationally) e.g. Bollywood released over 100 films in 2016**	
		Two main causes of growth of Mumbai: • Natural increase**: many young migrants move to the city so birth rates high e.g. Mumbai as a megacity now has 23Million + people. By 2030, Mumbai will have an estimated population of 28 million.** • Rural to Urban Migration**: Push factors from rural areas e.g. bad harvests, farm machines replacing workers, little hope for future. PULL factors to Mumbai e.g. improved schools, hospitals, informal and formal economy opportunities.**	
		How urban growth has created opportunities: • **4 Social opportunities: (HEWE acronym) Health/Education/Water/Energy** • **3 Economic opportunities: how urban industrial areas can be a stimulus for economic development e.g. FORMAL jobs: Nariman Point, Mumbai, jobs linked to the port, Bollywood films, Tata group (large transnational Indian company) headquarters in Mumbai and INFORMAL jobs: rag pickers, street hawkers, recycling industries, skilled crafts e.g. potters. (85% of Dharavi slum in Mumbai have a job of some kind)**	
		How urban growth has created challenges: • **4 Social & Economic challenges: Squatting/Illness/Toilets/Unemployment (SITU acronym)** • **4 Environmental challenges: Water and Air pollution/ Rubbish (waste disposal) and traffic congestion (WART acronym)**	
		An example of how urban planning is improving the quality of life for the urban poor e.g.	

		Know about the plans for Dharavi slums: called the SRA (Slum Rehabilitation Authority). How much is it costing? What are 3 advantages and 3 disadvantages of the project linked to improving quality of life for the urban poor.	
		Overview of the distribution of population & major cities in the UK. E.g. know the names and locations of these 5 main UK cities e.g. London, Birmingham, Bristol, Liverpool, Newcastle. **Name 2 areas of the UK that are most and least crowded and 2 reasons to explain this pattern.**	
		Case study of a major city in the UK to illustrate: (Brighton and Hove, UK)	
		The location & importance of the city in the UK and the wider world: e.g. know 5 reasons through the acronym: TEARS: Tourism/Education-Entertainment/Accessibility/Religion/Silicon Beach.	
		Impacts of national & international migration on the growth and character of the city. So know 2 ways that the growth and character of Brighton has changed due national/international migration: e.g. • **5th largest Jewish community here: Many street names after Jews e.g. Goldsmid road** • **Large Chinese New Year festival** • **Mix of culture across the city reflected in food, music etc (multicultural)** **Large student population (30,000 +) from across UK and World leads to studentification.**	
		How has urban change created <u>opportunities</u>: know the 5 ways below **<u>Social and Economic</u>:** • **Cultural mix** • **Recreation and entertainment** • **Employment** • **Integrated transport systems** **<u>Environmental</u>: URBAN greening e.g. living roofs, wildflower verges, The level park restored etc.**	
		How urban growth has created these <u>challenges</u>: **a. <u>Social and Economic</u>: (seen between suburbs of Moulsecoomb and Tongdean. Know data for each)** • **Urban deprivation** • **Inequalities in housing.**	

		• **Education** • **Health** • **Employment** **b. Environmental:** • **Dereliction e.g. as a small city with lots of tourists derelict sites=eyesore e.g. New England ¼ before** • **Ads/disdas of Building on brownfield e.g. New England ¼ and greenfield sites e.g. Falmer** • **Waste disposal e.g. how is waste managed across the city? Link to Newhaven incinerator** **The impact of urban sprawl on the rural-urban fringe and the growth of commuter settlements e.g. Ads/disads of Worthing/Shoreham/Peacehaven as commuter settlements.**	
		An example of an urban regeneration project (New England ¼, Brighton) to show: • **2 Reasons why the area needed regeneration** • **4 main features of the project**	
		3 features of sustainable urban living: (know how `Bioregional` designed the New England ¼ homes) • **Water & energy conservation e.g. kitchen water/energy meters, triple glazing etc** • **Waste recycling: how is rubbish managed in the New England ¼, Creating green space e.g. roof top gardens, wildflower verges, the `greenway` etc.**	
		How 4 urban transport strategies are used to reduce traffic congestion e.g. `Hourbike` cycle scheme, park and ride, electric charging points, expensive and limited car parking etc.	
Year 11	term 2/3 Economic world	**Development: Economic (jobs and money) and social (people, equality etc).**	To use latitude and longitude to locate India and UK and a range of

			other countries.
		Ways to measure economic and social development: HDI, GNI per head, birth/death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water.	Describe confidently geography patterns using the acronym `TEA`.
		Limitations of these economic and social measures e.g. what is wrong with GNI per head or life expectancy as development measures?	Confidently Explain patterns using the acronym `TMT'.
		Two links between the stages of the Demographic Transition Model and the level of development e.g. what happens to birth/death rates and overall population total as a country develops, what happens to infant mortality rates with development.	Confidently Justify opinions and decisions using all of the `high five to success' recipe.
		Uneven development: • **Two <u>physical</u> e.g. natural hazards, poor climate** • **Two <u>economic</u> e.g. unfair trade and over reliance on primary products, debt.** • **One <u>historical</u> reason e.g. colonialism.**	
		Consequences of uneven development: disparities in wealth and health and international migration e.g. • **disparities in wealth and health: be able to compare 2 countries (UK/INDIA) in GNI, life expectancy, infant mortality rates and HDI to show this.** **Know that this has caused large flows of international migration e.g. economic migrants.**	
		Overview of the 7 strategies used to reduce the development gap: • **Investment & Industrial development e.g. HUL TNC investment into India** • **Tourism e.g. India tourism in Kerala** • **Aid: top down vs bottom up aid projects** • **Using intermediate technology: e.g. Micro Hydro in Odisha, India** • **Fairtrade: how does this benefit poor farmers in India growing Tea.** • **Debt relief: how does this help to reduce the development gap?**	

		Microfinance loans: what are they and how can they help improve development?	
		One of how the growth of tourism in a LIC/NEE helps to reduce the development gap e.g. India tourism in Kerala. **Know 2 reasons for tourism here, 2 + and 2- impacts of this.**	
		A case study of one LIC/NEE to illustrate: i.e INDIA as a NEE • **Location & importance of the country: regionally and globally e.g. what are 3 reasons why is India important within ASIA and around the World.** • **Wider political, social, cultural & environmental context within which the country is placed i.e how is India governed? What are 2 social issues the country faces? Name 2 characteristics of Indian Culture and know 3 environmental concerns it faces e.g. coping with monsoons, pollution and waste disposal?** • **The changing industrial structure. The balance between different sectors of the economy e.g. What is the % of primary/secondary/tertiary jobs in India and know 3 ways this has changed as the country has developed.** • **How manufacturing industry can stimulate economic development e.g. as point above 1 way secondary work boosted Indian development e.g. `make in India` government campaign** • **Role of TNC`s e.g. Unilever in industrial development and 3 advantages and 2 disadvantages to the host country. i.e to India** • **2 main types of Aid and 4 impacts of it (advantages and disadvantages) to India i.e top down e.g. Sardar Sarovar dam vs bottom up e.g. Micro Hydro in Odisha, India funded partly by NGO practical action.** • **2 Positive and 2 Negative environmental impacts of economic development & effects of economic development on quality of life for the population e.g. <u>negative</u>: air/water pollution, lack of access to safe water especially in squatter settlements (Bustees) e.g. Dharavi. <u>Positive</u>: More job opportunities (formal and informal) to help reduce poverty.**	

		<u>Economic futures in the UK</u>: **The 3 main causes of UK economic change: e.g. deindustrialisation & decline of traditional industrial base, globalisation and government policies.**	
		Moving towards a post industrial economy: know the meaning and 2 characteristics of: • **Development of information technology** • **Service industries, finance, research, Science e.g. Cambridge science park compared to business parks.**	
		Impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable e.g. know 3 reasons why the Toyota car plant at Burnaston is more eco-friendly than before e.g. 17,000 solar panels etc.	
		Social & economic changes in the rural landscape in 1 area of population <u>growth</u> e.g. <u>Hellingly</u>, Sussex e.g. more traffic increasing travel times, pressure to build houses on greenfield sites, schools/doctors struggle to cope with more people etc.	
		Eeconomic change in the rural landscape in 1 area of population <u>decline</u> e.g. <u>Lake district</u> (NW England) e.g. school closure due to falling numbers, ageing population leading to `ghost villages` etc.	
		Four Improvements & new developments in road/rail infrastructure, port & airport capacity e.g. M25 smart motorways , Crossrail and HS2/HS3, London Gateway port, London city airport and Heathrow airport expansion.	
		North-south divide. What is it and what are 4 strategies used in an attempt to resolve these regional differences across the UK e.g. northern powerhouse plan, HS2/3, enterprise zones, devolving more powers away from central government to local councils etc.	
		The UK in Wider World: know the 4 areas below: • **Links through trade e.g. imports/exports to a range of countries** • **Culture e.g. 50 English speaking countries, UK tv and music global audience.** • **Transport and electronic communication e.g. Heathrow 4th busiest airport in World, Eurotunnel links to Europe. UK centre for submarine internet cables connecting whole world.** • **Economic & political links such as the EU (our role changed since BREXIT but still links with 27 EU countries) &**	

		Commonwealth (53 countries with our Queen as head).	
Year 11	term 4 Challenge of Resource management	**Demand and provision of resources in the UK has created opportunities as well as challenges: FOOD** • **the growing demand for high value food from LICs and all year demands for seasonal food and organic produce e.g. in 2013 47% of UK food was imported. Name 2 opportunities(positives) of this e.g. jobs/wages in LIC`s… and 2 challenges (negatives of this) e.g. less land for locals to farm food for themselves as best land used for cash crops to export.** • **Larger carbon footprints due to the increased number of food miles travelled. Know 1 challenge and 1 opportunity of this eg Challenge: reliance on food from abroad creates transport pollution (food miles). Opportunity: This has led in the UK to more local farmers markets to reduce the food miles as locally sourced.** **The trend towards agribusiness: East Anglia has a high concentration. Know 1 positive and 1 negative impacts of this type of farming.**	To use latitude and longitude to locate Odisha in India.
		Demand and provision of resources in the UK has created opportunities as well as challenges: WATER • **Changing demand for water in UK: 2 reasons why demand has gone up?** • **Know 2 water quality and pollution management strategies used.** **Know what water transfer schemes are and 1 reason for doing it e.g. to match supply with demand. Name 1 area of the UK in deficit and 1 area with a water surplus. Name 2 ways to conserve (not use too much) water.**	Describe confidently geography patterns using the acronym `TEA`.
		Definition of Resources/resource management/surplus/deficit/ quality of life(wellbeing).	Confidently Explain patterns using the acronym `TMT'.
		Significance of food, water, energy to economic and social wellbeing and the global inequalities in the supply and consumption of resources e.g. • **FOOD: on a world map to show calorie consumption/food intake: name 2 areas with too much (leading to obesity) and 2 areas with too little (leading to malnourishment, disease, poor wellbeing and low life expectancy** • **WATER: on a world map to show safe drinking water and use around the World. name 2 areas where water is**	Confidently Justify opinions and decisions using all of the `high five to success' recipe.

		scarce (rare)and name 2 problems due to a lack of water and 2 problems due to poor quality water. • **ENERGY: on a world map to show energy consumption. What are 2 differences between LIC/NEE/HIC. Know 2 reasons why energy security is important for country development.**	
		Know what water transfer schemes are and 1 reason for doing it e.g. to match supply with demand. Name 1 area of the UK in deficit and 1 area with a water surplus. Name 2 ways to conserve (not use too much) water.	
		Changing demand and provision of resources in the UK has created opportunities as well as challenges: **ENERGY** • **4 main trends in the changing energy mix: i.e the reliance on fossil fuels and the growing significance of renewables e.g. Trend 1: 1970 91% of UK energy came from coal/oil. Trend 2: Then North sea gas found so in 1980: 22% from gas. Trend 3: 1990`s Nuclear energy. Trend 4: Today a shift towards renewables e.g. wind, solar etc Reduced domestic supplies of coal, oil ,gas e.g. especially as North Sea oil/gas in decline and climate change pollution policies.** • **Economic & environmental issues resulting from using(exploiting) energy sources e.g. 2 positive and 2 negative impacts of using fossil fuels.**	
		ENERGY chosen topic: on a world map of global distribution of energy supply & consumption name 2 areas that show energy surplus(security) and 2 areas that are in deficit (insecurity).	
		3 Reasons for increasing energy consumption: • **Economic development e.g. rapid growth of industry in India/China** • **Rising population e.g. world population 9.7billion by 2050.** • **Technology e.g. more devices/gadgets require power/energy.**	
		Affecting energy supply:	

		• **Physical factors e.g. windy=wind farms, rivers=dams and HEP etc** • **Cost of exploitation& production e.g. LICs may struggle to invest in getting at the energy resources found in their country.** • **Technology: new ideas improving energy supply e.g. fracking of shale gas, tar sand oil.** • **Political: unrest in certain countries e.g. Nigeria & pipeline attacks.**	
		Impacts of energy security: • **Exploration of environmentally sensitive areas e.g. oil in Arctic pollution concerns** • **Industrial output: Energy vital for business growth, without it output reduced.** • **Food production: many farming methods now need energy e.g. machinery, fertz.** • **Conflict: future wars/tension likely over resources e.g. Ukraine gas from Russia.**	
		Overview of strategies to increase energy supply: • **Know the meaning of these 7 Renewables (biomass, wind, hydro, tidal, geothermal, wave, solar) and 1 advantage and 1 disadvantage of each.**	
		Example of how the extraction of fossil fuels has both advantages and disadvantages e.g. fracking for gas in USA. Know what fracking is and 2 advantages and 2 disadvantages of it.	
		Know the 2 main strategies towards a sustainable resource future: • **Real time Individual energy use and carbon footprint calculations** • **Energy conservation: e.g. designing homes, workplace & transport for sustainability, demand reduction, use of technology to increase efficiency in the use of fossil fuels.**	
		Example of a local renewable energy scheme in a LIC or NEE to provide sustainable supplies of energy e.g. micro hydro schemes in Odisha, India. Know what the scheme is and how it works. Know 2 advantages and 2 disadvantages of it.	

Year 7	Magnificent maps	UK		Brazil		
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What powerful knowledge is being assessed?	**Sense of Place**.	**Adrenaline landscapes** **Climate and ecosystems** **Natural hazards** ***Sense of Place***.	**Development and Sustainability** ***Climate and ecosystems*** ***Natural hazards*** ***Adrenaline landscapes*** ***Sense of Place***.	**Sense of Place**. **Adrenaline landscapes** **Climate and ecosystems** **Natural hazards**	**Development+ Sustainability** ***Climate and ecosystems*** ***Natural hazards*** ***Sense of Place***. ***Adrenaline landscapes***	**Development + Sustainability** ***Sense of Place***. ***Adrenaline landscapes*** ***Climate and ecosystems*** ***Natural hazards***
How (type of assessment)?	Baseline assessment on entry Low stakes retrieval each lesson.. Seneca Quizziz Magnificent maps written assessment.	Low stakes retrieval each lesson.. Seneca Quizziz	Written Assessment	Low stakes retrieval each lesson.. Seneca Quizziz	Low stakes retrieval each lesson.. Seneca Quizziz	Written Assessment
When?	Every lesson (retrieval), Seneca/Quiziz/Bedrock mapper 1 every 2 wks	First Week of term 2	Every lesson (retrieval), Seneca/Quiziz/Bedrock mapper 1 every 2 wks	First Week Term 4	Every lesson (retrieval), Seneca/Quiziz/Bedrock mapper 1 every 2 wks	First Week Term 6
What feedback is given?	Whole class feedback. Self and peer assessment.	Whole class Feedback, Individual gaps identified	Whole class feedback. Self and peer assessment.	Whole class Feedback, Individual gaps identified	Whole class feedback. Self and peer assessment.	Whole class Feedback, Individual gaps identified
What actions must take place for teachers?	High quality questioning. Regular looks at students written work to shape teaching	Assess whole. Identify key gaps to reteach immediately to whole class, and individual actions for students using SIR?	High quality questioning. Regular looks at students written work to shape teaching	Assess whole. Identify key gaps to reteach immediately to whole class, and individual actions for students using SIR?	High quality questioning. Regular looks at students written work to shape teaching	Assess whole. Identify key gaps to reteach immediately to whole class, and individual actions for students using SIR?
What actions must take place for students ?	Correct work as appropriate	Students complete home learning tasks linked to gaps	Correct work as appropriate	Students complete home learning tasks linked to gaps	Correct work as appropriate	Students complete home learning tasks linked to gaps
When is this revisited?	Through the UK and Brazil units.	All term 2/3 in retrieval. Term 3 written assessment		All term 4/5 in retrieval. Term 6 written assessment		Through Term 6 in retrieval Written assessment

Year 8	Creative China			Kicking Kenya		
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What powerful knowledge is being assessed?	**Sense of Place**. **Adrenaline landscapes**	**Climate and ecosystems** **Natural hazards** ***Adrenaline landscapes*** ***Sense of Place***.	**Development and Sustainability** ***Sense of Place***. ***Climate and ecosystems*** ***Natural hazards*** ***Adrenaline landscapes*** ***Sense of Place***.	**Sense of Place**. **Adrenaline landscapes**	**Climate and ecosystems** **Natural hazards** ***Adrenaline landscapes*** ***Sense of Place***	**Development and Sustainability** ***Climate and ecosystems*** ***Natural hazards*** ***Adrenaline landscapes*** ***Sense of Place***
How (type of assessment)?	Low stakes retrieval each lesson.. Seneca Quizziz	Low stakes retrieval each lesson.. Seneca Quizziz	Written Assessment	Low stakes retrieval each lesson.. Seneca Quizziz	Low stakes retrieval each lesson.. Seneca Quizziz	Written Assessment
When?	Every lesson (retrieval), Seneca/Quiziz/Bedrock mapper 1 every 2 wks	First Week of term 2	Every lesson (retrieval), Seneca/Quiziz/Bedrock mapper 1 every 2 wks	First Week Term 4	Every lesson (retrieval), Seneca/Quiziz/Bedrock mapper 1 every 2 wks	First Week Term 6
What feedback is given?	Whole class feedback. Self and peer assessment.	Whole class Feedback, Individual gaps identified	Whole class feedback. Self and peer assessment.	Whole class Feedback, Individual gaps identified	Whole class feedback. Self and peer assessment.	Whole class Feedback, Individual gaps identified
What actions must take place for teachers?	High quality questioning. Regular looks at students written work to shape teaching	Assess whole. Identify key gaps to reteach immediately to whole class, and individual actions for students using SIR?	High quality questioning. Regular looks at students written work to shape teaching	Assess whole. Identify key gaps to reteach immediately to whole class, and individual actions for students using SIR?	High quality questioning. Regular looks at students written work to shape teaching	Assess whole. Identify key gaps to reteach immediately to whole class, and individual actions for students using SIR?
What actions must take place for students ?	Correct work as appropriate	Students complete home learning tasks linked to gaps	Correct work as appropriate	Students complete home learning tasks linked to gaps	Correct work as appropriate	Students complete home learning tasks linked to gaps
When is this revisited?		All term 2/3 in retrieval. Term 3 written assessment		All term 4/5 in retrieval. Term 6 written assessment		Through Term 6 in retrieval and written assessment.

Year 9	Incredible INDIA			UK return		
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What powerful knowledge is being assessed?	**Sense of Place**. **Adrenaline landscapes**	**Climate and ecosystems** **Natural hazards** ***Adrenaline landscapes*** ***Sense of Place***.	**Development and Sustainability** ***Climate and ecosystems*** ***Natural hazards*** ***Adrenaline landscapes*** ***Sense of Place***.	**Sense of Place**. **Adrenaline landscapes**	**Climate and ecosystems** **Natural hazards** ***Adrenaline landscapes*** ***Sense of Place***.	**Development and Sustainability** ***Climate and ecosystems*** ***Natural hazards*** ***Adrenaline landscapes*** ***Sense of Place***.
How (type of assessment)?	Low stakes retrieval each lesson.. Seneca Quizziz	Low stakes retrieval each lesson.. Seneca Quizziz	Written Assessment	Low stakes retrieval each lesson.. Seneca Quizziz	Low stakes retrieval each lesson.. Seneca Quizziz	Written Assessment
When?	Every lesson (retrieval), Seneca/Quiziz/Bedrock mapper 1 every 2 wks	First Week of term 2	Every lesson (retrieval), Seneca/Quiziz/Bedrock mapper 1 every 2 wks	First Week Term 4	Every lesson (retrieval), Seneca/Quiziz/Bedrock mapper 1 every 2 wks	First Week Term 6
What feedback is given?	Whole class feedback. Self and peer assessment.	Whole class Feedback, Individual gaps identified	Whole class feedback. Self and peer assessment.	Whole class Feedback, Individual gaps identified	Whole class feedback. Self and peer assessment.	Whole class Feedback, Individual gaps identified
What actions must take place for teachers?	High quality questioning. Regular looks at students written work to shape teaching	Assess whole. Identify key gaps to reteach immediately to whole class, and individual actions for students using SIR?	High quality questioning. Regular looks at students written work to shape teaching	Assess whole. Identify key gaps to reteach immediately to whole class, and individual actions for students using SIR?	High quality questioning. Regular looks at students written work to shape teaching	Assess whole. Identify key gaps to reteach immediately to whole class, and individual actions for students using SIR?
What actions must take place for students ?	Correct work as appropriate	Students complete home learning tasks linked to gaps	Correct work as appropriate	Students complete home learning tasks linked to gaps	Correct work as appropriate	Students complete home learning tasks linked to gaps
When is this revisited?		All term 2/3 in retrieval. Term 3 written assessment		All term 4/5 in retrieval. Term 6 written assessment		Through Term 6 in retrieval

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What powerful knowledge is being assessed?	Natural Hazards – Causes, effects, responses, PPP, Climate change.	Urban Issues and Challenge – Urbanisation (opportunities and challenges) Mumbai Case Study	Urban Issues and Challenge - Urbanisation (opportunities and challenges) Brighton Case Study	Living World (opportunities and challenges) Amazon Rainforest Case Study	Living World (opportunities and challenges) Thar Desert Case Study	Challenge of Resource Management – Energy
How (type of assessment)?	Low stakes retrieval each lesson.. Seneca Quizziz Glossary tests **Written Assessment – Hazards End of Uni**t	Low stakes retrieval each lesson.. Seneca Quizziz Glossary tests **Mock written paper– Hazards /Urban/Map Skills combo**	**Written Assessment – Urban End of Unit (Hazards/Urban/Map Skills)** Low stakes retrieval each lesson.. Seneca Quizziz Glossary tests	Low stakes retrieval each lesson.. Seneca Quizziz Glossary tests **Written Assessment – DME Living World**	Low stakes retrieval each lesson.. Seneca Quizziz Glossary tests **Written Assessment – Living World/hazards/urban/ map skills End of Unit**	Written Assessment – **End of Year coaching Mock written assessment – Hazards /Urban/Living World** Glossary tests
When?	Every lesson (retrieval), Seneca/Quiziz/Bedrock mapper 1 every 2 wks Hazards End of Unit (wk7)	First Week of term 2 Mocks – final 2 weeks of term.	Every lesson (retrieval), Seneca/Quiziz/Bedrock mapper 1 every 2 wks	First Week Term 4 DME – Final week	Every lesson (retrieval), Seneca/Quiziz/Bedrock mapper 1 every 2 wks	First Week Term 6
What feedback is given?	Whole class feedback. Self and peer assessment.	Whole class Feedback, Individual gaps identified	Whole class feedback. Self and peer assessment.	Whole class Feedback, Individual gaps identified	Whole class feedback. Self and peer assessment.	Whole class Feedback, Individual gaps identified
What actions must take place for teachers?	High quality questioning. Regular looks at students written work to shape teaching	Assess whole. Identify key gaps to reteach immediately to whole class, and individual actions for students using SIR?	High quality questioning. Regular looks at students written work to shape teaching	Assess whole. Identify key gaps to reteach immediately to whole class, and individual actions for students using SIR?	High quality questioning. Regular looks at students written work to shape teaching	Assess whole. Identify key gaps to reteach immediately to whole class, and individual actions for students using SIR?
What actions must take place for students ?	Correct work as appropriate	Students complete home learning tasks linked to gaps	Correct work as appropriate	Students complete home learning tasks linked to gaps	Correct work as appropriate	Students complete home learning tasks linked to gaps
When is this revisited?	Term 2 mock written assessment.	All term 2/3 in retrieval. Term 3 written assessment	All term 4 in retrieval. Term 4 written assessment	All term 5/6 in retrieval. Term 5 and 6 written assessment	All term 6 in retrieval. Term 6 written assessment	Through Term 6 in retrieval and coaching mock written assessment.

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What powerful knowledge is being assessed?	Rivers – water cycle, drainage basin, River Tees case study Landforms and flooding including hydrographs. Flood management	Paper 3, fieldwork – Brighton and Birling Gap. Issue's analysis DME Revision for Jan Mocks	Unit 1-3 revision for Mocks	Unit 1-3 revision for GCSE	Coaching Mocks on paper 1-3. But note exam season starts.	Unit 1-3 Revision 1-3 for GCSE. **Note: exam season in full swing so will depend on lesson attendance. But plan to support right up to last Geog exam.**
How (type of assessment)?	**Paper 1 and Paper 2 Mock written assessments** Low stakes retrieval each lesson.. Seneca Quizziz Glossary tests	Low stakes retrieval each lesson.. Seneca Quizziz Glossary tests	**Jan Mocks paper 1, 2,3 written assessments in wk 19/20.** Low stakes retrieval each lesson.. Seneca Quizziz Glossary tests	Low stakes retrieval each lesson.. Seneca Quizziz Glossary tests	Low stakes retrieval each lesson.. Seneca Quizziz Glossary tests Written Assessment – Coaching Mock – Paper 1 -3	Written Assessment – Coaching Mock – Paper 1 -3
When?	Oct Mocks Every lesson (retrieval), Seneca/Quiziz/Bedrock mapper 1 every 2 wks	First Week of term 2 Mocks – final 2 weeks of term.	Every lesson (retrieval), Seneca/Quiziz/Bedrock mapper 1 every 2 wks	First Week Term 4 DME – Final week	Every lesson (retrieval), Seneca/Quiziz/Bedrock mapper 1 every 2 wks	First Week Term 6
What feedback is given?	Whole class feedback. Self and peer assessment.	Whole class Feedback, Individual gaps identified	Whole class feedback. Self and peer assessment.	Whole class Feedback, Individual gaps identified	Whole class feedback. Self and peer assessment.	Whole class Feedback, Individual gaps identified
What actions must take place for teachers?	High quality questioning. Regular looks at students work to shape teaching	Assess whole. Identify key gaps to reteach immediately to whole class, and individual actions for students using SIR?	High quality questioning. Regular looks at students work to shape teaching	Assess whole. Identify key gaps to reteach immediately to whole class, and individual actions for students using SIR?	High quality questioning. Regular looks at students work to shape teaching	Assess whole. Identify key gaps to reteach immediately to whole class, and individual actions for students using SIR?
What actions must take place for students ?	Correct work as appropriate	Students complete home learning tasks linked to gaps	Correct work as appropriate	Students complete home learning tasks linked to gaps	Correct work as appropriate	Students complete home learning tasks linked to gaps
When is this revisited?	All term 2/3 in retrieval. Term 4 written assessment	All term 2/3 in retrieval. Term 4 written assessment	All term 3/4 in retrieval.	All term 4/5 in retrieval.	Through term 6 up to the last geog exam.	Through Term 6 in retrieval up to last Geog exam.