

SUBJECT: GEOGRAPHY

CURRICULUM PLAN

I have come so that they may have life and have it to the full

John 10: Chapter 10. V 10.

Inspired by the Gospel values of love, joy and compassion, we nurture and develop the whole child so that each unique individual grows in confidence and has the knowledge and skills to enable them to achieve their true potential.

All children will have access to a rich, ambitious curriculum which fosters curiosity, creativity and a love of life-long learning. It will prepare them well for the next stage of education, employment or training and enable them, as educated citizens, to contribute to creating a better world.

Intent

The purpose of the geography curriculum at St. Edmunds is to excite and foster a love of the world that provides students with many opportunities to explore and engage with our planet in a range of contexts. Both the physical wonder of carved and moulded landforms as sediment is transported and tectonic plates move to form towering volcanoes and mountains. The beautiful and diverse landscapes of rolling deserts and dense forests, and the bright colours of urban areas as they process from deindustrialisation and deprivation to regeneration and new industries of work. Human geography at KS3 gives opportunities for pupils to discuss controversial topics in a safe space that allows them break down stereotypes and question views held by a range of stakeholders. For example, why Africa is portrayed as a single country and the challenges this creates for development.

The intent of the geography curriculum is relevance. Our case studies and examples focus on local and recent events so that students already have a connection to the content we deliver, which helps them express their ideas both in verbal and written communication, at school and in the wider world. Secondly, as humans alter how our planet behaves, climate change and sustainability are heavily covered and interlinked into topics throughout the geography curriculum so that students are prepared for new challenges faced and the possible careers open to them in the future. Overall, our intent is for students to leave St. Edmunds feeling not just informed but having the confidence to be active citizens to care for the earth, because of studying geography.

The nine Catholic Social Teaching principles and their embedding in Geography

Human Dignity

In Geography we teach across the curriculum that all human life is sacred no matter where in the world people live. Students learn about the impact of economic development on the quality of life of people and the impact of conflict on people through the topics of global issues and changing economic world. Students are also encouraged to challenge the concept of the ‘single story’ and misconceptions when learning about places, e.g. when learning about Africa and issues and challenges in world cities.

The Common Good

In Geography, there is a focus on sustainability and environmental benefits of sustainable living. Students are encouraged to think of their role in the world as part of a global community and how we collectively work to achieve outcomes for everyone that cannot be achieved by the individual alone, e.g. in our learning about bridging the development gap and climate change. Geography promotes the common good through learning about the activities of government, e.g. through the organisation of land use, and evaluating why the state intervenes with different responses to similar problems.

Solidarity

In Geography, students are encouraged to consider how other people are affected by global events and inequalities, for example, the human impact of natural disasters, globalisation and the impact of rapid urbanisation. Students are encouraged to consider how they feel about the inequalities and how these inequalities can be changed to enable all people to live life to their fullest.

Subsidiarity

In Geography, we teach the importance of organising and distributing rights and responsibilities on to different levels of society, for example at a global, European, UK or even devolved level. The importance of local business which serve local needs is an important part of our GCSE field work.

Stewardship

In Geography, sustainability and stewardship are at the heart of many topics across the curriculum. Students learn in the Living World unit about the destruction of ecosystems and the need to manage these in a sustainable way. In Year 8 and at GCSE, students learn about the impact of

climate change and how we need to both adapt and mitigate to reduce the impact of this global issue. In the Geography curriculum, we also investigate the environmental impact of the oil industry and students are encouraged to think about how their actions have global impacts and how we can develop our cities to live more sustainably. Students are taught that we have a responsibility to care for our common home and understand that we have an interdependence with other people and the environment.

Promoting Peace

In Geography, students are encouraged to consider other people's opinions and be respectful of others' views. Additionally, students study the geography of conflict and impact of our actions on others.

Participation

In Geography, students are encouraged to be active participants in their learning, working together in co-operation in paired and group tasks. Through the curriculum topics, such as global issues, students learn about globalisation and the impact of fast fashion on people and the environment. Social and economic issues of urbanisation are investigated, including world cities, as well as in our study of Africa at KS3 and through the Human Geography topics for GCSE.

Distributive Justice

In Geography, we are concerned with the world's finite resources and the need for fairness and equality in the distribution of those precious resources. When we mention Fair Trade and sustainability in the subject, we are able to address fundamental questions of income wealth and power as we become truly global citizens.

Preferential Option For The Poor

In Geography, poverty is considered in the context of LIC, NEE, HIC, relationship between countries, responsibility of wealthier, more developed countries to those poorer nations to bridge the development gap. Students also consider how other people live across the world, e.g. in Dharavi, Kibera and Rio de Janeiro.

The National Curriculum

The KS3 curriculum is fully mapped against the national curriculum.

By the end of Key Stage 2

Pupils have studied:

- Location of the seven continents and five oceans.
- Characteristics of the four nations of the United Kingdom.
- Seasonal and daily weather patterns in the UK and at the Equator and North/South Poles.
- Basic geographical vocabulary to refer to key human and physical features.
- World maps and atlases alongside basic directional/locational language.
- Simple fieldwork and observational skills.

They can:

- Use an eight-point compass and basic OS maps.

SUBJECT KEY CONCEPTS / COMPOSITES

Key Stage 3	Physical and human characteristics of key areas around the world. Geographical similarities, differences and links with between different regions. Key processes in human and physical geography and the links between them. The application of geographical skills including the different types of maps and graphs. Geographical enquiry into both human and physical geography.
Key Stage 4	Physical and human characteristics of key areas around the world. Geographical similarities, differences and links on different scales. Key processes in human and physical geography and the links between them. The application of geographical skills including different types of maps and graphs. Geographical enquiry into both human and physical geography.

CURRICULUM PLAN: KEY STAGE 3

	Year 7	Year 8	Year 9
Knowledge	Pupils will study the following topics: • The types of geography • Population and migration • The Earth and natural resources • Cold Environments • World of work • Weather and climate • UK Extreme Weather • Fieldwork in our local area We have chosen to teach this knowledge because we wish all pupils to leave Y7 with an understanding of key disciplinary knowledge. This foundational knowledge will allow them to deepen their understanding into other topics that are covered in Y8 and Y9.	Pupils will study the following topics: • Global development • Climate change • Atmospheric hazards • Coastal landscapes • Tropical Rainforests • Megacities and urbanisation • Managing resources: water and food. • Coastal fieldwork We have chosen to teach this knowledge because these topics deepen and expand disciplinary knowledge of the subject. The content covered also allows pupils to access later topics in Y9 and GCSE more easily. The inclusion of coasts in Y8 rather than Y9 reflects the school's context of being in a coastal town.	Pupils will study the following topics: • Hot deserts • Uk development • Tectonic hazards and landforms • Managing resources: energy • Sustainable living • River landscapes • Global issues • Sustainable development • Fieldwork We have chosen to teach this knowledge because it builds upon the content covered in Y8 and Y7. The combination of topics covered in KS3 gives pupils a solid understanding of the major disciplines within geography. This will allow pupils to either continue to study them in more depth or pursue other more specialist studies in the field.
Skills	Pupils will be able to: • Use atlases. • Locate continents, oceans and countries on blank maps. • Use four and six-figure grid references and basic OS map skills.	Pupils will be able to: • Interpret and describe graphs that show demographic change over time. • Interpret the Demographic Transition Model.	Pupils will be able to: • Recognise evidence of tectonic activity. • Annotate photographs to show river landforms and evidence of fluvial processes.

	• Interpret and describe choropleth and relief maps. • Interpret numerical/graphical data to complete climate graphs, line graphs, pie charts, population pyramids and bar charts. • Collect and present data. • Interpret and annotate photographs. • Accurately draw and label landforms. • Use averages to compare data. • Write at length to describe what geography is.	• Recognise coastal landforms and evidence of coastal processes from photographs. • Accurately draw and annotate coastal landforms to describe their formation. • Collect, present, and analyse primary and secondary data. • Make decisions using a range of evidence. • Analyse past climate graphs • Interpret various development indicators. • Write at length to justify the importance of geography.	• Interpret data on the distribution/availability of resources: • Interpret data to draw a range of charts and graphs. • Accurately draw and annotate river landforms to explain their formation. • Independently collect primary and secondary data. • Analyse primary and secondary data to evaluate findings. • Write at length to explain the opportunities geography provides.
Cultural Capital	Pupils will all have been exposed to: • An overview of the main differences between nations within the British Isles. • Borders and migration. • Cultural (particularly linguistic) diversity around the world. • Differences in global physical geography. • World of work and the jobs people do. • Geological history of Earth and the British Isles. This will enhance cultural capital because pupils will receive a solid	Pupils will all have been exposed to: • Major periods of climate change in the British Isles/world. • Issues concerning climate change and population growth. • Overview of major coastal features of the British Isles. • Differences in development between different parts of the world. • How to live sustainably. • Issues arising from urbanisation. • Understanding of the impact of physical processes and rising sea levels on the British Isles and the world in general.	Pupils will all have been exposed to: • Impact of geological processes on life in other countries. • Providing support in closing the development gap between parts of the world. • Current debates about economic developments. • Understanding of how rivers have and continue to influence societies. • Current debates on resource management around the world. • Deeper understanding of climatic conditions around the world.

	grounding in the geography of the country in which they live. They will also be able to make comparisons between different regions of the world. This will give them the tools necessary for wider reading and understanding of the world in general and they will possess the foundational knowledge with which to do so.	This will enhance cultural capital because pupils will understand how the physical geography of the British Isles/wider world has developed over time. The topics will also expose pupils to contemporary debates, touching on issues such as managing population growth and how we interact with our physical environment.	This will enhance cultural capital because pupils will develop a broader understanding of how the world's physical geography has developed and changes. The topics will also expose pupils to contemporary debates, touching on issues such as economic development and managing resource scarcity and natural hazards.
	Careers Education Information, Advice and Guidance (CEIAG) in Geography Click on the links below to find out more about the different careers available using History. You will find out entry requirements, university and apprenticeship opportunities, average salaries and much more: 1. Cartographer (designing and producing maps such as Google Maps) https://www.careerpilot.org.uk/job-sectors/software-systems/job-profile/cartographer 2. Overseas aid worker (help people overseas affected by man-made and natural disasters) - https://nationalcareers.service.gov.uk/job-profiles/aid-worker 3. Ecologist (study the relationship between plants, animals and the environment) - https://www.careerpilot.org.uk/job-sectors/environment/job-profile/ecologist 4. Quantity Surveyor - https://www.careerpilot.org.uk/job-sectors/on-site/job-profile/quantity-surveyor 5. Seismologist - https://www.careerpilot.org.uk/job-sectors/environment/job-profile/seismologist 6. Town or city planner - https://www.careerpilot.org.uk/job-sectors/design-planning/job-profile/townplanner 7. Diplomatic Service Officer (protect British interests overseas) - https://www.careerpilot.org.uk/jobsectors/government/job-profile/diplomatic-service-officer 8. www.rgs.org/geography (Royal Geographical Society) 9. www.geography.org.uk (Geographical Association careers resource) 10. www.geolsoc.org.uk/CareersInfo (The Geological Society) Real world examples – watch videos and read stories about people who work in careers using Geography:		

	• Studying geology at university - https://www.unifrog.org/student/subjects/keywords/geology • Studying geography at university - https://www.unifrog.org/student/subjects/keywords/geography • A city planner for Westminster Borough Council - https://icould.com/stories/nicole-n/ • Secondary school geography teacher - https://www.bbc.co.uk/bitesize/articles/znbpgg8 • A cartographer - https://icould.com/stories/simon-d/ • A conservation trainee - https://www.bbc.co.uk/bitesize/articles/zvr7nb		
Assessment: Formative – classwork and homework. Summative – end of cycle assessments and end of year examination.	Pupils will have been assessed through: • Active Recall Quizzes every lesson. • Weekly homework quizzes on previous topics to embed knowledge into their long-term memories. • Baseline assessment in term 1. • Mid-cycle and End of cycle summative peer assessments based on the current and previous topics. • Mid –cycle and End of cycle summative assessment question on the current topic. • End of year exam on key disciplinary knowledge and skills covered in Y7.	Pupils will have been assessed through: • Active Recall Quizzes every lesson. • Weekly homework quizzes on previous topics to embed knowledge into their long-term memories. • Mid-cycle and End of cycle summative peer assessments based on the current and previous topics. • Mid –cycle and End of cycle summative assessment question on the current topic. • Mid-year exam in term 3. • End of year exam on key disciplinary knowledge and skills covered in Y7 and Y8.	Pupils will have been assessed through: • Active Recall Quizzes every lesson. • Weekly homework quizzes on previous topics to embed knowledge into their long-term memories. • Mid-cycle and End of cycle summative peer assessments based on the current and previous topics. • Mid –cycle and End of cycle summative assessment question on the current topic. • Oracy presentation in term 3. • Suitability for GCSE exam in term 4. • End of year exam on key disciplinary knowledge and skills covered in KS3.

CURRICULUM PLAN: KEY STAGE 4

	Year 10	Year 11
Knowledge	Pupils will study the following topics: • Natural Hazards • Urban Issues and Challenges • Living World (tropical rainforests and hot deserts) • Changing Economic World • Introduction to Fieldwork We have chosen to teach this knowledge because all of the above are topics featured in the AQA Geography GCSE Specification.	Pupils will know: • Term 1- UK Physical Landscapes. • Term 2- Challenge of Resource Management • Term 3- Revision and PPEs plus Fieldwork • Term 4- Revision and pre-release material. We have chosen to teach this knowledge because all of the above are topics featured in the AQA Geography GCSE Specification.
Skills	Pupils will be able to: • Explain the physical processes involved in each of the above topics. • Identify and explain the social, economic and environmental impacts of the above topics. • Infer relevant information from a variety of figures and link this to their own knowledge. • Write responses to a variety of exam questions. Students are also allowed the opportunity to improve upon these answers. • Design, conduct and analyse the results of fieldwork.	Pupils will be able to: • Explain the physical processes involved in each of the above topics. • Identify and explain the social, economic and environmental impacts of the above topics. • Infer relevant information from a variety of figures and link this to their own knowledge. • Write responses to a variety of exam questions. Students are also allowed the opportunity to improve upon these answers. • Revise the pre-release document and prepare answers in preparation for Paper 3.
Cultural Capital	Students will have a greater understanding of differing levels of development across the world. They will be able to analyse the varying consequences because of this. This will enhance their cultural capital because it fosters their ability to become global citizens, becoming more educated about different levels of quality of life and standard of living.	Pupils will all have been exposed to the concepts listed in the knowledge section. This will enhance cultural capital because the Resource Management topic aids to understanding of different levels of development, quality of life and standard of living across the world. Students will explore a variety of case studies, including Nigeria and the Dorset coastline. Students will be equipped with enhanced locational knowledge and the pre-release booklet also introduces a range of figures on a

	Students will also routinely be introduced to a variety of case studies and different types of maps. Again, this improves global awareness and enhances cultural capital by equipping students with knowledge outside of their own immediate sphere.	specific real-world example where they are asked to make their own decisions on a variety of questions.
Assessment: Formative – classwork and homework. Summative – end of cycle assessments and end of year examination.	For the above topics (listed in the knowledge section), students will be assessed by: <i>Formative</i> • Active Recall: Every lesson students will recall information. • Deliberate Retrieval Practice: Every fifth lesson students will complete a revision, review and reflection practice which assesses prior knowledge and builds understanding over time to improve long-term memory of previously studied topics. <i>Summative</i> • Practice Exam Questions: Over a two-week period, students will complete practice exam questions (PEQ) which total twelve marks. A mixture of low and high tariff questions will be used to calculate understanding. Students are provided with feedback, engage with the mark scheme and allowed time to improve upon their answer. This ensures that all students are engaging in deliberate practice. • End of topic assessment: Students are given a section of an exam paper that covers everything covered in that topic. This is then marked. Students are provided with feedback, engage with the mark scheme and allowed time to	For the above topics (listed in the knowledge section), students will have two formative assessments: <i>Formative</i> • Active Recall: Every lesson students will recall information. • Deliberate Retrieval Practice: Every fifth lesson students will complete a revision, review and reflection practice which assesses prior knowledge and builds understanding over time to improve long-term memory of previously studied topics. <i>Summative</i> • Practice Exam Questions: Over a two-week period, students will complete practice exam questions (PEQ) which total twelve marks. A mixture of low and high tariff questions will be used to calculate understanding. Students are provided with feedback, engage with the mark scheme and allowed time to improve upon their answer. This ensures that all students are engaging in deliberate practice. • End of topic assessment: Students are given a section of an exam paper that covers everything covered in that topic. This is then marked. Students are provided with feedback, engage with the mark scheme and allowed time to improve upon their answer. This ensures that all students are engaging in deliberate practice. • PPE examination: Once a cycle students will sit a full mock paper in exam conditions. Students will also

	improve upon their answer. This ensures that all students are engaging in deliberate practice. • PPE examination: Students will complete one cycle of PPE exams during term 6. • Homework: Pupils are expected to complete all class and home tasks assigned to them that week. The completion of homework is checked by the teacher each week.	complete one cycle of PPE exams at the start of term 3. • Homework: Pupils are expected to complete all class and home tasks assigned to them that week. The completion of homework is checked by the teacher each week.
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YEAR GROUP PLANS Year 7 – What is Geography?					
Term 1 What is geography? Where do people live and why?	Term 2 What natural resources does the Earth provide?	Term 3 Why are cold environments important?	Term 4 What work do people do in the UK and how did this change where people live?	Term 5 What is the difference between weather and extreme weather?	Term 6 How has our local area, Dover changed?
Pupils will know: - The three types of geography. - How many people live the world and where. - The reasons why people live in these regions - The factors that cause migration. Pupils will be able to: - Write about the types of Geography. - Describe where and explain why people live in certain areas. - Give reasons why people migrate and the impact of this. Pupils will also have been exposed to: - Key geographical skills	Pupils will know: - How old the Earth is. - The resources obtained and provided by the Earth. Pupils will be able to: - Describe the distribution of natural resources. - Explain how resources are formed. Pupils will all have been exposed to: - Key geographical skills - Literacy and numeracy education. - Writing and oracy development. - Opportunities to read independently.	Pupils will know: - The location of cold deserts and the reasons for their distribution. - The opportunities and challenges cold environment provide. Pupils will be able to: - Explain why cold environments are important and why they are at risk. Pupils will all have been exposed to: - Key geographical skills - Literacy and numeracy education. - Writing and oracy development.	Pupils will know: - Four main employment sectors and examples of jobs. - Distribution of population across the UK. Pupils will be able to: - Define and give examples of the four main employment industries. - Describe how the employment sector of the UK has changed since 1750. - Explain the cause of urbanisation. Pupils will all have been exposed to: - Key geographical skills	Pupils will know: - The difference between climate and weather. - How weather becomes extreme and the impacts of this on people and the environment. Pupils will be able to: - Tell the difference between weather and climate. - Explain the soical impacts of extreme weather. Pupils will all have been exposed to: - Key geographical skills - Literacy and numeracy education.	Pupils will know: - How to collect, present and analyse data. Pupils will be able to: - Make decisions, using evidence to evaluate how Dover has changed due to regeneration. Pupils will all have been exposed to: - Key geographical skills - Literacy and numeracy education. - Writing and oracy development. - Opportunities to read independently. - Careers in geography

• Literacy and numeracy education. • Writing and oracy development. • Opportunities to read independently. • Careers in geography • Core values: both British and CST Pupils will have been assessed on the above by: • Active Recall Quizzes • Vocabulary test • Mid-cycle 1 peer assessed summative exam • End of Cycle 1 peer assessed summative exam	• Careers in geography • Core values: both British and CST Pupils will have been assessed on the above by: • Active Recall Quizzes • Vocabulary test • Mid-cycle 2 peer assessed summative exam	• Opportunities to read independently. • Careers in geography • Core values: both British and CST Pupils will have been assessed on the above by: • Active Recall Quizzes • Weekly vocabulary test. • End of Cycle 2 assessment task. • Mid-cycle 3 peer assessed summative exam	• Literacy and numeracy education. • Writing and oracy development. • Opportunities to read independently. • Careers in geography • Core values: both British and CST Pupils will have been assessed on the above by: • Active Recall Quizzes • Vocabulary test • End of cycle 3 peer assessed summative exam	• Writing and oracy development. • Opportunities to read independently. • Careers in geography • Core values: both British and CST Pupils will have been assessed on the above by: • Active Recall Quizzes • Weekly vocabulary test. • Mid-cycle 4 peer assessed exam	• Core values: both British and CST Pupils will have been assessed on all topics covered this year by: • Active Recall Quizzes • Vocabulary test • End of year summative assessment.
<u>Literacy</u> Key terms: Migration Rural Urban Tax Distribution Relief Industrial Agriculture Birth rate Death rate Life expectancy	<u>Literacy</u> Key terms: Sedimentary Metamorphic Igneous Convection currents Natural resources Renewable Non-renewable Biotic Abiotic	<u>Literacy</u> Key terms: Glaciers Glacial Interglacial Solar insolation Extraction Tourism Wilderness Reading opportunities: Geog.1, .2 and .3 Progress in Geography GA KS3 textbook	<u>Literacy</u> Key terms: Primary Secondary Tertiary Quaternary Globalisation Industrialisation Urbanisation Counter-urbanisation Re-urbanisation Regeneration Industry	<u>Literacy</u> Key terms: Weather Climate Extreme weather Depressions Air pressure Temperate Reading opportunities: Geog.1, .2 and .3	<u>Literacy</u> Key terms: Primary data Secondary data Qualitative Quantitative Sampling Reading opportunities: Geog.1, .2 and .3 Progress in Geography GA KS3 textbook

Reading opportunities: Geog.1, .2 and .3 Progress in Geography GA KS3 textbook AQA KS3 heading towards GCSE textbook	Reading opportunities: Geog.1, .2 and .3 Progress in Geography GA KS3 textbook AQA KS3 heading towards GCSE textbook	AQA KS3 heading towards GCSE textbook	Reading opportunities: Geog.1, .2 and .3 Progress in Geography GA KS3 textbook AQA KS3 heading towards GCSE textbook	Progress in Geography GA KS3 textbook AQA KS3 heading towards GCSE textbook	AQA KS3 heading towards GCSE textbook
<u>Connections</u> <i>Y7 – World of Work Y8 – Megacities Y9 – Sustainable Living KS4 – Changing Cities</i>	<u>Connections</u> <i>Y7 – Cold Environments Y8 – Resources: food and water Y9 – Tectonics, Resources: energy KS4 – Managing Resources</i>	<u>Connections</u> <i>Y7 - weather and climate Y8 – Tropical rainforests, Coasts Y9 – Hot Deserts, Rivers KS4 – The Living World, UK Physical Landscapes</i>	<u>Connections</u> <i>Y7 – Our Local Area Y8 – Global Development Y9 – UK Development KS4 – Global development</i>	<u>Connections</u> <i>Y7 – Cold Environments Y8 – Tropical Rainforests, Climate Change, Atmospheric Hazards Y9 – Hot deserts, Rivers KS4 – Natural Hazards, The living World</i>	<u>Connections</u> <i>Y7 - Population and Migration Y8 – Megacities, fieldwork Y9 – Fieldwork KS4 – Changing Cities and UK Development, Fieldwork .</i>
<u>Learning at home</u> Homework is set centrally by ELP as 2i/c using online platforms such as BBC Bitesize and Vocab Fixers during the last week of every term.	<u>Learning at home</u> Homework is set centrally by ELP as 2i/c using online platforms such as BBC Bitesize and Vocab Fixers during the last week of every term.	<u>Learning at home</u> Homework is set centrally by ELP as 2i/c using online platforms such as BBC Bitesize and Vocab Fixers during the last week of every term.	<u>Learning at home</u> Homework is set centrally by ELP as 2i/c using online platforms such as BBC Bitesize and Vocab Fixers during the last week of every term.	<u>Learning at home</u> Homework is set centrally by ELP as 2i/c using online platforms such as BBC Bitesize and Vocab Fixers during the last week of every term.	<u>Learning at home</u> Homework is set centrally by ELP as 2i/c using online platforms such as BBC Bitesize and Vocab Fixers during the last week of every term.
<u>Sequencing</u>					

The KS3 curriculum has been designed to allow students to build upon key knowledge of concepts and processes central to geography, over the three-year period. Year 7 focuses on the foundations of climate change, sustainability, physical and human processes, giving students opportunities to explore at a more local and at times a global scale. This allows for more progress overtime to take place as topics are interlinked and active retrieval is used to ensure students can remember more.

YEAR GROUP PLANS Year 8 - Why is Geography important?					
Term 1 Which factors cause uneven development and how can they be reduced?	Term 2 How has the Earth's climate changed? What are the impacts of atmospheric hazards?	Term 3 How does the coastal landscape change overtime?	Term 4 To what extent can the value of tropical rainforests be sustainably protected?	Term 5 What problems are created by Megacities?	Term 6 Is there enough food and water?
Pupils will know: - How development is measured and the factors that influence development in different countries. Pupils will be able to: - Explain how different factors affect development. Pupils will all have been exposed to: - Key geographical skills	Pupils will know: - How the Earth's climate has changed and the impact of this. - Impacts of Atmospheric hazards. Pupils will be able to: - Explain the impacts of climate change and atmospheric hazards. Pupils will all have been exposed to: - Key geographical skills	Pupils will know: - How landforms are created along coastal landscapes. Pupils will be able to: - Explain how physical processes change landscapes overtime. Pupils will all have been exposed to: - Key geographical skills - Literacy and numeracy education. - Writing and oracy development.	Pupils will know: - Where and why Tropical Rainforests form along the equator. - The value of rainforest both locally and globally. Pupils will be able to: - Explain to what extent the value of tropical rainforests can be protected. Pupils will all have been exposed to: - Key geographical skills	Pupils will know: - The opportunities and challenges created by Megacities and the solutions to counter-act the problems. Pupils will be able to: - Explain the problems of megacities. Pupils will all have been exposed to: - Key geographical skills	Pupils will know: - The distribution of water and food both globally and in the UK. Pupils will be able to: - Explain to what extent there is enough food and water globally. Pupils will all have been exposed to: - Key geographical skills - Literacy and numeracy education.

• Literacy and numeracy education. • Writing and oracy development. • Opportunities to read independently. • Careers in geography • Core values: both British and CST Pupils will have been assessed by: • Active Recall Quizzes • Vocabulary test • Mid-cycle 1 summative assessment	• Literacy and numeracy education. • Writing and oracy development. • Opportunities to read independently. • Careers in geography • Core values: both British and CST Pupils will have been assessed by: • Active Recall Quizzes • Vocabulary test • End of Cycle 1 summative assessment	• Opportunities to read independently. • Careers in geography • Core values: both British and CST Pupils will have been assessed by: • Active Recall Quizzes • Vocabulary test • Mid-cycle 2 summative assessment • End of Cycle 2 summative assessment	• Literacy and numeracy education. • Writing and oracy development. • Opportunities to read independently. • Careers in geography • Core values: both British and CST Pupils will have been assessed on coasts by: • Active Recall Quizzes • Vocabulary test • Mid-cycle 3 summative assessment • End of Cycle 3 summative assessment	• Literacy and numeracy education. • Writing and oracy development. • Opportunities to read independently. • Careers in geography • Core values: both British and CST Pupils will have been assessed on urbanisation by: • Active Recall Quizzes • Vocabulary test • Mid-cycle 4 summative assessment	• Writing and oracy development. • Opportunities to read independently. • Careers in geography • Core values: both British and CST Pupils will have been assessed on sustainability by: • Active Recall Quizzes • Vocabulary test • End of Year examination.
<u>Literacy</u> Key terms: Development Development indicator HDI – human development index Economic HIC LIC NEE Poverty Wealth	<u>Literacy</u> Key terms: Climate change Global warming Greenhouse effect Enhanced greenhouse effect Greenhouse gases Glacial Interglacial Fluctuated	<u>Literacy</u> Key terms: Discordant Concordant Mass movement Erosion: hydraulic action, abrasion, solution, attrition Transportation Deposition Reading opportunities:	<u>Literacy</u> Key terms: Biodiversity Low pressure Good Service Deforestation Ecotourism Timber Reading opportunities:	<u>Literacy</u> Key terms: Megacity Natural increase Rural-urban migration Social Economic Sustainability	<u>Literacy</u> Key terms: Insecurity Security Water stress Surplus Deficit Organic Food miles Sustainable

Sustainable. Reading opportunities: Geog.1, .2 and .3 Progress in Geography GA KS3 textbook AQA KS3 heading towards GCSE textbook	Atmospheric Hydrological Drought Famine Reading opportunities: Geog.1, .2 and .3 Progress in Geography GA KS3 textbook AQA KS3 heading towards GCSE textbook	Geog.1, .2 and .3 Progress in Geography GA KS3 textbook AQA KS3 heading towards GCSE textbook	Geog.1, .2 and .3 Progress in Geography GA KS3 textbook AQA KS3 heading towards GCSE textbook	Reading opportunities: Geog.1, .2 and .3 Progress in Geography GA KS3 textbook AQA KS3 heading towards GCSE textbook.	Reading opportunities: Geog.1, .2 and .3 Progress in Geography GA KS3 textbook AQA KS3 heading towards GCSE textbook
<u>Connections</u> <i>Y7 – World of Work</i> <i>Y9 – UK Development, Sustainable Development</i> <i>KS4 – Global Development</i>	<u>Connections</u> <i>Y7 – Weather and Climate, Cold Environments, UK extreme weather</i> <i>Y9 – Hot deserts, sustainable development</i> <i>KS4 – Natural Hazards</i>	<u>Connections</u> <i>Y7 – Cold Environments</i> <i>Y9 – Rivers</i> <i>KS4 – UK Landscapes</i>	<u>Connections</u> <i>Y7 – Cold environments</i> <i>Y9 – Hot Deserts</i> <i>KS4 – The Living World</i>	<u>Connections</u> <i>Y7 – Population and Migration, Our local area</i> <i>Y8 – Global development</i> <i>Y9 – Sustainable living</i> <i>KS4 – Changing Cities</i> -	<u>Connections</u> <i>Y7 – The Earth</i> <i>Y8 – Resources: food and water</i> <i>Y9 – Sustainable Living</i> <i>KS4 – Managing Resources</i>
<u>Learning at home</u> Homework is set centrally by ELP as 2i/c using online platforms such as BBC Bitesize and Vocab Fixers during the last week of every term.	<u>Learning at home</u> Homework is set centrally by ELP as 2i/c using online platforms such as BBC Bitesize and Vocab Fixers during the last week of every term.	<u>Learning at home</u> Homework is set centrally by ELP as 2i/c using online platforms such as BBC Bitesize and Vocab Fixers during the last week of every term.	<u>Learning at home</u> Homework is set centrally by ELP as 2i/c using online platforms such as BBC Bitesize and Vocab Fixers during the last week of every term.	<u>Learning at home</u> Homework is set centrally by ELP as 2i/c using online platforms such as BBC Bitesize and Vocab Fixers during the last week of every term.	<u>Learning at home</u> Homework is set centrally by ELP as 2i/c using online platforms such as BBC Bitesize and Vocab Fixers during the last week of every term.
<u>Sequencing</u>					

The KS3 curriculum has been designed to allow students to build upon key knowledge of concepts and processes central to geography, over the three-year period. Year 8 moves from the foundations of climate change, sustainability, physical and human processes and gives students opportunities to deepen their understanding and knowledge using more case studies at a global scale. This continues building progress overtime as topics are interlinked and active retrieval is used to ensure students can remember more.

YEAR GROUP PLANS					
Year 9 - Where can geography take me?					
Term 1 What challenges and opportunities do hot deserts provide?	Term 2 Is the UK divided by development?	Term 3 How does tectonic plate movement create different hazards and landforms?	Term 4 What is the future for energy in the UK? How can garden towns provide sustainable living?	Term 5 Why are rivers important and how can we manage them?	Term 6 To what extent can the Sustainable Development Goals help address global issues?
Pupils will know: - The opportunities and challenges hot desert environments create. Pupils will be able to: - Explain the challenges and opportunities of hot deserts. Pupils will all have been exposed to: - Key geographical skills - Literacy and numeracy education. - Writing and oracy development.	Pupils will know: - How development across the UK is uneven due to a range of factors. Pupils will be able to: - Evaluate how successful schemes have been in reducing the development gap between the north and south of England . Pupils will all have been exposed to:	Pupils will know: - How tectonic plates move due to convection currents which creates different hazards and landforms. Pupils will be able to: - Explain how physical processes create landforms and hazards on the Earth's surface Pupils will all have been exposed to:	Pupils will know: - Why energy is important for development and the types of energy used. - How living in towns can be more sustainable. Pupils will be able to: - Explain the UK's energy mix. - Evaluate the impact of the proposed garden town Otterpool Park.	Pupils will know: - Key fluvial processes and the key features of rivers. - Sequence of the water cycle. Pupils will be able to: - Explain the link between rivers and the hydrological cycle and the impact of this on people.	Pupils will know: - How sustainable development can address global issues. Pupils will be able to: - To what extent sustainable development can make a difference. Pupils will all have been exposed to: - Key geographical skills

• Opportunities to read independently. • Careers in geography • Core values: both British and CST Pupils will have been assessed by: • Active Recall Quizzes • Vocabulary test • Mid-cycle 1 summative assessment • End of Cycle 1 summative assessment	• Key geographical skills • Literacy and numeracy education. • Writing and oracy development. • Opportunities to read independently. • Careers in geography • Core values: both British and CST Pupils will have been assessed by: • Active Recall Quizzes • Vocabulary test • Mid-cycle 2 summative assessment	• Key geographical skills • Literacy and numeracy education. • Writing and oracy development. • Opportunities to read independently. • Careers in geography • Core values: both British and CST Pupils will have been assessed by: • Active Recall Quizzes • Vocabulary test • End of Cycle 2 summative assessment	Pupils will all have been exposed to: • Key geographical skills • Literacy and numeracy education. • Writing and oracy development. • Opportunities to read independently. • Careers in geography • Core values: both British and CST Pupils will have been assessed by: • Active Recall Quizzes • Vocabulary test • Mid-cycle 3 summative assessment	Pupils will all have been exposed to: • Key geographical skills • Literacy and numeracy education. • Writing and oracy development. • Opportunities to read independently. • Careers in geography • Core values: both British and CST Pupils will have been assessed by: • Active Recall Quizzes • Vocabulary test • End of Cycle 3 summative assessment	• Literacy and numeracy education. • Writing and oracy development. • Opportunities to read independently. • Careers in geography • Core values: both British and CST Pupils will have been assessed by: • Active Recall Quizzes • Vocabulary test • Mid-cycle 4 summative assessment question • End of Year examination.
<u>Literacy</u> Key terms: Hot desert Global Atmospheric Circulation (GAC)	<u>Literacy</u> Key terms: De-industrialisation Commonwealth Brexit	<u>Literacy</u> Key terms: Constructive Destructive	<u>Literacy</u> Key terms: Renewable Non-renewable Fossil fuels	<u>Literacy</u> Key terms: Cross profile Long profile Lateral	<u>Literacy</u> Key terms: Pollution Sustainable Climate warming

Nocturnal Abrasion Desertification Overgrazing Sustainable Ecotourism Reading opportunities: Geog.1, .2 and .3 Progress in Geography GA KS3 textbook AQA KS3 heading towards GCSE textbook	Reading opportunities: Geog.1, .2 and .3 Progress in Geography GA KS3 textbook AQA KS3 heading towards GCSE textbook	Conservative plate margin Landform Tectonic hazard Social impact Geothermal Response Reading opportunities: Geog.1, .2 and .3 Progress in Geography GA KS3 textbook AQA KS3 heading towards GCSE textbook	Sustainable Global warming Greenhouse gases Energy security Insecurity Sustainable Renewables Garden town Reading opportunities: Geog.1, .2 and .3 Progress in Geography GA KS3 textbook AQA KS3 heading towards GCSE textbook	Vertical Transportation Traction Saltation Suspension Solution Lag time Reading opportunities: Geog.1, .2 and .3 Progress in Geography GA KS3 textbook AQA KS3 heading towards GCSE textbook	Fast fashion Sustainable Development Goals Reading opportunities: Geog.1, .2 and .3 Progress in Geography GA KS3 textbook AQA KS3 heading towards GCSE textbook
<u>Connections</u> Y7 – Cold Environments, Y8 – Tropical Rainforests KS4 – The Living World	<u>Connections</u> Y7 – World of Work Y8 – Global Development KS4 - Development	<u>Connections</u> Y7 – The Earth Y8 – Atmospheric Hazards KS4 – Natural Hazards	<u>Connections</u> Y7 – The Earth Y8 – Resources: water and food Y9 – Sustainable Development KS4 - Managing Resources	<u>Connections</u> Y7 – Cold Environments Y8 – Coastal Landscapes KS4 – UK Landscapes	<u>Connections</u> Y7 – Cold environments Y8 – Climate change, global development, rainforests, megacities Y9 – UK development, resources KS4 – Natural Hazards, Managing Resources
<u>Learning at home</u> Homework is set centrally by ELP as 2i/c using online platforms such as BBC	<u>Learning at home</u> Homework is set centrally by ELP as 2i/c using online platforms	<u>Learning at home</u> Homework is set centrally by ELP as 2i/c using online	<u>Learning at home</u> Homework is set centrally by ELP as 2i/c using online platforms	<u>Learning at home</u> Homework is set centrally by ELP as 2i/c using online	<u>Learning at home</u> Homework is set centrally by ELP as 2i/c using online

Bitesize and Vocab Fixers during the last week of every term.	such as BBC Bitesize and Vocab Fixers during the last week of every term.	platforms such as BBC Bitesize and Vocab Fixers during the last week of every term.	such as BBC Bitesize and Vocab Fixers during the last week of every term.	platforms such as BBC Bitesize and Vocab Fixers during the last week of every term.	platforms such as BBC Bitesize and Vocab Fixers during the last week of every term.
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Sequencing

The KS3 curriculum has been designed to allow students to build upon key knowledge of concepts and processes central to geography, over the three-year period. Year 9 challenges students to extend their knowledge and understanding using discussion and evaluative engagement with topics to ask and answer questions about key global issues. Students continue to build on their foundation knowledge of geography concepts and processes as they have done in year 7 and year 8, allowing retrieval to continue so that students can remember more.

YEAR GROUP PLANS				
Year 10				
Term 1	Term 2	Term 3	Term 4	Term 5
Natural Hazards AQA Topic: - Natural hazards pose major risks to people and property. - Earthquakes and volcanic eruptions are the result of physical processes. - The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. - Management can reduce the effects of a tectonic hazard. - Global atmospheric circulation helps to determine patterns of weather and climate. - Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. - Tropical storms have significant effects on people and the environment.	Urban Issues and Challenges, AQA Topic: - A growing percentage of the world's population lives in urban areas. - Urban growth creates opportunities and challenges for cities in LICs and NEEs. - Urban change in cities in the UK and the variety of social, economic and environmental opportunities and challenges. - Urban sustainability requires management of resources and transport.	Living World, AQA Topic: - Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. - Tropical rainforest ecosystems have a range of distinctive characteristics. - Deforestation has economic and environmental impacts. - Tropical rainforests need to be managed to be sustainable. - Hot desert ecosystems have a range of distinctive characteristics. - Development of hot desert environments creates opportunities and challenges. - Areas on the fringe of hot deserts are at risk of desertification.	Changing Economic World, AQA Topic: - There are global variations in economic development and quality of life. - Various strategies exist for reducing the global development gap. - Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. - Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. Pupils will be able to: - Explain the physical processes covered in the topic. - Explain the social, economic and environmental impacts of the processes covered in the topic.	Fieldwork section of the AQA specification: Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries. Pupils will be able to: - Compose a suitable geographical enquiry question - Select, measure and record data appropriately. - Process and present data in an appropriate way. - Describe, analyse and

• The UK is affected by a number of weather hazards. • Extreme weather events in the UK have impacts on human activity. • Climate change is the result of natural and human factors and has a range of effects. • Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). Pupils will be able to: • Explain the physical processes covered in the topic. • Explain the social, economic and environmental impacts of the processes covered in the topic. • Infer information from a variety of figures and link these to their own knowledge. Pupils will all have been exposed to the aims listed in the topic outline. Pupils will have been assessed on the topic by an end of topic assessment.	• Pupils will be able to: • Explain the processes covered in the topic. • Explain the social, economic and environmental impacts of the processes covered in the topic. • Infer information from a variety of figures and link these to their own knowledge. Pupils will all have been exposed to the aims listed in the topic outline. Pupils will have been assessed on the topic by an end of topic assessment.	Pupils will be able to: • Explain the processes covered in the topic. • Explain the social, economic and environmental impacts of the processes covered in the topic. • Infer information from a variety of figures and link these to their own knowledge. Pupils will all have been exposed to the aims listed in the topic outline. Pupils will have been assessed on the topic by an end of topic assessment.	• Infer information from a variety of figures and link these to their own knowledge. Pupils will all have been exposed to the aims listed in the topic outline. Pupils will all have been exposed to the aims listed in the topic outline. Pupils will have been assessed on the topic by a mid-term and end of term assessment. Pupils will have been assessed on the topic by an end of topic assessment.	explain fieldwork data. • Reach conclusions based on the fieldwork data. • Evaluate the geographical enquiry. Pupils will all have been exposed to the aims listed in the topic outline. Fieldwork is an essential aspect of geography. It ensures that students are given the opportunity to consolidate and extend their geographical understanding by relating learning to real experiences of the world. Pupils will have been assessed on the topic by an end of topic assessment.
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<u>Literacy</u> Key terms: Hazard risk; natural hazard; different plate boundaries; primary and secondary effects; immediate and long-term responses; social, economic and environmental impacts; adaptation and mitigation; climate change; global atmospheric circulation model. Reading opportunities: BBC News National Geographic	<u>Literacy</u> Key terms: Brownfield sites, dereliction, economic, social and environmental, inequalities, migration, natural change, rural, urban, squatter settlements, sustainable living, urban regeneration, urban sprawl. Reading opportunities: BBC News National Geographic	<u>Literacy</u> Key terms: Abiotic, biotic, food web, food chain, decomposer, ecosystem, nutrient cycling, global ecosystem, biodiversity, interdependence, deforestation, erosion, appropriate technology. Reading opportunities: BBC News National Geographic	<u>Literacy</u> Key terms: Birth rate, Commonwealth, death rate, de-industrialisation, European Union, Fairtrade, globalisation, development gap, social, economic, environmental, development indicators, appropriate technology, international aid, north-south divide, post-industrial economy, Transnational Corporation (TNC). Reading opportunities: BBC News National Geographic	<u>Literacy</u> Key terms: Qualitative, quantitative, mean, median, mode, average, subjective, objective, risk, limiting factors, variables. Reading opportunities: National Geographic
<u>Connections</u> <i>Y7 – weather and climate, UK Extreme Weather</i> <i>Y8 – Atmospheric Hazards, Climate Change</i> <i>Y9 – Tectonic Hazards</i>	<u>Connections</u> <i>Y7 – Fieldwork: Our Local Area, World of Work: urbanisation</i> <i>Y8 – Megacities</i> <i>Y9 -Sustainable living</i>	<u>Connections</u> <i>Y7 – Cold Environments</i> <i>Y8 – Tropical Rainforests</i> <i>Y9 – Hot deserts</i>	<u>Connections</u> <i>Y7 – World of Work</i> <i>Y8 – Global Development</i> <i>Y9 – UK Development, Sustainable Development</i>	<u>Connections</u> <i>Y7 Our Local Area</i> <i>Y8 Coastal fieldwork</i> <i>Y9 Term 6 Fieldwork</i>
<u>Learning at home</u> Consolidation of learning will take place at home by the completion of homework, regularly watching and following the news and watching relevant documentaries.	<u>Learning at home</u> Consolidation of learning will take place at home by the completion of homework, regularly watching and following the news	<u>Learning at home</u> Consolidation of learning will take place at home by the completion of homework, regularly watching and following the news and watching relevant documentaries.	<u>Learning at home</u> Consolidation of learning will take place at home by the completion of homework, regularly watching and following the news and watching relevant documentaries.	<u>Learning at home</u> Consolidation of learning will take place at home by the completion of homework, regularly watching and following the news and watching

	and watching relevant documentaries.			relevant documentaries.
<u>Sequencing</u> We have chosen this method of sequencing in Year 10 because we aim to alternate between human and physical topics to keep up interest in the subject. KS3 and previous KS4 data has shown that students tend to perform much better in some topics as opposed to others. For this reason, the harder topics are covered in Year 10 to allow for more time to recap and consolidate throughout the GCSE course. It continues to build on the work done in KS3.				

YEAR GROUP PLANS			
Year 11			
Term 1	Term 2	Term 3	Term4
AQA UK Physical Landscapes: Pupils will know: • The UK has a range of diverse landscapes. • The coast is shaped by a number of physical processes. • Distinctive coastal landforms are the result of rock type, structure and physical processes. • Different management strategies can be used to protect coastlines from the effects of physical processes. • The shape of river valleys changes as rivers flow downstream. • Distinctive fluvial landforms result from different physical processes. • Different management strategies can be used to protect river landscapes	AQA Challenge of Resource Management: Pupils will know: • Food, water and energy are fundamental to human development. • The changing demand and provision of resources in the UK create opportunities and challenges. • Demand for water resources is rising globally but supply can be insecure, which may lead to conflict. Pupils will be able to: • Explain the processes covered in the topic.	Revision and PPE's. Students will revise all topics covered in the GCSE course (year 10 and year 11). Pupils will be able to: • Explain the processes covered in all topics. • Explain the social, economic and environmental impacts of the processes covered in all topics. • Infer information from a variety of figures and link these to their own	Revision in preparation for GCSE exams and revision of pre-release booklet. Pupils will be able to: • Become familiar with all content in pre-release booklet. • Explain the processes covered in all topics. • Explain the social, economic and environmental impacts of the processes covered in all topics. • Infer information from a variety of figures and link these to their own knowledge.

from the effects of flooding. Pupils will be able to: • Explain the processes covered in the topic. • Explain the social, economic and environmental impacts of the processes covered in the topic. • Infer information from a variety of figures and link these to their own knowledge. Pupils will all have been exposed to the aims listed in the topic outline. Pupils will have been assessed on the topic by an end of topic assessment.	• Explain the social, economic and environmental impacts of the processes covered in the topic. • Infer information from a variety of figures and link these to their own knowledge. Pupils will all have been exposed to the aims listed in the topic outline. Pupils will have been assessed on the topic by an end of topic assessment.	knowledge. Pupils will all have been exposed to the aims listed in the topic outline. Pupils will have been assessed on the topic by a end of topic assessment.	Pupils will all have been exposed to the aims listed in the topic outline. Pupils will have been assessed on the topic by an assessment in preparation for their final exams.
<u>Literacy</u> Key terms: Weathering, mass movement, erosion, transportation, deposition, wave-cut platforms, hard engineering, soft engineering, coastal management, meander, oxbow lake, fluvial management. Reading opportunities: <u>BBC News</u> <u>National Geographic</u>	<u>Literacy</u> Key terms: Physical water scarcity, economic water scarcity, energy mix, renewable, non-renewable, exploitation, surplus, deficit, abstraction, infrastructure. Reading opportunities: <u>BBC News</u> <u>National Geographic</u>	<u>Literacy</u> Key terms: Revision of all key terms covered in the GCSE course. There will also be more of a focus on command words. Reading opportunities: <u>BBC News</u> <u>National Geographic</u>	<u>Literacy</u> Key terms: Key terms: Revision of all key terms covered in the GCSE course. There will also be more of a focus on command words. Key terms will also be identified from the pre-release booklet. Reading opportunities: <u>BBC News</u> <u>National Geographic</u>
<u>Connections</u> <i>Y7 – The Earth: Geology and cold environments: glaciers</i> <i>Y8 – Coastal Landscapes</i> <i>Y9 – River landscapes</i>	<u>Connections</u> <i>Y7 – The Earth and natural resources</i> <i>Y8 – Resources: food and water</i> <i>Y9 – Resources: energy</i>	<u>Connections</u> <i>All topics covered in KS4</i>	<u>Connections</u> <i>All topics covered in KS4</i>

<i>PE- Outdoor activities and orienteering.</i> <i>Science- Coastal and fluvial processes. Types of rock.</i> <i>Maths- Concept of scale on maps.</i>	<i>Maths- Use of statistics (averages and graphs) and maps that contain numerical data</i> <i>Science- Extraction of natural resources</i>		
<u>Learning at home</u> Consolidation of learning will take place at home by the completion of homework, regularly watching and following the news and watching relevant documentaries.	<u>Learning at home</u> Consolidation of learning will take place at home by the completion of homework, regularly watching and following the news and watching relevant documentaries.	<u>Learning at home</u> Consolidation of learning will take place at home by the completion of homework, regularly watching and following the news and watching relevant documentaries.	<u>Learning at home</u> Consolidation of learning will take place at home by the completion of homework, regularly watching and following the news and watching relevant documentaries.
<u>Sequencing</u> We have chosen this method of sequencing in Year 11 because UK Physical Landforms is the topic that students perform the strongest in (much of the content builds on topics covered at KS3). Resource management is one of the smaller topics which allows plenty of time for revision in preparation for GCSE exams. The pre-release booklet is released 12 weeks before paper 3 and so it is necessary to spend time in Term 4 covering it.			