

Geography Department Knowledge Sequencing – KS3

By the end of KS3 we want all GEOGRAPHY students to:

- consolidate and extend their knowledge of the world’s major countries and their physical and human features
- understand how geographical processes interact to create distinctive human and physical landscapes that change over time
- develop greater competence in using geographical knowledge, approaches and concepts and geographical skills in analysing and interpreting different data sources.

To achieve these aims students are taught locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork

Prior Knowledge	In KS3 Geography lessons students will build on prior learning from their experiences at primary school. The 40+ primary schools feeding into KSHS means that students arrive with different experiences of learning Geography at KS2. Our focus is to establish prior knowledge early in the Year 7 course and develop and build on locational, place and physical knowledge.
Future Knowledge	The curriculum in KS3 will prepare students for the following future learning: locational and place knowledge of countries and regions including the Asia, Africa, the Middle East and Russia; knowledge of key physical and human geographical processes and knowledge of key concepts including earth systems and environmental responsibility. We explore relevant contemporary issues including climate change, resource management, sustainability and migration.

	Term	Key Knowledge	Assessment Focus
Year 7	1	Locational knowledge of the world; continents, oceans, countries and cities. Geography of the UK – nations and cities, physical features including rivers and mountains, distinctive places and cultural diversity. Lincolnshire – population, landscape and landmarks	Knowledge test – map labelling and key words
	2	Geographical cartographic skills; knowledge of Ordnance survey map symbols, measuring distances and height, four and six-figure grid references, and scale. How to draw sketch maps and using Google Earth.	Map skills test
	3	Restless Planet; using latitude and longitude to locate volcanoes and earthquakes, earth’s structure, types of plate boundaries and physical processes, ocean trenches and volcanoes – causes, effects and responses using example of Eyjafjallajökull in Iceland	Newspaper article - Eyjafjallajökull. Restless planet knowledge test
	4	Weather and climate in the UK; measuring and forecasting the weather, hydrological cycle, types of rainfall, drawing and interpreting climate graphs, factors affecting the UK climate. Local fieldwork enquiry – where should we put a school bench in the school grounds?	Weather and climate knowledge test Microclimate enquiry – where should we put a school bench in the school grounds?
	5	Extreme global concerns; causes and impacts of climate change. Antarctica; knowledge of the climate, physical features, impact of tourism and managing tourism, the challenge of working in Antarctica	‘To what extent’ extended writing question in the formal examination (May)
	6	Physical processes - rocks, weathering and coastal landscapes; rocks – types of rock, the rock cycle and weathering processes. Coastal landscapes – waves, processes, landforms and longshore drift. Local fieldwork in Skegness – how would you design a coastal management plan for the town?	Physical processes key words test
Year 8	Term	Key Knowledge	
	1	Population and migration. Population – global population growth and population distribution, population change and structure, overpopulation. Migration – types of migration and causes and consequences of economic migration	Population and migration knowledge test
	2	Asia challenges and opportunities; biomes, physical and human characteristics of the continent. China – environmental challenges and the causes and impacts of the One Child Policy. Focus on China’s South-West region – Chongqing and Tibet	Asia knowledge test which includes a ‘to what extent?’ extended writing question.
	3	Palm oil, plants and people; the distribution, structure and biodiversity of the tropical rainforest, plant and animal adaptations, issues of deforestation and cultivating palm oil. Focus on Jakarta – why is it sinking, and should the city be relocated?	Tropical rainforest knowledge test which includes a ‘to what extent?’ extended writing question
	4	Rivers and flooding; features of a drainage basin, fluvial processes, river landforms and flood management. OS map analysis. Decision-making exercise; should the Belo Monte dam in Brazil be built?	Rivers and flooding knowledge test which includes a ‘To what extent?’ extended writing question
	5	Globalisation; how the world is interconnected, advantages and disadvantages of globalisation, employment structures and the fashion industry and ‘sweatshops’	Globalisation knowledge assessed in formal examination (May)
6	Urban environments; causes and impacts of urbanisation around the world, opportunities and challenges of living in slums with a focus on Dharavi, India. Regeneration and sustainability–local fieldwork in Sleaford. How could the Bass Maltings be regenerated in a sustainable way?	Group presentations/ Letter to Sleaford Town Council – how should the Bass Maltings be regenerated?	
Year 9	Term	Key Knowledge	

1	Africa 1; perception of the continent and physical and human characteristics. Measuring and mapping development, causes of the development gap. Decision making exercise – which health care scheme is most sustainable for Uganda? Threats to coral reefs in Kenya.	Africa knowledge test
2	Africa 2; where do our mobile phones come from? Mining for cobalt in the Democratic Republic of the Congo and migration from Africa. Regional focus on the Horn of Africa region - physical and human geography	Africa knowledge test including extended writing task
3	Impossible Places: Middle East – physical and human Geography and conflict issues facing the region. Is Dubai a sustainable city? Russia – physical and human geography. Challenges and opportunities in Siberia	Extended writing; is Dubai a sustainable city? Knowledge test.
4	Geography of Crime; types of crime, mapping crime – how is GIS used in tackling crime? Designing out crime. Local fieldwork enquiry; Evidence of crime, perception of crime and crime prevention in Sleaford.	Fieldwork group presentation Questions in Y9 exam (April)
5	Ice on the land. The geological time scale and climate change since the Ice Ages; how has ice influenced the UK landscape? Glacial landforms on OS maps. How do glaciers move and shape the land and what is the impact of retreating glaciers on people and the environment?	Glaciation knowledge test
6	Resource Management; global distribution of resources; provision of food, water and energy in the UK. Focus on energy; impacts of energy insecurity, strategies to increase energy supply, advantages and disadvantages of extracting oil from the North Sea and sustainable energy use.	End of topic test: Resource Management

Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers	Links to Other Personal Development
<p>Students are introduced to key geographical terminology throughout the Key Stage 3 course and are provided with glossaries for each unit of work as well as key words on PowerPoint slides.</p> <p>Class teachers apply school literacy and marking policy to help support students.</p> <p>Recommended books:</p> <ul style="list-style-type: none"> • A short history of everything – Bill Bryson • Horrible Geography – Anita Ganeri • There is no planet B – Mike Berners-Lee • No one is too small to make a difference – Greta Thunberg • Factfulness – Hans Rosling • The Almighty Dollar – Dharshini David • Out of Africa – Karen Blixen • The Butterfly Lion – Michael Morpurgo • King of the Cloud Forest – Michael Morpurgo • Running Wild – Michael Morpurgo • Earth’s restless surface - Deirdre Janson-Smith • Pole to Pole – Michael Palin • Sahara – Michael Palin • Africa is not a country – Dipo Faloyin • The Volcano, Monserrat and me – Lally Brown • Ordnance Survey Puzzle Book - Ordnance Survey • Kick – Mitch Johnson – links to sweatshops • Refugee Boy – Benjamin Zephaniah • Human Planet – Simon Lewis and Mark Maslin • The Ice Man – Alan Parkinson • The Explorer – Katherine Rundell (tropical rainforests) • Wolf Wilder – Katherine Rundell (urban/rural differences and Russian landscapes) • Where Underpants Come from: From Checkout to Cotton Field - Travels Through the New China – J. Bennett • Where the world turns wild – Nicola Penfold 	<p>Mutual respect in Geography:</p> <ul style="list-style-type: none"> • students respect other students’ opinions and beliefs in class discussion about different places and societies • students respect different views in debate, for example should the Belo Monte Dam have been built? Was the One Child Policy in China ethical? Should mining take place in the Democratic Republic of the Congo? • students are encouraged to play our part as global citizens e.g. through the study of fast fashion and sustainable energy use • students have opportunities to understand our responsibilities to conserve our resources and consider how we can reduce our carbon footprint <p>Democracy in Geography</p> <ul style="list-style-type: none"> • students consider how democracy is presented in a range of countries with different political systems. We learn about the role that corruption has in the quality of life and standard of living of people and how it can pose challenges for reducing the development gap between countries. • students have opportunities to discuss and explore social injustices and inequalities (perceived or real) through the study of issues e.g. The One Child Policy and impacts of international migration 	<p>The geography curriculum is linked to all careers as it provides opportunities for students to engage in skills to prepare them for life. These include:</p> <ul style="list-style-type: none"> • Communication skills – students can write extensively and can evaluate and make decisions in their written work • Teamwork - students work in groups to produce and present ideas. they work in teams collecting data when conducting fieldwork. • Presentation skills - Students develop confidence in articulating ideas and sharing view and opinions in class discussion. • Analytical skills – students are taught a range of cartographical, statistical skills and graphical skills • IT and computing skills – students can present and analyse data to support their fieldwork enquiries. They use Google Earth and Digimaps software to explore places. • Creativity – students use their imagination to create sustainable regeneration projects in Year 8 and can suggest strategies for designing out crime in Year 9 <p>The topic inserts for each key stage 3 unit of work presents a list of careers which are referred to lessons.</p> <p>Popular careers with links with Geography include:</p> <ul style="list-style-type: none"> • architecture 	<p>Living in the Wider World:</p> <ul style="list-style-type: none"> • Discussions about trade, role of transnational corporations and globalisation and overpopulation • Attitudes and actions towards climate change and resource conservation (water, energy) • Views on ethical shopping, palm oil sweatshops in Bangladesh <p>Relationships:</p> <ul style="list-style-type: none"> • China’s One Child Policy – reference to gender imbalance and contraception <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • Managing study and revision time effectively • Recognising new challenges and the importance of resilience • Knowing how and when to access support

	<p>Tolerance in Geography</p> <ul style="list-style-type: none"> students are taught to have respect for democracy and the right of other students to have a voice students understand the importance of identifying and combating discrimination including combating stereotypes. students learn about the experiences of people from different cultures e.g. the indigenous people of the Amazon rainforest. students learn to respect and understand cultural diversity in society <p>Rule of Law in Geography</p> <ul style="list-style-type: none"> students learn how governments have influenced nations and societies through law. e.g. Middle East and China students consider the rule of law when learning about the Geography of Crime. <p>Individual liberty in Geography</p> <ul style="list-style-type: none"> students learn about the environment and how they can make a difference in protecting our world. Through completing fieldwork activities and by studying topics such as climate change and deforestation students can see the effect that humans are having on our planet and can be empowered to make a change. students learn about human rights issues e.g. migration, refugee crisis 	<ul style="list-style-type: none"> urban or transport planning surveying conservation waste and water management environmental management tourism weather forecasting teaching and lecturing military careers 	
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Extra-Curricular and Co-Curricular Opportunities	Links with other subjects in the curriculum:
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<ul style="list-style-type: none"> Weekly lunchtime 'Earth Club' offered to KS3 students Year 7 Skegness visit consolidates learning of coastal landscapes Year 8 Bass Maltings visit provides opportunity to students to consider sustainable regeneration ideas in Year 8 Visit to Sleaford town centre to investigate evidence of crime and crime prevention 	<ul style="list-style-type: none"> History: colonialism in Africa and modern slavery. Migration – the Windrush generation Science – the rock cycle and the structure of the earth, the hydrological cycle, photosynthesis, biodiversity, animal and plant adaptations, nutrient recycling and climate change PSHE – birth control (One Child Policy) Ethics and Philosophy – Buddhism in Tibet Maths – graphical skills e.g. climate graphs and fieldwork presentation (line graphs, pie charts, divided bar charts), calculating with percentages, ratios (scale) and averages (mean, median mode, range), measurements e.g. distances on maps
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Geography Department Knowledge Sequencing – KS4

By the end of KS4 we want all students of GEOGRAPHY to:

- develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts
- think like a Geographer by developing an understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts
- study like a Geographer through developing and extending competence in a range of skills including those used in fieldwork and in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses

Prior Knowledge	In KS4 students will consolidate and build on the following prior learning: locational and place knowledge of countries and regions, knowledge of key physical processes that shape our world, knowledge of how humans shape and impact both natural and physical environments and knowledge of key concepts including sustainability and environmental responsibility. Students will also build on their skills of writing up fieldwork investigations through data presentation, results analysis and evaluation. They will build on and refine their skills of decision-making, evaluating, assessing and discussion in written work.
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Future Knowledge	The KS4 curriculum will prepare students for the following future learning; writing well-evidenced extended writing through assessing, discussing and evaluating; knowing a range of locations, places, environments and physical and human processes across various scales; applying geographical knowledge, skills and approaches to real-world contexts including fieldwork and to contemporary situations.
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	Term	Key Knowledge	Assessment Focus
	Year 10	1	Tectonic Hazards; distribution, physical processes, effects and responses to earthquakes. A comparison of two earthquake events in high-income and low-income countries.
2		Tropical storms; structure, causes, effect and responses. Weather hazards in the UK; Storm Babet and extreme weather Climate change: evidence, natural and human causes, impacts and management	End of topic test using past paper questions - Natural hazards
3		Urban World: urbanisation and the emergence of megacities. Case study: Rio, social, economic and environmental challenges and opportunities	Past GCSE paper questions/CGP questions
4		Case study Rio: planning for the city's urban poor – improvements to squatter settlements Urban change in the UK: Case study: Birmingham – opportunities and challenges	Y10 examination; past paper questions
5		Urban regeneration in Longbridge, Birmingham Urban sustainability – water and energy conservation, waste recycling and creating green space, urban transport strategies to reduce congestion	End of topic test using past paper questions: Urban issues and challenges Past GCSE paper questions/CGP questions
6		Coastal landscapes; waves, processes, landforms and management.	Past GCSE paper questions/CGP questions
Year 11	Term	Key Knowledge	
	1	Fieldwork: coastal management in Norfolk and investigating the impact of tourism in Hunstanton. River landscapes; fluvial processes, landforms of erosion and deposition and flood management	Past GCSE paper questions/CGP questions End of topic test: River landscapes and coastal landscapes
	2	The development gap; measuring development, causes of uneven development and strategies to reduce the development gap	Y11 mock exams 1: Paper 1: Physical and human Paper 2: Fieldwork and skills
	3	Nigeria - example of a newly emerging economy. Nigeria in the wider world, changing industrial structure, impact of transnational companies and international aid, managing environmental issues and quality of life	Past GCSE paper questions/CGP questions
4	Changing UK economy; post-industrial economy, UK science and business parks, environmental impacts of industry, changing rural landscapes, changing transport infrastructure, north-south divide, UK in the Wide World Ecosystems: small-scale and global, tropical rainforests – characteristics, causes and impacts of deforestation and management. Case study: Amazon rainforest	Y11 mock exams 2: (optional Geography paper) End of topic test using past paper questions: The Changing Economic World	

5	Cold environments – opportunities and challenges for development and management. Case study: Svalbard. Issue evaluation: analysis, critical thinking and decision-making based on GCSE pre-release booklet required for paper 3.	Paper 3: Familiar and unfamiliar past-paper questions		
6	Exams			
Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading		Links to British Values	Links to Careers	Links to Other Personal Development
<p>Students are introduced to key geographical terminology and glossaries are provided throughout the Key Stage 4 course.</p> <p>Class teachers apply school literacy and marking policy to support students.</p> <p>Students have access to Wide World magazine (library or personal subscription)</p> <p>KS4 students are encouraged to regularly read news articles from reliable sources.</p> <p>Recommended books:</p> <ul style="list-style-type: none"> • A short history of everything – Bill Bryson • There is no planet B – Mike Berners-Lee • No one is too small to make a difference – Greta Thunberg • Factfulness – Hans Rosling • The Almighty Dollar – Dharshini David • Pole to Pole – Michael Palin • Sahara – Michael Palin • Africa is not a country – Dipo Faloyin • The Volcano, Monserrat and me – Lally Brown • Ordnance Survey Puzzle Book - Ordnance Survey • Human Planet – Simon Lewis and Mark Maslin • Gaia: James Lovelock • We are displaced: Malala Yousafzai • Prisoners of Geography: Tom Marshall • The Power of Geography: How power and politics in space will change our world? Tim Marshall • The Power of Geography: Ten Maps that Reveal the Future of Our World • Why study Geography? Alan Parkinson • The Uninhabitable Earth: David Wallace-Wells • Step by step: Simon Reeves • The New Silk Roads: P. Frankopan • The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It- P. Collier 		<p>Mutual respect in Geography:</p> <ul style="list-style-type: none"> • students respect other students' opinions and beliefs in class discussion about different places and societies • students respect different views in debate and appreciate the roles of players and attitudes and actions of countries, IGOs, transnational companies eg. Shell and in relation to resources, for example should HS2 be built? Students are encouraged to play our part as global citizens e.g. through the study of climate change and sustainable living • students have opportunities to understand our responsibilities to conserve our resources and consider the role of biofuels, carbon capture and storage and alternative energy sources to mitigate against climate change <p>Democracy in Geography</p> <ul style="list-style-type: none"> • students consider how democracy is presented in a range of countries with different political systems and compare an authoritarian and democratic system. Students learn about how political corruption be seen as a factor affecting the development gap; students have opportunities to discuss and explore social injustices and inequalities (perceived or real) through the study of topics including the development gap and migration <p>Tolerance in Geography</p> <ul style="list-style-type: none"> • students are taught to have respect for democracy and the right of other students to have a voice • students understand the importance of identifying and combating discrimination including combating stereotypes. • students learn to respect cultural diversity in society ie. through the 	<p>The geography curriculum is linked to all careers as it provides opportunities for students to engage in skills to prepare them for life. These include:</p> <ul style="list-style-type: none"> • Communication skills – students can write extensively and can evaluate and make decisions in their written work • Teamwork - students work in groups to produce and present ideas. They work in teams collecting data when conducting fieldwork. • Presentation skills - Students develop confidence in articulating ideas and sharing view and opinions in class discussion. • Analytical skills – students are taught a range of cartographical, statistical skills and graphical skills • IT and computing skills – students can present and analyse data to support their fieldwork enquiries. They use Google Earth and Digimaps software to explore places. • Creativity – students use their imagination to consider sustainable rainforest management strategies <p>Popular careers with links with Geography include:</p> <ul style="list-style-type: none"> • architecture • urban or transport planning • surveying • conservation • waste and water management • environmental management • tourism • weather forecasting • teaching and lecturing • military careers <p>Links are made to careers during the teaching of content. E.g. the role of forecasters and scientists in predicting and monitoring weather events, the role of engineers in constructing HS2 and Cross Rail</p>	<p>Living in the Wider World:</p> <ul style="list-style-type: none"> • Discussions about trade, role of transnational corporations and globalisation and migration • Attitudes and actions towards climate change and resource conservation (water, energy) • Views on infrastructural developments e.g. HS2 <p>Relationships:</p> <ul style="list-style-type: none"> • Population pyramids – gender differences and reasons for differences in birth rates <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • Managing study and revision time effectively • Recognising new challenges and the importance of resilience • Knowing how and when to access support

	<p>study of multiculturalism in Birmingham</p> <p>Rule of Law in Geography</p> <ul style="list-style-type: none"> students learn how governments have influenced nations and societies through law students follow safe practices in the classroom and when conducting fieldwork. They understand consequences if rules are broken. <p>Individual liberty in Geography</p> <ul style="list-style-type: none"> students learn about the environment and how they can make a difference in protecting our world. Through developing knowledge about climate change, students appreciate the fragility of the planet. We consider recycling and energy conservation strategies. students learn about human rights and how they vary from place to place. They learn about the causes of uneven development and the impact on health and wealth and migration. 		
<p>Extra-Curricular and Co-Curricular Opportunities</p>	<p>Links with other subjects in the curriculum</p>		
<p>In Year 11 students undertake two geographical enquiries which include the collection of primary data collected as part of a fieldwork exercise in Hunstanton.</p> <p>Year 10 students volunteer to participate in the Y9 Open Evening in February where they share their GCSE Geography learning experiences and promote the department.</p> <p>Six Year 11 students participate in the annual Geographical Association Wide World Quiz. This is a joint visit organised with Carre's Grammar School Geography Department.</p>	<ul style="list-style-type: none"> Science – the rock cycle, weathering and the structure of the earth, meteorology, the hydrological cycle, photosynthesis, biodiversity, animal and plant adaptations, nutrient recycling and climate change Maths – graphical skills e.g. climate graphs and fieldwork presentation (line graphs, pie charts, divided bar charts), calculating with percentages, ratios (scale) and averages (mean, median mode, range) History: colonialism and the development gap 		

Geography Department Knowledge Sequencing KS5

By the end of key stage FIVE we want all students of GEOGRAPHY to be able to ‘think like Geographers’ and engage critically with real world issues and places, applying their own geographical knowledge, understanding and skills to make sense of the world around them. We enable students to explore and evaluate contemporary geographical questions and issues such as the consequences of globalisation, responses to hazards, water insecurity, sustainability and climate change. By considering the overarching synoptic themes of players, actions and attitudes and future uncertainties, students are taught to make links and develop synoptic and critical thinking. Students become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches and applying them as an integral part of their fieldwork studies

Prior Knowledge	In KS5, students of Geography will build on the following prior learning: GCSE knowledge of how to explain, assess and evaluate; links between the physical and human world; knowledge of how physical processes shape our world; knowledge of the human environment across various scales and how humans affect it.
Future Knowledge	The curriculum in KS5 Geography will prepare students for the following future learning: how to analyse data; how to think synoptically and critically and offer balanced arguments; how to conduct an independent research project – selecting research questions, applying relevant techniques and skills, and identifying appropriate ways of analysing and communicating findings.

	Term	Key Knowledge	Assessment Focus
Year 12	1	Diverse places: how do population structures vary over time and place? How do different people view diverse living spaces? Coastal landscapes: why are coastal landscapes different and what processes cause these differences? How do characteristic coastal landforms contribute to coastal landscapes?	Transition work and initial suitability to study assessment Exam questions on population characteristics / Explain questions on lithology and structure. Coastal landscapes test
	2	Diverse places: why are there demographic and cultural tensions in diverse places? How successfully are cultural and demographic issues managed? Coastal landscapes: How does coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?	Formal assessment of term 1 content. Essay: desirable places. ‘Evaluate’ question on coastal flooding.
	3	Globalisation: what are the causes of globalisation and why has it accelerated in recent decades? Coastal landscapes: How can coastlines be managed to meet the needs of all stakeholders?	Diverse Places test Essays and practice exam questions on globalisation and coastal landscapes
	4	Globalisation: what are the impacts of globalisation for countries, different groups of people and cultures and the physical environment? Water: What are the processes that operate within the hydrological cycle from global to local scale?	Coastal landscapes test questions. Essays and practice questions
	5	Globalisation: what are the consequences of globalisation for global development and the physical environment, and how should different players respond to its challenges? Water: what factors influence the hydrological system over short- and long-term timescales? What is the impact of climate change on the hydrological cycle globally and locally?	Year 12 Internal Examination (Human and Physical). Exam questions on acceleration of globalisation and coasts topics. Essays and practice exam questions
	6	Globalisation: how should different players respond to the challenges of globalisation? Water: how does water insecurity occur and why is it becoming such a global issue for the 21st century? Independent investigation: creating a hypothesis and independently conduct research Synoptic ideas – review of key geographical concepts, ideas and theories. Recall and memorise concepts, processes, and knowledge.	Year 12 Internal Examination (Human and Physical). Essays and practice exam questions Independent investigation – hypothesis, research and data collection (ongoing)
Year 13	Term	Key Knowledge	
	1	What is human development and why does it vary from place to place? Why are there variations in human health and life expectancy? Why do human rights vary? Carbon: how does the carbon cycle operate to maintain planetary health? What are the consequences for people and the environment of our increasing demand for energy? Independent investigation writing	Exam questions on variations in health and education Exam questions on carbon cycle Regular Year 1 questions (Physical/human)
	2	How can human rights be used as an argument for geopolitical intervention? Carbon: How are the carbon and water cycles linked to the global climate system? Independent investigation writing	Exam questions on variations in health and education Y13 internal exams in November – Paper 1. (Physical Geography) and Paper 2. (Human Geography)

			Regular Year 1 questions (Physical/human)
3	<p>What are the outcomes of geopolitical interventions in terms of human development and human rights?</p> <p>Superpowers: what are they and how have they changed over time?</p> <p>Tectonic hazards: why are some locations more at risk from tectonic hazards and why do some tectonic hazards develop into disasters?</p>		<p>Y13 internal exams in February – Physical Geography (Paper 1) and Human Geography (Paper 2)</p> <p>Regular Year 1 questions (Physical/human)</p>
4	<p>Superpowers: What are the impacts of superpowers on the global economy, political systems and the physical environment? Superpowers: what spheres of influence are contested by superpowers and what are the implications of this?</p> <p>Tectonic hazards: how successful is the management of tectonic hazards and disasters?</p> <p>Synoptic ideas – review of key geographical concepts, ideas and themes for paper 3</p>		<p>Regular Year 1 questions (Physical/human)</p> <p>Tectonic Hazards 12-mark questions</p> <p>End of Unit Test - Superpowers</p>
5	<p>Synoptic ideas: review of key geographical concepts, ideas and themes for paper 3</p> <p>Revision and consolidation of enquiry question knowledge and key skills. Targeted individual support and practice.</p>		<p>Paper 3 Synoptic past paper practice</p> <p>Past paper exam questions practice</p>
6	Exams		

Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers	Links to Other Personal Development
<p>Students are introduced to key geographical terminology throughout the Key Stage 5 course.</p> <p>Class teachers apply school literacy and marking policy to support students.</p> <p>Students have access to Geography Review magazine (library or personal subscription)</p> <p>A-Level students are encouraged to regularly read news articles from reliable sources.</p> <p>Recommended books:</p> <ul style="list-style-type: none"> • A short history of everything – Bill Bryson • There is no planet B – Mike Berners-Lee • No one is too small to make a difference – Greta Thunberg • Factfulness – Hans Rosling • The Almighty Dollar – Dharshini David • Pole to Pole – Michael Palin • Sahara – Michael Palin • Africa is not a country – Dipo Faloyin • The Volcano, Monserrat and me – Lally Brown • Ordnance Survey Puzzle Book - Ordnance Survey • Human Planet – Simon Lewis and Mark Maslin • The Ice Man – Alan Parkinson • Gaia: James: Lovelock • We are displaced: Malala Yousafzai • Prisoners of Geography: Tom Marshall • The Power of Geography: How power and politics in space will change our world? Tim Marshall • The Power of Geography: Ten Maps that Reveal the Future of Our World • Why study Geography? Alan Parkinson • The Rare Metals War? Guillaume Pitron • The Uninhabitable Earth: David Wallace-Wells • Russia: a journey to the heart of a land and its people: J. Dimpleby • Brick Lane, Ali, M • Planet Google: How One Company Is Changing Our Lives: R. Stross • The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It- P. Collier • Pearce, F. (2007) When the Rivers Run Dry: What happens When Our Water Runs Out? – Eden Project Book • Gore, A. (2006) An Inconvenient Truth - A. Gore • Wilding - Isabella Tree 	<p>Mutual respect in Geography:</p> <ul style="list-style-type: none"> • students respect other students’ opinions and beliefs in class discussion about different places and societies • students respect different views in debate and appreciate the roles of players and attitudes and actions of countries, IGOs, transnational companies and in relation to resources, for example should the Grand Ethiopian Renaissance Dam be built? Students are encouraged to play our part as global citizens e.g. through the study of climate change and threats to ocean health • students have opportunities to understand our responsibilities to conserve our resources and consider the role of biofuels and radical technologies, including carbon capture and storage and alternative energy sources to mitigate against climate change <p>Democracy in Geography</p> <ul style="list-style-type: none"> • students consider how democracy is presented in a range of countries with different political systems and compare an authoritarian and democratic system. Students learn about how levels of political corruption vary and can be measured (Index of Corruption); students have opportunities to discuss and explore social injustices and inequalities 	<p>Regular links to Careers made in lessons e.g. jobs in coastal management, hazard and flood management, development and charity work, climate change research etc. Videos shown for example monitoring sediment cells and analysing ice cores.</p> <p>In the synoptic link to players, students learn about the role of scientists, emergency planners, engineers, NGOs and insurers</p> <p>Curriculum trips: links to jobs related to the issues being studied e.g. tackling deprivation, managing coasts.</p>	<p>Living in the Wider World:</p> <ul style="list-style-type: none"> • Discussions about trade, role of transnational corporations, economic and political links and organisations, culture, transport and communications • Attitudes and actions towards climate change and alternative energies • Views on ethical consumption and recycling <p>Relationships:</p> <ul style="list-style-type: none"> • How demand for equality has been an important part of history for both women and ethnic groups. • Gender Inequality Index studies in study of globalisation <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • Managing study and revision time effectively • Recognising new challenges and the importance of resilience • Knowing how and when to access support

<ul style="list-style-type: none"> The New Silk Roads: P. Frankopan 	<p>(perceived or real) through the study of issues.</p> <p>Tolerance in Geography</p> <ul style="list-style-type: none"> students are taught to have respect for democracy and the right of other students to have a voice students understand the importance of identifying and combating discrimination including combating stereotypes. students learn to respect and understand cultural diversity in society ie. through the study of diverse places and the impact of cultural erosion <p>Rule of Law in Geography</p> <ul style="list-style-type: none"> students learn how governments have influenced nations and societies through law in the study of superpowers. <p>Individual liberty in Geography</p> <ul style="list-style-type: none"> students learn about the environment and how they can make a difference in protecting our world. Through developing knowledge about the water and carbon cycles, students appreciate the fragility of the planet. We consider fair trade, ethical consumption and recycling options. students learn about human rights and how they vary from place to place. They learn about the Universal Declaration of Human Rights (UDHR) and the European Convention of Human Rights (ECHR). They learn how demand for equality has been an important part of history for both women and ethnic groups. 		
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Extra-Curricular and Co-Curricular Opportunities	Links with other subjects in the curriculum
<p>Students are required to complete at least four days of fieldwork which relates to processes in physical and human geography. Typically, this can include a two-day residential in East Yorkshire collecting primary data in the city of Hull and the Holderness Coast. Other opportunities have included fieldtrips to Sheffield, Boston, Skegness, Hunstanton and Gibraltar Point.</p> <p>Sixth form student prefects are expected to support the delivery of geography-themed assemblies as well as support the running of Earth/Quiz club as well as assist at Open Evening events promoting the department.</p> <p>Some students participate in the 5-day trip to Iceland which is offered every two years through the Joint Sixth Form with Carre's Grammar School.</p>	<p>Science: climate change and carbon cycle; rocks and weathering; tectonics; meteorology.</p> <p>Maths – graphical skills e.g. climate graphs and fieldwork presentation (line graphs, pie charts, divided bar charts), calculating with percentages, ratios (scale) and averages (mean, median mode, range)</p> <p>Psychology – statistical analysis</p> <p>History: globalisation and superpowers</p> <p>EPQ: managing a research project</p>

