Geography

Intent:

The Geography curriculum seeks to inspire students to love learning, develop into informed and empowered global citizens and fully prepare students to excel in further Geographical study.

Context:

Prior learning may include understanding of how Oswestry fits into it's local and national context, including location and importance of the area. Students may have experience of local physical landscapes and landmarks such as the Longmynd as well as physical events such as River Severn flooding.

What will you be learning in Year 7 Geography?

The topics you will study in Year 7 are **place based**, meaning that you will build up your knowledge and understanding of both your own **local area and the wider world**, developing valuable **skills of geographical enquiry and critical thinking**.
This place based foundation of knowledge, as well as the technical skills learnt, will equip you well to go on and study the broad range of topics on offer in future years. Each topic includes at least one **controversial issue** that is debated in the world today. The skills you learn in each topic will be revisited throughout KS3 and will prepare you for GCSE as well as to be excellent, independent geographers!

Keeping a track of your progress: Your teacher will be assessing your progress informally every lesson. In addition, you will have at least one piece of work 'deep marked' (with written feedback) every half term, and you will be given time in the lesson to respond to the feedback in order to make further progress. Record your assessments here:

Autumn 1 Are urban places better to live in than rural?	**Autumn 2** Exam	**Spring 1** To move or not to move?	**Spring 2** How can tropical rainforests be protected?	**Summer 1** Do you give a 'dam' about development?	**Summer 2** Exam

Scheme of Learning YEAR OVERVIEW

The Big Picture—Intent: The KS3 Geography curriculum is designed to develop students' understanding from a foundation of place based knowledge built in year 7. It aims to foster a love of learning in Geography by focussing on a range of exciting places, from local to much further afield. The curriculum builds confidence, cultural capital, technical skills and the ability to debate controversial issues that will prepare students for study in future years.

YEAR 7 GEOG

Content / Units	Skills	Knowledge	Prior—Y6	Next—Y8
Becoming a Geographer Exploring South America Exploring Africa	Map skills including grid references, describing location, use of scale etc. Developed explanation. Use of evidence to form an argument and support points.	Developed knowledge of the local area and how it is situated within modern Britain. Enhanced understanding of the continents and skills related to map techniques. Detailed knowledge of a range of contemporary issues within South America including migration and threats and management of tropical rainforests. Knowledge of major physical features within Africa including the formation of the Atlas mountains. Understanding of key environmental processes such as the flooding on the Nile and human influences such as mega-dams.	Learning about the local area and the UK. Basic knowledge of global locations e.g. continents and oceans	Use place based knowledge and understanding of key issues such as sustainability to delve deeper into the relationship between humans and the natural environment.

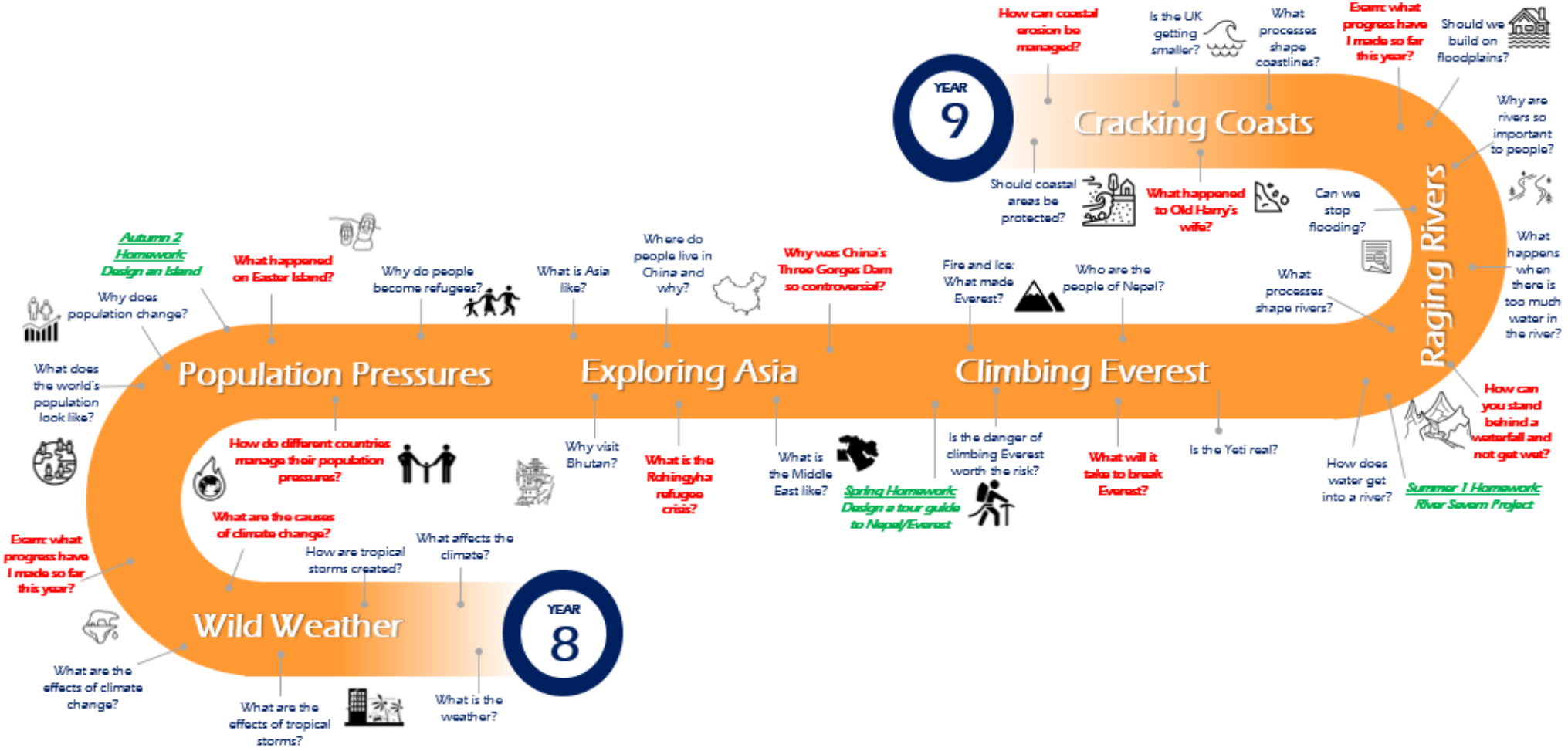
Implementation	Marches Futures Links	Summative Assessment
Year 7 students receive one lesson a week of Geography, each unit spans a term with regular opportunities for feedback and formative assessment. The curriculum includes an exciting range of topics and controversial topical issues combined with engaging and varied activities, resulting in students loving the subject. There is a focus on retrieval practice to ensure students are able to confidently deploy detailed geographical knowledge. Platinum tasks build stretch and challenge into the curriculum. Student success is celebrated in lessons and with rewards and contact with parents. There are a range of enrichment opportunities (such as projects and wider reading) and in class activities that stretch students to link their learning to the wider world and develop LORIC skills resulting in responsible and passionate global citizens who are able to compete with their more advantaged peers. The geography curriculum includes explicit development of skills alongside interleaving of knowledge, resulting in students who go on to achieve highly and a significant proportion or our students choose to study Geography at GCSE, A Level and beyond.	Links to careers opportunities are signposted throughout the curriculum. The Autumn term school environment project allows students to engage with the school and wider community and develop stewardship of their environment, as well as develop a range of literacy and numeracy skills through development of map techniques and skills. There are frequent opportunities for students to engage with global issues, deepening their understanding of how Britain fits into a rapidly changing world. These topics encourage students to develop empathy and responsible attitudes towards diverse environments and communities.	During each unit students will receive detailed feedback from a summative assessment point which gives them the opportunity to reflect and improve their work. They will then have a summative assessment point at the end of the unit, again with detailed teacher feedback. The assessments take various forms including exams, essays and presentations.

Impact:

By the end of year 7 students can confidently demonstrate their knowledge of their local environment and the wider world. They are able to clearly explain complex concepts and contemporary global issues. Students can use facts and evidence to form and justify their own opinions and come to clear and well substantiated conclusions. During year 7 students will also have developed their technical and numerical skills including the use of OS maps and a range of data analysis and interpretation techniques. Students will be able to use their place based knowledge and understanding to confidently embark on the year 8 curriculum, in which they will use their Geographical foundation to delve deeper into the relationship between humans and our environment.

What will you be learning in Year 8 Geography?

In year 8 you will build on your place-based knowledge from Year 7 to develop your understanding of **how humans interact with the natural environment** and you will delve deeper into a range of controversial issues. You will develop the key skills of **explanation, evaluation and discussion** which will **empower you to come to your own conclusions** about current global geographical issues such as population management and use of natural resources. These skills will enable you to **learn independently** and **have a voice** in debates that will affect your future.



Keeping a track of your progress: Your teacher will be assessing your progress informally every lesson. In addition, you will have at least one piece of work 'deep marked' (with written feedback) every half term, and you will be given time in the lesson to respond to the feedback in order to make further progress. Record your assessments here:

Autumn 1 Exam	**Autumn 2** How do different countries manage their population pressures?	**Spring 1** what is the controversy around China's Three Gorges Dam?	**Spring 2** What will it take to break Everest?	**Summer 1** Exam	**Summer 2** How can coastal erosion be managed?

Scheme of Learning YEAR OVERVIEW

The Big Picture—Intent: The KS3 Geography curriculum is designed to develop students into empowered and informed global citizens. The second year of the KS3 Geography curriculum builds on students place based knowledge and continues to develop their breadth of understanding of the wider world. It focusses on developing students' skills of analysis, delving deeper into the controversial unfolding in our world and **key concepts surrounding how humans and the natural environment interact.**

YEAR 8

GEOG

Content / Units	Skills	Knowledge	Prior—Y7	Next—Y9
Wild Weather Population pressures Exploring Asia Climbing Everest Raging Rivers Cracking coasts	Technical skills including interpretation and analysis of data through population pyramids and a range of maps. Developed explanation using evidence. Justified evaluation and discussion.	Basic understanding of causes of climate and weather. Knowledge of causes and effects of climate change, tropical storms and changing weather patterns. Knowledge of the distribution and structure of the world's population and factors driving specific changes. Understanding of cultures and landscapes in Asia as well as the pivotal role it will play in the global future. Knowledge of the landscape and industries around Everest and how human influence on the natural environment can be managed. Understanding of processes and the formation of fluvial and coastal landforms, managing of erosion and the interaction between humans and rivers and coasts.	Place based knowledge, experience of global issues and understanding of key concepts such as sustainability.	Use knowledge of interaction between humans and the environment to develop a more diverse understanding of place whilst also sharpening their skills of justification and debate in preparation for the start of GCSE.

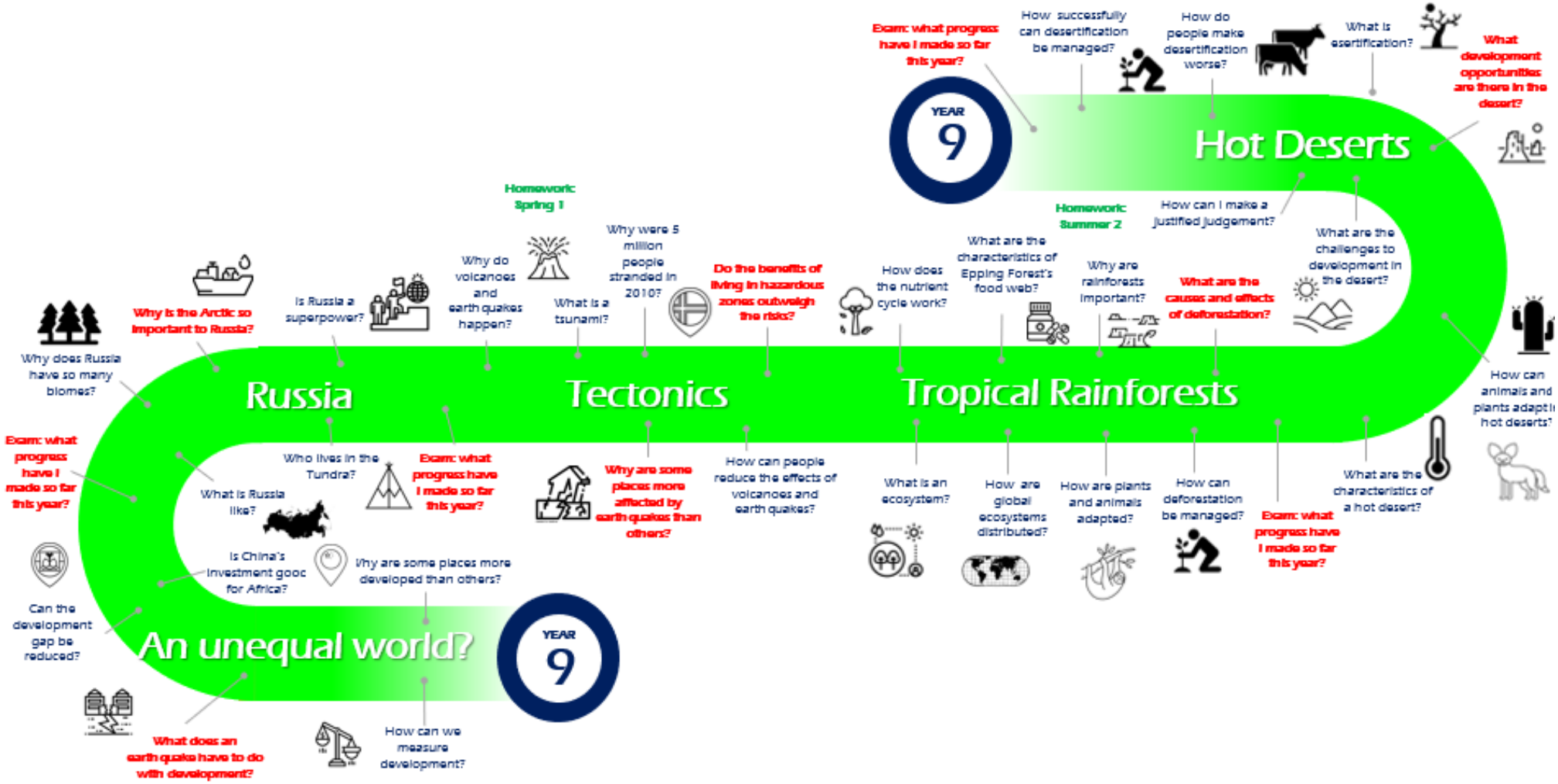
Implementation	Marches Futures Links	Summative Assessment
There are two units per term of 12-14 lessons. The units will sequentially build geographical skills, with both units in each term developing the same key skill, whilst also broadening geographical knowledge of key themes relating to the interactions of people and place. LORIC is developed through a range of tasks in lessons and as homework. A mix of individual, paired and grouped tasks develop communication, leadership and resilience. These tasks range from discussion and debate to challenging academic written tasks and creative tasks, developing students interpersonal skills. There are opportunities for further study through the enrichment homework programme, building initiative. Interleaving and retrieval practice are key elements of the KS3 curriculum, with starter tasks often devoted to revision and retrieval. Specific revision skills are taught through revision lessons to start developing a base of revision skills that students can use independently in later years. The skills based plan sequentially builds literacy skills and numerical/statistical skills throughout the year, building on the foundation of skills from year 7 and revisiting these skills regularly in subsequent units. The controversial issues embedded in each unit are key 'wow moments', with the surrounding debate showing real love of learning. Students are rewarded and celebrated through praise in lessons and contact with home as well as whole school rewards evenings.	Links to careers opportunities are signposted throughout the curriculum. Controversial issues of human relationships with their environment develop integrity and understanding of stewardship of their environment. There are frequent opportunities for students to engage with global issues, deepening their understanding of how the UK fits into a rapidly changing world. These topics encourage students to develop empathy and responsible attitudes towards diverse environments and communities. Fieldwork opportunities in the summer term explicitly develop LORIC skills when students work independently and with others.	During each unit students will receive detailed feedback from a summative assessment point which gives them the opportunity to reflect and improve their work, as well as regular feedback and assessment through other techniques. They will then have a summative assessment point at the end of the unit, again with detailed teacher feedback. The assessments take various forms including exams, essays and presentations.

Impact:

Students will have a far deeper understanding of controversial issues around the world and will have broadened their experience of different places, landscapes and cultures. They will have begun to develop the skills they need to interrogate evidence, weigh up opinions and come to well evidenced conclusions themselves. They will have a deeper understanding of physical processes that change the landscape and will be able to explain and evaluate how human and natural processes interact. Students will have a well rounded understanding of the concept of sustainability and be able to apply the idea to a varied range of contemporary issues. Students will feel confident engaging in academic discussion surrounding these issues and be able to justify their point of view.

What will you be learning in Year 9 Geography?

In year 9 you will build on your understanding of place and human interactions with the world from years 7 and 8 and develop knowledge of key concepts within our society that affect humans worldwide such as **economic development, the legacy of colonialism and inequality**. You will better sharpen your geographical skills and develop key exam skills of **justification and discussion ready for GCSE**. In the final term of year 9 you will begin the GCSE course starting with tropical rainforest and hot deserts.



Keeping a track of your progress: Your teacher will be assessing your progress informally every lesson. In addition, you will have at least one piece of work 'deep marked' (with written feedback) every half term, and you will be given time in the lesson to respond to the feedback in order to make further progress. Record your assessments here:

Autumn 1 Development Exam	**Autumn 2:** Russia Exam	**Spring 1:** Year 9 Exam	**Spring 2:** Tectonics Exam	**Summer 1:** TRF Exam	**Summer 2** Making a judgment (GCSE style exam question)

Scheme of Learning YEAR OVERVIEW

The Big Picture—Intent: The final year of the KS3 Geography curriculum builds on students knowledge of place and interactions and deepening the love of learning in Geography by focusing on engaging and controversial topics of Development , Russia and Tectonics. Students develop a more diverse understanding of place whilst also sharpening their skills of justification and debate in preparation for the start of GCSE.

YEAR 9 GEOG

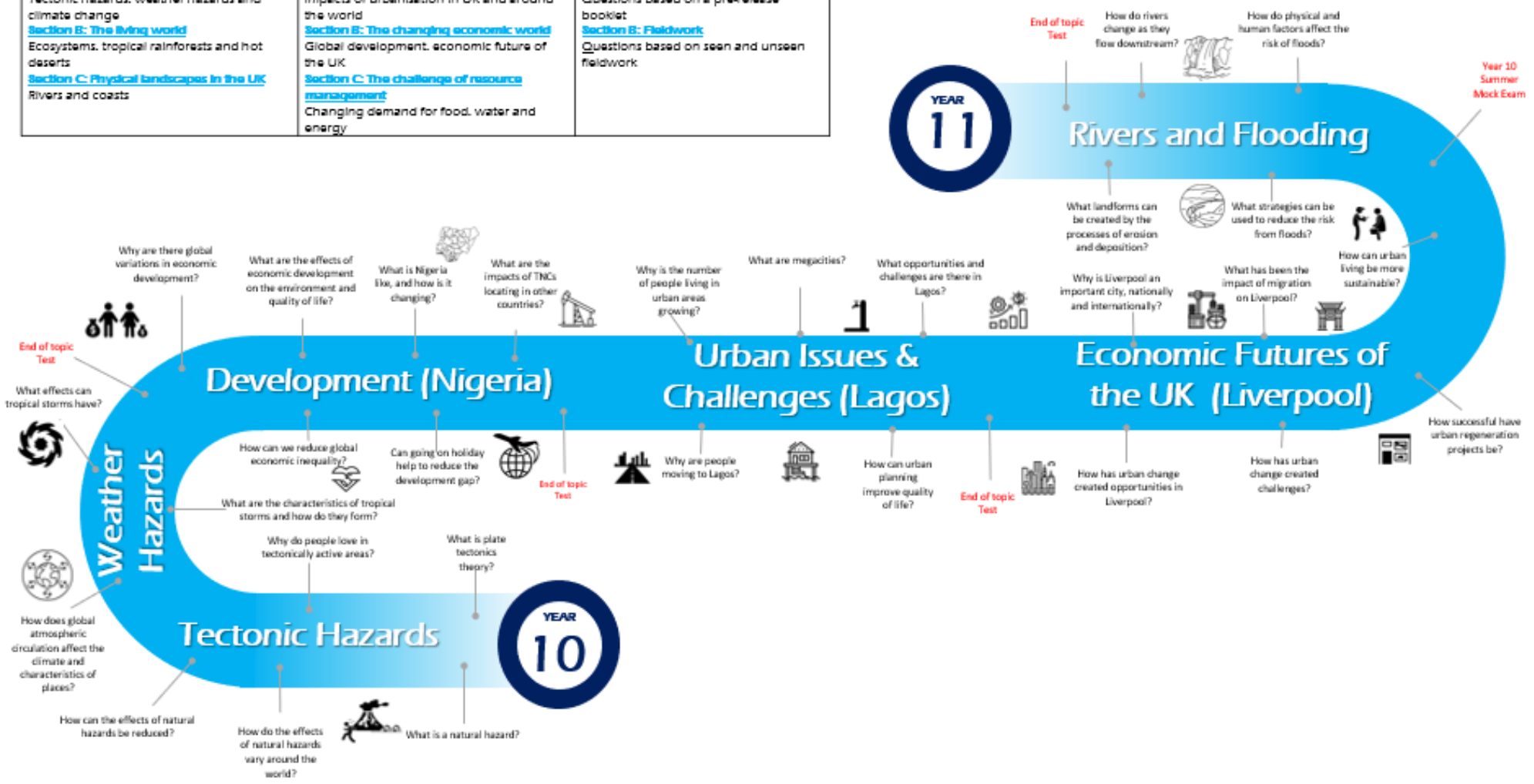
Content / Units	Skills	Knowledge	Prior—Y8	Next—GCSE
An unequal world? Russia Tectonics Tropical rainforests Hot Deserts	Technical skills including interpretation and analysis of data. Making a justified judgement. Evaluation. Using evidence and figures.	Measuring and defining development. Evaluation of a range of development indications, causes and consequences of inequality. Evidence for plate tectonics, functioning of tectonic processes, causes, consequences and management of tectonic hazards. Use of case studies to evaluate the influence of development on effects of tectonic hazards. Development of wider geographical issues around place-based geography, focusing on Russia. Looking at synoptic links between human and physical concepts from biomes to contention as a global superpower.	Use place based knowledge to delve deeper into the relationship between humans and the natural environment through a range of physical and human topics.	GCSE topic begins in summer of year 9. Focus on Natural Hazards (tectonics and weather) and Development, Lagos and Nigeria in year 10 to capitalise on prior learning.

Implementation	Marches Futures Links	Summative Assessment
Year 9 students receive three lessons a fortnight of Geography, each unit includes regular opportunities for feedback and formative assessment. These tasks range from discussion and debate to challenging academic written tasks and creative tasks, developing students interpersonal skills. There are also opportunities for further study developed through the enrichment homework programme, building initiative. The lesson based homework tasks also built initiative, organisation and resilience through a range of challenging activities. Interleaving and retrieval practice are key elements of the KS3 curriculum and are built into schemes of work, with starter tasks often devoted to revision and retrieval. Specific revision skills are taught through revision lessons to start developing a base of revision skills that students can use independently in later years. The skills based plan sequentially builds literacy skills and numerical/statistical skills throughout the year, building on the foundation of skills from year 7 and 8 and revisiting these skills regularly in subsequent units. The controversial issues embedded in each unit are key 'wow moments' such as how war and disease halt development, with the surrounding debate showing real love of learning. Students are rewarded and celebrated through praise in lessons and contact with home as well as whole school rewards evenings.	Links to careers opportunities are signposted throughout the curriculum. Controversial issues of human relationships with their environment develop integrity and understanding of stewardship of their environment. There are frequent opportunities for students to engage with global issues. These topics encourage students to develop empathy and responsible attitudes towards diverse environments and communities. The development unit explicitly addresses Neo-colonialism and the influence of empire, encouraging students to develop understanding of 21st Century Britain and global cultural, economic and political relationships.	During each unit students will receive detailed feedback from a summative assessment point which gives them the opportunity to reflect and improve their work, as well as regular feedback and assessment through other techniques. They will then have a summative assessment point at the end of the unit, again with detailed teacher feedback. The assessments take various forms focussing on exam skills.

Impact: Students will have developed their skills of justification and debate , developing cultural capital and an understanding of the world through grappling with controversial contemporary issues. They will also have gained greater understanding of our physical world and be able to draw together their learning to tackle issues synoptically, for instance, linking development to the impact of natural hazards. They will have deepened and broadened their understanding of diverse human and physical landscapes around the world, building on their prior learning so that they are able to tackle difficult issues and concepts confidently, justifying their own opinions and being able to participate in academic debate. They will have continued to sharpen their geographical skills with a shift towards preparation for exams meaning there are confident when starting the GCSE course after Easter. They are able to link their learning to the wider world and develop LORIC skills resulting in responsible and passionate global citizens who are able to compete with their more advantaged peers. A significant proportion or our students choose to study Geography at GCSE, A Level and beyond.

What will you be learning in GCSE Geography?

Paper 1: Living with the physical environment (1 hour 30, 35% of final grade)	Paper 2: Challenges in the human environment (1 hour 30, 35% of final grade)	Paper 3 Geographical applications and skills (1 hour 15, 15% of final grade)
Section A: The challenge of natural hazards Tectonic hazards, weather hazards and climate change **Section B: The living world** Ecosystems, tropical rainforests and hot deserts **Section C: Physical landscapes in the UK** Rivers and coasts	**Section A: Urban issues and challenges** Impacts of urbanisation in UK and around the world **Section B: The changing economic world** Global development, economic future of the UK **Section C: The challenge of resource management** Changing demand for food, water and energy	**Section A: Issue evaluation** Questions based on a pre-release booklet **Section B: Fieldwork** Questions based on seen and unseen fieldwork



Keep a track of your progress here:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Scheme of Learning YEAR OVERVIEW

The Big Picture—Intent: In year 10 student will continue to follow the specification for AQA GCSE Geography that they began in the summer of year 9. They will broaden their understanding of the world and deepen their knowledge of key concepts and skills through topics such as tectonics, development, weather hazards, UK, Liverpool and Lagos. They will carry out fieldwork and be able to justify their methods, data presentation and conclusions.

YEAR 10 GEOG

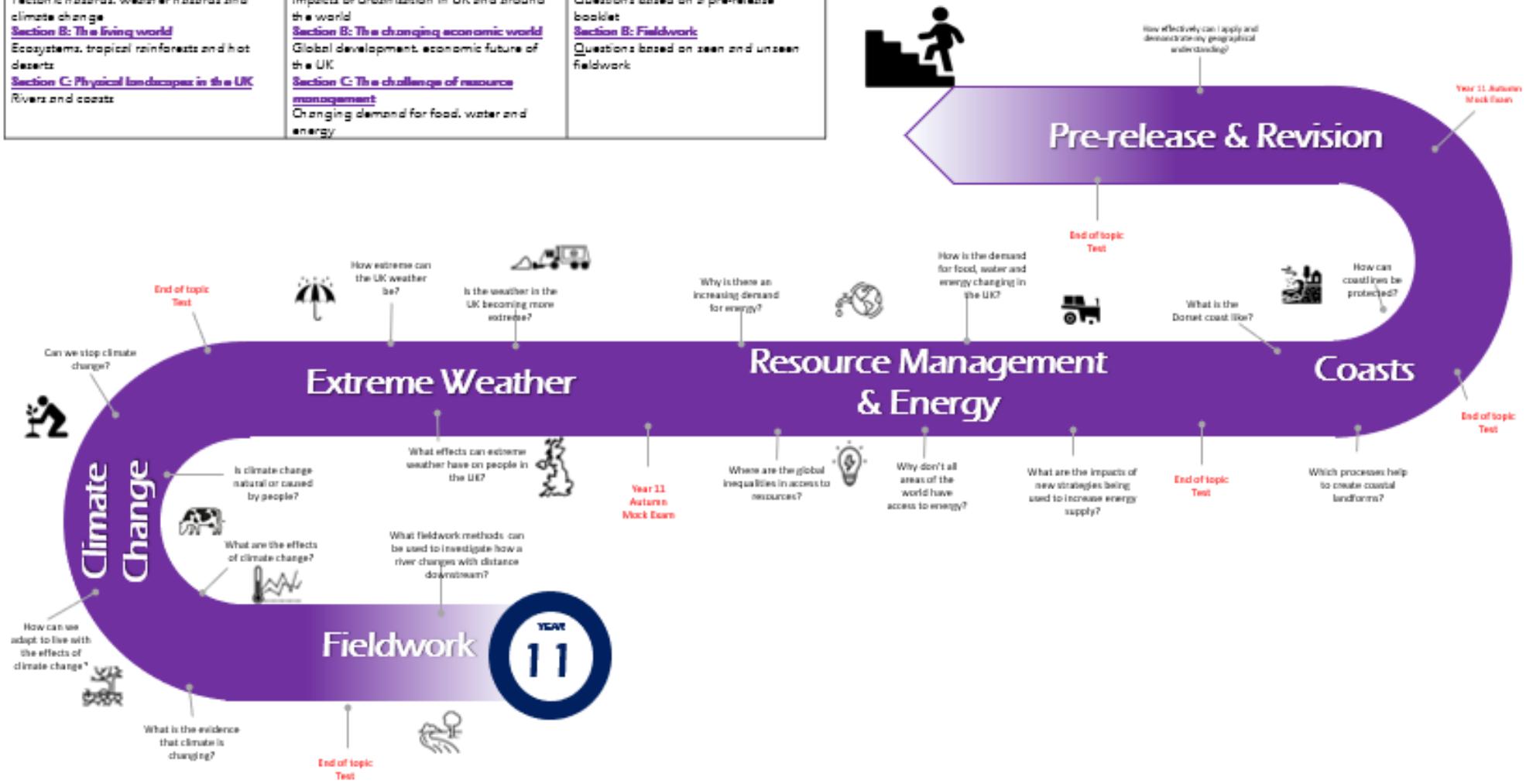
Content / Units	Skills	Knowledge	Prior—Y9	Next—Y11
Tectonics and weather hazards Development and Nigeria Changing economic world; UK, Liverpool and Lagos. Rivers and flooding	Fieldwork skills Describing data, distribution, location etc. Explanation of concepts and processes Explanation using figures Evaluation and discussion Statistical skills and evaluation of techniques	Hazards (Tectonics and weather); physical processes and causes of meteorological and tectonic hazards, varying effects of and responses to specific hazards (L'Aquila and Nepal earthquakes, Typhoon Haiyan). Measuring development, causes, effects and strategies to close the development gap. The location and importance of Nigeria, Nigeria's characteristics and changing economic relationships. Opportunities and challenges of urban change in Lagos and Liverpool. River processes, landforms, causes and effects of flooding, flood management.	Using foundation of knowledge from development and tectonics units in Y9 and weather in Y8. Building on skills of using figures and evidence as well as evaluation and justification.	Continuation of GCSE course. Fieldwork skills developed further in the rivers unit with understanding of processes used to support the coasts unit.

Implementation	Marches Futures Links	Summative Assessment
The units in the year are structured in order to capitalize on conceptual links and foundation of knowledge and skills from KS3. A mix of individual, paired and grouped tasks are built into lessons to develop LORIC, these tasks range from discussion and debate to challenging academic written tasks and creative tasks, developing students interpersonal skills. Interleaving and retrieval is a key part of the year 10 curriculum due to the breadth of knowledge required. This is built into lessons and the assessment plan to achieve maximum knowledge retention with skills continually practiced through the content of each unit. Specific revision skills are taught through revision lessons to continue developing a base of revision skills that students can use independently. The skills based plan sequentially builds literacy skills and numerical/statistical skills throughout the year, building on the foundation of skills from KS3 and revisiting these skills regularly in subsequent units. Students are rewarded and celebrated through praise in lessons, prizes and contact with home as well as whole school rewards evenings.	Links to careers opportunities are signposted throughout the curriculum. There are frequent opportunities for students to engage with global issues. These topics encourage students to develop empathy and responsible attitudes towards diverse environments and communities. The development unit explicitly addresses Neo-colonialism and the influence of empire, encouraging students to develop understanding of 21st Century Britain and global cultural, economic and political relationships. Fieldwork opportunities in the summer term explicitly develop LORIC skills when students work independently and with others.	Continual low stakes testing with 'Geog your memory', feedback given on regular exam questions . Each unit will be assessed with past paper questions including some from a previous topic to assess retention. Dedicated MAD time planned into each SoW.

Impact: Students will have a broader knowledge of the world and will have a deep technical understanding of the key terms and concepts that they have covered. They will have developed their exam skills and feel more confident attempting exam questions without teacher support. Students will enjoy their geography lessons and be in the habit of learning outside of the classroom, regularly completing consolidation and pre-learning tasks. Students will have completed one section of their fieldwork and will be able to apply data analysis skills and analyse and discuss their own data collection methods, presentation methods and conclusions. They will be able to link their topics together which will support them to come to justified conclusions and well informed discussions. The students will be well prepared to begin studying the year 11 curriculum with a solid foundation of exam skills and knowledge of the content.

What will you be learning in GCSE Geography?

Paper 1: Living with the physical environment (1 hour 30. 35% of final grade)	Paper 2: Challenges in the human environment (1 hour 30. 35% of final grade)	Paper 3 Geographical applications and skills (1 hour 15. 15% of final grade)
Section A: The challenge of natural hazards Tectonic hazards, weather hazards and climate change **Section B: The living world** Ecosystems, tropical rainforests and hot deserts **Section C: Physical landscapes in the UK** Rivers and coasts	**Section A: Urban issues and challenges** Impacts of urbanization in UK and around the world **Section B: The changing economic world** Global development, economic future of the UK **Section C: The challenge of resource management** Changing demand for food, water and energy	**Section A: Issue evaluation** Questions based on a pre-release booklet **Section B: Fieldwork** Questions based on seen and unseen fieldwork



Keep a track of your progress here:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Scheme of Learning YEAR OVERVIEW

The Big Picture—Intent: In year 11 students will continue to follow the specification for AQA GCSE Geography. They will broaden their understanding of the world and deepen their knowledge of key concepts and skills through topics such as climate change and UK extreme weather, resource management and energy. They will carry out physical fieldwork and be able to justify their methods, data presentation and conclusions. They will also study the pre-release issue to prepare for paper 3 exam.

YEAR 11 GEOG

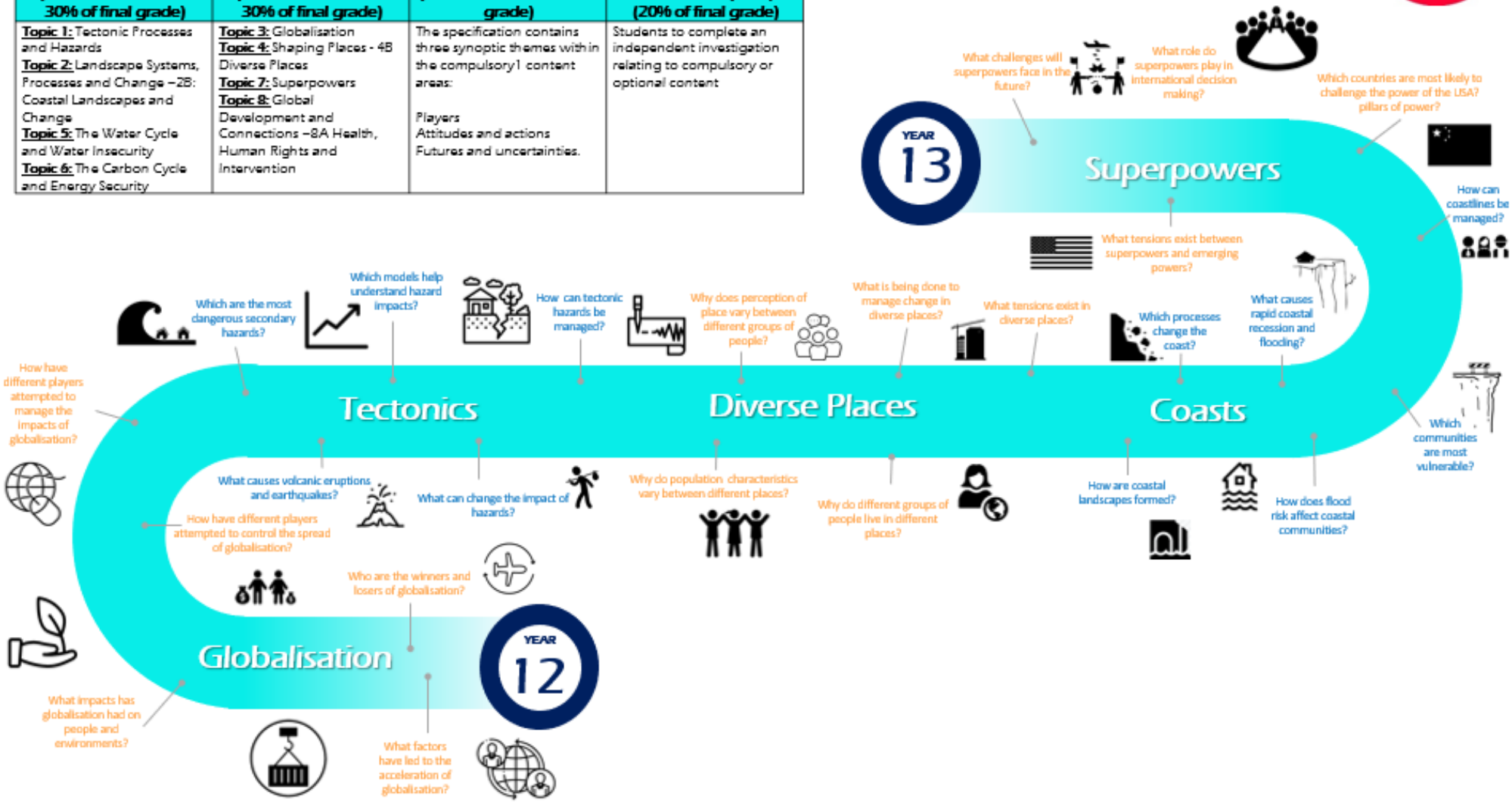
Content / Units	Skills	Knowledge	Prior—Y10	Next—KS5
Climate change and extreme weather Resource management and energy Physical fieldwork Coasts Pre-release	Fieldwork skills Describing data, distribution, location etc. Explanation of concepts and processes Explanation using figures Evaluation and discussion Statistical skills and evaluation of techniques	Causes, effects and management of climate change and UK extreme weather events. Global use of resources and resultant issues. Energy resource use, sources and consequences, sustainable energy use. Coastal processes, landforms, causes and effects of erosion, coastal management.	Knowledge of key concepts such as physical processes of erosion and understanding of development allow for in depth understanding and building of synoptic links.	The Y11 curriculum develops the key skills of evaluation and assessment needed at KS5. It also prepares students for A level paper 3 .

Implementation	Marches Futures Links	Summative Assessment
The units in the year are structured in order to capitalize on conceptual links and the similarities in knowledge base needed for each topic. A mix of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. Interleaving and retrieval is a key part of the year 11 curriculum due to the breadth of knowledge required. This is built into lessons and the assessment plan to achieve maximum knowledge retention with skills continually practiced through the content of each unit. Specific revision skills are taught through revision lessons to continue developing a base of revision skills that students can use independently. Embedded tasks such as 'Geog your memory' are dedicated to revision of previous content, particularly paper 2, to ensure retention and depth of understanding. The skills based plan sequentially builds literacy skills and numerical/statistical skills throughout the year, building on the foundation of skills from KS3 and revisiting these skills regularly in subsequent units. Students are rewarded and celebrated through praise in lessons, prizes and contact with home as well as whole school rewards evenings. Homework plays a significant role in the revision plan, developing independent learners.	Links to careers opportunities are signposted throughout the curriculum. There are frequent opportunities for students to engage with global issues. These topics encourage students to develop empathy and responsible attitudes towards diverse environments and communities. The resource management and climate change units allow students to evaluate pressing contemporary issues and build responsible global citizens. Fieldwork opportunities explicitly develop LORIC skills when students work independently and with others.	Continual low stakes testing with 'Geog your memory', feedback given on regular exam questions . Each unit will be assessed with past paper questions including some from a previous topic to assess retention. Dedicated MAD time planned into each SoW.

Impact: Students will have a broader knowledge of the world and will have a deep technical understanding of the key terms and concepts included in the GCSE specification. They will have developed a comprehensive range of exam skills and feel confident answering exam questions and discussing geographical ideas. Students will enjoy their geography lessons and engaged independently in their learning outside of the classroom. Students will be able to apply data analysis skills and analyse and discuss their own data collection methods, presentation methods and conclusions. They will be able to link their topics together and come to justified conclusions, able to make well informed discussions. The students will be well prepared to sit their GCSE exams with a solid knowledge base and the skills to successfully apply that knowledge. They will be enthusiastic and skilled geographers, keen to continue to study the subject and make an impact on the world in which they live.

What will you be learning in Year 12 Geography?

Paper 1: (2 hours 15 minutes, 30% of final grade)	Paper 2: (2 hours 15 minutes, 30% of final grade)	Paper 3: (2 hours 15, 20% of final grade)	Non-Examined Assessment (NEA) (20% of final grade)
Topic 1: Tectonic Processes and Hazards **Topic 2:** Landscape Systems, Processes and Change – 2B: Coastal Landscapes and Change **Topic 5:** The Water Cycle and Water Insecurity **Topic 6:** The Carbon Cycle and Energy Security	**Topic 3:** Globalisation **Topic 4:** Shaping Places - 4B Diverse Places **Topic 7:** Superpowers **Topic 8:** Global Development and Connections – 8A Health, Human Rights and Intervention	The specification contains three synoptic themes within the compulsory1 content areas: Players Attitudes and actions Futures and uncertainties.	Students to complete an independent investigation relating to compulsory or optional content



Keep a track of your progress here:

End of Globalisation Grade	End of Tectonics Grade	End of Diverse Places Grade	End of Coasts Grade	End of Superpowers Grade	End of Year 12 Grade

Scheme of Learning YEAR OVERVIEW

The Big Picture—Intent: Students follow the Edexcel 2016 A level specification, building on their knowledge and skills from GCSE. They will develop their grasp of key geographical concepts and learn about human and physical systems in great depth, with a holistic grasp of the interactions between human and physical systems They will develop their knowledge of the wider world and contemporary issues meaning they will be able to confidently make complex arguments and justify their judgements with evidence.

YEAR 12 GEOG

Content / Units	Skills	Knowledge	Prior—Y11	Next—Y13
Globalisation Diverse places Tectonics Coasts	Explanation of concepts and processes Use of resources and evidence Evaluating and assessing, forming and justifying judgement with evidence and case studies. Statistical, data analysis and research skills	Causes of globalisation and its acceleration, global shift and impacts of globalisation on people, cultures and environments, consequences and responses to physical and global impacts of globalisation. Population characteristics and demographics across the UK, changing diversity in rural and urban places, increasing tension and management of conflict in communities. Coastal landforms and processes, management and the influence of global changes on coastal communities. Tectonic hazards, factors affecting hazard impacts, key models for evaluating hazard management and the significance of events.	The GCSE prepares students for synoptic thinking, data analysis skills, being able to form an argument and basic coasts, tectonics and diverse places knowledge.	Year 12 content allows students to make synoptic links in year 13 and introduces key concepts e.g. tipping points, positive feedback loops etc.

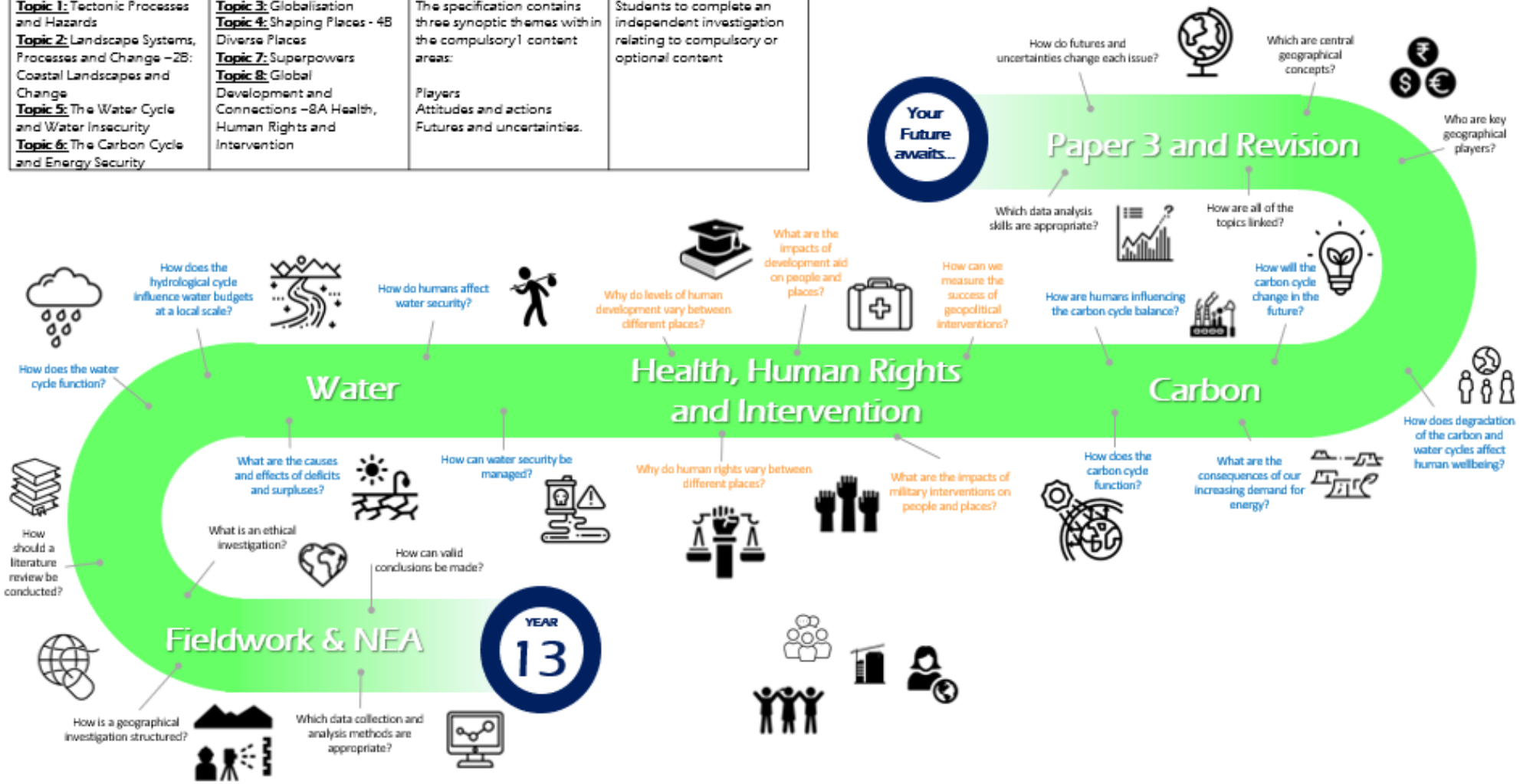
Implementation	Marches Futures Links	Summative Assessment
Two units are taught concurrently to maximise opportunity for interleaving and synoptic thinking. Globalisation and tectonics are taught first to build on GCSE content, followed by coasts and diverse places to maximise choice of NEA subject. Students are encouraged to reflect on their learning and be independent learning. Flipped learning is used regularly so that class time can be used to develop deeper understanding and refine the skills of evaluation and analysis. Students are encouraged to read widely and consolidate thoroughly with regular folder checks finding evidence of this. Regular feedback is provided on exam questions with review points built in to schemes of work. Students use this feedback to reflect on their strengths and set personal learning targets. Students engagement is built through deep understanding of complex contemporary issues and links are made between the content and pressing contemporary issues affecting their lives. Students spend the final half term researching and planning for the NEA (20% of final grade) with robust guidance and one to one meetings with staff to develop these essential investigative and academic skills.	Links to careers opportunities are signposted throughout the curriculum. There are frequent opportunities for students to engage with global issues. These topics encourage students to develop empathy and responsible attitudes towards diverse environments and communities. There are regular opportunities for students to evaluate pressing contemporary issues and build responsible global citizens. Fieldwork opportunities explicitly develop LORIC skills when students work independently and with others. The NEA allows students to become an expert in a topic and develop research, strategic planning and data analysis skills needed for further academic study or project management.	Formal assessments are carried out at the end of each EQ (3 or 4 in a topic). Students will receive individual feedback and reflect on and improve their learning at this point. Mock exams will assess holistic understanding and knowledge retention. Low stakes testing occurs frequently in lessons to assess and maximise the benefits of interleaving and retrieval. All exam questions are marked or peer assessed.

Impact:

Students are well rounded, independent learners, ready to engage in academic debate about contemporary issues. They have excellent exam skills and are able to form an argument and justify their points with well chosen specific evidence. Students have an in depth understanding of the course and have researched and gathered their data for the NEA to a high standard. They have fully consolidated the year 12 content and are prepared to link that knowledge to further study in year 13.

What will you be learning in Year 13 Geography?

Paper 1: (2 hours 15 minutes, 30% of final grade)	Paper 2: (2 hours 15 minutes, 30% of final grade)	Paper 3: (2 hours 15, 20% of final grade)	Non-Examined Assessment (NEA) (20% of final grade)
Topic 1: Tectonic Processes and Hazards **Topic 2:** Landscape Systems, Processes and Change –2B: Coastal Landscapes and Change **Topic 5:** The Water Cycle and Water Insecurity **Topic 6:** The Carbon Cycle and Energy Security	**Topic 3:** Globalisation **Topic 4:** Shaping Places - 4B Diverse Places **Topic 7:** Superpowers **Topic 8:** Global Development and Connections –8A Health, Human Rights and Intervention	The specification contains three synoptic themes within the compulsory1 content areas: Players Attitudes and actions Futures and uncertainties.	Students to complete an independent investigation relating to compulsory or optional content



Keep a track of your progress here:

End of Water Grade	End of Health, Human Rights and Intervention Grade	End of Carbon Grade	End of Year 13 Grade

Scheme of Learning YEAR OVERVIEW

The Big Picture—Intent: Students continue to follow the Edexcel 2016 A level specification, building on their knowledge and skills from year 12. They will deepen their understanding of key concepts and human and physical systems , with a holistic grasp of the interactions between human and physical systems. They will develop their knowledge of the wider world and contemporary issues meaning they will be able to confidently engage in academic debate.

YEAR 13 GEOG

Content / Units	Skills	Knowledge	Prior—Y12	Next—Degree
Health, human rights and intervention Carbon cycle Water cycle Superpowers NEA	Explanation of concepts and processes Use of resources and evidence Evaluating and assessing, forming and justifying judgement with evidence and case studies. Statistical, data analysis and research skills	The functioning of the water and carbon cycles. Anthropogenic influence on these cycles and the significance of the effects on diverse communities. Impacts of changing geopolitical relationships for key global players Outcomes of geopolitical interventions as a result of changing human rights across the world	Year 12 content allows students to make synoptic links in year 13 and introduces key concepts e.g. tipping points, positive feedback loops etc. that are essential for paper 3.	The NEA comprehensively prepares students for studying geography at degree level and for any dissertation.

Implementation	Marches Futures Links	Summative Assessment
Two units are taught concurrently to maximise opportunity for interleaving and synoptic thinking. The content builds on understanding from year 12 concepts to maximise opportunities to make synoptic links. Students are encouraged to reflect on their learning and be independent learning. Flipped learning is used regularly so that class time can be used to develop deeper understanding and refine the skills of evaluation and analysis. Students are encouraged to read widely and consolidate thoroughly with regular folder checks finding evidence of this. Regular feedback is provided on exam questions with review points built in to schemes of work. Students use this feedback to reflect on their strengths and set personal learning targets. Students engagement is built deep understanding of complex contemporary issues and links are made between the content and pressing contemporary issues affecting their lives. Students spend the final weeks of year 13 focussing on key geographical concepts, synoptic thinking and data analysis skills to prepare them for paper 3.	Links to careers opportunities are signposted throughout the curriculum. There are frequent opportunities for students to engage with global issues. These topics encourage students to develop empathy and responsible attitudes towards diverse environments and communities. There are regular opportunities for students to evaluate pressing contemporary issues and build responsible global citizens. Fieldwork opportunities explicitly develop LORIC skills when students work independently and with others. The NEA allows students to become an expert in a topic and develop research, strategic planning and data analysis skills needed for further academic study or project management.	Formal assessments are carried out at the end of each EQ (3 or 4 in a topic). Students will receive individual feedback and reflect on and improve their learning at this point. Mock exams will assess holistic understanding and knowledge retention. Low stakes testing occurs frequently in lessons to assess and maximise the benefits of interleaving and retrieval. All exam questions are marked or peer assessed.

Impact:

Students are well rounded, independent learners, ready to engage in academic debate about contemporary issues. They have excellent exam skills and are able to form an argument and justify their points with well chosen specific evidence. Students have an in depth understanding of the course and have completed the NEA to a high standard. They are fully prepared for their final exams with excellent skills and in depth knowledge. They are enthusiastic and skilled geographers, keen to study the subject further.

Glossary of Key Terms:

LORIC—Key skills developed through the curriculum offer of Leadership, Organisation, Resilience, Initiative and Communication.

Interleaving—A curriculum designed to regularly connect current learning to previous topics to build synoptic links.

Retrieval practice—Frequent revision of prior knowledge through low stakes testing.

Platinum tasks—Specific tasks or levels on a success criteria that are particularly challenging.

Formative assessment—Assessment (exam, quiz, practice etc) that is designed to allow students to practice a skill, receive feedback and then im-