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|  | **Autumn 1**  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Year 7 | **Coastal Landscapes**Introduction to geographical processes**Complete in Autumn 2** | **Map and Atlas Skills**Introduction to key geographical skills of map reading and place knowledge | **Map and Atlas Skills**Introduction to key geographical skills of map reading. To focus on key place knowledge | **India**Introduction to studying place and wider world diversity | **India** contIntroduction to studying place and wider world diversity | **Local Area Study**Introduction to geographical fieldwork techniques and project work |
| **Assessment:** KS3 Baseline test (30m) All *Geography GCSE Papers* | **Assessment:** KS3 unit test – Coasts (30m) *Geography Paper 1 Section A* | **Assessment: Map and Atlas** (30m) All *Geography GCSE Papers* | **Assessment:** KS3 unit test - India (mid assessment) *Geography Paper 2 Section B* | **Assessment:** KS3 unit test - India (30m) *Geography Paper 2 Section B* | **Assessment:** KS3 end of Year 7 test Coasts and Skills (30m) All *GCSE Papers***Assessment**: Completed Fieldwork NEA *Geography Paper 3 Section B* |
| **Inclusion for all**  | * Use of visuals to demonstrate landforms, processes and change over time
* Glossary of accessible key terms and definitions
* Use of modelling clay / play dough to demonstrate coastal features and change over time
* Use of topic checklists to promote organisation
* Storyboard concept of coastal processes to support extended writing
* Links to phonics to promote spelling e.g. hydr au lic
* Topic checklist to support organisation, self-scaffolding and for students with SEMH needs
* Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique
 | * Use of clear, unambiguous map rules to support metacognition Use of visuals to demonstrate concept of height and symbols
* Use of google earth and aerial photographs to support concept of scale
* Use of key word bank with accessible definitions
* Use of modelling to support the concept of height on maps
* Topic check lists to support organisation, self-scaffolding and for students with SEMH needs
* Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique
 | * Provide a checklist for project work
* Use of diary extracts to support literacy and empathy (ASD)
* Differentiated India map available
* Use of visuals to support comparison between locations
* Writing frames and model work to demonstrate good practice
* Choice of tasks linked to revision and / or India project
* Strategic partner work for call centre task
* Use of accessible yet challenging literature extract
* Analysis of key words using word maps
* Task list ‘project’ on mapping activity – step by step tasks to promote independence and self-scaffolding
* Topic checklist to support organisation, self-scaffolding and for students with SEMH needs
* Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique
 | * Provision of a checklist to support organisation of work
* Use of modelling to demonstrate good practice
* Use of ICT to support graph work
* Use of sentence starters to develop extended writing tasks linked to graph analysis
* Use of social stories to reassure anxieties surrounding fieldwork
* Use of appropriate buddy
* Use of TA to pre-tech concepts and techniques required on local study
* Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique
 |
| **Literacy Focus** | **Capital Letters** | **End sentence punctuation** | **Spelling** | **Ambitious vocabulary** | **Ambitious punctuation** | **Paragraphing** |
| **Revision** | **Flashcards** | **Use of ICT/podcasts** | **Mind maps** | **Memory techniques** | **Exam questions** | **Note taking** |
| Year 8 | **Weather**To study place and processes together / focus on casestudy key parts – cause, impact and response**Complete in Autumn 2** | **Tropical Rainforests**To introduce concepts of global issues and sustainability**Complete in Spring 1** | **Tropical Rainforests** contTo introduce concepts of global issues and sustainability | **Globalisation of Fashion**To introduce idea of links in globalisation to students and emphasis on Christian values in geography**Complete in Summer 1** | **Geographical Issues**To highlight and understand current and longer term issues that affect students’ lives today and beyond | **Geographical Issues**To highlight and understand current and longer term issues that affect students’ lives today and beyond |
| **Assessment:** KS3 mid unit test *Geography Paper 1 Section A* | **Assessment:** KS3 unit test – Coasts (30m) *Geography Paper 1 Section A* | **Assessment:** KS3 unit test – Tropical Rainforests (30m) *Geography Paper 1 Section B* | **Assessment:** KS3 mid unit – Globalisation of fashion (30m)*Geography Paper 2 Section B* | **Assessment:** KS3 unit test – Globalisation of fashion (30m)*Geography Paper 2 Section B* | **Assessment:** KS3 end of Year 8 test Tropical Rainforests and Skills (30m) All *Geography GCSE Papers* |
| **Inclusion for all**  | * Use of visuals and ICT to support understanding / imagination
* Glossary of accessible weather terms including definitions
* Use of writing frames and model answers linked to the impact of hurricanes using key word bank
* Highlighting key words in hurricane extract to support dyslexic students
* Shared reading opportunity for all in strategic groups
* Structured task lists and writing frames for use in microclimate project
* Links to real examples and local area knowledge to stimulate interest
* Topic checklist to support organisation, self-scaffolding and for students with SEMH needs
 | * Use of visuals to demonstrate abstract concepts e.g. plant adaptations
* Use of sentence starters and writing frames for extended writing tasks to support literacy need
* Task lists to support lesson content
* Use of key word banks / word maps to reinforce key words
* Pre-teaching concept of convectional rain including key words to develop confidence – writing frame to support explanation with visual diagram linked
* Use of comparison frame to highlight differences between societies
* Retrieval and regular links between lesson concepts to support working memory
* Spot the mistake – SPAG and spelling task – extract from a rainforest diary
* Topic checklist to support organisation, self-scaffolding and for students with SEMH needs
 | * Use of images and media clips to visualise issues e.g. working conditions
* Partly completed maps to assist concept of globalisation and place knowledge
* Group discussion and feedback to support social communication / speech and language – use of prompts sheet / mini white boards to organise ideas
* Pre-teaching / pre-practice of radio advert to support speech and language development
* Topic checklist to support organisation, self-scaffolding and for students with SEMH needs
 | * Use of ICT to plan and organise project work
* Use of writing frames to assist extended writing tasks
* Choice of issue to promote independence and levels of engagement
* Task checklist using short, simple phrases to support independence and organisation of work – regular praise for task completion
* Opportunity for collection of relevant information during pre-teaching session
* Choice of task presentation to develop key skills and confidence in presentation method
* Verbal presentation opportunity to develop listening and communication skills
* Clear, guided task lists for project to outline steps required for task completion and to stimulate further depth of understanding on chosen issue
 |
| **Literacy Focus** | **Capital Letters** | **End sentence punctuation** | **Spelling** | **Ambitious vocabulary** | **Ambitious punctuation** | **Paragraphing** |
| **Revision** | **Flashcards** | **Use of ICT/podcasts** | **Mind maps** | **Memory techniques** | **Exam questions** | **Note taking** |
| Year 9 | **Tectonic Hazards**To develop geographic process knowledge and begin to extend casestudy use to GCSE standard**Complete in Autumn 2** | **Tectonic Hazards**To continue to develop use of physical casestudies | **Rivers and Flooding**To continue to develop geographic process knowledge and begin to extend casestudy use to GCSE standard**Start in Autumn 2** | **Tourism (Paradise Lost)**Introduce students to Travel and link to key feature of sustainability**Complete in Summer 1** | **Geographical Skills**To revisit key geographical skills found at KS3 that can be applied to GCSE and beyond |
| **Assessment:** KS3 Mid unit test – Tectonic Hazards (30m) *Geography Paper 1 Section A* | **Assessment:** KS3 End of unit test – Tectonic Hazards (30m) *Geography Paper 1 Section A* | **Assessment:** KS3 End of unit test – River and Flooding (30m) *Geography Paper 1 Section B* | **Assessment:** KS3 Mid unit test – Tourism (30m) *Geography Paper 2 Section B* | **Assessment:** KS3 End of unit test – Tourism (30m) *Geography Paper 2 Section B***Assessment:** KS3 end of Year 9 test Geographic Skills (30m) All *Geography GCSE Papers* |
| **Inclusion for all**  | * Use of visuals to demonstrate concept of plate tectonics
* Use of structured exam questions using front ended feedback
* Writing frames and sentence starters to support case study exam question
* Storyboard to demonstrate case study knowledge and to support revision
* Use of key word banks and word mats
* Use of cartoons and imagery to develop knowledge of key terms
* Reading extracts of hazards – promoting discussion of key words and use of word mats – pre reading using TA / home where applicable
* Topic checklist to support organisation, self-scaffolding and for students with SEMH needs
* Use of kinaesthetic learning opportunities to support understanding of plate boundaries
 | * Use of visuals to support understanding of themes e.g. formation of waterfalls and meanders, long profile of a river and changes – supports links between concepts
* Choice of task e.g. news report or radio broadcast on chosen flooding case study
* Pop corn reading task to promote engagement and enjoyment of flooding extracts – pre-reading where applicable – TA or home
* Topic checklist to support organisation, self-scaffolding and for students with SEMH needs
 | * Reference to personal experiences to promote engagement or ‘bucket list’ task
* Choice of location for research project
* Use of project checklist and supporting websites
* Topic checklist to support organisation, self-scaffolding and for students with SEMH needs
 | * Use of clear, unambiguous map rules to support metacognition Use of visuals to demonstrate concept of height and symbols
* Use of google earth and aerial photographs to support concept of scale
* Use of key word bank with accessible definitions
* Strategic grouping to support / extend students where applicable
* Topic checklist to support organisation, self-scaffolding and for students with SEMH needs
 |
| **Literacy** | **Capital Letters** | **End sentence punctuation** | **Spelling** | **Ambitious vocabulary** | **Ambitious punctuation** | **Paragraphing** |
| **Revision**  | **Flashcards** | **Use of ICT/podcasts** | **Mind maps** | **Memory techniques** | **Exam questions** | **Note taking** |
| Year 10 | **Weather Hazards**Casestudies – Hurricane Haiyan & Somerset Level Floods**Climate Change**No casestudy | **Climate Change** cont**Tectonic Hazards**Casestudies – Christchurch earthquake 2011 & Haiti earthquake 2010 | **Tropical Rainforests**Example Malaysian rainforest**Ecosystems**Small casestudy - Pond | **Hot Deserts**Example – Thar Desert | **Coastal Landscapes**Casestudy - Holderness Coast | **Llandudno Fieldwork Experience****Rivers Landscapes**Casestudy – Boscastle flood and river management |
| **Assessment:** GCSE exam unit test – Weather Hazards (30m)*Geography Paper 1 Section A* | **Assessment:** GCSE exam unit test – Climate Change (30 mins)*Geography Paper 1 Section A***Assessment:** GCSE exam unit test – Tectonic Hazards (30 mins)*Geography Paper 1 Section A* | **Assessment:** GCSE exam unit test – Tropical Rainforests and Ecosystems (30 mins)*Geography Paper 1 Section B* | **Assessment:** GCSE exam unit test – Hot Deserts (30 mins)*Geography Paper 1 Section B***Assessment:** Mock exam- Hazards and Living World*Geography Paper 1 Sections A & B* | **Assessment:** GCSE exam unit test – Coastal Landscapes (30 mins)*Geography Paper 1 Section C* | **Assessment:** GCSE exam unit test – Geographical Skills and Fieldwork (30 mins)*Geography Paper 3 Section B* |
| **Inclusion for all**  | * Use of visuals to demonstrate concept of hurricanes / extreme weather / climate change
* Use of structured exam questions using front ended feedback
* Writing frames and sentence starters to support case study exam question
* Use of revision guides to consolidate learning
* Casestudies reduced to concise manageable lengths
* Keywords defined for each unit including high frequency and mis understood
* Firefly pages used with extra material to support students
* Front end feedback
 | * Use of visuals to demonstrate concept of hurricanes / extreme weather / climate change
* Use of structured exam questions using front ended feedback
* Writing frames and sentence starters to support case study exam question
* Use of revision guides to consolidate learning
* Casestudies reduced to concise manageable lengths
* Keywords defined for each unit including high frequency and mis understood
* Firefly pages used with extra material to support students
* Front end feedback
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* Firefly pages used with extra material to support students
* Front end feedback
 | * Use of visuals to demonstrate concept of hurricanes / extreme weather / climate change
* Use of structured exam questions using front ended feedback
* Writing frames and sentence starters to support case study exam question
* Use of revision guides to consolidate learning
* Casestudies reduced to concise manageable lengths
* Keywords defined for each unit including high frequency and mis understood
* Firefly pages used with extra material to support students
* Front end feedback
 |
| **Literacy Focus** | **Capital Letters** | **End sentence punctuation** | **Spelling** | **Ambitious vocabulary** | **Ambitious punctuation** | **Paragraphing** |
| Year 11 | **World Urbanisation and NEE Cities**Example – Rio de JaneiroCasestudy – Favela Bairro Project**Urban Change in UK**Example – LiverpoolCasestudy – Liverpool 1 | **Urban Sustainability and Regeneration**Casestudy – London Docklands**Development**Casestudy – Jamaica & Tourism | **NEE Country**Example – India**UK Economy**Casestudy – Castle Cement environmental impact and management | **UK Resources**No casestudy**Global Food Resources**Casestudies – Indus Basin Irrigation scheme & Sand Dams & sustainability | I**ssue evaluation****Llandudno Field work experience** revisited**Revision** | STUDY LEAVE |
| **Assessment:** GCSE exam unit test – River Landscapes (30 mins) from end Y10 *Geography Paper 1 Section C***Assessment:** GCSE exam unit test – World Urbanisation and NEE Cities (30 mins) *Geography Paper 2 Section A* | **Assessment:** GCSE exam unit test – Urban Change in the UK / Regeneration & Sustainability (30 mins)*Geography Paper 2 Section A***Assessment:** GCSE exam unit test – Development & NEE Country (30 mins)*Geography Paper 2 Section B* | **Assessment:** Mock exam- Paper 1 *Geography Paper 1 Sections A, B & C***Assessment:** Mock exam- Geographical Skills and Fieldwork *Geography Paper 3 Section B***Assessment:** GCSE exam unit test – Development & NEE Country (30 mins)*Geography Paper 2 Section B* | **Assessment:** GCSE exam unit test – UK Economy (30 mins)*Geography Paper 2 Section B***Assessment:** GCSE exam unit test – UK Resources & Global food resources (30 mins)*Geography Paper 2 Section C* | **Assessment:** GCSE exam unit test – Geographical Skills and Fieldwork (30 mins)*Geography Paper 3 Section B* |
| **Inclusion for all**  | * Use of visuals to demonstrate concept of hurricanes / extreme weather / climate change
* Use of structured exam questions using front ended feedback
* Writing frames and sentence starters to support case study exam question
* Use of revision guides to consolidate learning
* Casestudies reduced to concise manageable lengths
* Keywords defined for each unit including high frequency and mis understood
* Firefly pages used with extra material to support students
* Front end feedback
 | * Use of visuals to demonstrate concept of hurricanes / extreme weather / climate change
* Use of structured exam questions using front ended feedback
* Writing frames and sentence starters to support case study exam question
* Use of revision guides to consolidate learning
* Casestudies reduced to concise manageable lengths
* Keywords defined for each unit including high frequency and mis understood
* Firefly pages used with extra material to support students
* Front end feedback
 | * Use of visuals to demonstrate concept of hurricanes / extreme weather / climate change
* Use of structured exam questions using front ended feedback
* Writing frames and sentence starters to support case study exam question
* Use of revision guides to consolidate learning
* Casestudies reduced to concise manageable lengths
* Keywords defined for each unit including high frequency and mis understood
* Firefly pages used with extra material to support students
* Front end feedback
 | * Use of visuals to demonstrate concept of hurricanes / extreme weather / climate change
* Use of structured exam questions using front ended feedback
* Writing frames and sentence starters to support case study exam question
* Use of revision guides to consolidate learning
* Casestudies reduced to concise manageable lengths
* Keywords defined for each unit including high frequency and mis understood
* Firefly pages used with extra material to support students
* Front end feedback
 | * Use of visuals to demonstrate concept of hurricanes / extreme weather / climate change
* Use of structured exam questions using front ended feedback
* Writing frames and sentence starters to support case study exam question
* Use of revision guides to consolidate learning
* Casestudies reduced to concise manageable lengths
* Keywords defined for each unit including high frequency and mis understood
* Firefly pages used with extra material to support students
* Front end feedback
* Provision of models answers
 |  |
| **Literacy Focus** | **Capital Letters** | **End sentence punctuation** | **Spelling** | **Ambitious vocabulary** | **Ambitious punctuation** | **Paragraphing** |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Y12** | **Coastal Systems and Landscapes****Contemporary Urban Environments****Assessment:** Continuous of 4 to 20-mark questions | **Coastal Systems and Landscapes****Contemporary Urban Environments****Assessment:** Continuous of 4 to 20-mark questions | **Coastal Systems and Landscapes****Assessment:** End of Unit Test-Coastal Systems and Landscapes *Geography Paper 1 Section B***Water and Carbon Cycles****Contemporary Urban Environments****Assessment:** End of unit test – Contemporary Urban Environments*Geography Paper 2 Section C***Changing Places****Assessment:** Continuous of 4 to 20-mark questions | **Water and Carbon Cycles****Changing Places****Assessment:** Continuous of 4 to 20-mark questions | **Water and Carbon Cycles****Assessment:** End of Unit Test **– Water and Carbon Cycle** *Geography Paper 1 Section A***Changing Places****NEA:** Preparation of Fieldwork**Assessment:** End of Year test*Geography Paper 1 Section A & Paper 2 Sections C***Assessment:** Continuous of 4 to 20-mark questions | **NEA:** Preparation / collecting of fieldwork  |
| **Inclusion for all** | * Use of structured exam questions using front ended feedback
* Writing frames and sentence starters to support case study exam question
* Use of revision guides to consolidate learning
* Firefly pages used with extra material to support students
* Front end feedback
* Course highly structured and signposted with clear contents / links and casestudies.
* Model answers and frameworks provided
 | * Use of structured exam questions using front ended feedback
* Writing frames and sentence starters to support case study exam question
* Use of revision guides to consolidate learning
* Firefly pages used with extra material to support students
* Front end feedback
* Course highly structured and signposted with clear contents / links and casestudies.
* Model answers and frameworks provided
 | * Use of structured exam questions using front ended feedback
* Writing frames and sentence starters to support case study exam question
* Use of revision guides to consolidate learning
* Firefly pages used with extra material to support students
* Front end feedback
* Course highly structured and signposted with clear contents / links and casestudies.
* Model answers and frameworks provided
 | * Use of structured exam questions using front ended feedback
* Writing frames and sentence starters to support case study exam question
* Use of revision guides to consolidate learning
* Firefly pages used with extra material to support students
* Front end feedback
* Course highly structured and signposted with clear contents / links and casestudies.
* Model answers and frameworks provided
 | * Use of structured exam questions using front ended feedback
* Writing frames and sentence starters to support case study exam question
* Use of revision guides to consolidate learning
* Firefly pages used with extra material to support students
* Front end feedback
* Course highly structured and signposted with clear contents / links and casestudies.
* Model answers and frameworks provided
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| **Y13** | **NEA: Written aspect** | **Ecosystems under Stress****Changing Places****Assessment:** End of unit test – Changing Places*Geography Paper 2 Section B***Globalisation and Governance****Assessment:** Continuous of 4 to 20-mark questions | **Ecosystems under Stress****Globalisation and Governance****Assessment:** Mock*Geography Paper 1 (Sections A & B) & Paper 2 (Sections B & C)***Assessment:** Continuous of 4 to 20-mark questions | **Ecosystems under Stress****Assessment:** End of Unittest - Hazards*Geography Paper 1 Section C***Globalisation and Governance****Revision****Assessment:** End of unit test – Globalisation and Governance*Geography Paper 2 Section A***Revision****Assessment:** Continuous of 4 to 20-mark questions | **Revision****Assessment:** Continuous of 4 to 20-mark questions | **Study Leave** |
| **Inclusion for all** | * Use of structured exam questions using front ended feedback
* Writing frames and sentence starters to support case study exam question
* Use of revision guides to consolidate learning
* Firefly pages used with extra material to support students
* Front end feedback
* Course highly structured and signposted with clear contents / links and casestudies.
* Model answers and frameworks provided
 | * Use of structured exam questions using front ended feedback
* Writing frames and sentence starters to support case study exam question
* Use of revision guides to consolidate learning
* Firefly pages used with extra material to support students
* Front end feedback
* Course highly structured and signposted with clear contents / links and casestudies.
* Model answers and frameworks provided
 | * Use of structured exam questions using front ended feedback
* Writing frames and sentence starters to support case study exam question
* Use of revision guides to consolidate learning
* Firefly pages used with extra material to support students
* Front end feedback
* Course highly structured and signposted with clear contents / links and casestudies.
* Model answers and frameworks provided
 | * Use of structured exam questions using front ended feedback
* Writing frames and sentence starters to support case study exam question
* Use of revision guides to consolidate learning
* Firefly pages used with extra material to support students
* Front end feedback
* Course highly structured and signposted with clear contents / links and casestudies.
* Model answers and frameworks provided
 | * Use of structured exam questions using front ended feedback
* Writing frames and sentence starters to support case study exam question
* Use of revision guides to consolidate learning
* Firefly pages used with extra material to support students
* Front end feedback
* Course highly structured and signposted with clear contents / links and casestudies.
* Model answers and frameworks provided
 |  |