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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** cont  Introduction 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** cont  To 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 | * 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 | |
| **Literacy Focus** | **Capital Letters** | **End sentence punctuation** | **Spelling** | **Ambitious vocabulary** | | | **Ambitious punctuation** | **Paragraphing** | |
| Year 11 | **World Urbanisation and NEE Cities**  Example – Rio de Janeiro  Casestudy – Favela Bairro Project  **Urban Change in UK**  Example – Liverpool  Casestudy – 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 |  |
| **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 |  |