	7 Autumn	7 Spring	7 Summer	8 pt1	8 pt2	9 Autumn	9 Spring	9 Summer	10 Autumn	10 Spring	10 Summer	11 Autumn	11 Spring	11 Summer
Topic	**Map Skills and Amazing Africa**	**The Geography of Crime/ Fashion and Fairtrade**	**Weather and Climate**	**Natural Hazards**	**Urbanisation**	**Global Biomes**	**Global Futures**	**GCSE Paper 1 Section B EQ1**	**Paper 1 Section B and C**	**Paper 2 Section B and C**	**Paper 2 Section A and C**	**Paper 1**	**Paper 3**	**Paper 3 and revision**
Key objectives	*To develop a range of map skills* *To study Africa in depth*	*To investigate local and global crime* *To understand the nature of global trade*	*To understand weather and climate within the UK*	*To have knowledge of a range of climatic and tectonic hazard events*	*To understand why and how our world is urbanising rapidly*	*To investigate Global Biomes*	*To better understand climate change and the geography of disease*	*The investigate global inequality*	*To explore India,* *To understand the causes and challenges of rapid urban change*	*To know the UK's evolving human landscape*	*To know the UK's evolving physical landscape*	*To understand our Hazardous Earth*	To explore People and Environment Issues – Making Geographical Decisions	To investigate consuming energy resources
Knowledge	Human and physical geography, locational knowledge, continents and countries. Case Study: Africa and Ethiopia	locational knowledge, case study: Bournville, distribution of the fashion trade, winners and losers in trade, role of TNCs and positive and negative impacts	Case Study of The British Isles. Climate vs weather and the effect. Hazardous conditions such as storms.	climatic and tectonic hazards, structure of the earth and tectonic theory, plate boundaries, Causes, impacts and response to hazards Range of hazard profiles	natural increase and rural to urban migration, opportunities and challenges because of growth Case Study: Tokyo and Dhaka as megacities case studies, urban planning and sustainability	Distribution of global biomes, Adaption within select biomes, causes and impacts of deforestation, Conservation and sustainable management of forests	The natural and enhanced greenhouse effect (EGE), impacts, uncertainty and solutions to climate change. Relationship between poverty and disease, Case studies; Ebola	Different ways of defining and measuring development, theories in how inequality can be reduced, approaches to development	Challenges to an urbanising word, Case study: India and Mumbai, why quality of life vary so much within Mumbai,	Why places and people changing in the UK, Case Study: Birmingham, Fieldwork - how and why quality of life varies in Birmingham	Coasts, Geology and relief, and rivers of the UK, how and Fieldwork - why drainage basin and channel characteristics influence flood risk; Carding Mill Valley	the world's climate system, extreme weather events, causes and impacts of tectonic activity and management of tectonic hazards	Why the biosphere is important to human wellbeing and their impact, threats to forest biomes and solutions,	Demand for energy and its environmental consequences
Skills	1:25000 and 1:50000 OS, scale, thematic, and aerial maps, longitude and latitude, grid references, direction, single and composite (indices), choropleth maps	crime mapping, GIS, social media sources, describe distributions and patterns, median, mean, range, photograph analysis,	thematic mapping, aerial and satellite photographs, construct appropriate graphs and charts to present data, using appropriate scales, median, mean, range	social media sources, satellite images, socio-economic data, cross-section of the Earth, magnitude data, median, mean, range, describe distributions and patterns	satellite images of land use, quantitative and qualitative on scale of quality of life, Calculation of carbon footprints, describe patterns of vegetation, land use and infrastructure, identify the site, situation and shape of settlements, interpret choropleth maps	Climate graphs, world maps of location of global biomes, line graphs showing of future global population, nutrient cycle diagrams and food webs, GIS of forest loss	line graphs/bar charts, GIS, surge data, social media satellite images and socio-economic data	Comparison using single versus composite indices, interpreting population pyramids, using income quintiles to analyse global inequality	numerical economic data, proportional flow-line maps, socio-economic data to calculate difference from the mean, for core and periphery regions.	line graphs and calculating of rate of change, satellite of land use zones in urban areas, UK population pyramids, census data inc immigration stats	Photograph analysis, geological cross-sections, outline UK maps, 1:25000 and 1:50000 OS maps, Geology maps, mean rates of erosion, storm hydrographs	climate graphs, line graphs/bar charts, GIS of tropical storms, surge data, social media satellite images and socio-economic data, cross-section of the Earth, plate boundaries, magnitude data	climate graphs, maps of global biomes, line graphs of population projections, nutrient cycle diagrams and food webs, GIS of forest loss,	world maps of energy resources, oil production data and graphs
Vocab	Continents, human and physical geography, quality of life, HDI, relief, Northern and Southern hemisphere,	carbon footprint, environmental standard, ethical, exploit globalisation, infrastructure, investment, labour developed/developing countries, trade trans-national corporation (TNC), World Bank	Climate, meteorologists, precipitation, weather, ocean currents, altitude and prevailing winds, temporal climate zone	convection current, plate boundary, seismic, epicentre, climatic, infrastructure, deforestation, monsoon, delta, developed, emerging, developing country, collision/ convergent /conservative/ divergent plate boundary, subduction, epicentre	emerging country, megacity, natural increase, pull factor, push factor, rural, urban, rural to urban migration, sustainability, infrastructure, regeneration, counter-urbanisation, brownfield sites, accessibility, industrialization	Adapted, biome, climate, ecosystem, organism, species, latitude, biodiversity, Equator indigenous, deforestation, sustainable, unsustainable, Taiga,	natural and enhanced greenhouse effect, carbon dioxide, methane, nitrous oxide and CFCs (chlorofluorocarbons), ice core, mitigate, fossil fuel, sustainable.	Bottom-up/ Top-down development, Colonisation, Demographic, Foreign Direct Investment Infrastructure, Outsourcing, Top-down	World city, Urban primacy, natural increase, migration, sanitation, Deindustrialisation, Multiplier effect , Gross domestic product, Primary/Secondary/ Tertiary/ Quaternary industry	Land-use, Residential, Commercial, Industrial, Population density, population distribution, Suburbanisation, Counter-urbanisation	Backwash, Constructive/ destructive wave, swash, Geology, attrition, abrasion, hydraulic action, solution, resistant, sub aerial, soft/ Hard engineering	Asthenosphere, collision/ convergent /conservative/ divergent plate boundary, lithosphere, subduction, epicentre, Moment magnitude scale ,ice core, Milankovitch cycles,Hotspot Composite/shield volcano	Abiotic, Affluence, Afforestation Biodiversity, Biome, Biosphere Biotic, conservation, Deforestation Ecosystem Services/ stress Fauna, Flora Indigenous, leaching, Subsistence farming, sustainable	Energy diversification/ security, Flow resource, Fracking , Geothermal, Non-renewable, Organisation of Petroleum Exporting Countries, Peak oil, Recyclable, Renewable, Reserve, Stock resource,
Assessment + Exam Focus	- **Mid point** - **end point; Amazing Africa** Identify/State/ Name, Define, ,Label, Describe, Explain,	- **Fairtrade Assessment** - **Y7 Exam** Identify, Define, Calculate ,Label, Draw, plot, Compare, Describe, Explain, Suggest, Justify	- **Mid point** - **end point; Weather and climate** State, Define, Calculate Draw, plot, Compare, Describe, Explain, Suggest,	- **Baseline** - **Mid-point** - **Natural Hazards assessment** Identify/State/ Name, Define, Calculate ,Label, Draw, Compare, Describe, Explain, Suggest, Assess,	- **Baseline** - **Mid-point** - **Y8 Exam** Identify/State/ Name, Define, ,Label, Compare, Describe, Explain, Suggest, Assess, Evaluate,	- **Mid point** - **end point; Biomes** Identify, Define, Calculate ,Label, Draw, plot, Compare, Describe, Explain, Suggest, Assess,	- **Mid point** - **end point; climate change** Name, Define, Calculate, Label, Compare, Describe, Explain, Suggest, Justify	- **Y9 exam** Identify/State/ Name, Define, Calculate ,Label, Draw, plot, Compare, Describe, Explain, Suggest, Assess, Evaluate, Justify	- **Mid point** - **end point** Identify/State/ Name, Define, Calculate ,Label, Draw, plot, Compare, Describe, Explain, Suggest, Assess, Evaluate,	- **Mid point** - **end point** Identify/State/ Name, Define, Calculate ,Label, Draw, plot, Compare, Describe, Explain, Suggest, Assess, Evaluate,	**Mid point Y10 exam** Identify/State/ Name, Define, Calculate ,Label, Draw, plot, Compare, Describe, Explain, Suggest, Assess, Evaluate,	- **End point** - **Y11 Mocks** Identify/State/ Name, Define, Calculate ,Label, Draw, plot, Compare, Describe, Explain, Suggest, Assess, Evaluate,	- **End point** - **2nd in class Mock** Identify/State/ Name, Define, Calculate ,Label, Draw, plot, Compare, Describe, Explain, Suggest, Assess, Evaluate, Justify	- **Final mock** - **External**

Mid-point Progress Path	Describe the physical and human characteristics of environments on a local and global scale. Key language is used. Describe how different physical and human environments can have similarities and differences because of a variety of physical and human processes. Describe geographical patterns and attempt to simply explain them. Collate information and present findings using simplistic techniques e.g. bar graphs. Outcomes are simplistic with some key terminology used Describe distributions of physical and human features and be able to sketch, label and start to annotate sketch maps and photographs in greater depth. Construct simplistic graphs e.g. bar graphs.			Recall information about the physical and human region studied and their specific characteristics, using scale and location detail. Key language is used more. Understand that physical and human environments involve interactions between physical and human processes simply and geographical patterns have their own characteristics in terms of places and the environment Simply evaluate sources. Draw together basic and plausible conclusions Present work both graphically and in writing using more accurate geographical terminology. Fully recognise patterns made by physical and human features, use of a range of cartographical skills to interpret and analyse the trends. Construct simplistic cross-sectional diagrams. Numerical and statistical skills start to be used.		Recall a wider variety of information about physical and human environments, using scales easily, through case study detail with appropriate key terminology Understand that physical and human environments involve interactions between physical and human processes and that these processes can help develop geographical patterns with specific characteristics. Also the relationship between people and environments inter-link Collate and present using simplistic techniques but begin to produce more sophisticated techniques. Communicate findings in more detail with plausible and detailed conclusions. Clear understanding of cartographic and OS map skills, and can use these to interpret patterns of both human and physical features at a local, national and worldwide scale. Interpret different types of maps. Numerical and statistical skills help interpret data sets and anomalous values considered.			Recall detailed information about physical and human environments, across all scales, including appropriate case study detail and location, using terminology with accuracy Demonstrate understanding of a range of geographical processes, and begin to apply their understanding to unfamiliar examples. Interpret the characteristics of their chosen case study or example, and link them to both physical and human geography Findings use a range of skills which include accurately produced sophisticated techniques. Collated results allow analysis of data, and an interpretation of the results. Evaluation is clear. Wide range of geographical skills. Clearly recognise patterns of human and physical features and interpret these on a range of scales. Draw and interpret a variety of graphs and mapping techniques such as choropleth, and analyse patterns using a range of statistical skills.			Recall precise information about the characteristics of physical and human environments across a variety of spatial settings. Very detailed knowledge of case studies with comprehensive terminology . Demonstrate an understanding of complex geographical processes, applying these with precise accuracy to unfamiliar contexts. Thorough understanding of how human processes interact with physical processes , creating complex patterns Very good analysis of data, interpretation of results and conclusions substantiated with good links to geographical theory. More critical evaluation. Excellent use of geographical skills to describe, interpret, analyse and evaluate geographical patterns and trends. A range of maps at various scales used with confidence. Draw more sophisticated cartographical maps and graphs and use sophisticated statistical calculations to analyse.		
Learning skills	Dual coding Research	Mind mapping	Flashcards	Annotation Essays	Dual coding Explanations	Discussion and debate	Research	Drafting	Long term memory techniques	Speed planning	Exam hall techniques	Revision timetabling	Flashcards and mind maps	Focus
Spiritual (sp) Moral (m) Cultural (c) Social (s) British Values (bv) Character Education (ch) Equality and Diversity (ed CIEAG (ciaeg)	Moral (m) Cultural (c) Social (s) British Values (bv) Equality and Diversity (ed	Moral (m) Cultural (c) Social (s) British Values (bv) Character Education (ch))	Cultural (c) Social (s) CIEAG (ciaeg)	Spiritual (sp) Moral (m) Cultural (c) Social (s) Character Education (ch) Equality and Diversity (ed CIEAG (ciaeg)	Cultural (c) Social (s) British Values (bv) Character Education (ch) Equality and Diversity (ed CIEAG (ciaeg)	Spiritual (sp) Moral (m) Cultural (c) Social (s) Equality and Diversity (ed	Moral (m) Cultural (c) Social (s) British Values (bv) Character Education (ch) CIEAG (ciaeg)	Spiritual (sp) Moral (m) Cultural (c) Social (s) British Values (bv) Equality and Diversity (ed CIEAG	Spiritual (sp) Moral (m) Cultural (c) Social (s) Equality and Diversity (ed	Cultural (c) Social (s) British Values (bv) Character Education (ch)	Moral (m) Cultural (c) Social (s) British Values (bv)	Spiritual (sp) Moral (m) Cultural (c) Social (s) British Values (bv) Character Education (ch)	Spiritual (sp) Moral (m) Cultural (c) Social (s) British Values (bv) Character Education (ch)	Cultural (c) Social (s) British Values (bv) Character Education (ch) CIEAG (ciaeg)

	12 Autumn	12 Spring	12 Summer	12 Autumn	12 Spring	12 Summer	Coursework	13 Autumn	13 Spring	13 Summer	13 Autumn	13 Spring	13 Summer
	Paper 2 Globalisation	**Paper 2 Regeneration**	**Paper 2 Regeneration**	**Paper 1 Tectonics**	**Paper 2 Coasts**	**Paper 2 Coasts**	**independent investigation**	**Paper 2 Superpowers**	**Paper 2 Migration, Identity and sovereignty**	**Paper 3**	**Paper 1 Water**	**Paper 1 Carbon**	**Paper 3**
Key Questions	What are the causes of globalisation and its growth? What are the impacts of globalisation? What are the consequences of globalisation for global development and the physical environment and how should we respond?	How and why do places vary? Why might regeneration be needed?	How is regeneration managed? How successful is regeneration?	Why are some locations more at risk from tectonic hazards? Why do some tectonic hazards develop into disasters? How successful is the management of tectonic hazards and disasters?	Why are coastal landscapes different and what processes cause these differences? How do characteristic coastal landforms contribute to coastal landscapes?	How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks? How can coastlines be managed to meet the needs of all players?	What is effective fieldwork data collection? What is effective secondary data? What is effective analysis and evaluation of data? What is effective presentation of data?	What are superpowers and how have they changed over time? What are the impacts of superpowers on the global economy, political systems and the physical environment? What spheres of influence are contested?	What are the impacts of globalisation on international migration? How are nation states defined and how have they evolved? What are the impacts of global organisations on managing global issues and conflicts? Threats to sovereignty	What are synoptic skills?	What are the processes operating within the hydrological cycle across scale and timescales? How does water insecurity occur and why is it a global issue for the 21st century?	How does the carbon cycle operate? What are the consequences for people and the environment of our increasing demand for energy? How are the carbon and water cycles linked to the global climate system?	
Knowledge	Rate of globalisation and consequences of growth such as cultural identity , increased flows of ideas, people and goods, tensions in communities and possible sustainable solutions	Local places vary economically and socially and change driven by local, national and global processes, making some places economically dynamic. Range of players and processes. Case Study: Birmingham and Cornwall	Impact of regeneration programmes e.g. lived experience and perception and attachment to place. Assessment of success of regeneration and rebranding for individuals and groups. Range of case studies.	Tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis. Range of case studies of plate boundaries, development, resilience and hazard management	Development of coastal landscapes and the interaction of flows of energy, sediment budgets, prevailing geological and lithological characteristics to produce distinctive coastal landscapes	Coastal landscapes are increasingly threatened from physical processes and human activities, and the need for holistic and sustainable management of these areas in all the world's coasts. Case Studies: inside and outside the UK.	Students define a question or issue relating to the compulsory or optional content. The investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data. The report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing.	Superpowers have key characteristics. The pattern of power changes over time. Superpowers and emerging superpowers have significant impact on the economy, politics and the environment. Spheres of influence are contested.	Tensions can result within globalisation; International migration and attitudes to national identity. nationalist movements have grown in some places challenging dominant models. Global governance has developed to manage global issues.	Synoptic assessment of geographical skills, knowledge and understanding (within a place-based context) from compulsory content of the course.	The water cycle operates at a variety of spatial scales. Physical processes control the circulation of water between the stores. Changes to stores of water are a result of both physical and human processes. Water insecurity is becoming a global issue therefore.	The carbon cycle operates at a range of spatial scales. Physical processes control the movement between stores and changes are a result of physical and human processes. Causes of climate change. And an evaluation of potential solutions	
Skills	proportional flow lines , Ranking and scaling data, population, deprivation and land-use, TNC and brand value, World Bank and United Nations (UN) data sets, line graphs, bar charts and trend lines, Lorenz curves and calculating the Gini Coefficient	GIS, lived experiences, Index of Multiple Deprivation (IMD) database , social media , scatter graphs and Spearman's rank correlation, newspaper , music, photography, film, art, literature sources, photographic and map evidence, blog entries	GIS, lived experiences, Index of Multiple Deprivation (IMD) database , social media , scatter graphs and Spearman's rank correlation, newspaper , music, photography, film, art, literature sources, photographic and map evidence, blog entries	world and regional scale maps. Diagrams of different plate boundary settings. tsunami time-travel maps, correlation techniques, large data sets, (GIS)	GIS, Satellite interpretation, Field , measures of central tendency, t test, cost/benefit analysis, succession using an index of diversity - Chi-square	GIS, Satellite interpretation, Field , measures of central tendency, t test, cost/benefit analysis, succession using an index of diversity	research relevant literature sources, justify practical approaches taken in the field, independent analysis, evaluation of data, presentation of data findings and extended writing	Constructing power indexes , ranking and scaling, Mapping using world maps, graphs linear and logarithmic scales, proportional symbols, Plotting locations, Gross Domestic Product (GDP) data	flow-lines , oral accounts, contrasting opinions, divided bar graphs , maps of languages , Gini coefficient, newspaper articles, proportional circles, costs and benefits sources, analysis of misuse of data.	Range taken from specification e.g. short open, resource-linked questions. Calculation, analysis, extended writing	proportional flows diagrams, river regime graphs, Water Budget graphs, hydrographs. Database, synoptic charts and weather patterns, water poverty indexes using	proportional flow diagrams, temperature and precipitation distribution, energy trade and flow maps, GIS of deforestation, plotting graphs, calculating means and rates of change	
Vocab	Interdependence, containerisation, 'shrinking world', foreign direct investment, economic liberalisation, subsidies, outsourcing and offshoring, deindustrialisation, glocalization	primary, secondary, tertiary and quaternary, functions, demographic, gentrification, cultural erosion/ enrichment	multiple deprivation, Lived experience of, and attachment, Lived experience, attachment, 'fracking', rebranding, postproduction countryside, farm diversification, stakeholder	divergent, convergent, conservative, focal depth, Benioff zone, pyroclastic flows, lahars, jökulhlaup, vulnerability, resilience and disaster, governance	terrestrial and offshore sources, sediment budget, prevailing geological/lithological characteristics, estuarine coastlines, concordant/ discordant, beach morphology	holistic and sustainable management, eustatic, isostatic, Subaerial, ICZM strategies.	comparative context, Synthesis, significance, ethical dimensions, sampling framework, appraisal, validity,	Multi-faceted, indirect control. neo-colonial , geopolitical, Interdependence, geostrategy, free trade, capitalism, IGOs (World Bank, IMF, WTO, World Economic Forum), 'westernisation'	National identity and sovereignty, deregulation, imperial, cultural heterogeneity, Sustainability. tax-havens. Trade Embargo, biosphere, Structural Adjustment and HIPC, geopolitical relations and stability.	Synoptic, Players, Attitudes and actions, Futures and uncertainties.	trans-boundary, water scarcity, encroachment, over abstraction, aquifers, contamination, oscillations cycles, Meteorological c, resilience, Water budgets, cryosphere,	Mitigation, efficiency, afforestation, Adaptation, feedback mechanisms, permafrost, tipping points, thermohaline circulation, acidification, ecosystem service, outgassing, combustion	
Assessment + Exam Focus	- Eq1,2,3 Progress Check - Dec Mock Explain, calculate, assess	- Eq1,2, Progress Check - March in class mock DRAW/PLOT/ COMPLETE, SUGGEST EXPLAIN, EVALUATE	- Eq3,4, Progress Check - Y12 exam DRAW/PLOT/COMPLETE , SUGGEST EXPLAIN, EVALUATE	- Eq1,2,3 Progress Check - Dec Mock Explain, calculate, assess	- Eq1,2, Progress Check - March in class mock SUGGEST EXPLAIN, EVALUATE	- Eq3,4, Progress Check - Y12 exam SUGGEST EXPLAIN, EVALUATE	July Y12 – March Y13	- Eq1,Progress Check - Dec Mock DRAW/PLOT/COMPLETE/CALCULATE OR EXPLAIN, ASSESS	- Eq1/2, 3/4 Progress Check - March in class Mock SUGGEST,DRAW/PLOT /COMPLETE, EXPLAIN, EVALUATE	April Explain, calculate, suggest, analyse, evaluate	- Eq1,Progress Check - Dec Mock SUGGEST, DRAW/PLOT/COMPLETE, EXPLAIN , ASSESS, EVALUATE	- Eq1/2, 3/4 Progress Check - March in class Mock SUGGEST,DRAW/PLOT /COMPLETE, EXPLAIN , ASSESS, EVALUATE	April
Mid-point Progress Path	Excellent use of geographical skills to describe, interpret, analyse and evaluate geographical patterns and trends. Wide range of sources as outlined in skills at various scales with confidence. Sophisticated statistical calculations to analyse the data displayed. Clearly recognise anomalies within the data set, offering comprehensive suggestions for why these exist. Use and understanding of the role of GIS in geography will be demonstrated with confidence. demonstrate an understanding of complex geographical processes, applying these with precise accuracy to unfamiliar contexts. thoroughly understand how human processes interact with physical processes to help develop more complex geographical patterns. assessing the values and attitudes involved in managing and making decisions and appreciate variability of very detailed knowledge of the location of case studies and can use more comprehensive terminology in their descriptions and explanations						Conduct geographical enquiry independently; through own hypotheses, accurately collect, present, analyse and substantiate their conclusions underpinned by theory, critically evaluate the process	Exceptional use of geographical skills to describe, interpret, analyse and evaluate geographical patterns and trends. wealth of acquired skills, ability to recall and transfer skills across topics including sophisticated statistical calculations critically examine data using wealth of synoptic and fieldwork skills and secure GIS skills demonstrated demonstrate an excellent understanding of complex geographical processes, applying these precisely to unfamiliar contexts. thoroughly understand how human processes interact with physical processes to help develop more complex geographical patterns through synoptic skills. Critically analyse, justify and examine sustainable approaches to the planning and management of environments. Secure knowledge of the location of case studies and comprehensive terminology used to recall a wealth of acquired knowledge and transfer skills across topics					
Learning skills	Folders and wider reading , Essay writing,	mind mapping, Essay writing and folders	Mindmapping and flashcards	Folders and wider reading , Essay writing	Essay writing	Mindmapping and flashcards	Harvard Referencing	wider reading , Essay writing	Essay writing	Mind mapping	wider reading , Essay writing	Essay writing	

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