

1. Implementation. How is the curriculum delivered?

At key stage 3

Year 7 2020-21:

Interleaving subject specific themes:

Sustainability	Climate Change
Development	Decision Making
Critical thinking	Fieldwork

Topic No.	Topic Title	Key Idea/Justification in terms of position/sequence and content/skill:	Assessment	Links to wider curriculum Enrichment Opportunities Careers	SMSC
1	What is Geography including settlement	<p>All Year 7 students given a summer Geography transition booklet to complete before they started secondary school.</p> <ul style="list-style-type: none"> This unit of work introduces students to the diverse and contemporary nature of Geography. From, locational geography to sustainability and the use of plastics, the winners and losers of palm oil production and the diverse nature of the UK. This unit is a multi-structural in order to provide a broad overview of the subject at the global, national and local scale. Introduction to settlement students look at site, situation and settlement using OS Maps & photographs, enabling them to identify settlement patterns. Relief, distance and scale are studied with the opportunity for students to make models and consider the location of settlements from prehistoric times to the industrial revolution and modern day. This ties in with Impossible Places next year where students consider human and physical factors affecting the location of settlements in Las Vegas & Dubai, it also enables students to make links to development e.g. Kenya (Yr7 'Awakening Africa') evolve & urbanise. It also links to 'Advancing Asia' in Yr 9 looking at industrial growth. <p>Skills: Basic map skills- atlas work, longitude / latitude, compass directions, using photos, figures. Graphical skills - Pictogram, bar chart. Decision Making Exercise. OS Maps, settlements patterns, relief, distance and scale.</p> <ul style="list-style-type: none"> By the end of this unit students should be able to: 	<p>Demonstrate & Connect – Low stakes testing Self and peer assessment Formative assessment Summative assessment: December mock exam</p>	<p>Science - plastic pollution, climate change.</p> <p>History: HT1 Roman invasion of Britain HT2: Castles</p> <p>What is Geography collage? Backpacking around Europe project</p> <p>Cartographer, meteorologist, data analyst, environmentalist.</p>	<p>A sense of awe and wonder. Social, moral and environmental responsibility. Global citizens.</p>
2	Extreme Environments – Polar	<ul style="list-style-type: none"> This unit improves student's locational knowledge and atlas skills, looking at latitude and longitude as well as examining the climate of extreme environments. Students are also able to appreciate the harshness and challenges of Arctic places as they study the 'race to the Poles' and treacherous journeys of Anderson and Scott. The modern day challenges that humans face living in these environments are also explored. E.g. how Inuit cultures such as the Saami adapt. This unit therefore also allows students to appreciate the diversity of other cultures as well as environments that are very different to their own. Human and animal adaptations are also looked at. Oracy opportunity to debate whether oil resources should be exploited in Alaska. Students are encouraged to form their opinions using evidence from either side of the argument. <p>Skills: Map - Latitude and Longitude, grid references. Graphical - interpreting climate graphs. Students also complete a Decision Making Exercise, allowing them to reflect on how local actions can have global consequences & aim to reach a sustainable solution.</p> <ul style="list-style-type: none"> By the end of this unit students should be able to: 	<p>Demonstrate & Connect – Low stakes testing Self and peer assessment Formative assessment Summative assessment: December mock exam</p>	<p>Animal adaptations in in cold environments – Ecosystems / Biology Literacy skills – Polar expedition story.</p> <p>Visit to Yorkshire Wildlife Park to see the polar bears!</p> <p>Scientists, wildlife conservationists.</p>	<p>A sense of awe and wonder. Social, moral and environmental responsibility. Global citizens.</p>

3	Beautiful Brazil	<ul style="list-style-type: none"> Going from one extreme environment to another, this unit builds on the introductory unit of 'What is Geography?' regarding palm oil, it allows students to deepen their knowledge and understanding. The challenges and opportunities of development in an NEE are studied and decision making skills developed when considering the pros and cons of deforestation in Brazil. Animal and plant adaptations are also looked at in this unit. It also draws on the view of whether these biomes should be protected and how they should be protected (introduction of sustainability). <p>Skills: Map - Distribution of rainforests in South America, Africa and Asia, building on earlier map skills. Graphical - Pie charts, interpreting data and photographs. Decision Making Exercise.</p> <p>By the end of this unit students should be able to:</p>		<p>Plant and animal adaptations in TRFs – Ecosystems / Biology .</p> <p>Research another example of a tropical rainforest e.g. in Malaysia (Asia) or Africa.</p> <p>Scientists, wildlife conservationists, Resource Management.</p>	<p>A sense of awe and wonder. Social, moral and environmental responsibility. Global citizens.</p>
4	Awakening Africa	<ul style="list-style-type: none"> Making sure all areas of the National Curriculum are incorporated into the breadth and depth of the curriculum this scheme of work explores the physical and human interactions of Africa. Students already have an awareness of different biomes at a global scales, so now explore on a continent scale, the various landscapes and climates identified, using map skills to help identify the locations. Climate graphs are used to help identify different biomes across the continent & population pyramids are introduced to explain the challenges associated with a youthful population in a continent with so many LICs. Rural to urban migration, push and pull factors in a rapidly urbanising country are explained through the example of Kenya. Looking at Kenya in more detail we look at the country's physical and human geography & the consequences of hyper urbanisation through a range of examples: Land, Air and Water Pollution and squatter settlements (Kibera) this is expanded upon at GCSE when we study Dharavi in India. Students complete a DME about sustainable squatter settlements here. The challenges and opportunities of extracting and manufacturing resources are looked at through the cotton and diamond trade, this is a potential way for countries to develop and reduce inequalities in wealth but has negative social and environmental consequences. The concept of resources and development is revisited in Yr 8 in 'who wants to be a billionaire' and Yr 9 'bridging the development gap'. Tourism is another tool to aid development, The Maasi Mara and it's tribe people (a direct comparison of cultures to Sami and indigenous communities from the two previous units of work) are a potential strategy for sustainably development. This wilderness is a physical attribute Kenya can capitalise on. <p>Skills: Map - Google earth time-lapse to show change over time. Graphical / Numerical - Climate graphs, population pyramids, interpreting photographs, data analysis, pie charts, measures of central tendency. Decision Making Exercise. Land use models.</p> <ul style="list-style-type: none"> By the end of this unit students should be able to: 	<p>Demonstrate & Connect – Low stakes testing Self and peer assessment Formative assessment Summative assessment: July mock exam</p>	<p>Numeracy skills in Maths – histograms, (population pyramids), bar graphs (climate graphs) and measures of central tendency.</p> <p>Bill & Melinda Gates Foundation - community projects to provide clean water to developing countries. Model of a squatter house.</p> <p>International Development worker. International Aid Organisations / Charity / Relief work. Town Planner.</p>	<p>A sense of awe and wonder. Social, moral and environmental responsibility. Global citizens.</p>

5 & 6	Raging Rivers /Fieldwork	<ul style="list-style-type: none"> • Linking back to earlier impacts of climate change & deforestation we then interweave the physical topic of 'Rivers'. Climate change and deforestation are both causes of flooding as explained through the water cycle. We introduce for the first time the physical processes of erosion, transportation and deposition. Students learn the basic formation of river landforms (e.g. Victoria Falls linking to the Africa unit). • This unit allows us to 'learn outside the classroom' by carrying out a fieldwork investigation measuring infiltration rates on the school site. This links to permeability of surfaces and flood risk. • We compare the impacts of flooding in HICs (York, Sheffield or Cumbria) and LICs (Mozambique - Africa) and study flood management through local case studies. • This unit creates the opportunity for students to attend a fieldtrip in for example York to look at flood management strategies and apply the route to enquiry skills. It also allows students to expand their cultural capital visiting this historic city & enthuse their love of the subject. Fieldwork is revisited & developed in future years. <p>Skills: - Graphical line graph to show infiltration rates on different surfaces / hydrographs to compare flood risk / data presentation techniques as part of fieldwork in York.</p> <p>Fieldwork – Route to Enquiry.</p> <p>By the end of this unit students should be able to:</p>	<p>Route to enquiry follows the same format as a science experiment.</p> <p>Maths: Numeracy – data presentation / hydrographs - graphical skills in Science – physical processes.</p> <p>History: Medieval Britain link to Shambles York Trip HT3</p> <p>Fieldtrip to York or similar – cultural capital historic city.</p> <p>Environment Agency – Flood Management, Data Analyst, Risk Management, Insurance, Geologist.</p>	<p>A sense of awe and wonder.</p> <p>Social, moral and environmental responsibility.</p> <p>Global citizens.</p>
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Year 8 2021-22:

Topic No.	Topic Title	Key Idea/Justification in terms of position/sequence and content/skill:	Assessment	Links to wider curriculum Enrichment Opportunities Careers	SMSC
1	Hurricane Havoc	<ul style="list-style-type: none"> It's hurricane season! What better time to study this extreme weather event Building on the introduction to awareness of hazards in year 7 (flooding) they learn about global scale atmosphere hazards. (GACM is not introduced here are a hard concept to grasp but rather the different between different pressure types). Lessons flow towards knowing the formation of hurricanes, structure, scale, impacts (comparing LICs and HICs) and management. Progressing from year 7 when knowledge when comparing LICs and HICs through development and even flooding hazards students start to classify impacts through social, economic and environmental (seen in polar and TRF SoWs). Students already have an awareness of extreme climates and how people and animals adapt (polar and TRF biomes) here survival of extreme weather conditions (hurricanes) is explored and decisions made as to the best strategy to manage them through the 3P's, prediction, planning and protection (a link to GCSE AQA spec managing hazards). Students have the opportunity to be journalists and write a report on the impacts of Hurricane Katrina, design hurricane proof building and design a survival kit. At GCSE this is developed further when we study Weather Hazards. Students can misinterpret UK weather as 'boring', but here we apply extreme weather to anticyclones and depressions and their associated hazards and impacts (storms and heatwaves). <p>Skills: Map - distribution of tropical storms on world map. Interpreting satellite images, photographs and maps, sequence of fieldwork around the school site, 4&6 figure grid references, compass directions, analysing numerical data.</p> <ul style="list-style-type: none"> By the end of this unit students should be able to: 	<p>Demonstrate & Connect – Low stakes testing</p> <p>Self and peer assessment</p> <p>Formative assessment</p> <p>Summative assessment: December mock exam</p>	<p>Literacy – The Big Write</p> <p>Design a Hurricane Proof Building / Hurricane Survival Kit.</p> <p>Meteorologist, Hazard Mapping and Management, Architect, Environment Agency, Relief Agencies</p>	<p>A sense of awe and wonder.</p> <p>Social, moral and environmental responsibility. Global citizens.</p>
2	Climate Crisis & Glaciation	<ul style="list-style-type: none"> Studying climate overtime and how it cycles between glacial and interglacial's is a great introduction to show how temperatures have varied greatly over time and their impact on advancing ice. Leading into glacial environments, a link back to Year 7 'Extreme Environments' and Year 7 'Raging Rivers' and a cause of flooding – extreme ice melt – another link to the second half of this unit, possible impacts of climate change. Landforms carved from ice are majestic and plentiful in the UK, a great example of how diverse our physical landscape is. However, due to the unprecedented warming of recent temperatures it is not only having an effect on glaciers, and sea ice but numerable impacts local, national and global scale. Studying the causes and impacts of climate change, linking back to causes (Deforestation in TRFs Yearr 7 Beautiful Brazil) and the impacts on polar regions (Extreme Environments Yearr 7) / more extreme weather events (previous unit, Year 8 'Hurricane Havoc), students start to appreciate the scale of the problem. Students study ways to cope with the impacts of climate change as well as ways to prevent it. Forest fires are also becoming more frequent due to climate change. Student need to be aware of a range of hydrometeorological hazards (Year 8 'Hurricane Havoc'), (and geomorphological hazards) not the obvious drought and ice melting. From a global to a local scale students complete a microclimate study around their school to appreciate temperature, wind, aspect and precipitation can vary on a small scale. <p>Skills: climate graphs, sequence of fieldwork around the school site, 4&6 figure grid references, compass directions, analysing numerical data</p> <ul style="list-style-type: none"> By the end of this unit students should be able to: 		<p>Science – climate change / micro / climates.</p> <p>Climate change pledges – how can we help?</p> <p>Meteorologist, Hazard Mapping and Management, Environment Agency, Relief Agencies.</p>	

3	Impossible Places	<ul style="list-style-type: none"> This unit further deepens students' knowledge and understanding of sustainability as they link the concept of sustainability to locations and people and places. Sustainability is once again linked with development and resource management (TRFs / Extreme Environments in Yr 7). Water scarcity and resource management are introduced looking at the extreme desert environments of Las Vegas and Dubai & Mountainous region of Nepal. Tying together human and physical Geography we consider how wealth and technology can overcome physical obstacles. We consider the impacts of tourism using The Skywalk over The Grand Canyon, we consider the opinions of different stakeholders and look at sustainable building design in Dubai reflecting back to the previous unit on climate change (renewable energy). In Nepal we debate whether base camp should be developed at the foot of Mount Everest? A decision making activity that also hinges on the impact of climate change. Forbidden Places are studied using Gruinard – Chernobyl, Britain's Anthrax Island and Area 51 (USA) to name but a few. <i>2020/21 sequence of learning will include climate change and glaciation in Climate Crisis.</i> <p>Skills: Stacked/compound bar chart to show the world's tallest buildings by country. Interpretation of photograph and satellite images.</p> <ul style="list-style-type: none"> By the end of this unit students should be able to: 	<p>Demonstrate & Connect – Low stakes testing Self and peer assessment Formative assessment Summative assessment: July mock exam</p>	<p>Numeracy – compound bar graphs</p> <p>Sustainable building design</p> <p>Architect, environmentalist, tourist trade, resources manager.</p>	
4	Who wants to be a Billionaire?	<ul style="list-style-type: none"> Why are some countries more developed than others? Starting with The Trade Game students appreciate why Africa (Yr 8) is less developed than Asia (Yr 9) or North America / Europe – raw materials v. manufactured goods. This unit enables students to appreciate the physical and human challenges that have made it difficult for Africa to develop while other parts of the world have thrived. We look at the distribution of global wealth & resources, ways to tackle inequality and compare countries using measures of development and quality of life a simple introduction to the Demographic Transition model. This unit forms a sound basis for The Economic World at GCSE. <i>For the current cohort students are introduced to the basics of settlement (site, situation and settlement) as this wasn't taught in Yr 7 last year. It will enable students to appreciate why people live where they do, linking to development and rural to urban migration as countries evolve economically.</i> <p>Skills: Map - Distribution Maps. Graphical – measures of central tendency (mean, median and mode).</p> <ul style="list-style-type: none"> By the end of this unit students should be able to: 			<p>Numeracy – Measures of central tendency (mean, median & mode).</p> <p>Data analyst, International Development worker. International Aid Organisations, Business, Manufacturing</p>

5	Collapsing Coasts	<ul style="list-style-type: none"> Building on from the physical processes and landforms in Raging Rivers (Yr 7) and Glaciation (Yr 8 HT2) students study the causes, effects and management strategies of coastal erosion. The incidence of more extreme weather events and sea level rises make this topic more current than ever. Students get the opportunity to make dynamic models of coastal features to help kinaesthetic learners apply their understanding of the processes at work. The local example of the fastest eroding coastline in Europe is used in with The Holderness Coast, the case study is developed further and we visit the coastline as part of the GCSE fieldwork. <p>Skills: Map / GIS - Google Time lapse to see changes over time. Map skills to identify location and land use along Holderness Coast.</p> <ul style="list-style-type: none"> By the end of this unit students should be able to: 	<p>Science – physical processes.</p> <p>Model making landforms.</p> <p>Environment Agency – Flood Management, Data Analyst, Risk Management, Insurance, Geologist.</p>	
6.	Business Boom	<ul style="list-style-type: none"> Following on from ‘Who wants to be a Billionaire’ and Awakening Africa students consider sectors of industry, industrialisation, globalisation and the growth of TNCs in NEEs. In the UK students look at the Geography of football and locate a stadium, this enables students to use OS Maps and aerial photos to complete a DME. The journey of a football leads into the impacts of TNCs (Nike) Asia, students consider the social and environmental impacts of economic progress. Fair trade & sustainable business are considered as viable solutions. <p>Skills: Map - Location on a map, analysing & annotating photographs, compound bar graphs. Evaluating: DME.</p> <ul style="list-style-type: none"> By the end of this unit students should be able to: 	<p>D of E / Numeracy – Grid References, compound bar graphs.</p> <p>Data analyst, International Development worker. Business, Manufacturing</p>	

Topic No.	Topic Title	Intent: Key Idea/Justification in terms of position/sequence and content/skill	Assessment / Impact	Links to wider curriculum Enrichment Opportunities Careers	SMSC
1	Restless Earth	<ul style="list-style-type: none"> Starting year 9 studying geological hazards. Students have already focused on atmospheric hazards and their associated impacts in different countries of wealth (Cyclone Idai Year 7, Hurricane Katrina and Typhoon Haiyan in Year 8). Plate tectonics was stalled until year 9 due to the number of different plate boundaries to understand with associated theories, but it also allows their opinions and evaluative writing skills to have developed further, so when HICs and LICs are compared they can clearly articulate their answers. Awareness of geological timescales and how our continents have changed over the past 4.6 billion years (link to RE for creation of the Earth; contrast of religion and science and link to Year 8 'Climate Crisis' that climate too has changes over time). How our plates move, theories of plate tectonics (convectional theory and slab pull), the various boundaries (link to Africa and its physical landscape of the Rift Valley, in 'Awakening Asia' the Pacific Ring of Fire will be covered, this interleaves the content into other topics). The hazards associated with each plate boundary, learning about formation of both earthquakes and volcanoes. As the GCSE AQA the spec forces teachers to choose one and this keeps the student's depth of curriculum, but also this knowledge enables them to be informed global citizens and make sense of the hazards reported in the news. Students are becoming well versed in the pattern of comparing HICs (and LICs. Impacts and responses for each categorising them in social, economic and environmental (a skill that is being pulled through from Year 7 'Beautiful Brazil, 'Raging Rivers' and Year 8 'Hurricane Havoc'). Making evaluative judgements of most influential causes for the greater deaths and destruction. Students will also compare HICs to HICs and if there is a difference between how these hazards are responded to and managed. <p>Skills: Maps, locations, models of plate tectonics, plate tectonic theory.</p>	Demonstrate & Connect – Low stakes testing Self and peer assessment Formative assessment Summative assessment: December mock exam	Iceland trip	A sense of awe and wonder. Social, moral and environmental responsibility. Global citizens.
2	Advancing Asia	<ul style="list-style-type: none"> Allowing students to directly understand the similarities and differences and links between places 'Advancing Asia' encourages this. Physical geography of Asia. Plate tectonics – destructive (Fuji) / collision plate margins (Himalayas). Recapping 'Restless Earth' and applying knowledge to a different context. Climates linked to desert, monsoon, typhoons. Africa linked to TRF, desert. Year 7 knowledge of polar and tropical rainforest recap. Population pyramids; 1 / now 2 child policy compared to Africa's population pyramids. China has the resources and technology to manufacture, hence trigger of development unlike areas of Africa: Drawing on Year 8 'Business Boom': impacts of TNC's on development, students use the example of Apple at Foxconn. Comparing to tourism from Africa to close the development gap, to top down strategies Three Gorges Dam on the Yangtze River (lower course river stage recap and strategy to control flooding from Year 7 'Raging Rivers' and comparison to Hoover Dam, Nevada top down strategy 'Impossible Places'). So not to create the impression that all of Asia is a NEE, move onto other locations, the physical and human geography of Thailand and why people visit. The impacts of tourism, positives and negatives in the Maldives, focusing on social, economic and environmental drawing in the concept of sustainable eco-tourism, ideas previously taught from Kenya, ('Awakening Africa') and Brazil ('Beautiful Brazil). In addition, the importance of being globally aware citizens and the impact of our rubbish, plastics. <p>Skills: Locating countries, map skills, interpreting photographs and graphs. Population pyramids.</p>			Undercover tourism report in Thailand or place of choice.
3	Mind the gap or superpower?	<ul style="list-style-type: none"> Using cartographic and graphical data students' make informed decisions about a countries development and context. Students hypothesis what countries are like (their opportunities and challenges) building on data they have been exposed to over the past 2 years e.g. climate, population pyramids, range of social and economic indicators (but in more detail now). Knowing how to close the development gap and what strategy is most appropriate student need to thoroughly understand the countries 'fit' onto the demographic transition model (DTM). Students have learnt aspects of it e.g. causes of high death rate but not clearly linked it to a process of development. They have covered LICs NEEs and HICs in detail they can really start to exemplify how as a country develops they move through the DTM. For example Stage 1 Tribes living in the tropical rainforests (Year 7 'Beautiful Brazil') and Kenya just coming out of a LIC (Year 7 'Awakening Africa'). As a harder model for students so it is taught in year 9 addressing information from the previous 2 years of KS3. The model will also allow discussion of development barriers – political (Brexit?) corruption, aging populations, climate change, sea level rise, hyper-urbanisation, plus using the work from the late Hans Rosling. 	Demonstrate & Connect – Low stakes testing Self and peer assessment Formative assessment Summative assessment: July mock exam	Ted Talks . Book: Prisoners of Geography	

		<ul style="list-style-type: none"> • Can humans solve everything? Theory of Malthus and Boserup and how population goes through natural checks or creates technology to copy with new the challenges ahead. Students hypothesis what the planet’s future holds. Links to impossible places and the amazing resourcefulness and technologies human have created e.g. Three Gorges Dam. The space race is even an option to consider as it may provide the key to we needed resources. • Students already know classifications of countries, but are now introduced to BRICs MINTs. • Who will be the next super power? What factors are needed to create super power status. Hinted at in Year 9, ‘Do we have enough’ and the book ‘Prisoners of Geography’ and can a super power emerge with unfavourable geographical features. More recently August 2019, ‘Why did Trump want to buy Greenland?’ • Can you build a new country? Example South Sudan. Students work through a DME and create their ‘own perfect’ country. <p>Skills: Locations, maps, numerical data, range of graphs, pie charts, population pyramids, climate graphs, DTM, DME</p> <p>Impact: Student thoroughly understand the DTM and the opportunities and challenges involved as countries develop. They can judge whether we are at the mercy of our own physical and human geography as barrier to development or humans have the technology to overcome anything. Leading to ‘what makes a super power’ will there always be super powers?</p>			
4	Do we have enough?	<p>This unit is a student friendly module inspired by the popular book by Tim Marshall, ‘Prisoners of Geography’ which introduces students to the idea of geopolitics and explains how ‘politics is nothing without geography..giving maps a power that politicians must tame’.</p> <p>The unit is split into sub topics of energy, water and food and provides an introductory unit to <i>Resource Management</i>. Through any from of media we are being made aware of our individual actions and how our actions can impact on the planets sustainability. This unit draws on the reality that resources are not always finite and we need to be conscious global citizens.</p> <ul style="list-style-type: none"> • Energy: Explaining the distribution of resources, the implications linked to a countries social and economic development. This draws knowledge from year 7 and 8 through ‘Awakening Africa’ and Business Boom, the potential conflict that may arise when resources can be exploited (Oil in Extreme Environments- Polar and trees in Beautiful Brazil) on a global scale. Knowledge of this is used in comparing wind energy and Alberta Sands (oil extraction) in Canada. In year 8 students study in detail, ‘Climate Crisis’ and this unit draws on how to halt that crisis by using renewable resources. Alternative provisions of renewable energy are evaluated and decisions made as to which is the most appropriate longer term. The units outlook on the crisis of future resource use fits in with Delta’s vision ‘...creating a sustainable organisation that improves our society and wider environment’. A value that, ‘promotes environmental awareness and protection locally, nationally and globally’. There is already an awareness of the use of plastics but that is not to overcast the equally devastating impact of our daily lives on the climate and this unit again widens their understanding that there are options available but it is the choices we make. • Water: In year 7 students study the hydrological cycle, it is reiterated that the water is not a finite source demonstrated through the geological timescale (recap from ‘Restless Earth’). Following on from the energy unit students learn the impacts of water scarcity upon development exemplified through Niger, Sahel, the impacts of climate change affecting water supply. So not to confuse students that having water is ok, they understand that water quality plays an important role in development, having learnt in year 7 and 8 classification of countries as LICs and NEEs and applying how water quality changes as a country develops and the causes for this e.g. TNCs’ (Should Nike Just Do It? in Business Boom). Similar to the energy unit students study two ways of managing water at a national and local scale (China Three Gorges Dam and Pumpkin Tanks Sri Lanka <i>linking knowledge of Hoover Dam from Year 8 ‘Impossible Places and Year 9 ‘Advancing Asia’ Three Gorges Dam, that China has the technology to help develop itself compared to some countries in Africa</i>), making a choice as to which one is most appropriate in the long-term considering the context and stakeholders. Finishing with a topic close to the school’s heart – plastic. Moving away from generic plastic use and focusing on the choice students can make using single use or refiling water bottles. Reinforcing the schools plastic free Fridays. • Food: Being an essential resource students connect with the consequences of food surplus and deficit (insecurity). Looking at what this means for a countries development through the continent of Africa, country of Syria. We can be disconnected from our food chain so students explore the ethics of chicken farming, being aware of the basic legal requirements for farmers and the choices we can make about where we source our food. But also drawing personal opinions from bottled water, plastics (Year 9 ‘Awakening Asia’ and ‘Do we have Enough’ - Water), tropical rainforest destruction (Year 7 ‘Beautiful Brazil’) which can all be applied. ‘Awakening Africa’ highlights that a lack of development is due to the resources not being manufactured and people stuck in a cycle of poverty, learning the ‘Darker side of Chocolate’ demonstrates how trade is not always fair and how TNCs can manipulate the process (link to Year 8 ‘Business Boom’). Understanding how resources are not sustainable at our current rate of use we offer the students an alternative view to their supermarket traditional diet. Learning the famine cuisines of developing countries (Year 9 ‘Advancing Asia’ link to population control 2 child policy). How eating insects can feed the planet and curb our waste and destruction of land e.g. deforestation of Tropical Rainforests for cattle ranching (Year 7 ‘Beautiful Brazil’) <p>Skills: Maps, locations, interpreting photographs, numerical calculation of carbon footprint, DME, line graphs, sketches, choropleth map, pie chart</p> <p>Impact: Students will have a well-informed perspective of the state of global and local resources. They can make evaluative, evidence based decisions on future sustainable resource use that applies to them at all scales, but also from different stakeholders views.</p>		Drax power station, Book: Prisoners of Geography	

5	Synoptic links (Amazon 2019 Pre-release) and fieldwork	<ul style="list-style-type: none"> • Synoptic links and critical thinking in geography is a valuable and transferable skill that need practise at all times. Throughout the KS3 curriculum there are themes pulled through e.g. sustainability and climate change. There is a safe platform for students to ask questions, link places, ideas and impacts. So students can apply these skills in a unit of work the Paper 3 The Amazon Pre-release 2019 is taught from the standpoint of weaving ideas and viewpoints together to make an informed well-judged decision backed up by evidence. Students have completed many DME's in the KS3 curriculum but the wealth, extent of content, and variety of sources is much larger and less easy to distinguish which side of the argument they sit. From the 4 Assessment Objective at GCSE AQA, A03 'Apply knowledge and understanding to interpret, analyses and evaluate geographical information and issues to make judgements' is worth 18% in Paper 3 (35% from all 3 papers, including 10% applied to fieldwork context(s)). This is a strong reason why it is developed during KS3 so students can continue to apply to all their learning not just Paper 3. • Year 9 allows the more complex fieldwork sequencing from students creating their own hypothesis from a list of topics, deciding on primary and secondary fieldwork, presenting and analysing data, incorporating higher order skills GIS, to conclusions and evaluation. The independent nature of this unit allows them to close the gap of their own independence towards their studies at GCSE and beyond. During the KS3 curriculum students have been exposed to a range of fieldwork skills and this is the time students decide what to apply. In GCSE Geography Paper 3 Section B student need to respond to unseen fieldwork questions this unit develops those skills but also allows the time for students to find out what works and what doesn't. • Students take ownership of their hypothesis of choice (within the parameters of teacher topics), feel the pressure of working to deadlines and making decisions in a high challenge low fear environment, able to make mistakes, improve, research independently and create a piece of beautiful work they are proud of. At GCSE students need to truly grasp the need for Geographical research as a Geographer and linking learning outside the classroom, by doing this unit it allows students to get a better understanding of the reasons behind fieldwork other than 'it just happens in Geography'. • Academies can guide the fieldwork investigation to the local context and tapestry of their school using the resources available to them in local fieldwork. This fieldwork will analysis two contrasting locations using multiple sources of increasingly complex information. e.g. Crime comparisons along the transect of a town. <p>Skills: sequence of fieldwork; range of graphical, numerical and cartographic.</p>		FSC field trip History: Provenance of a source.	
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At key stage 4:

Year 10: 2020-21

Topic No.	Topic Title	Key Idea/Justification in terms of position/sequence and content/skill:	Assessment	Links to wider curriculum Enrichment Opportunities Careers	SMSC
1	Hazards	<ul style="list-style-type: none"> • This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. These skills have been embedded throughout the key stages so students are able to build on them. • It aims to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. <p>Skills: Analysing; photos, graphs, maps; Statistical: mean, mode, range, median, line of best fit; Data interpretation; Data presentation, GIS</p>	Demonstrate & Connect – Low stakes testing Self and peer assessment Formative assessment Summative Assessment June mock exam	Science: Meteorological processes.	A sense of awe and wonder. Social, moral and environmental responsibility. Global citizens.
2.	Urban Challenges	<ul style="list-style-type: none"> • This topic is a natural progression from the content studied in Y7 and builds upon the issues and solutions that the students have already encountered. Such as looking at opportunities and challenges in LICs and HICs, now exploring concepts in more depth such as sustainable cities and slums. It aims to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. <p>Skills: Interpreting data from graphs; Analysing photos; Urban models</p>		Fieldwork opportunity to UK city	
3.	Living World	<ul style="list-style-type: none"> • Students can make links to topics studied at Key stage 3 such as 'Extreme Environments' and 'Climate Crisis'. • It focusses on UK ecosystems and their interdependence (interaction between biotic and abiotic components.) The Tropical Rainforest ecosystem -importance, deforestation, sustainable management. How the development of cold environments creates opportunities and challenges and how these can be protected. <p>Skills: Interpreting maps (global, national); Climate graphs; Analysing photos; Lines of latitude/longitude; Interpreting data from graphs</p>		Science: Eco systems	
4.	Coasts	<ul style="list-style-type: none"> • Coasts is placed towards the middle of Year 10 it leads well into the summer term for the students to complete their Physical Fieldwork. • Students already have the basic key concepts of coasts they are now able build on from 'Collapsing Coasts' in KS3. This unit looks at distinctive landforms and management strategies, the focuses in on our fieldwork study areas The Holderness Coast. • Map skills are used to compare photographs of landforms and these skills are further built upon during fieldwork trips to contrasting environments. <p>Skills: Contour/ OS maps (4 & 6 figure grid references) relief maps</p>			

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5	Resource Management	<ul style="list-style-type: none"> Links can be made to the Bridging Unit in Year 9, 'Do we have enough?' The unit focuses on the changing demand, sustainability and impacts of insecurity on Food, Energy & Water. Students then narrow in on Energy, where they study both the demand and supply. Skills: Lines of latitude/longitude; Interpreting maps (global, national); Evaluation		Science: Link to fossil fuels, renewable, none renewables	
6.	Fieldwork and Skills	<ul style="list-style-type: none"> After students have studied in depth the key concepts of urbanisation they are then able to apply this to their local area through the use of fieldwork. This unit gives students the opportunity to apply their learnt knowledge to the wider world through looking at cities in HIC's and how the housing quality changes as you move away from the city centre. Students can go through the fieldwork process from writing their hypothesis to carrying out fieldwork at The Holderness Coast. When they return to school they will be able to collate data, to perform analysis and map results. Leading to a conclusion and evaluation. Skills: Analysing; photos, graphs, maps; Statistical: mean, mode, range, median, line of best fit; Data interpretation; Data presentation, GIS			

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Topic No.	Topic Title	Key Idea/Justification in terms of position/sequence and content/skill:	Assessment	Links to wider curriculum Enrichment Opportunities Careers	SMSC
1	Buffer – consolidation				
1	Changing Economic World	<ul style="list-style-type: none"> This is the unit the students find the hardest with a large number of specialist key terms and concepts. From Year 7 students have built on this and In Year 10 built on it further. The unit looks at the ever-changing economic development of the world. With this brings great improvement to quality of life but also countries struggling to close the development gap and therefore students learn ways in which to tackle this problem. Skills: A range of data analysis is embedded here to aid understanding, from graphs to choropleth maps. Population pyramids; Interpreting data from graphs (isoline, flow line); Interpreting maps (global, national) 	Demonstrate & Connect – Low stakes testing Self and peer assessment Formative assessment Summative Assessment December and February mock exams		A sense of awe and wonder. Social, moral and environmental responsibility. Global citizens.
2.	Consolidation and revision				
3.	Mock Feedback and Revision				
4	Pre Rerelease				

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