

GCSE Assessment Objectives												
Term	Units of work	Why now' justification	Locational geography	Physical geography	Human Geography	Physical human interaction	AO3 interpret, analyse and evaluate	Geographical skills	Fieldwork	Key assessment opportunity	Numeracy, literacy, oracy	Cross-curricular SMSC
		GCSE Assessment Objective	<b>AO1 knowing geographical material.</b> Demonstrate knowledge of locations, places, processes, environmental and different scales	<b>AO2 think like a geographer.</b> Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes, and the inter-relationships between places, environments and processes			<b>AO3 applying geography. Apply knowledge and understanding, analyse and evaluate geographical information and issues. AO4 study like a geographer. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings and to make judgements</b>			Judgements could be expressed and recorded as, 'working towards' 'meeting' and 'exceeding' the expectations for their age or whatever system is in place in your school	<b>Wider curriculum</b>	
		By the age of 16 pupils should:	Have a broad and deeper understanding of locational contexts, including greater awareness of the importance of scale and the concept of global	Gain a deeper understanding of the processes that lead to geographical changes and the multivariate nature of human-physical relationships and interactions, with a stronger focus on forming valid generalisations and abstractions, together with a growing awareness of the importance of theoretical perspectives and conceptual frameworks in geography			Be able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions, and show competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material.				Numeracy (data and maths), literacy and oracy skills	Links to other subjects; SMSC and British values
5	Revision /paper 3 practice	Review and revision at end of course in preparation for GCSE.					Exploration paper 3 practice.	All	Review	Practice exam questions, open and closed book. Analysing model answer.	All numeracy skills. Literacy:- Tier 2/3 words; extracting facts from text	
4		Review and revision at end of course in preparation for GCSE.					6 and 8 mark exam practice questions. Exploration paper 3 practice.	All	Review	Practice exam questions, open and closed book. Analysing model answer.	All numeracy skills. Literacy:- Tier 2/3 words; extracting facts from text	
2 & 3	Global Hazards	Creates sense of awe & wonder at dramatic natural events of volcanic eruptions; earthquakes & tropical storms. Understanding of processes, impacts & responses locally, to UK & globally.	Nepal earthquake. Typhoon Haiyan in the Philippines. Drought in the UK.	Global circulation system and extreme climates. Formation of tropical storms. Tectonic processes leading to earthquakes & volcanoes.		Management of extreme weather and tectonic events and use of technology. Impact of level of economic development on impacts and management.	6 and 8 mark exam practice questions. Exploration paper 3 practice.	Mapwork:- analysing choropleth maps ; Skills:- analysing and comparing photos; line / bar graph,		Lesson 5 - exam practice, open & closed book. Practice exam booklet with selection of 3, 6, 8 mark questions given as homework or in class. Analysing model answer. End of unit test.	Numeracy:- reading graphs; Literacy:- Tier 2/3 words; extracting facts from text / videos; use of structure strips. Oracy:- collaborative revision using A3 wipeboards	CC - science tectonic processes. SMSC:- how life is affected by hazards; role of organisations & government.'
		Links to 'How safe are we?' unit at KS3 and links to 'Hazards' unit at KS5.										
1	UK in 21st century	Synoptic unit on human & physical features of the UK. In depth look at population and economic issues in the UK, all relevant to students in their lifetime. Looks at UK's global role in current conflict and cultural issues.	London and Cambridge for their economic importance. London for ethnicity. Conflict in the Ukraine.	Climate of the UK and water stress issue	Population features of the UK including ageing population; housing shortage; ethnicity; economic hubs; political role of UK; UK's role in media.	Population pressures and water stress, linked to climate change. Influence of relief on population distribution.	6 and 8 mark exam practice questions. Exploration paper 3 practice.	Mapwork:- analysing choropleth maps ; OS maps grid references and relief. Skills:- analysing and comparing photos; line / bar graph, population pyramid analysis; analysing and comparing climate graphs.	Fieldwork:- Questionnaire potential investigating impact of media on lifestyle.	Lesson 5 - exam practice, open & closed book. Practice exam booklet with selection of 3, 6, 8 mark questions given as homework or in class. Analysing model answer. End of unit test. Fieldwork exam questions - own data and unseen data analysis.	Numeracy:- collecting, presenting, analysis of fieldwork data; calculating means & ranges. Literacy:- 2/3 words: structure strips. Oracy:- collaborative revision using A3 wipeboards	SMSC:- understanding of housing crisis in SE of UK. Impact of Ukraine conflict on UK and globally. 'Geography in the News' for wider geog. knowledge as H/W

5 & 6	Distinctive Landscapes	Physical unit creating awe and wonder at river, coastal & glacial landscapes in the UK. Links processes to human impacts. Links directly to Our UK Island unit at KS3 and Glacial Systems at KS5. In summer term for river fieldwork.	River Tees and Jurassic coastline in Dorset. Lake District as upland glacial landscape. South Downs as lowland landscape.	Processes of weathering, erosion, mass movement & transportation. Influence of climate and geology. Formation of specific river and coastal landforms.	Human management strategies for river and coastal flooding and erosion issues. Hard vs. soft engineering methods.	Influence of human activities on landscapes and management strategies on landforms. Impact of climate change on landscapes.	6 and 8 mark exam practice questions. Exploration paper 3 practice.		Ifield Brook river fieldwork in Ifield. Measure depth, width, velocity & sediment size.		Numeracy:- collecting, presenting, analysis of fieldwork data; calculating means & ranges. Literacy:- 2/3 words: structure strips. Oracy:- collaborative revision using A3 wipeboards	C/C:- Science erosion & weathering; geology. SMSC:- local river study. 'Geography in the News' for wider geographical knowledge as H/W
3 & 4	Urban Futures	Unit explores how and why urbanisation is changing globally and the challenges / opportunities present. They gain an appreciation of diverse urban environments and culture. Students compare life in UK & Nigeria. Links to KS3 'Urban Living' unit, previous GCSE unit and directly with Population & the Environment unit at KS5.	Birmingham, UK and Lagos, Nigeria.		Concepts of megacity & world city. Urbanisation issues in the UK compared to growth of slums in LIDCs. Migration push / pull factors.	Opportunities and challenges in LIDCs through Lagos as case study. Environment as factor in migration and living conditions in Lagos. Environmental sustainability strategies in Lagos (recycling) and eco-neighbourhood in Birmingham.	6 and 8 mark exam practice questions. Exploration paper 3 practice.	Mapwork:- analysing choropleth maps ; OS maps grid references and relief. Skills:- analysing and comparing photos; line / bar graph, population pyramid analysis	Potential for trip to Birmingham so students can experience positive redevelopment there. Potential for local fieldwork in Ifield on housing and street environmental quality.	Lesson 5 - exam practice, open & closed book. Practice exam booklet with selection of 3, 6, 8 mark questions given as homework or in class. Analysing model answer. End of unit test.	Numeracy:- interpreting line graphs & population data; Literacy:- Tier 2/3 words: structure strips. Oracy:- collaborative revision using A3 wipeboards	SMSC:- comparing quality of life in UK and Nigeria. Recognition of poverty in both places. Idea of sustainability and ways of improving living environments. Geog. in News
1 & 2	Dynamic Development	Human unit on global wealth differences and analyse of physical & human factors. In depth analysis of one LIDC. Links to A Divided World unit in Year 8 and going forward to KS5, the Global Systems unit.  This unit is positioned here as introduces development concepts that thread throughout Urban Futures taught next and is important in understanding responses to hazards and landform management in later units.	Ethiopia studied indepth.	Physical factors affecting development such as climate change, relief and water supply.	Measures of development. Economic, social and political factors affecting Ethiopia's development. Role of aid & trade.	Impact of relief, soil, climate and physical location on economic activities and health.	6 and 8 mark exam practice questions. Exploration paper 3 practice.	Mapwork:- describing distribution patterns Skills:- reading graphs, analysing photographs.		Lesson 5 - exam practice, open & closed book. Practice exam booklet with selection of 3, 6, 8 mark questions given as homework or in class. Analysing model answer. End of unit test.	Numeracy:- interpreting scattergraphs & development data; Literacy:- Tier 2/3 words: structure strips. Oracy:- collaborative revision using A3 wipeboards	C/C:- History with impact of colonialism on development & trade. SMSC:- Black History Month; quality of life in Ethiopia. Geography in the News' for wider geographical knowledge as H/W
5 & 6	Sustaining Ecosystems	Physical unit that focuses on awe and wonder of rainforest and polar environments - both introduced in Year 7.	Costa Rica tropical rainforests; Arctic Canada, Antarctic	Ecosystems; biomes; plant and animal adaptations; tropical rainforests; polar environments; global	human adaptations to polar environments	Exploitation of tropical rainforests and polar biomes; sustainable tourism in TRF; sustainable whaling	6 and 8 mark exam practice questions. Exploration paper on tropical rainforests	Mapwork:- describing distribution patterns Skills:- describing trends in line graphs;		Lesson 5 - exam practice, open & closed book. Practice exam booklet with selection of 3, 6, 8 mark questions given as	Numeracy:- reading line and climate graphs; Literacy:- Tier	C/C:- Science - features and cycles within ecosystems; plant & animal adaptations RE and SMSC:-

		Exploitation and sustainability covered in detail; engages students on global issues of deforestation and pollution. Links to polar ecosystems in Glacial Systems unit at KS5.		circulation system and link to biomes				analysing and comparing climate graphs		homework or in class. Analysing model answer. End of unit test. Paper 3 resource analysis and decision making question.	2/3 words; extracting facts from text / videos; use of structure strips. Oracy:- collaborative revision using A3 wipeboards	exploitation and sustainability of TRF /polar envs. Whaling issue. 'Geography in the News' for wider geographical knowledge as H/W
3 & 4	Resource Reliance	Human / environmental unit. Builds on issues covered in 'Earth's resources' unit and 'Are we destroying our planet?' at KS3. Engages students in more depth on food, water & energy global issues & Earth's vulnerability. Case study focus on Tanzania, an LIDC & how they cope. Links to Population & the Environment unit at KS5.	UK; China; Ethiopia	Physical factors affecting food security; damage to environments and ecosystems	Human factors affecting food security; Malthus vs. Boserup theories of food supply; technological developments in food production	Factors leading to demand & supply of resources; how environment & ecosystems are used & modified by humans for farming, mining, energy; methods to increase food security; sustainable food production	6 and 8 mark exam practice questions. Short exploration paper on wind energy	Mapwork:- analysing choropleth maps ; OS maps grid references and relief. Skills:- analysing and comparing photos; composite line / bar graph analysis; scattergraph analysis		Lesson 5 - exam practice, open & closed book. Practice exam booklet with selection of 3, 6, 8 mark questions given as homework or in class. Analysing model answer. End of unit test.	Numeracy:- drawing scattergraphs; arithmetic vs. geometric growth Literacy:- Tier 2/3 words: structure strips. Oracy:- collaborative revision using A3 wipeboards	C/C:- Science - GM crops SMSC:- food inequality issues; the environmental impacts of exploiting natural resources. 'Geography in the News' for wider geographical knowledge as H/W
1 & 2	Changing Climate	Short unit that links lots of ideas about climate change introduced at KS3 and studied in depth. UK case study adds familiarity and relevancy to own life. Links to several units at KS5 such as Glacial Systems.	UK; Tuvulu, global impacts	Pattern of climate change since Quaternary; natural causes of climate change	Social and economic impacts of climate change	Evidence of climate change; impacts of human activity on climate change	6 and 8 mark practice exam questions. Short exploration paper on Australian drought.	Mapwork:- comparing maps; GIS maps. Skills:- analysing trends in line graphs; choropleth map analysis; annotating photograph	Fieldwork enquiry:- using secondary data on potential impacts of flooding due to c/c in Crawley and writing fieldwork report.	Lesson 5 - exam practice, open & closed book. Practice exam booklet with selection of 3, 6, 8 mark questions given as homework or in class. Analysing model answer. End of unit test. Paper 3 resource analysis and decision making question. Fieldwork exam questions - own data and unseen data analysis.	Numeracy:- drawing pie chart; calculating cost of damage. Literacy:- Tier 2/3 words; extracting facts from text / videos; use of structure strips. Oracy:- collaborative revision using A3 wipeboards	C/C:- science with greenhouse effect and global warming. SMSC:- social, economic and environmental impacts of climate change globally. 'Geography in the News' for wider geographical knowledge as H/W
		By the age of 14 pupils should:	Have extensive knowledge relating to a wide range of places, environments and features at a variety of scales, extending from local to global, including Russia, Asia, Africa and the Middle East	Understand the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. They can explain various ways in which places, physical and human processes are interdependent and interconnected. They can make connections between different geographical phenomena they have studied.		Be able with increasing independence to choose and use a wide range of data, including OS maps, at different scales, to help investigate, interpret, make judgements and decisions to draw conclusions about geographical questions, issues and problems, expressing and thinking critically about different points of view about these. Write at length and discuss their geographical ideas, using wide ranging geographical vocabulary.						

KS5 Curriculum planning grid

		A Level Assessment Objective	<b>AO1 knowing geographical material.</b> Demonstrate knowledge of locations, places, processes, environmental an different scales	<b>AO2 think like a geographer.</b> Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes, and the inter-relationships between places, environments and processes			<b>AO3 applying geography.</b> Apply knowledge and understanding, analyse and evaluate geographica information and issues. <b>AO4 study like a geographe.</b> Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings and to make judgements			Judgements could be expressed and recorded as, 'working towards' 'meeting' and 'exceeding' the expectation s for their age or whatever system is in place in your school	<b>Wider curriculum</b>		
		By the age of 18 pupils should:	Have a broad and deeper understanding of locational contexts, including greater awareness of the importance of scale and the concept of global	Gain a deeper understanding of the processes that lead to geographical changes and the multivariate nature of human-physical relationships and interactions, with a stronger focus on forming valid generalisations and abstractions, together with a growing awareness of the importance of theoretical perspectives and conceptual frameworks in geography			Be able to plan and undertake independent enquiry in which skills, knowledge and understanding are pplied to investigate geographical questions, and show competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material.				Numeracy (data and maths), literacy and oracy skills	Links to other subjects; SMSC and British values	
Year	Term	Units of work	Why now' justification	Locational geography	Physical geography	Human Geography	Physical human interaction	AO3 interpret, analyse and evaluate	Geographic al skills	Fieldwork	Key assessment opportunity	Numeracy, literacy, oracy	Cross-curricular SMSC
	5 & 6	Review and revision	End of course								Exam question practice		

3 & 4	Global Systems & Governance (Core unit)	Students contemplate many complex dimensions of contemporary world affairs, their own place in, and perspective on them. Links to KS3 'Shrinking Planet' and GCSE Development and Uk units. Synoptic unit.	Interdependence in Uganda. Coca Cola in USA and India. Antarctica for global governance.	N/A	Concept of globalisation through looking at complexities of world trade and global governance.	The impact of globalisation on Antarctica and investigating how global governance is seeking to manage these threats.	Analysis of graphs; data; photographs to analyse cold environments . Data manipulation.	Interpreting range of data categories; using maps; statistical analysis.	Fieldwork potential in Crawley to study retail & influence of globalisation via branding & 'glocalisation' or impact of Fairtrade etc on customer consumption.	Lesson 10 - exam practice, open & closed book. End of unit test. Exam questions for homework	Numeracy:- graph, data analysis. Statistical techniques. Literacy:- Tier 2/3 words; extracting facts from text.	SMSC:- appreciation of global trade on the UK and globally. Understanding human impact on vulnerable wilderness environments of Antarctica. including climate change.
1 & 2	Water & Carbon (Core unit)	Draws on and draws together much of their learning from KS3 and KS4 on the complexities and importance of global water and carbon cycles.	River Exe, Devon. Amazon rainforest.	Water & carbon cycles as systems; factors affecting water & carbon cycles; impact of climate change.	N/A	Impact of human activity on water & carbon cycles, including climate change. Human management of impacts to both cycles.	Analysis of graphs; data; photographs to analyse cold environments . Data manipulation.	Analysis of patterns & trends in data and graphs; annotation of diagrams.	Potential for measuring rates of infiltration in local area. Measuring spatial variations in rainfall and river discharge. Estimating carbon stocks in woodland such as Buchan Park.	Lesson 10 - exam practice, open & closed book. End of unit test. Exam questions for homework	Numeracy:- graph, data analysis. Patterns & trends in quantitative data. Mass balance. Statistical techniques. Literacy:- Tier 2/3 words; extracting facts from text.	SMSC:- appreciation of importance of water & carbon cycles to life. Local cotext potential for fieldwork. C/C:- Science for water & carbon cycles.

1 & 2	Hazards ( Optional physical unit)	Using contemporary examples, awe & wonder in response to a range of natural hazards is deepened from KS4. Most importantly, they will deepen their understand of the geographical processes that bring about these hazards.	Earthquakes in Haiti and Japan; Indian Ocean tsunami; volcanic eruptions in Iceland and Java, Indonesia. Hurricane Sandy, USA and Cyclone Winston, Fiji. Wildfires in Australia.	Geographical climatic and tectonic processes that bring about these hazards	The impacts that natural hazards have on humans. Analysis of impact of economic development on impacts and response.	The response, preparation and managment of impacts of hazards	Analysis of graphs; data; photographs to analyse cold environments . Data manipulation.	Photo interpretation; using maps; annotating sketches.	Potential for flood risk investigation in Crawley & Ifield - extension of Year 9 fieldwork. Possible comparison with flood risk at coast, e.g. Birling Gap.	Lesson 10 - exam practice, open & closed book. End of unit test. Exam questions for homework	Numeracy:- graph, data analysis. Statistical techniques. Literacy:- Tier 2/3 words; extracting facts from text.	SMSC:- appreciation of hazards and their impacts and the awe of resulting landforms. Local context potential for flood risk fieldwork. C/C:- Science with tectonic processes.
12	6 NEA	Builds on fieldwork skills at GCSE	Location is student choice.	Depends on student choice.	Depends on student choice.	Depends on student choice.	Data collection; presentation; analysis & evaluation.	Data collection; presentation; analysis & evaluation.	Data collection; presentation; analysis & evaluation.	Worth 20% of course.	Numeracy:- data presentation; graph analysis, statistical analysis. Literacy:- Tier 2/3 words	SMSC:- independent data collection and write-up is key transferable skill. C/C:- similar skills to other subjects with NEA equivalent, e.g. psychology.

3, 4 & 5	Population & Environment (Optional Human Environment unit)	Builds on KS3 Resource Reliance unit. Links to population studies at KS3 / 4 with global population patterns & migration. Focus is on how environments affect food security issues and health.	Several global locations to exemplify farming systems, soil issues and climate change impacts; Green Revolution in India. UK health. China's population policies. Australia migration.	Climate and environment change and influence on food security. Soil types as factor for food security.	Global population distribution & change; population structure; migration changes; population theories; global health & well-being; communicable vs non-communicable diseases.	Link between environmental factors and food supply and health issues.	Analysis of graphs; data; photographs to analyse cold environments. Data manipulation.	Annotating diagrams / models; using maps; presenting & analysing data; using quantitative & geospatial data	Fieldwork potential in Crawley to study peoples' perception of place & well-being. Questionnaires & interviews.	Lesson 10 - exam practice, open & closed book. End of unit test. Exam questions for homework	Numeracy:- graph, data analysis. Statistical techniques. Literacy:- Tier 2/3 words; extracting facts from text.	SMSC:- gain an appreciation of global food security and health issues. UK health focus of impacts of Covid-19.
1, 2 & 3	Glacial Systems (Optional landscape unit)	Builds on KS3 with the awe & wonder of glacial landscapes and the wilderness of Antarctica. Focus in geomorphology with impact of people on landscape.	Lake District glacial landscape. Glacier systems in Alaska. Human impacts in Alaska, Svalbard, Norway and Alps.	Geomorphology of formation of range of erosional & depositional landforms; glacial systems; distribution & characteristics of cold environments	N/A	Human opportunities and impacts on cold environments; impacts of climate change; sustainable management of cold environments.	Analysis of graphs; data; photographs to analyse cold environments. Data manipulation.	Interpreting photos / satellite images; annotating sketch maps / photos; geospatial mapping.	Potential Lake District or North Wales fieldtrip to investigate glacial landscapes.	Lesson 10 - exam practice, open & closed book. End of unit test. Exam questions for homework	Numeracy:- graph, data analysis. Statistical techniques. Calculating mass balance / glacial budget. Literacy:- Tier 2/3 words; extracting facts from text.	SMSC:- appreciation of glacial landscapes in the UK and globally. Understanding human impact of these vulnerable environments, including climate change.

1 and 2	Changing Places ( Core unit)	Students will advance their settlement knowledge from KS4. Students will examine: how we as human define and categorise places; what shapes the character of places; the ways in which places can change; and how the meanings of places can be managed and manipulated.	Milton, Dorset; Poundbury, Dorset; Llandudno, Wales and Coin Street, London for agents of change. Local place = Crawley Far place = Stratford, East London	N/A	Features & importance of places; how and why places change and peoples' connections with places.	Influence of physical geography on settlement location and growth.	Analysis of graphs; data; photographs to analyse places. Data manipulation.	Data analysis; using and analysing quantitative and qualitative data; map analysis.	Crawley and Stratford fieldwork - economic change; housing quality; environmental surveys; people / ethnicity counts; impacts of redevelopment	Lesson 10 - exam practice, open & closed book. End of unit test. Exam questions for homework	Numeracy:- graph, data table analysis. Collection and analysis of fieldwork data. Statistical techniques for NEA. Literacy:- Tier 2/3 words; extracting facts from text.	SMSC:- local context study of Crawley; Stratford impact of redevelopment on area & people. Appreciation of different places.
	By the age of 16 pupils should:		Have a broad and deeper understanding of locational contexts, including greater awareness of the importance of scale and the concept of global	Gain a deeper understanding of the processes that lead to geographical changes and the multivariate nature of human-physical relationships and interactions, with a stronger focus on forming valid generalisations and abstractions, together with a growing awareness of the importance of theoretical perspectives and conceptual frameworks in geography		Be able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions, and show competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material.						



	The three aspects of pupil achievement in the National Curriculum	<b>Contextual world knowledge</b> of locations, places and geographical features	<b>Understanding</b> conditions and processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time			Competence in <b>geographical enquiry</b> , and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information	<b>Wider curriculum</b>	
	By the age of 14 pupils should:	Have extensive knowledge relating to a wide range of places, environments and features at a variety of scales, extending from local to global, including Russia, Asia, Africa and the Middle East	Understand the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. They can explain various ways in which places, physical and human processes are interdependent and interconnected. They can make connections between different geographical phenomena they have studied.			Be able with increasing independence to choose and use a wide range of data, including OS maps, at different scales, to help investigate, interpret, make judgements and decisions to draw conclusions about geographical questions, issues and problems, expressing and thinking critically about different points of view about these. Write at length and discuss their geographical ideas, using wide ranging geographical vocabulary.	Numeracy (data and maths), literacy and oracy skills	Links to other subjects SMSC; CC and British values
<b>Units of work</b>	<b>Why now' justification</b>	<b>Locational geography</b>	<b>Physical geography</b>	<b>Human Geography</b>	<b>Physical human interaction</b>	<b>Geographical skills, enquiry, mapwork and fieldwork</b>	<b>Numeracy, literacy, oracy skills</b>	<b>Cross-curricular SMSC &amp; CC</b>
A divided world	Synoptic topic that draws together ideas throughout KS3 on why countries are at different levels of development. Prepares specifically for GCSE's Dynamic Development unit. Complex human & environmental conflict issues links to GCSE's UK in 21C with Syria linking to previous unit.	China, UK, Russia, Arctic, Syria, Japan, India	Arctic environment; natural resources in the Arctic	Food and health inequality; poverty issues; conflicts and migration	Conflict created by Russia's exploitation of Arctic resources.	Mapwork:- location of places Skills:- scattergraphs; comparing development data	Numeracy:- analysing data; interpreting scattergraphs Literacy:- comparative writing; analysing different viewpoints	SMSC:- awareness of social & cultural differences and inequality. Impact of conflict on way of life. Poverty in UK.
Our UK island	Key topic that will engage interest of students on building on KS2 rivers & introducing coastal & glacial landforms. Recaps and develops KS2 map skills. Key human issues in UK such as diversity and inequality, both in KS4 Urban Futures and UK in 21st Century units. Rivers & coasts feature in the Distinctive Landscapes unit at GCSE. Introduces decision-making literacy skills prominent in GCSE Paper 3.	Purbeck and Holderness coast, UK. River Tees, UK. Lake District. Birmingham.	River, coastal & glacial landscapes and physical change. Processes of weathering, erosion, transportation, deposition	Main features of human map of UK. Focus on London as capital.	Impact of river flooding and coastal erosion on people and management.	Mapwork:- 4/6 FGR, map symbols, relief, geological map Fieldwork opportunity - Birling Gap for coastal processes and management. Skills:- describing landscapes; drawing sketch map; analysing data; comparing aerial photos Revision techniques.	Numeracy:- analysing data Oracy:- mini presentations Literacy:- decision making using 'evaluation' and 'to what extent' question stems	British values:- democracy in relation to decision making; ethnic diversity of UK. SMSC:- social and moral impacts of coastal erosion and change; poverty issues in UK.
Where are all the people?	A human geography unit that focuses on global and UK population issues such as ageing populations. The migration aspect links directly to conflict in next unit. Lays foundation for UK in 21st Century unit at GCSE.	UK; Russia and China population issues. EU migrants into UK. Syria refugee crisis.		Population distribution; population change over time; comparing issues of over / under population and ageing populations. Migration.	Factors that affect population distribution and migration.	Mapwork:- population distribution; choropleth maps; flow lines; measuring distance using scale. Skills:- interpreting population pyramids and DTM Enquiry:- Is China's population policy more effective than Russia's?	Numeracy:- interpreting line graphs and population pyramids; using scale. Literacy:- persuasive writing	SMSC:- impact of migration on UK population; understanding refugee crisis

Shrinking planet	Human geography topic covering processes that are relevant to students' daily lives such as fashion and links to sweat shops. Links to aspects of Resource Reliance and UK in 21st Century units at GCSE.	UK; Ghana; SE Asia - India and Bangladesh; Costa Rica; Antarctica	Physical requirements of cocoa; polar environment	Globalisation through trade, TNCs and tourism; employment sectors; working conditions.	Environmental impacts of tourism; sustainability	Mapwork:- describing locations; distribution patterns on maps Skills:- drawing line graph; photo analysis; inferences from cartoons Geographical enquiry:- decision making task on child labour; sweatshop issue	Numeracy:- drawing line graph; calculating %; calculating investment costs within budget. Literacy:- 'to what extent' exam question - building up arguments for and against. Oracy:- voicing opinions on child labour; justifying how to improve conditions; child	SMSC:- moral awareness of environmental impacts of our actions: Social issues in LIDCs relating to work
Hazards - how safe are we?	Creates awe & wonder of volcanic & earthquake events and understanding processes involved. Examples used to show how tectonic hazards can impact life in the UK. Links directly to Global Hazards unit at GCSE and KS5.	Japan and Haiti earthquakes. Iceland volcanic eruption.	Structure of Earth; plate tectonics; cause of earthquakes, tsunamis and volcanic eruptions.	Impacts and responses to tectonic hazards; role of economic development and inequality in impact and responses; rope of aid.	Impacts of extreme physical events on people; reasons why people live in hazardous environments; importance of location in determining impacts.	Mapwork:- use of atlas Skills:- using latitude & longitude; describing distribution pattern; drawing cross-section Enquiry:- assess why earthquakes affect countries differently; impacts of Icelandic volcano eruption	Numeracy:- drawing cross-section graph Literacy:- extracting information from videos; create public awareness advert with script; write balanced article for magazine; assess and evaluate command words Oracy:- role play; debate	C/C:- tectonic activity in Science; movie storyboard in Media / Drama SMSC:- social & moral issues of impact of hazards on LIDCs and role of aid
Are we destroying our planet?	Unit focuses on environmental impact of human activity. Focuses in more detail on climate change to draw together ideas from previous units. Climate change is a unit in GCSE and features throughout several units at GCSE and A Level.	UK; Kamikatsu, Japan; River Yangtze, China	Climate change - cause and impacts.	Waste production	Impact of waste and plastic waste on environment; sustainability; lifestyle changes	Mapwork:- describing location of places. GIS map interpretation. Skills:- analysing pie charts, bar and compound bar graphs; bi-polar analysis of photographs Enquiry:- Are humans destroying our planet?	Numeracy:- graph analysis Literacy skills:- extracting information from videos; evaluative writing; newspaper article or informative poster	Cross-curricular:- DT and art - repurposing a waste item. SMSC:- moral issues surrounding lifestyle changes to reduce waste and pollution.

Earth's resources - do we have enough?	This unit highlights the impact of human - physical interactions in our use of resources. It's relevant to students' everyday life. Ideal topic to allow opinions to be explored and the skill of writing balanced arguments. Directly links to GCSE 'Resource Reliance' unit and exploitation of rainforests in 'Sustaining Ecosystems' unit. Both themes appear in KS5.	UK, Malawi, USA, Venezuela, South Africa, Aral Sea, Brazil	Rock types; soil types ; source of food, water, energy resources	Human use of natural resources; global inequality of resource availability and conflicts that can arise.	Exploitation of resources and environmental impacts; sustainability	Mapwork:- locating places using atlas; latitude and longitude. Skills:- drawing sketch map with labels / annotations Enquiry:- How can ICC be more sustainable?	Numeracy:- pie charts Literacy:- persuasive writing; critical thinking; summarising text	C/C :- Science - rock types; types of energy; sustainability SMSC:- awareness of global inequality in range of natural resources and impacts of exploitation
Wild weather	Good topic for end of summer term for fieldwork opportunity in school grounds. Builds on KS2 knowledge of UK climate and introduces tropical storms. UK weather and global weather hazards feature in 2 units at GCSE.	UK weather and climate Tropical storm Maria, Puerto Rico	Weather and climate:- weather forecasting; depressions /anticyclones types of rain; microclimates; tropical storms		Impacts of tropical storms on people and property	Microclimate fieldwork enquiry - collecting weather data in school grounds. Use evidence to make a judgement and draw conclusions. Skills:- Interpreting weather maps:- synoptic symbols, isolines; Interpreting climate graphs and choropleth maps Mapwork:- distribution pattern of tropical storms; location of TS Maria	Numeracy:- drawing bar graphs, comparing data; reading climate graphs Literacy:- creative diary entry ; evaluative writing Oracy:- presenting weather reports	SMSC:- empathy of social impacts of tropical storms; inequality

Urban living	Key human geography topic builds on KS2 types of settlement / land use by focusing on urbanisation and urban issues with case study of Bangalore, India. Themes of change and inequality in human context introduced. Urbanisation is GCSE unit.	Crawley, UK; Bangalore, India		Changing pattern of urbanisation; land use pattern in Crawley; growth of Bangalore as megacity - rural-urban migration; growth of slums; improvement projects	UK urban issues - lack of housing. LIDC urban air and water pollution Bangalore slum conditions	Skills:- Analysis of aerial photograph of Crawley and Ifield. Choropleth maps. Pie, bar and line graphs. Analysing data in a table. Mapwork:- O.S. Map of Crawley - map symbols, 4FGR, scale. Geographical enquiry on Ifield as a typical outer suburb. Fieldwork - collection of data on housing, amenities in ifield. Using data to analyse how well ifield fits model of outer suburbs and reach conclusion / evaluation.	Numeracy:- Analysing fieldwork data; Pie, bar and line graphs Literacy - decision making with evidence based justification using 'assess' and 'evaluate' question stems	SMSC:- Awareness of local culture & different lifestyles in Bangalore
Fantastic places	Explores 'wow' factor of physical landscapes of key places identified in KS3 PoS. Lays foundation of key themes of landscapes, change and impact throughout KS3, plus ecosystems. Both are topics in GCSE Paper 1.	Arctic Russia; Arabian desert; Antarctica	Landscapes and biomes of hot & polar deserts, animal adaptations.	Link to tourism and challenges to life	How people cope with extreme environments and exploit for tourism	Skills / mapwork:- describing location of places and distribution patterns; mapping biomes Skills:- Climate graphs. Geographical enquiry:- which biome is your favourite? Reasons for and against choice in newspaper report.	Numeracy:- Climate graphs - bar and line. Literacy:- Descriptive and explanatory writing. Giving a balanced argument Oracy:- mini individual presentations	Wow' factor of places. Awareness of different cultures and lifestyles
Geography - Global to local	Introduces geography as a subject and places studied throughout KS3; builds on KS2; familiarisation of maps and location skills integral throughout geography. School fieldwork to build on KS2 skills.	Key KS3 places; continents & oceans ; Crawley; ICC	Physical – Earth's origins; geological timescales	Location of key countries	Types of geography, environmental quality / litter fieldwork	Skills:- Using latitude & longitude; using atlases; use of photos; direction and 4fig.GR Mapwork:- O.S. symbols, direction and 4fig.GR; Fieldwork enquiry:- Does our school have litter issue? Collect and present data and promote improving ICC's environmental quality. Homework Enquiry:- Geography in the news.	Numeracy:- Latitude & longitude co-ordinates; bi-polar graphs Literacy:- describing places using photos and maps. Describe command word. Justifying opinion based on fieldwork evidence. Oracy:- opportunity to present FW posters.	SMSC:- raising awareness of potential litter issues. Awareness of global news issues. CC:- school fieldwork
	By the age of 11 pupils should:	Have a framework of knowledge of the world, including Europe, North and South America, and the local area, including significant physical and human features and places in the news	Understand what a number of places are like, how and why they are similar and different and how and why they are changing. Know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. Show some understanding of the links between places, people and environments.			Be able to carry out investigations using a range of geographical questions, skills and sources of information including variety of maps, graphs and images. Pupils can express and explain their opinion, and recognise why others may have a different point of view.		

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