

Curriculum Intent: To progress student understanding towards the knowledge and skill base for higher level learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Globalisation: Why? Provides opportunity to investigate the Human Geography connections to industry on a global scale. Opportunities to explore the morality of consumers.	Development Gap: Why? Provides opportunity to investigate the Human and Physical Geographical barriers to development. Enables students to further investigate our unequal world.	Physical landscapes in the UK: Why? Opportunity to study the foundations of the relief of the UK and develop further knowledge of our coastal landscapes.	Our Living World - Global Biomes: Why? Extend upon prior knowledge of TRF to a wider global biome understanding. NC: LC/PK - Biomes across all continents	Population: Why? To enable students to gain knowledge of the place they and the wider population have in a global society. To understand trends and patterns of population with implications of these	Geographical Continent Project - Focus on Africa: Why? To bring together wider learning on Human and Physical Geographical studies to produce a project that empowers students to showcase their understanding. NC: LC/PK - Africa
Core Skills	<ul style="list-style-type: none"> Enquiry Communication (literacy) Develop extended writing Critical thinking <ul style="list-style-type: none"> Analysis Critical evaluation Make judgements Make arguments Draw informed decisions Synthesis of information Inference Numeracy 	<ul style="list-style-type: none"> Enquiry Communication (literacy) Develop extended writing Critical thinking <ul style="list-style-type: none"> Analysis Critical evaluation Make judgements Make arguments Draw informed decisions Synthesis of information Inference Numeracy 	<ul style="list-style-type: none"> Enquiry Communication (literacy) Develop extended writing Critical thinking <ul style="list-style-type: none"> Analysis Critical evaluation Make judgements Make arguments Draw informed decisions Synthesis of information Inference Numeracy 	<ul style="list-style-type: none"> Enquiry Communication (literacy) Develop extended writing Critical thinking <ul style="list-style-type: none"> Analysis Critical evaluation Make judgements Make arguments Draw informed decisions Synthesis of information Inference Numeracy 	<ul style="list-style-type: none"> Enquiry Communication (literacy) Develop extended writing Critical thinking <ul style="list-style-type: none"> Analysis Critical evaluation Make judgements Make arguments Draw informed decisions Synthesis of information Inference Numeracy 	<ul style="list-style-type: none"> Enquiry Communication (literacy) Develop extended writing Critical thinking <ul style="list-style-type: none"> Analysis Critical evaluation Make judgements Make arguments Draw informed decisions Synthesis of information Inference Numeracy
Core Knowledge	<ul style="list-style-type: none"> A growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEEs. 	<ul style="list-style-type: none"> Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Urban sustainability requires management of resources and transport. 	<ul style="list-style-type: none"> The UK has a range of diverse landscapes. The coast is shaped by a number of physical processes. Distinctive coastal landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the effects of physical processes. 	<ul style="list-style-type: none"> Tourism exist at a range of scales and involve the interaction the human and physical landscape. Tropical rainforest ecosystems have a range of distinctive characteristics and offer eco tourism. 	<ul style="list-style-type: none"> Ice was a powerful force in shaping the physical landscape of the UK. Distinctive glacial landforms result from different physical processes. Glaciated upland areas provide opportunities for different economic activities, and management strategies can be used to reduce land use conflicts. 	<ul style="list-style-type: none"> Urban environments have a range of distinctive characteristics. Development of urban environments creates opportunities and challenges. Urban investigation - landuse, traffic count
Assesment & Feedback	T1.1 Assessment of current c/w and h/w using <u>Yellow form</u> . Once per week Peer Assessment (PA) and Self Assessment (SA) using <u>green pen</u> . Next steps to be acted upon and monitored using <u>Dedicated Improvement Reflection Time (DIRT)</u> every second week	T1.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate <u>M/S/D</u> based on outcomes rather than specific score only	<u>T2.1 Assessment of current c/w and h/w using Yellow form.</u> Once per week Peer Assessment (PA) and Self Assessment (SA) using <u>green pen</u> . Next steps to be acted upon and monitored using <u>Dedicated Improvement Reflection Time (DIRT)</u> every second week	T3.1 Assessment of current c/w and h/w using Yellow form. Once per week Peer Assessment (PA) and Self Assessment (SA) using green pen. Next steps to be acted upon and monitored using <u>Dedicated Improvement Reflection Time (DIRT)</u> every second week	T1.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate <u>M/S/D</u> based on outcomes rather than specific score only	T3.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate <u>M/S/D</u> based on outcomes rather than specific score only
Link to prior learning	Asia and African focus learning journey	Asia and African focus learning journey	• Understanding geographical similarities and differences through the study of human and physical geography of the United Kingdom	• Fantastic Global Places and local area study • Vocational knowledge - the world's countries, using maps to focus on regions of study	• Vocational knowledge - the world's countries, using maps to focus on regions of study	• Vocational knowledge - the world's countries, using maps to focus on regions of study. African focus learning journey
Outside learning/trips	Science Museum	School based site research	Small group opportunities to work beyond the classroom based on current topic	School site preparation for T3.2 off-site	Enhanced school IT use to widen research	Fieldwork: Walton on the Naze