

Year 7

School Vision	Challenging all our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future					
Subject Intent	<i>Creating Global Citizens of the Future</i>					
EARTH SYSTEMS	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	<u>Topical Unit</u>	<u>How to be a Geographer</u>	<u>Earth's Natural Resources</u>	<u>Hydrology</u>	<u>The Worlds Ecosystems</u>	<u>Africa</u>
Key Content	<u>Strange Geographic Events</u> -Skills & Maps	-Skills & Maps	-Minerals, Rocks & Soil -Local Fieldwork	-River Landscapes -UK Case study -Local Fieldwork	-Food chains -Tropical Rainforests	- Link topics studied in year 7 - Continent Study
Intent						
How does this link to your intent?	This unit is based on 'strange' geographic events globally eg. Blue Lava & Baikal Floating Rocks. The Unit is designed to draw on pupils various interests while developing geographic skills such as map reading, describing and key skills.		Using the planet as a resource looking at how elements interact and the finite nature of non-renewables.	Water as a global resource needs to be understood from hydrosphere scale to drainage basin to allow students to understand how rivers and their management are important to people.	Students learn about global biomes and the tropical rainforest case study to demonstrate interdependence locally and globally.	Seeing how location and development impact interdependence of human and physical systems studied in the previous units.
Sequencing						
Why this and why now?	This unit ensures interest and engagement on current topic each year. Includes skills that interleave throughout KS3 as well as Human and Physical geography elements extend ned later in key stage 3. With a Paper 3 style exam to allow		Learning about 'spheres' that underpin al Geography and directly support biosphere and	Based on climate in Cyprus this is the appropriate time to visit rivers. It also builds on skills	Builds on previous unit and sets foundations for extreme	This unit will return to all skills from units 1-5 and content from units -5 in the context of Africa. Congo

	synopticity and baselining. Explicit introduction of subject intent 'global citizen'		hydrosphere following units.	and concepts from units. Gives building blocks of required key concepts in Physical Geography.	environments in Y8 & 9 units.	
National Curriculum Audit						
Locational Knowledge	Varies based on selected topic annually		TBC	TBC	Amazon and Malaysia	African Continent
Place Knowledge	Varies based on selected topic annually		TBC	TBC	Amazon and Malaysia	African Continent
Physical Geography	Links to at least 2 Physical units later in curriculum		Y – geology / rocks Y – carbon cycles	Y – hydrological cycle Y - Rivers	Y - ecosystems	- Rivers - Natural resources - Ecosystems
Human Geography	Links to at least 2 Human units later in curriculum		Some interdependence links	Y – management	Y - economic use and sustainable use and management	- Interdependence, sustainability & development with above
Skills	Maps (OS) Photograph Cartographic Graphic Globes, Maps, Atlases		Primary data collection and analysis Globes, Maps, Atlases	GIS Globes, Maps, Atlases Primary data collection and analysis	OS maps Globes, Maps, Atlases	GIS Globes, Maps, Atlases
Key concepts / Vocabulary						
12 or less	Human Geography	OS Map GIS	Natural Resource	Rivers Fluvial	Ecosystem Biotic	Landscapes Resources

	Physical Geography Scale Graphs Cartographic Grid references GIS State Describe Explain Evaluate Justify	Hemisphere Longitude Latitude Equator Grid references Physical Human Contour line Relief	Raw Materials Systems Earth's Sphere Water Cycle Energy Non-renewable Renewable Nuclear fission Greenhouse effect Sustainability	Water Cycle Erosion Deposition Transportation Drainage Basin Waterfall Meander Floodplain Flooding Hard/Soft Engineering	Abiotic Biome Adaptation Flora Fauna Deforestation Afforestation Fieldstudy Hypothesis	Blood Diamonds Opportunities Challenges UN
Reading opportunity and structured talk activity.						
	The Ultimate Guide to Visiting Fly Geyser in Gerlach — Inked with Wanderlust					
Learning Outside the Classroom / Cultural Capital						
Opportunities	School based orienteering Guest Speaker?		Local area soil / rock study	River study fieldwork (Troodos)	International guest Speaker? - Sam Johnson?	Link to Military community / location for debate?
Homework						
Description	A creative project to represent both sides of the	Skills Booklet	Research Project	Research Project on a famous river	Research Project	Work on unit UN presentation / debate

	argument for this topic.					
Assessment						
Type	DME	Skills end of unit test	DME	River's end of unit test	Exam & Field study write up: presentation of data, analysis & conclusion	Model UN debate End of year assessment
Why this style of assessment and why now?	Exam style questions to baseline students' knowledge and skills as well as extended writing and decision making.		Cumulative multiple choice on previous unit (AfL not summative) then summative on this unit. Allows students to demonstrate recall and how fieldwork is assessed.	Cumulative multiple choice on previous 2 units (AfL not summative) then summative essay on this unit. Builds skills for synoptic end of year assessment.	Cumulative multiple choice on previous 3 units (AfL not summative) then summative exam on this unit and fieldwork skills. To test recall of key concepts and develop fieldwork analysis skills.	Synoptic and strong links to intent and allows for spiral of all Y7 content so far.

Year 8

School Vision	Challenging all our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future					
Subject Intent	<i>Creating Global Citizens of the Future</i>					
HUMAN INTERACTIONBS WITH EARTH SYTEMS	Term 1		Term 2		Term 3	

	1	2	3	4	5	6
Topic Name	<u>Natural Hazards</u>	<u>Population</u>	<u>Coastal Landscapes</u>	<u>Asia</u>	<u>Extreme Environments</u> -	<u>Climate Change and Earth's Future</u>
Key Content	-Geological Timescales -Plate tectonics -Volcano case study -Earthquake case study Japan 2011	-globally -population pyramids -urbanisation -migration	-Weathering -Coasts -UK Case study -Local Fieldwork	-India -China	-Polar -Glaciation -Russia Case Study	-What is climate change? -Causes -Impacts
Intent						
How does this link to your intent?	Looking at structure of Earth and how hazards shape life and look at global human responses.	How growth and movement of global populations impacts the sustainable use of earth's resources and migration patterns.	Coasts are global features and settlements have developed on coasts. Understanding coasts allows students to consider management of coasts and future sea level rise.	Introduce key concepts of climate (higher order taught in Y9) revisiting biomes, Rivers and Population through case studies from the region.	Development of rivers Y7 and coasts Y8 in the context of the cryosphere and building on last units use of case study. Builds into Y9 unit on Middle East.	Seeing how location and development impact interdependence of human and physical systems studied in the previous units. Sundarban / Andaban / Nicobar islands (Maldives etc?)
Sequencing						
Why this and why now?	Good hook for start of the year and as military school with high mobility it is an opportunity to motivate and assess their	Human geography concepts explored not students can access in greater depth and begin to apply to previous units	Based on climate in Cyprus this is the appropriate time to visit coasts. It also builds on skills and concepts	All units skills and knowledge from Y7 to now can be applied to the Asian continent.	They have developed key concepts from rivers and coasts to support this (as the highest order landscape unit) and how	This unit will return to all skills from units 1-5 and content from units -5 in the context of Asia. Island communities

	geographical skill level.	and prepare for Asia and Climate Change unit.	from Y7&8 units. Returns to building blocks of required key concepts in Physical Geography. As well as UK and Cyprus being islands.		humans interact with the physical landscape. Also leads into final unit.	
National Curriculum Audit	National curriculum in England: geography programmes of study - GOV.UK (www.gov.uk)					
Locational Knowledge	Global Asia Middle East	Global Europe	Global Europe UK Cyprus	Asia	Arctic Antarctica Europe	Global
Place Knowledge	Japan Turkey Syria Iceland	UK	TBC	India China Bhutan	Russia	TBC
Physical Geography	Tectonics theory Earthquakes and volcanoes	Map and locational knowledge	Formation of coastal landscapes & key processes	Map and locational knowledge	Formation of glacial landscapes and key processes	TBC
Human Geography	SEEP Impacts on human population	Population	Impacts of erosion on human features	Population Urbanisation Push and Pull Factors	Impacts of glacial melt and the extreme temperatures on people	TBC
Skills	Photograph Globes, Maps, Atlases	Population pyramids Graph making & analysing	Formation of landforms Diagrams Sequencing	Population pyramids Photograph	Formation of landforms Diagrams Sequencing	TBC

		Photograph Globes, Maps, Atlases	Photograph Globes, Maps, Atlases	Globes, Maps, Atlases	Photograph Globes, Maps, Atlases	
Key concepts / Vocabulary						
12 or less	Tectonic Plates Convection Current Constructive Destructive Collision Conservative Earthquake Tsunami Effect Response Prediction	Population Density Distribution Densley Sparsely Over population Birth Control Non-Birth Control Underpopulation Demographics	Weathering Erosion Hydraulic Action Abrasion Attrition Solution Deposition Longshore Drift Hard/Soft Engineering Plastic Pollution Field study Hypothesis	Landscapes Wealth Poverty Biome Demographer Rural – Urban Migration Urbanisation Megacity Population Urban Rural Air pollution	Glacier Landscape Erosion Cirque Moraine Arctic Temperature	Climate Change Global Warming Temperature Cause Effect Pollution Greenhouse Effect Opportunities Challenges UN
Learning Outside the Classroom / Cultural Capital						
Opportunities	Earthquake drill – military link / fire service.	Mini urban local study - ESBA	CESSAC beach study	TBC	Cold environment military training?	Link to Military community / location for debate?
Homework						
Description	Creative project on earthquake evacuation (used in school)	Creative Project on population migration.	Creative project leaflet UK coastal location.	Creative project – country study other than China / India	Creative research project on one animal from a polar environment	Work on unit UN presentation / debate
Assessment						
Type	End of unit assessment	DME	Coasts end of unit Test	DME	End of unit assessment	End of year 8 assessment

Why this style of assessment and why now?	Assess recall and establish baseline for new students baseline for new students	Cumulative multiple choice on previous unit (AfL not summative) then summative on this unit. Allows students to demonstrate recall and how fieldwork is assessed.	Cumulative multiple choice on previous 2 units (AfL not summative) then summative essay on this unit. Builds skills for synoptic end of year assessment.	Cumulative multiple choice on previous 3 units (AfL not summative) then summative exam on this unit and fieldwork skills. To test recall of key concepts and develop fieldwork analysis skills.	Cumulative multiple choice on previous 4 units (AfL not summative) then summative exam on this unit and fieldwork skills. To test recall of key concepts and develop fieldwork analysis skills.	Synoptic and strong links to intent and allows for spiral of all Y8 content so far.
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Year 9

School Vision	Challenging all our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future					
Subject Intent	<i>Creating Global Citizens of the Future</i>					
HOW HUMAN AND PHYSICAL INTERACTIONS INFLUENCE GLOBAL DEVELOPMENT	Term 1			Term 2		Term 3
	1	2	3	4	5	6
Topic Name	<u>Extreme Environments</u> -Hot Deserts		<u>Dynamic Economies</u>	<u>Weather & Climate</u>	<u>Middle East</u>	<u>International Development</u> -What is

Key Content	<i>The Sahara</i> <i>-Desertification</i>	-Different sectors -UK case study -Global Case study of containment -Trade -Tourism	-Tropical Storm Case Study -UK & Cyprus comparison -Local Fieldwork	-Conflict -Yemen -Water Resources -History of Cyprus - Earthquake in Turkey & Syria	-Causes -Impacts -Solutions -SDGs	<i>Geopolitics?</i> <i>Link KS3 topics</i>
Intent						
How does this link to your intent?	1/3 of the world is undergoing desertification and Cyprus is arid region impacted by this.	How economy impacts humans on local and global scales.	Global weather systems and impact they have globally and case studies of the UK and Cyprus.	How conflict over resources and how global influence has shaped the middle East.	Allows an understanding of reasons for varying development globally and what can be done to enable low-income countries to develop.	Seeing how location and development impact interdependence of human and physical systems studied in the previous units.
Sequencing						
Why this and why now?	Good hook for start of the year. Allows local fieldwork of arid environments. Building on knowledge and key concepts of extreme environments from earlier in KS3.	Provides base of knowledge for international development unit to come. Develop key understanding of growth	Provides a base of knowledge and skills required for next steps in Geography. Potential for field	Our geographical area and takes key concepts from all previous Y9 units preparing to apply	Elements link more explicitly for GCE and prepare for Unit 6 Geopolitics, incorporating previous units.	This unit will return to all skills from units 1-5 and content from units 1-5 in the context of development and main issues in set country all

		of trade and tourism (contextual)	study as this is the winter in Cyprus.	these in term 3.		relate to every unit from KS3. Eg: weather hazard or trade issue.
National Curriculum Audit						
Locational Knowledge	Asia Africa Global	Global UK	Global UK Cyprus	The Middle East	Global	TBC
Place Knowledge	Malaysia Amazon Sahara Sahel	Sunderland	Cyprus	Yemen Israel Palestine	TBC	TBC
Physical Geography	Locational knowledge Structure of rainforest Desertification and soil erosion	Locational knowledge Use of maps	Weather and climate processes Tropical storms	Physical landscapes of the Middle East Water Resources Weather and Climate Natural Hazards	Weather and climate Locational knowledge	TBC
Human Geography	Impacts of deforestation and desertification on people	Patterns within the different sectors	Impacts of changing weather and climate patterns on people. Why do we need	Conflict Access to water Impacts of hazards	SDG's Development Impacts of lack of development	TBC

			to know the weather and climate.			
Skills	Photograph Globes, Maps, Atlases, graphs, diagrams.	Photograph Globes, Maps, Atlases, graphs.	Photograph h Globes, Maps, Atlases, graphs, weather maps, synoptic charts, diagrams.	Photograph h Globes, Maps, Atlases, diagrams, charts, percentages.	Photograph Globes, Maps, Atlases, graphs and charts.	TBC
Key concepts / Vocabulary						
12 or less	Biome Ecosystem Tropical Rainforest Biodiversity Interdependence Adaptation Flora Fauna Deforestation Hot Desert Desertification	Economy Primary Secondary Tertiary Quaternary Manufacturing Globalisation TNC Trade Interconnected	Weather Climate Relief rainfall Frontal rainfall Convectio nal rainfall Water Cycle Meteorology Synoptic code Low pressure High pressure	Region Peninsula Climate Production Consumption Population Humanitarian Crisis Conflict Civil War Consequence Water Insecurity	Development Standard of Living Quality of Life GDP HDI Development Gap Obstacles Trade Sustainable	Geopolitics Location Challenges Opportunities UN

			Tropical Storm			
Learning Outside the Classroom / Cultural Capital						
Opportunities	Visit to arid environment.	Ranges visit to arid environment .	Local Weather Study MET office Akrotiri video call in. Heat Stress Index WGBT – Lions Gym Local Fieldwork tourism	UN border visit?	TBC	Link to Military community / location for debate?
Homework						
Description	Ecotourism Park OR Creative project on Okavango delta. Documentary NETFLIX 'surviving paradise' and https://www.nationalgeographic.com/environment/slideshow/paid-content-the-people-of-the-okavango-delta	Creative project on job sectors (my family job sector tree) or 1 person being in all 4 job sectors.	Creative project where weather has caused a problem. Or Coptic Storms.	Creative project on Earthquake Turkey /Syria	Sixteen Years Later, a Helicopter Returns to the Site of the 'World's Most Famous Photograph of Inequality' - Inequality.org	Work on unit UN presentation / debate

					And Starbucks and McDonald's – Mapping Globalization (princeton.edu)	
Assessment						
Type	End of unit test	DME	End of unit test	DME	DME	End of year assessment Model UN debate
Why this style of assessment and why now?	Ensures all GCSE style exam skills are explicitly taught in Y9.	Apply knowledge to a real-life scenario, allowing diversity of assessment and expand critical thinking.	Ensures all GCSE style exam skills are explicitly taught in Y9.	Apply knowledge to a real-life scenario, allowing diversity of assessment and expand critical thinking.	Apply knowledge to a real-life scenario, allowing diversity of assessment and expand critical thinking.	Ensures all GCSE style exam skills are explicitly taught in Y9. Synoptic and strong links to intent and allows for spiral of all Y9 content so far.

Y10

School Vision	Challenging all our students supportively to become confident and curious enhancing lives now and in the future
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future

Subject Intent	<i>Creating Global Citizens of the Future</i>					
Exam Board & Specification	AQA Geography					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	<i>The Challenge of Natural Hazards Paper 1 A</i>	<i>The Challenge of Natural Hazards Paper 1 A</i>	<i>Urban Issues and Challenges Paper 2 A</i>	<i>Urban Issues and Challenges Paper 2 A</i>	<i>Physical Landscapes in the UK – Coastal Landscapes Paper 1 C</i>	<i>Physical Landscapes in the UK – River Landscapes Paper 1 C</i>
Key Content	-Natural hazards pose major risks to people and property. -Earthquakes and volcanic eruptions are the result of physical processes -The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. - Management can reduce the effects of a tectonic hazard -Global atmospheric circulation helps to determine patterns of weather and climate.	- Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. - Tropical storms have significant effects on people and the environment. -The UK is affected by a number of weather hazards. -Climate change is the result of natural and human factors, and has a range of effects. - Managing climate change involves both mitigation (reducing causes)	- A growing percentage of the world's population lives in urban areas. - Urban growth creates opportunities and challenges for cities in LICs and NEEs. - 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. <i>Fieldwork Paper 3 B</i> -Human Field study: <i>Larnaka</i> 1. Suitable question for geographical enquiry 2. Selecting, measuring and recording data appropriate to the chosen enquiry – <i>Larnaka</i> 3. Selecting appropriate ways of processing and presenting fieldwork data	- 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. <i>Fieldwork Paper 3 B</i> -Physical Field study <i>Alaminos Beach</i>	- The shape of river valleys changes as rivers flow downstream - Distinctive fluvial landforms result from different physical processes. - Different management strategies can be used to protect river landscapes from the effects of flooding. -Revision Techniques -End of year mocks

		and adaptation (responding to change).		4. Describing, analysing and explaining fieldwork data. 5. Reaching conclusions 6. Evaluation of geographical enquiry	1. Suitable question for geographical enquiry 2. Selecting, measuring and recording data appropriate to the chosen enquiry – Larnaka 3. Selecting appropriate ways of processing and presenting fieldwork data 4. Describing, analysing and explaining fieldwork data. 5. Reaching conclusions 6. Evaluation of geographical enquiry	
Intent						
How does this link to your intent?	Challenges our students to become curious about how earth works.	Challenges our students to become curious about how earth works.	Challenging our students to become confident and enable them to become global citizens of the future.	Challenging our students to become confident and curious and enable them to become global citizens of the future.	Challenging our students to become confident and curious about how the earth works, and enable them to become global citizens of the future.	Challenges our students to become curious about how earth works.
Sequencing						

Why this and why now?	Students will gain a broad understanding of place and space at different levels. They will begin to develop their understanding of the physical processes that shape our planet. They will also begin to discover the interactions between people and the planet and the impacts these have.	Students will gain a broad understanding of place and space at different levels. They will begin to develop their understanding of the physical processes that shape our planet. They will also begin to discover the interactions between people and the planet and the impacts these have.	Students will now begin to develop their understanding of where the earth's population is located and why. They will build on knowledge from the previous unit to explain further how people interact with the land and the processes that shape it.	Students will now begin to develop their understanding of where the earth's population is located and why. They will build on knowledge from the previous unit to explain further how people interact with the land and the processes that shape it. Students will carry out their first fieldwork during this half term as they now have a good basis knowledge on urban environments. The weather in Cyprus during this time is ideal for outdoor work as it is not too hot/cold/wet/dry.	Students will return to a physical topic and build on their knowledge of how the earth works and the processes that shape it. We will discover in greater details the impacts humans are having on the earth. Students will carry out their second field study during this half term, they are located on the coast and will utilise their local environment. The weather in Cyprus during this time is ideal for outdoor work as it is not too hot, as we head into the summer term.	Following on from the previous topic students will build on their knowledge of processes that shape the earth. They will develop their key geographical skills further during this unit, in preparation for year 11 topics. Students will sit end of year exams covering all 5 topics they completed. This means they will be able to sit past papers from all three papers.
Key concepts / Vocabulary						
12 or less	Subject specific vocabulary: extension://nhppiemcomngnbgdeffdgkhnkjlgpcdi/data/pdf.js/web/viewer.html?file=https%3A%2F%2Ffilestore.aqa.org.uk%2Fresources%2Fgeography%2FAQA-8035-SSV.PDF					
Learning Outside						

the Classroom / Cultural Capital						
Opportunities	TBC	TBC	TBC	Fieldwork – half a day to Larnaka	Fieldwork – half a day to Alaminos	Trip to Troodos
Homework						
Description	GCSE style exam questions Reading Comprehensions					
Assessment						
Type	GCSE Past papers – relevant sections Extended writing tasks					
Why this style of assessment and why now?	Ensures all GCSE style exam skills are explicitly taught.					

Y11

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future
Subject Intent	<i>Creating Global Citizens of the Future</i>
Exam Board &	AQA Geography

Specification						
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	<i>The Living World Paper 1 B</i>	<i>The Living World Paper 1 B</i>	<i>The changing economic world Paper 2 B</i>	<i>The changing economic world Paper 2 B</i>	<i>Issue Evaluation Paper 3 A</i>	<i>N/A</i>
Key Content	-Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. - Tropical rainforest ecosystems have a range of distinctive characteristics. - Deforestation has economic and environmental impacts. -Tropical rainforests need to be managed to be sustainable.	-Hot desert ecosystems have a range of distinctive characteristics. -Development of hot desert environments create opportunities and challenges. -Areas on the fringe of hot deserts are at risk of desertification. -Revision Techniques -Christmas mocks	- There are global variations in economic development and quality of life. -Various strategies exist for reducing the global development gap. - Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.	-Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. <i>The challenge of resource management Paper 2 C</i> - Food, water and energy are fundamental to human development. - The changing demand and provision of resources in the UK create opportunities and challenges. -Food: Demand for food resources is rising globally but supply can be insecure, which may	- This section contributes a critical thinking and problem-solving element to the assessment structure. - A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. -Revision Techniques	

				lead to conflict. - Different strategies can be used to increase food supply. -Easter mocks		
Intent						
How does this link to your intent?	Challenging our students to become confident and curious and enable them to become global citizens of the future.	Challenging our students to become confident and curious and enable them to become global citizens of the future.	Challenging our students to become confident and curious and enable them to become global citizens of the future.	Challenging our students to become confident and curious and enable them to become global citizens of the future.	Challenging our students to become confident and curious and enable them to become global citizens of the future.	N/A
Sequencing						
Why this and why now?	This is the final topic in paper 1 physical paper. Students will be able to build on their breath of knowledge on how the earth functions and how people interact. They will begin to develop their decision-making skills – needed for the prerelease material.	Students will be able to build on their breath of knowledge on how the earth functions and how people interact. They will begin to develop their decision-making skills – needed for the prerelease material. Students will now be able to complete and entire paper 1 and paper 3 mock exam.	Students will take on the largest unit of the course at this time as it will run smoothly with little interruptions to lessons. Students will develop their knowledge on the human environment and how countries develop. This will allow them to carry out revision of other units and topics with fresh and new Lense.	Students will continue the changing economic world unit, focusing on the changes in the UK. Students will begin their final topic, this is the most straight forward topic and it is the shortest, a good place to end. Pupils will be able to bring their knowledge and skills from the entire GCSE course into this final unit.	Issue Evaluation is released 12 weeks before the exam	N/A
Key concepts /						

Vocabulary						
12 or less	Subject specific vocabulary: extension://nhppiemcomgngbgdeffdgkhnkjlgpcdi/data/pdf.js/web/viewer.html?file=https%3A%2F%2Ffilestore.aqa.org.uk%2Fresources%2Fgeography%2FAQA-8035-SSV.PDF					
Learning Outside the Classroom / Cultural Capital						
Opportunities	N/A	Potentially a rivers field study	N/A	N/A	N/A	N/A
Homework						
Description	Revision Booklet: GCSE style exam questions & Reading Comprehensions					
Assessment						
Type	GCSE Past papers – relevant sections Extended writing tasks				GCSE state exams	N/A
Why this style of assessment and why now?	Ensures all GCSE style exam skills are explicitly taught.					

Y12 2023-2024

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future

Subject Intent	<i>Creating Global Citizens of the Future</i>					
Exam Board & Specification	OCR Geography					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name Key Content	<i>P.3 Disease Dilemmas & P.2 Changing Spaces, Making Places</i>	<i>P.3 Disease Dilemmas & P. 2 Changing Spaces, Making Places</i>	<i>P.1 Earth Life Support Systems & P. 2 Changing Spaces, Making Places</i>	<i>P.1 Earth Life Support Systems & P.2 Migration</i>	<i>P.1 Earth Life Support Systems & P.2 Migration</i>	<i>Fieldwork Revision and Mock Exams</i>
Intent						
How does this link to your intent?	The OCR A Level in Geography has been designed to give learners the knowledge, understanding and skills necessary to become engaged global citizens	The OCR A Level in Geography has been designed to give learners the knowledge, understanding and skills necessary to become engaged global citizens	The OCR A Level in Geography has been designed to give learners the knowledge, understanding and skills necessary to become engaged global citizens	The OCR A Level in Geography has been designed to give learners the knowledge, understanding and skills necessary to become engaged global citizens	The OCR A Level in Geography has been designed to give learners the knowledge, understanding and skills necessary to become engaged global citizens	The OCR A Level in Geography has been designed to give learners the knowledge, understanding and skills necessary to become engaged global citizens
Sequencing						
Why this and why now?	Both topics are a good introduction to A Level Geography. Disease Dilemmas allows students to build a good foundation on the various scales and concepts used throughout the course. Changing Spaces is a core module to be covered, this topic is also woven into Disease Dilemmas, this allows		ELSS is the second core topic students cover during this course. It is a good idea to follow on from our human topics and move onto physical	Continuation of skills and knowledge as the units are completed.		Students will sit end of year exams covering all topics studied during the year. They will be able to complete an entire paper 1 mock and use their knowledge on the core

	pupils to transfer skills across the two units and topics.		Geography. Pupils can bring their knowledge from the previous topics and use this knowledge and skills directly in these units.			units throughout all mock papers.
Key concepts / Vocabulary						
12 or less	Disease Dilemmas: Infectious Non-infectious Communicable Noncommunicable Contagious Non-contagious Epidemic Endemic Pandemic Diffusion Hägerstrand model Prevalence Mitigation	Space & Place: Demographics Characteristics Socio-economic HDI MDI Inequality Structural change Globalisation Industrialisation Deindustrialisation Quaternary Specialisation Rebranding Placemaking	ELSS: Carbon cycle Water cycle System Inputs Outputs Stores Processes Transfer Feedback Loop Interdependence Sequestration		Migration: Immigrant Emigrant Assimilation Socio economic South-South Bi-lateral Flow Remittances Political Ripple effect 3D jobs Visas	Fieldwork: Qualitative Quantitative Data Evaluate
Learning Outside the Classroom / Cultural Capital						
Opportunities	Field study	Field study	Field study	Field study	Field study	N/A
Homework						

Description	A range of reading assignments, essays and research tasks.					
Assessment						
Type	Various exam questions ranging from 8-33 marks	End of unit mock using past papers	Various exam questions ranging from 4-16 marks	Various exam questions ranging from 4-16 marks	End of unit mock using past papers	End of year mock exams – past paper
Why this style of assessment and why now?	Ensures all A Level style exam skills are explicitly taught.					

Y13 – 2024-2025

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future					
Subject Intent	<i>Creating Global Citizens of the Future</i>					
Exam Board & Specification	OCR Geography					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	<i>P.3 Hazardous Earth & Power & Borders</i>	<i>P.3 Hazardous Earth & Power & Borders</i>	<i>Coastal Landscapes & Fieldwork-NEA</i>	<i>Coastal Landscapes & Skills & NEA</i>	<i>Revision</i>	<i>N/A</i>
Key Content						
Intent						
How does this link to your intent?	The OCR A Level in Geography has been designed to give learners the knowledge,	The OCR A Level in Geography has been designed to give learners the knowledge, understanding and	The OCR A Level in Geography has been designed to give learners the knowledge, understanding and	The OCR A Level in Geography has been designed to give learners the knowledge, understanding and	N/A	N/A

	understanding and skills necessary to become engaged global citizens	skills necessary to become engaged global citizens	skills necessary to become engaged global citizens	skills necessary to become engaged global citizens		
Sequencing						
Why this and why now?	2 nd paper 3 unit requires time to teach and also extended writing now developed from Disease unit in y12. Requires heavy revision so completed now to revisit in term 3.	Migration and Power & Borders are heavily linked and therefore teaching continuously or side by side adds understanding and synoptic links to be clearer. Migration is more simple and helps prepare students for complex language and ideas in Power & Borders.	Fieldwork left until here as it can draw upon all taught knowledge from all units to fit into NEA element of 20% marks for the course and benefit from extended writing development. Coastal landscapes has synopticity with ELSS and space and place.		Cumulative knowledge recall, testing and revision support exam technique development.	
Key concepts / Vocabulary						
12 or less	Hazardous Earth: Asthenosphere Alfred Wegner Continental drift Continental fit Palaeontology Geological Biological	Power & Borders: Sovereignty State Nation Nation State Social Norm Self-determination Intervention Military	Coasts: System Dynamic -equilibrium Biogenic Clastic Depositional Erosional Aeolian Mass movement Geomorphic	Fieldwork: Qualitative Quantitative Data Evaluate		N/A

	Convection - currents Seismic Volcanic Tectonic Park Model Response Prediction Retrofitting	UN NATO Humanitarian NGO	Differential Management Economic use Sustainable			
Learning Outside the Classroom / Cultural Capital						
Opportunities	Field study	Field study	Field study	Field study	N/A	N/A
Homework						
Description	A range of reading assignments, essays and research tasks.				N/A	N/A
Assessment						
Type	Various exam questions ranging from 8-33 marks	End of unit mock using past papers	Various exam questions ranging from 4-16 marks	Various exam questions ranging from 4-16 marks	State Exams Paper 1 Paper 2 Paper 3	N/A
Why this style of assessment and why now?	Ensures all A Level style exam skills are explicitly taught.					

Year 12 and 13 modules will rotate every 2 years as we teach year 12 & 13 together until HT4