Dixons Brooklands Academy - Geography

Curriculum Principles

By the end of their education, a student of Geography at Dixons Brooklands Academy will:

- know a wide range of challenging geographical concepts through strategic exposure to diverse geographical contexts
- understand the complex interactions between human and physical geographical processes, using the evidence of the past to explore future trends

Our uniting 'sentence' is "The Geography department provided students with a deep understanding and awe of the complex interactions that have shaped and continue to change our planet"

To achieve a true understanding of Geography, topics have been intelligently sequenced based on the following rationale:

- students are introduced to key underlying geographical principles before studying concepts in depth. For example, students rehearse and recall the principles of geographical cycles (e.g., the hydrological cycle) and geographical models (e.g., the pillars of sustainability). These principles are introduced early and revisited frequently, they form the backbone of the deep understanding that all successful geographers possess
- complex concepts such as landscape systems are introduced early, this is critical to ensure enough time is dedicated for this knowledge to be revisited and purposefully built upon. It is also common for these physical geographical topics to be unfamiliar to children of urban areas. This can make it difficult for the students to commit this knowledge to their long-term memory as they have little real-life experiences of these landscapes to which they can anchor this new knowledge. Therefore, it is important that complex concepts are explored through a range of contexts, this ensures curriculum breadth and supports securing this knowledge into long term memory. This is also supported through expeditions and fieldwork to boost real life experience of geographical processes and environments

The geography curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- the geography curriculum will expose students to knowledge and skills they may otherwise fail to encounter in their everyday lives. The study of geography will develop the ability to support arguments with specific evidence. This will allow students to discuss and debate topical issues with confidence, credibility and clarity
- disadvantaged students and those from identified underrepresented groups are priority for extra intervention sessions so that every opportunity to close the disadvantage gap is capitalised

We fully believe Geography can contribute to the personal development of students at Dixons Brooklands Academy:

- students will gain knowledge of the different cultures of our planet and will encounter challenging themes such as the development gap, conflict and climate change. Gaining knowledge of these issues will develop students understanding of the global social and moral issues of today and of those facing future generations
- the geography curriculum at DBK is committed to our anti-racism agenda. Students are taught the historical context of a range of nations and cultures to ensure that are fully informed in their analysis of current issues

We believe homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- students could experience a range of talks from external speakers on topics such as 'Geography at University' and 'Geographical Careers'
- through our expeditions, fieldwork and visits students will experience the real-life geographical skills needed for a diverse range of related careers. These skills are the fundamental foundation for all geographical careers ranging from Climate Scientist to Urban Development Coordinator, careers with opportunities to work in every continent and influence the greatest issues affecting our entire planet

A true love of Geography involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- to be a successful geographer it is essential to know much more than the GCSE specification. Students are exposed to additional and sometimes commonly assumed knowledge of cultural, historical, political geography – knowledge that they may otherwise not encounter. Students will read around the topic to enable broader exposure to the contextual knowledge surrounding both historical and topical geographical issues

Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in geography at Dixons Brooklands Academy, at each key stage from Year 7 through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

YEAR 7	**Knowledge introduced**	**Geography Mastery** Foundations of geography; focus on building of key knowledge from primary curriculum; this knowledge is vital for accessing and progressing through all subsequent topics	**Hot Deserts and Climate Change** Biome distribution; nutrient cycles; hot desert development opportunities and challenges; greenhouse effect; natural and human climate change; Earth's spheres; carbon cycle; adaptation and mitigation	**Urbanisation** GDP; LIC; NEE; HIC; urbanisation; megacities; population change; employment categories; urban development challenges and opportunities; sustainability; London and Rio de Janeiro comparisons
	Geographical skills introduced	Cartographical skills focus (e.g., longitude, grid references and scale)	Graphical skills focus (e.g., hot desert climate graphs, accurate diagrams)	Graphical skills focus (e.g., pie charts, flow line map)
	Knowledge revisited	Geography of the UK; Europe; continents; oceans	Biomes; food chains; adaptations; farming; impacts; sustainability; photosynthesis; weather and climate; climate zones; hydrological cycle; renewable energy	Urban; rural; global population change; migration; slum settlements; push and pull factors; development inequalities; sustainability
YEAR 7	**Geographical skills revisited**	Cartographical skills (e.g., compass directions)	Graphical skills (e.g., bar and line graphs)	Cartographical and graphical skills (e.g., locating cities on maps, line and bar graphs and OS map grid references)
	CEAIG	Nature Conservation Officer	Meteorologist	Political Risk Analyst
YEAR 8	**Knowledge introduced**	**Volcanoes** Natural hazards; natural disasters; hazard risk; detailed theory of plate tectonics; volcano distribution; constructive; destructive; conservative; viscosity; shield and composite; volcanic hazards; primary	**Global Development** Development indicators, Human Development Index; GNI; causes of uneven development; primary employment; secondary employment; tertiary employment; quaternary employment; transnational corporations; Clark Fisher	**Glaciation** Upland and lowland areas; UK landscapes; geological timescale; geology; glacial and interglacial; distribution of ice sheets during last ice age; landscape processes (e.g., weathering, erosion); formation of a corrie; economic opportunities and challenges in glaciated landscapes; sustainability and conservation in glaciated landscapes

		and secondary effects; immediate and long-term responses; super volcanoes	Model; Demographic Transition Model; UK and India comparisons; comparing population structures	**Issue Evaluation** Plastic pollution (evaluation of causes, impacts and solutions) **Fieldwork** Features of study site; validity; subjectivity; open and closed questioning
	Geographical skills introduced	Numerical skills focus (e.g., calculating plate movement)	Cartographical, graphical and numerical skills focus (e.g., choropleth maps, scatter graphs)	Cartographical skills focus (e.g., contour lines and additional fieldwork skills)
	Knowledge revisited	Structure of earth; tectonic plates; structure of volcano; cause; impact; response	Sustainable development; GDP; HIC; NEE; LIC; development differences; trade; globalisation; employment types; population policies; sustainability	UK physical features; rock cycle; erosion; natural causes of climate change; opportunities; challenges; sustainable management; climate change impacts; waste management; sustainability; cause; impact; solution; stages of fieldwork investigation
	Geographical skills revisited	Cartographical skills (e.g., describing map distributions)	Cartographical and graphical skills (e.g., grid references, map keys, pie charts, scale and population pyramids)	Cartographical skills (e.g., grid references, scale, gradient, landscape maps, direction and fieldwork skills)
	CEAIG	Volcanologist	International Aid Worker	Glaciologist
YEAR 9	**Knowledge introduced**	**Urbanisation and Lagos Case Study** Global pattern of urban change; urban trends in HICs and LICs; emergence of megacities; location and importance of Lagos (regionally, nationally and internationally); causes of growth of Lagos (natural increase and migration); urban growth opportunities in Lagos (access to services, access to resources and economic development); urban growth challenges in Lagos (slums, clean water, sanitation, energy, services, unemployment, crime and environmental issues); urban planning **Ecosystems** Small scale ecosystem in UK; detailed nutrient cycle; food web; the balance between components; impact of changing one component; characteristics of large-scale global ecosystems (detailed) **UK Resources**	**Natural Hazards and Tectonic Theory** Factors affecting hazard risk (detailed); plate tectonics theory (detailed); global distribution of earthquakes and volcanoes; processes at plate margins leading to earthquakes and volcanic activity **Reducing the Development Gap** Economic and social measures of development; limitations of economic and social measures; Demographic Transition Model (detailed); consequences of uneven development; reducing the development gap (investment, industrial development, tourism, aid, intermediate technology, Fairtrade, debt relief and microfinance loans); example of tourism reducing development gap **Cold Environments** Physical characteristics of cold environments; interdependence of climate, permafrost, soils, plants, animals and	**Rivers** Long profile and changing cross profile of a river and its valley; fluvial processes; characteristics and formation of fluvial landforms (e.g. interlocking spurs, waterfalls, gorges, meanders, ox-bow lakes, levées, flood plains and estuaries); example of river valley in the UK; physical and human factors affecting flood risk; hydrographs; costs and benefits of management strategies (e.g. hard engineering and soft engineering); case study of flood management scheme in the UK **Economic Change - UK** Causes of economic change in the UK (de-industrialisation, decline of traditional industrial base, globalisation and government policies); moving towards a post-industrial economy (development of IT, service industries, finance, research and science/business parks); impacts of industry on the physical environment; example of how modern industry can be more environmentally sustainable; social and economic changes in the rural landscape (area of population growth and area of population decline); improvement and new developments in road, rail, port and airport infrastructure; the north-south divide; strategies used in an attempt to resolve regional differences; the place of the UK in the wider world (e.g. trade, culture, transport, electronic communication, the EU and the Commonwealth)

		Significance of food, water and energy; global inequalities in the supply and consumption of resources; food, water and energy resources in the UK	people; how plants and animals adapt to the physical conditions; issues related to biodiversity; development opportunity and challenges in cold environments; the value of cold environments as wilderness areas; why these fragile environments need protecting; strategies to balance the needs of economic development and conservation in cold environments	
YEAR 9	**Knowledge revisited**	Urbanisation; push and pull factors; natural increase; megacities; urbanisation opportunities and challenges; urban sustainability; interrelationships within a natural system; producers; consumers; decomposers; food chain; distribution and characteristics of large-scale global ecosystems; natural resources; inequalities in resources; carbon footprints; food miles; water pollution; water deficit; fossil fuels; renewable energy; environmental issues of energy exploitation	Definition of natural hazard; types of natural hazard; factors affecting hazard risk; plate tectonics theory; global distribution of volcanoes; plate margins (constructive, destructive and conservative); classifying the world; development indicators; Clark Fisher Model; Demographic Transition Model; causes of uneven development; reducing the development gap (e.g. transnational corporations in India); sustainability; biome characteristics; ecosystem characteristics; food webs; nutrient cycles; biodiversity; development opportunities and challenges (e.g. from hot deserts, Rio de Janeiro, India and glaciated landscapes); protecting our biomes/landscapes; sustainable management	Major upland and lowland areas and river systems; UK landscapes and landforms; geology; geological timescale; weathering; erosion; transportation; deposition; landform formation; hydrological cycle; rock cycle; landscape management strategies; costs and benefits; location of major UK cities; Clark Fisher Model; de-industrialisation; globalisation; sustainability; environmental impacts of industry; rural challenges and opportunities (e.g. glaciated landscapes); infrastructure; inequality within and between countries; trade; Europe
	Geographical skills revisited	Cartographical, graphical, numerical and statistical skills	Cartographical, graphical, numerical and statistical skills	Cartographical, graphical, numerical and statistical skills
	CEIAG	Sustainability Consultant	Palaeontologist	Architect

YEAR 10	**Knowledge introduced**	**Earthquakes** Primary and secondary effects of earthquakes; immediate and long-term responses to earthquakes; named examples to show how the effects and responses to earthquakes vary between two areas of contrasting levels of wealth; reasons why people continue to live in areas at risk from a tectonic hazard; how monitoring prediction, protection and planning can reduce the risks from earthquakes **Economic Development - Nigeria** Location and importance of Nigeria (regionally and globally); the wider political, social, cultural and environmental context of Nigeria; the changing industrial structure of Nigeria; the balance between different sectors of the economy; how the manufacturing industry can stimulate economic development; role of transnational corporations in relation to industrial development; advantages and disadvantages of transnational corporation to the host country; changing political and trading relationships with the wider world; international aid; types of aid; impacts of aid in the receiving country; environmental impacts of economic development; effects of economic development on quality of life for the population **Tropical Rainforests** Physical characteristics of the tropical rainforest; interdependence of climate, water, soils, plants, animals and people; plant and animal adaptations; issues related to biodiversity; changing rates of deforestation; case study of a tropical rainforest (causes and impacts of deforestation); value of tropical rainforests to people and environment; strategies to manage tropical rainforest sustainably	**Weather Hazards** General atmospheric circulation model (pressure belts and surface winds); global distribution of tropical storms; relationship between tropical storms and general atmospheric circulation; causes of tropical storms and the sequence of their formation and development; structure and features of a tropical storm; how climate change might affect distribution, frequency and intensity of tropical storms; primary and secondary effects of tropical storms; immediate and long term responses to tropical storms; named example of tropical storm to show effects and responses; how monitoring, prediction, protection and planning can reduce the effects of tropical storms; overview of types of weather hazard in the UK; example of recent extreme weather event in the UK (causes, impacts and management); evidence that weather is becoming more extreme in the UK **Urban Change and Sustainability- Leeds** Distribution of population in UK; major cities in UK; location and importance of Leeds (to the UK and the wider world); impacts of national and international migration on the growth and character of the city; urban change opportunities (cultural mix, recreation, entertainment, employment, integrated transport systems and urban greening); urban change challenges (urban deprivation, housing, education, health, employment, dereliction, building on brownfield and greenfield sites, waste disposal, urban sprawl and commuter settlements); example of urban regeneration project (reasons why area needed regeneration and the main features of project); features of sustainable urban living (water and energy conservation, waste recycling	**Coasts** Wave types and characteristics; weathering (mechanical and chemical); mass movement (sliding, slumping and rock falls); erosion (hydraulic power, abrasion and attrition); transportation (longshore drift); coastal deposition; how geological structure and rock type influence coastal landforms; characteristics and formation of landforms resulting from erosion (headlands and bays, cliffs, wave cut platforms, caves, arches and stacks); characteristics and formation of landforms resulting from deposition (beaches, sand dunes, spits and bars); an example of a section of coastline in the UK to identify its major landforms of erosion and deposition; costs and benefits of hard engineering (sea walls, rock armour, gabions and groynes); costs and benefits of soft engineering (beach nourishment/reprofiling and dune regeneration); costs and benefits of managed retreat (coastal realignment); an example of a coastal management scheme in the UK (reasons for management, the management strategy and the resulting effects and conflicts) **Energy** Areas of surplus (security) and deficit (insecurity); global distribution of energy consumption and supply; reasons for increasing energy consumption (economic development rising population and technology); factors affecting energy supply (physical factors, cost of exploitation and production, technology and political factors); impacts of energy insecurity exploration of difficult and environmentally sensitive areas, economic and environmental costs, food production, industrial output and (the potential for conflict where demand exceeds supply); overview of strategies to increase energy supply; renewables (biomass, wind, hydro, tidal, geothermal, wave and solar); non-renewables (fossil fuels and nuclear power); an example to show how the extraction of a fossil fuel has both advantages and disadvantages; moving towards a sustainable resource future (individual energy use and carbon footprints; energy conservation; designing homes, workplaces and transport for sustainability, demand reduction, use of technology to increase efficiency in the use of fossil fuels); an example of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy
YEAR 10	**Knowledge introduced**			

		and creating green space); how urban transport strategies are used to reduce traffic congestion **Climate Change** Evidence for climate change from beginning of quaternary period to present day; human and natural causes (detailed e.g. orbital changes, volcanic activity, solar output, fossil fuels, agriculture and deforestation); effects on people and environment (detailed); mitigation and adaptation (detailed e.g. alternative energy production, carbon capture and storage, planting trees, international agreements, changing agricultural systems, managing water supply and reducing the risk from rising sea levels)	
Geographical skills introduced	Graphical skills focus	Numerical skills focus	Cartographical skills focus
Knowledge revisited	Plate tectonics; primary and secondary effects (volcanic eruptions); immediate and long-term responses (volcanic eruptions); inequalities in wealth and development; monitoring, prediction, protection and planning; biomes/climate; Clark Fisher Model; manufacturing; industry as a stimulus Economic development (Lagos); advantages and disadvantages of transnational corporations (e.g. India); political and trading relationships; environmental impacts of economic development; effects of economic development on quality of life for the population (e.g. India); biome characteristics; interdependence; biodiversity; subsistence and commercial farming; mineral extraction; population growth; soil erosion; climate change; value of biomes; sustainable management (e.g. conservation and international agreements)	High pressure and low-pressure zones; how latitude affects climate and biome distribution; describing distributions; natural hazards; types of hazards; distribution of hazards; idea of a sequence of formation; climate change; primary and secondary effects; immediate and long-term responses; monitoring; Prediction; protection; planning; population; UK cities; UK physical features; migration; urban change opportunities and challenges; sustainable cities; urban planning; regeneration; quaternary period; natural and human climate change; effects of climate change on people and environment; mitigation; adaptation	UK landscapes and landforms; landscape processes (e.g., weathering, erosion, transportation and deposition); geology; geological timescale; formation of landforms; costs and benefits of hard and soft engineering; landscape management; surplus and deficit; inequalities; economic development; population Growth; exploitation; impacts of energy insecurity; exploration of environmentally sensitive areas (e.g., tundra); conflict; renewable energy; non-renewable energy; sustainable futures; carbon footprints; sustainable housing; sustainable transport

	Geographical skills revisited	Cartographical, graphical, numerical and statistical skills	Cartographical, graphical, numerical and statistical skills	Cartographical, graphical, numerical and statistical skills
	CEIAG	Zoologist	Disaster Emergency Coordinator	Nuclear Engineer
YEAR 11	**Knowledge introduced**	**Fieldwork** All aspects of GCSE fieldwork requirements for Paper 3 examination, including unseen fieldwork section	**Issue Evaluation** Pre-release available close to exam dates; any aspect of GCSE study may be covered by the issue evaluation pre-release	
	Geographical skills introduced	Stages of fieldwork investigation (covered previously, will be built upon and reinforced); statistical skills	Final revision	
	Knowledge revisited	Fieldwork provides the opportunity to not only prepare students for the Paper 3 examination, but to also revisit all previous concepts from their study of geography	Final revision (students have experience of Issue Evaluation from Year 8 Issue Evaluation topic)	
	Geographical skills revisited	All categories of geographical skills to be revisited whilst undertaking fieldwork investigations	Final revision	

*A powerful, knowledge-rich curriculum teaches both **substantive knowledge (**facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g., knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g., historical reasoning).

Geography (Year 7)

Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	**Bank Hol**												
	W/C 28/8	**W/C 04/09**	**W/C 11/09**	**W/C 18/09**	**W/C 25/09**	**W/C 02/10**	**W/C 09/10**	**W/C 16/10**	**W/C 06/11**	**W/C 13/11**	**W/C 20/11**	**W/C 27/11**	**W/C 04/12**
	Induction							**Reinduction**		**Planning days**		**Stretch**	
	Retrieval **Introduction to geography** **Workbook set up**	**Retrieval**	**Mastery** Types of geography and UK map	**Mastery** Compass, latitude and longitude	**Mastery** Continents, oceans, countries, Europe, EU	**Mastery** 4 figure grid references	**Mastery** Distance and scale	**Mastery** EQ and DIRT	**Hot Deserts** Distribution of biomes	**Hot Deserts** Climate graphs	**Retrieval** Catch up/ retrieval	**Hot Deserts** Adaptions and nutrient cycle	**Hot Deserts** Catch up/ retrieval
Cycle 2												**Bank Hol**	
	W/C 11/12	**W/C 18/12**	**W/C 08/01**	**W/C 15/01**	**W/C 22/01**	**W/C 29/01**	**W/C 05/02**	**W/C 19/02**	**W/C 26/02**	**W/C 04/03**	**W/C 11/03**	**W/C 18/03**	**W/C 08/04**
		Reinduction					**Cycle assessment weeks**		**Reinduction** **Data input**	**Planning days**		**Stretch**	
	Hot Deserts Threats and sustainable management	**Hot Deserts** EQ and DIRT	**Retrieval** Catch up/ retrieval	**Climate** Greenhouse effect	**Climate** Natural and human causes	**Revision** Mastery and deserts	**Assessment** C2 assessment	**Climate** Impacts (human and physical)	**DIRT**	**Retrieval** Catch up/retrieval	No lesson - Ullswater	**Climate** Management	**Retrieval** Catch up/ retrieval EQ
Cycle 3				**Bank Hol**							Data Input		
	W/C 15/04	**W/C 22/04**	**W/C 29/04**	**W/C 06/05**	**W/C 13/05**	**W/C 20/05**	**W/C 03/06**	**WC 10/06**	**W/C 17/06**	**W/C 24/06**	**W/C 01/07**	**W/C 08/07**	**W/C 15/07**
	Reinduction						**Reinduction**		**Cycle assessment weeks**				**Recognition Planning Day**
	Climate EQ and DIRT	**Retrieval** Catch up/ retrieval	**Urbanisation** Urbanisation, push/pull factors	**Retrieval** Catch up/retrieval	**Urbanisation** Rio challenges opportunities	**Urbanisation** London challenges opportunities	**Urbanisation** EQ and DIRT	**Retrieval** Catch up/ retrieval	**Assessment** C3 assessment	**Retrieval** Assessment catch up/ retrieval and extra time G4	**DIRT**	**Urbanisation** Migration	**Retrieval**

Geography (Year 8)

Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	**Bank Hol**												
	W/C 28/8	**W/C 04/09**	**W/C 11/09**	**W/C 18/09**	**W/C 25/09**	**W/C 02/10**	**W/C 09/10**	**W/C 16/10**	**W/C 06/11**	**W/C 13/11**	**W/C 20/11**	**W/C 27/11**	**W/C 04/12**
	Induction							**Reinduction**		**Planning days**		**Stretch**	
	Y7 1/09 All 2/09	**Retrieval** L1: Intro L2: Retrieval	**Volcanoes** L1: Hazard risk L2: Plate tectonics theory	**Volcanoes** L1: Volcano types and margins L2: Impacts and responses	**Volcanoes** L1: Super volcanoes L2: Exam question	**Volcanoes/ Development** L1: Exam question DIRT L2: Introduction and HDI	**Development** L1: Uneven development L2: Globalisation	**Development** L1: Clark Fisher L2: Catch up/retrieval	**Development** L1: Clark Fisher (UK and India) L2: DTM	**Development** L1: DTM (UK and India) L2: Catch up/retrieval	No lessons – Oxford	**Development** L1: Exam question L2: Catch up/ retrieval	**Development** L1: Exam question DIRT L2: Catch up/ retrieval
Cycle 2												**Bank Hol**	
	W/C 11/12	**W/C 18/12**	**W/C 08/01**	**W/C 15/01**	**W/C 22/01**	**W/C 29/01**	**W/C 05/02**	**W/C 19/02**	**W/C 26/02**	**W/C 04/03**	**W/C 11/03**	**W/C 18/03**	**W/C 08/04**
		Reinduction					**Cycle assessment weeks**		**Reinduction Data input**	**Planning days**		**Stretch**	
	Development L1: Population Pyramids L2: Population pyramids (UK and India)	**Development** L1: Population policies L2: Catch up/ retrieval	**Development** L1: Reducing development gap (TNCs) L2: Sustainable development	**Development** L1: Exam question L2: Exam question DIRT	**Revision** L1: Physical L2: Physical	**Revision** L1: Human L2: Human	**Assessment** L1: C2 Assessment L2: Assessment catch up/ retrieval	**Glaciation** L1: UK physical features L2: Geological time and rock cycle	**DIRT** L1: DIRT L2: DIRT catch up/retrieval	**Glaciation** L1: Introduction L2: Catch up/ retrieval	**Glaciation** L1: Processes L2: Corries	**Glaciation** L1: Relief L2: Catch up/ retrieval	**Glaciation** L1: Opportunities L2: Catch up/ retrieval
Cycle 3				**Bank Hol**							Data Input		**Fri Holiday**
	W/C 15/04	**W/C 22/04**	**W/C 29/04**	**W/C 06/05**	**W/C 13/05**	**W/C 20/05**	**W/C 03/06**	**WC 10/06**	**W/C 17/06**	**W/C 24/06**	**W/C 01/07**	**W/C 08/07**	**W/C 15/07**
	Reinduction						**Reinduction**		**Cycle assessment weeks**				**Recognition Planning Day**
	Glaciation L1: Challenges and sustainable management L2: Catch up/ retrieval	**Glaciation** L1: Glaciers and climate change L2: Catch up/ retrieval	**Glaciation** L1: Exam question L2: Catch up/ retrieval	**Glaciation/ Issue Eval** L1: Exam question DIRT L2: Reading	**Issue Eval** L1: Exam question L1: Exam question DIRT	**Fieldwork** L1: Theory P1 (stages of an investigation L2: Theory P2 (data collection techniques)	**Fieldwork** L1: Data collection L2: Catch up/retrieval	**Revision** L1: Human L2: Physical	**Assessment** L1: C3 assessment L2: Assessment catch up/ retrieval	**Fieldwork** L1: Fieldwork retrieval (new) L2: Write up 1	**Fieldwork** L1: DIRT L2: Write up 2	**Fieldwork** L1: Write up 3 L2: Fieldwork DIRT	**Retrieval**

Geography (Year 9)

Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	**Bank Hol**												
	W/C 28/8	**W/C 04/09**	**W/C 11/09**	**W/C 18/09**	**W/C 25/09**	**W/C 02/10**	**W/C 09/10**	**W/C 16/10**	**W/C 06/11**	**W/C 13/11**	**W/C 20/11**	**W/C 27/11**	**W/C 04/12**
	Induction							**Reinduction**		**Planning days**		**Stretch**	
	Y7 1/09 All 2/09	**Retrieval** L1: Intro L2: Retrieval	**Urbanisation and Lagos** L1: Urban trends L2: Migration, natural increase, megacities	**Urbanisation and Lagos** L1: Lagos background L2: Challenges	**Urbanisation and Lagos** L1: Opportunities and urban planning L2: Exam question	**Ecosystems** L1: Exam question DIRT L2: Biome characteristics	**Ecosystems** L1: Ecosystem theory L2: UK ecosystem, impacts of changing one component	**Ecosystems** L1: Exam question L2: Catch up/ retrieval	**UK Resources** L1: Exam question DIRT L2: Resources introduction	**UK Resources** L1: Food L2: Catch up/ retrieval	**UK Resources** L1: Water L2: Energy	**UK Resources** L1: Exam question L2: Catch up/ retrieval	**UK Resources** L1: Exam question DIRT L2: Catch up/ retrieval
Cycle 2												**Bank Hol**	
	W/C 11/12	**W/C 18/12**	**W/C 08/01**	**W/C 15/01**	**W/C 22/01**	**W/C 29/01**	**W/C 05/02**	**W/C 19/02**	**W/C 26/02**	**W/C 04/03**	**W/C 11/03**	**W/C 18/03**	**W/C 08/04**
		Reinduction					**Cycle assessment weeks**		**Reinduction** **Data input**	**Planning days**		**Stretch**	
	Natural Hazards L1: Hazards introduction L2: Plate tectonic theory	**Natural Hazards** L1: Plate margins L2: Catch up/ retrieval	**Natural Hazards** L1: Exam question L2: Exam question DIRT	**Reducing Dev Gap** L1: Development introduction L2: DTM	**Reducing Dev Gap** L1: Uneven development L2: Reducing the development gap	**Reducing Dev Gap** L1: Exam Question L2: Revision Urbanisation, ecosystems, UK resources, hazards	**Assessment** L1: C2 Assessment L2: Assessment catch up/ retrieval	**Cold Enviro** L1: Exam question DIRT L2: Location and characteristics	**DIRT** L1: DIRT L2: DIRT catch up/retrieval	**Cold Enviro** L1: Adaptations L2: Catch up/ retrieval	**Cold Enviro** L1: Opps and challenges L2: Wilderness protection	**Cold Enviro** L1: Exam question L2: Catch up/ retrieval	**Cold Enviro** L1: Exam question DIRT L2: Catch up/ retrieval
Cycle 3	**Easter Mon**			**Bank Hol**							Data Input		**Fri Holiday**
	W/C 15/04	**W/C 22/04**	**W/C 29/04**	**W/C 06/05**	**W/C 13/05**	**W/C 20/05**	**W/C 03/06**	**WC 10/06**	**W/C 17/06**	**W/C 24/06**	**W/C 01/07**	**W/C 08/07**	**W/C 15/07**
	Reinduction						**Reinduction**		**Cycle assessment weeks**				**Recognition Planning Day**
	Rivers L1: UK landscape and processes L2: Catch up/ retrieval	**Rivers** L1: Long profile, cross profile L2: Catch up/ retrieval	**Rivers** L1: Erosional landforms L2: Catch up/ retrieval	**Rivers** L1: Erosional and depositional landforms L2: Depositional Landforms	**Rivers** L1: Physical and human flooding and hydrographs L2: Hard/soft engineering, case study	**Rivers** L1: Exam question L2: Exam question DIRT	**Economic Change** L1: Economic change and Clark Fisher model L2: Catch up/ retrieval	**Economic Change** **L1: Post-industrial economy and sustainable industry** L2: Rural	**Assessment** L1: C3 assessment L2: Assessment catch up/ retrieval	**Economic Change** L1: Transport L2: North-south divide	No lessons – DofE	**Economic Change** L1: DIRT L2: Wider world	**Retrieval**

Geography (Year 10)

Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	**Bank Hol**												
	W/C 28/8	**W/C 04/09**	**W/C 11/09**	**W/C 18/09**	**W/C 25/09**	**W/C 02/10**	**W/C 09/10**	**W/C 16/10**	**W/C 06/11**	**W/C 13/11**	**W/C 20/11**	**W/C 27/11**	**W/C 04/12**
	Induction							**Reinduction**		**Planning days**	**Y8 expedition**	**Stretch**	
		Economic Change L1: Retrieval L2: Exam question L3: Exam question DIRT	**Earthquakes** L1: Knowledge test L2: Knowledge recap L3: Intro	**Earthquakes** L1: Primary and secondary effects L2: Immediate and long-term responses L3: Living in at risk areas	**Earthquakes** L1: Monitoring, prediction, protection and planning L2: Exam question L3: DIRT	**Economic Dev** L1: Knowledge test L2: Recap L3: Location, importance, context	**Economic Dev** L1: Industrial structure and manufacturing L2: TNCs L3: Relationships and aid	**Economic Dev** L1: Economic development effects L2: Exam question L3: Catch up/ retrieval	**Tropical Rainforests** L1: Exam question DIRT L2: Knowledge test L3: Recap	**Tropical Rainforests** L1: Location and characteristics L2: Catch up/ retrieval L3: Catch up/ retrieval	**Tropical Rainforests** L1: Adaptations L2: Deforestation L3: Impacts of deforestation	**Tropical Rainforests** L1: Value and management L2: Exam question L3: Catch up/ retrieval	**Tropical Rainforests** L1: Exam question DIRT L2: Retrieval L3: Catch up/ retrieval
Cycle 2												**Bank Hol**	
	W/C 11/12	**W/C 18/12**	**W/C 08/01**	**W/C 15/01**	**W/C 22/01**	**W/C 29/01**	**W/C 05/02**	**W/C 19/02**	**W/C 26/02**	**W/C 04/03**	**W/C 11/03**	**W/C 18/03**	**W/C 08/04**
		Reinduction					**Cycle assessment weeks**			**Planning days**	**Y7 expedition**	**Stretch**	
	Weather Hazards L1: Knowledge test L2: Knowledge recap L3: Atmospheric circulation	**Weather Hazards** L1: Distribution and formation L2: Catch up/ retrieval L3: Catch up/ retrieval	**Weather Hazards** L1: Climate change L2: Primary and secondary effects L3: Immediate and long-term responses	**Weather Hazards** L1: Monitoring, prediction, protection and planning L2: UK weather L3: Exam question	**Urban Change** L1: Exam question DIRT L1: Knowledge test L3: Knowledge recap	**Urban Change** L1: Overview, location, importance, migration L2: Opportunities L3: Revision	**Assessment** L1: Retrieval L1: C2 Assessment L3: Assessment catch up/ retrieval	**Urban Change** L1: Challenges L2: Regeneration and sustainable urban living L3: Exam Question	**Urban Change** L1: DIRT L2: DIRT catch up/retrieval L3: Exam question DIRT	**Climate Change** L1: Knowledge test L2: Catch up/ retrieval	**Climate Change** L1: Knowledge recap L2: Evidence L3: Natural and human causes	**Climate Change** L1: Effects L2: Mitigation and adaptation L3: Catch up/ retrieval	**Climate Change** L1: Exam question L2: Exam question DIRT L2: Catch up/ retrieval
Cycle 3				**Bank Hol**							Data Input		
	W/C 15/04	**W/C 22/04**	**W/C 29/04**	**W/C 06/05**	**W/C 13/05**	**W/C 20/05**	**W/C 03/06**	**WC 10/06**	**W/C 17/06**	**W/C 24/06**	**W/C 01/07**	**W/C 08/07**	**W/C 15/07**
	Reinduction						**Reinduction**		**Cycle assessment weeks**				
	Coasts L1: Knowledge test L2: Knowledge recap L3: Catch up/ retrieval	**Coasts** L1: Waves L2: Catch up/ retrieval L3: Catch up/ retrieval	**Coasts** L1: Processes L2: Geology and erosional landforms 1 L3: Catch up/ retrieval	**Coasts** L1: Erosional landforms 2 L2: Longshore drift and depositional landforms 1 L3: Depositional landforms 2	**Coasts** L1: Management and case study L2: Exam question L3: Exam question DIRT	**Energy** L1: Knowledge test L2: Knowledge recap L3: Distribution	**Energy** L1: Increasing consumption and factors affecting supply L2: Impacts L3: Catch up/ retrieval	**Energy** L1: Renewable, non-renewable/ fossil fuel L2: Sustainable resources L3: Revision	**Assessment** L1: Retrieval L2: C3 assessment L3: Assessment catch up/ retrieval	**Energy** L1: Exam question L2: Exam question DIRT L3: Knowledge test 1,2,3	**Retrieval** L1: **DIRT** L2: Knowledge test 4,5,6 L3: Knowledge test 7,8,9	**Retrieval** L1: Knowledge test 10,11,12 L2: KT 13,14,15 L3: KT 16,17,18	**Retrieval**

Geography (Year 11)

Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	**Bank Hol**												
	W/C 28/8	**W/C 04/09**	**W/C 11/09**	**W/C 18/09**	**W/C 25/09**	**W/C 02/10**	**W/C 09/10**	**W/C 16/10**	**W/C 06/11**	**W/C 13/11**	**W/C 20/11**	**W/C 27/11**	**W/C 04/12**
	Induction									**Planning days**			**MOCK Examinations**
	Economic World Causes of Uneven Development	**Economic World** Consequences Reduction Strategies Tourism Example	**Economic World** Nigeria Importance Industrial Structure TNC's	**Economic World** Nigeria Relations Impacts of Aid Environmental Impacts Skills: Bar Chart	**Economic World** Impacts Causes of UK Change Causes of UK Change Skills: Pie Chart	**Economic World** UK Industrial Economy Science Parks Sustainable Industry Skills: Pictogram	**Economic World** Population Change N/S Divide UK Infrastructure Skills: Histogram	**Economic World** Global Links Pre-Release x2	**Mock Prep** Hazards Ecosystems Coasts Skills: Scatter graph and stacked bar chart	**Economic World** Rivers Home: Pre-release Work Home: Pre-release Work	**Mock Prep** Urban Economic World Resources	**Mock Prep** Paper 1 Booster Paper 2 Booster Paper 3 Booster	**Full Physical Paper 1 (90 mins)** **Full Human Paper 2 (90 mins)** **Paper 3 booster**
Cycle 2												**Bank Hol**	
	W/C 11/12	**W/C 18/12**	**W/C 08/01**	**W/C 15/01**	**W/C 22/01**	**W/C 29/01**	**W/C 05/02**	**W/C 19/02**	**W/C 26/02**	**W/C 04/03**	**W/C 11/03**	**W/C 18/03**	**W/C 08/04**
		Reinduction					**Cycle assessment weeks**		**Reinduction Data input**	**Planning days**			
	Paper 3 (60 mins)	**Coasts** Coasts Coasts Rivers Skills: Flow Line	**Rivers** Rivers OS Map Skills Coasts/Rivers Assessment	**Ecosystems Intro** Tropical Tropical	**Ecosystems** Cold Ecosystems Assessment DIRT	**Hazards** Earth Hazards Earth Hazards Weather Hazards DEAR: W5 DIRT	**Hazards** Weather Hazards Assessment DIRT	**Hazards Climate** Climate Assessment DIRT	**SKILLS** Core skills revision Core skills revision	**SKILLS** Core skills revision Core skills revision	**Urban** Urban UK Urban Lagos Urban Lagos	**Urban** Core Knowledge recap Urban UK Urban Assessment DIRT	**Economic World** Core knowledge recap Economic world Nigeria case study
Cycle 3				**Bank Hol**									
	W/C 15/04	**W/C 22/04**	**W/C 29/04**	**W/C 06/05**	**W/C 13/05**	**W/C 20/05**	**W/C 03/06**	**WC 10/06**	**W/C 17/06**	**W/C 24/06**	**W/C 01/07**	**W/C 08/07**	**W/C 15/07**
	Reinduction				GCSE	GCSE	GCSE	GCSE	**Cycle assessment weeks**				**Recognition Planning Day**
	Fieldwork Recap and Revision	**Paper 3 Pre-Release PR** **PR** **PR**	**Paper 3 Pre-Release PR** **PR** **PR**	**Paper 3 Revision** **PR** **PR**	***GCSE Revision and booster***	***GCSE Revision and booster***	***GCSE Revision and booster***	***GCSE Paper 3 Revision and booster***	***GCSE Paper 3 Revision and booster***				