

Subject group - Year 7	Faculty	Humanities
	Subject	Geography

Year 7		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Baseline Assessment + Your UK				Your UK (YUK) + Physical Landscapes (PL)				Physical Landscapes (PL)				Exploring Biomes (EB)				Exploring Biomes (EB) + Weather and Climate (WC)				Weather and Climate (WC) + Fieldwork (FW)			
	Subject knowledge introduced / developed / revised	Introduced: Global locations; The difference between the UK, Great Britain and British Isles; Migration in England; Keystone species in Scotland Developed: Knowledge of the UK, being able to identify the world's countries, continents and oceans, position and significance of latitude, longitude and hemispheres (from KS2) Revised: Previous geography skills and content (covered at KS2)				Introduced: Natural process shaping the landscape of NI and Tourism; Natural environment in Wales; Layers of the Earth; Glaciation Developed: Usage of an atlas and locations of countries on a world map and knowledge of the UK (including countries and capitals), basic geographical vocabulary to describe key physical features, land-use patterns and key topological features Revised: Your UK topics (from KS2)				Introduced: Plate Tectonics; Rivers; Coasts Developed: Geographical processes, basic geographical vocabulary to describe key physical and topological features (from KS2) Revised: Physical Landscapes topics				Introduced: What is an ecosystem; Adaptations in the rainforest; How life exists in Deserts and their locations; The resources in Arctic Developed: Understanding of biomes and linking with longitude and latitude (KS2) Revised: N/A				Introduced: The climate of and life in Antarctica; Revision. Weather and Climate; Climate and Climate Graphs; Clouds and Precipitation; Pressure Systems Developed: Understanding of climate zones and biomes (KS2) Revised: Exploring Biomes topics				Introduced: Climate Change; Extreme Weather; Weather Investigation Developed: Methods for undertaking fieldwork (from KS2) Revised: Weather and Climate topics			
	Skills developed / extended / used	Developed: Maps and atlas skills (not covered at KS2), short written answer responses (3-6 marks), note-taking Extended: Map, atlas and globe skills, compass points, grid references, OS map skills (from KS2) Used: Literacy and numeracy				Developed: Maps and atlas skills (not covered at KS2), short written answer responses (3-6 marks), note-taking Extended: Map, atlas and globe skills, compass points, grid references, OS map skills (from KS2) Used: Literacy and numeracy				Developed: Diagram drawing, short written answer responses (3-6 marks), note-taking Extended: Digital mapping skills (from KS2), Used: Literacy and numeracy				Developed: Climate graphs, diagram drawing, short written answer responses (3-6 marks), note-taking Extended: Maps and atlas skills Used: Literacy and numeracy				Developed: Climate graphs, diagram drawing, short written answer responses (3-6 marks), note-taking Extended: Maps and atlas skills Used: Literacy and numeracy,				Developed: Field geography, short written answer responses (3-6 marks), note-taking Extended: Maps and atlas skills, climate graphs, diagram drawing, observing, recording and measuring field data (including sketch maps and graphs from KS2) Used: Literacy and numeracy			
	Opportunities to develop 'respectful and attitudes' / Inclusion and Diversity	Establishing the rules and behaviours in the secondary geography classroom - all staff to introduce the dept. expectations in the same way.				Students to gain an understanding of the diversity within the UK. They will learn about topics such as migration which will develop their empathy with others.				Students will gain an understanding of their natural UK landscapes and focus on preservation and conservation.				Students will gain an understanding of natural landscapes globally and learn about the fragility and importance of ecosystem environments.				Students will learn about the impacts of climate change on both human populations and animals and understand how without interventions then extinctions could result. Students should be more empathetic to the plight of others.				Students will learn about the different climate conditions within the school grounds. They need to be respectful of others while undertaking their field investigations and do so ethically and responsibly.			
	Links to 'Destinations develop respectful and attitudes' / Employability	N/A				Careers discussed: Environment Officer				Careers discussed: Conservationist, Environmentalist, Volcanologist				Careers discussed: Environment Officer				Careers discussed: Weather Reporter, Meteorologist				Careers discussed: Weather Reporter, Meteorologist, Field Geographer			
	Enrichment Opportunities offered or developed									Oreo plate boundaries and Earthquake-proof buildings; Play-doh Coastal Landscapes. Environmental club afterschool.				Environmental club afterschool.								Weather investigation (field trip) on SHS school grounds.			

Subject group - Year 8	Faculty	Humanities
	Subject	Geography

Year 8		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Globalisation (G) + Fair Trade (FT)				Fair Trade + Regeneration (R)				Regeneration (R) + Prisoners of Geography (POG)				Prisoners of Geography (POG)				Superpowers + Our Planet (OP)				Our Planet (OP)			
	Subject Knowledge introduced / developed / revised	Introduced: What is Globalisation?; The benefits and problems of Globalisation; Human Development; The Chain of Production; Factfulness Developed: Basic geographical vocabulary to describe key human features, economic activity and trade links (from KS2) Revised: Globalisation topics				Introduced: Fair Trade Bananas Fair Trade Cocoa; Fair Trade Tea; Fair Trade and Climate Change; Introduction to Regeneration; Urban and Rural Regeneration; Regeneration Techniques and Guerilla Gardening Developed: Knowledge off place (South American country from KS2) Revised: Fair Trade Topics				Introduced: Gentrification; Southend Study; China Developed: Knowledge of Russia, key topological land features (covered at KS2) Revised: Regeneration topics				Introduced: USA; Europe; Africa: The Middle East; India and Pakistan: Korea and Japan Developed: Regions of Europe (covered at KS2) Revised: Prisoners of Geography topics				Introduced: What is a superpower?; The British Empire; China; NATO and Russia; Brazil and India; Potential future scenarios Developed: Hot and cold places (KS2), Location of countries studied in the POG unit, how humans are influencing climate change Revised: Superpowers topics				Introduced: Frozen Planet; The World of Transport; Man Made Planet; Climate Change Developed: How global warming affects us Revised: Our Planet topics			
	skills developed / extended / used	Developed: Inquiry research, choropleth map interpretation Extended: Short written answer responses (3-6 marks), note-taking, using world maps Used: Literacy and numeracy skills.				Developed: Group work and presentation skills, inquiry research, choropleth map interpretation Extended: Short written answer responses (3-6 marks), note-taking, using world maps Used: Literacy and numeracy skills.				Developed: Choropleth map interpretation Extended: Group work and presentation skills, inquiry research, short written answer responses (3-6 marks), note-taking Used: Literacy and numeracy skills (including reading and drawing tables and graphs).				Developed: Satellite imagery skills, OS map skills, critical thinking skills Extended: Inquiry research, short written answer responses (3-6 marks), note-taking Used: Literacy and numeracy skills				Developed: OS map skills, critical thinking skills Extended: Inquiry research, short written answer responses (3-6 marks), note-taking Used: Literacy and numeracy skills				Developed: OS map skills, critical thinking skills Extended: Inquiry research, short written answer responses (3-6 marks), note-taking Used: Literacy and numeracy skills			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Re-establishing the rules and behaviours in the secondary geography classroom - all staff to introduce the dept. expectations in the same way. Students to gain an understanding of the inequalities in the production of goods and should empathise with those at the start of the chain of production.				Students will gain an understanding of what life is like for farmers before and after fair trade and become more conscious about the products that they buy. They will begin to understand why some areas have a need for regeneration and how this benefits communities.				Students will continue to understand why some areas have a need for regeneration and how this benefits communities. They will also gain a deeper understanding of countries that they might have preconceived notions about. Misconceptions to be addressed.				Students to gain a deeper understanding of countries that they might have preconceived notions about. Misconceptions to be addressed.				Students will understand the consequences of the actions of some Superpower nations and look at the pros and cons of these in terms of impacts on people.				Students will look at the impacts humans are having on the planet and empathise with the species being impacted. They will look at how different nations are coming up with different strategies to solve issues and how they are working together.			
	Links to 'Destinations and Employability'	Careers discussed: Co-operative farmer, production worker, retailer, CEO				Careers discussed: Town planner, architect				Careers discussed: Soldier, politicians				Careers discussed: Engineer, politicians, oil drillers, conservationists, farmers				Careers discussed: TBC				Careers discussed: TBC			
	Enrichment Opportunities offered or developed					Virtual field trip using Google Earth and Guerilla Gardening on school grounds. Focus on changes in Shoburyness over time.				Environmental club afterschool.				Environmental club afterschool.											

Subject group - Year 9	Faculty	Humanities
	Subject	Geography

Year 9		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Extreme Weather (EW)				Asia and Africa (AA)				GCSE Skills (SKILLS) + UK Changing Landscapes (UKCL)				River Landscapes (RL)				River Landscapes (RL) + Ecosystems and Biodiversity (E)				Ecosystems and Biodiversity (E)			
	Subject Knowledge introduced / developed / revised	Introduced: Tropical storm formation; Impacts of TRS in developing/emerging countries; Impacts of TRS in developed countries; Tornadoes Developed: Flooding in the UK; Drought; Climate Change Revised: Extreme Weather topics; Previous topics covered (starter quizzes)				Introduced: Overview of Asia; Physical Japan, Human Tokyo, Overview of Africa, Physical Nigeria, Human Lagos Developed: Location knowledge Revised: Extreme Weather topics; Asia and Africa topics; Previous topics covered (starter quizzes)				Introduced: Geological variations; Physical reasons for changing landscapes; Human reasons for changing landscapes Developed: Some Physical Geography topics (from year 7) Revised: Asia and Africa topics; Revision of skills for mock exam; UK Landscapes topics; Previous topics covered (starter quizzes)				Introduced: Drainage basins and key river processes Developed: The upper course of a river; the middle course of a river; the lower course of a river; Case Study: The River Dee Revised: UK Landscapes topics; Previous topics covered (starter quizzes)				Introduced: Flooding and Storm Hydrographs; River Flooding; Revision The World Ecosystem and Biome; The UK's Ecosystem Developed: Basic ecosystem locational knowledge Revised: River Landscapes topics				Introduced: Goods, Services and Challenges to the TRF; Deforestation and sustainable management; The UK's deciduous Woodland Ecosystem (DWE): The New Forest Developed: Characteristics of the Tropical Rainforest Ecosystem (TRF) Revised: Ecosystems and Biodiversity topics			
	skills developed / extended / used	Developed: PEEL paragraph writing Extended: Satellite imagery skills, inquiry research, short written answer responses (3-6 marks), note-taking Used: Literacy and numeracy skills				Developed: Population pyramids and graphs, PEEL paragraph writing Extended: Satellite imagery skills, inquiry research, short written answer responses (3-6 marks), note-taking Used: Literacy and numeracy skills				Developed: Population pyramids and graphs, PEEL paragraph writing, drawing diagrams of key processes, source analysis, answering 'Analyse' 8 mark questions, using 'PQE', Extended: Satellite imagery skills, inquiry research, OS map skills, short written answer responses (3-6 marks), note-taking Used: Literacy and numeracy skills				Developed: Population pyramids and graphs, PEEL paragraph writing, drawing diagrams of key processes, source analysis, answering 'Analyse' 8 mark questions, OS map skills, short written answer responses (3-6 marks), note-taking Used: Literacy and numeracy skills				Developed: Population pyramids and graphs, PEEL paragraph writing, drawing diagrams of key processes, source analysis, drawing flood hydrographs, answering 'Analyse' 8 mark questions, answering 'Assess' and 'Evaluate' 8 mark questions, note-taking Extended: Satellite imagery skills, inquiry research, OS map skills, world map/atlas reading skills, short written answer responses (3-6 marks) Used: Literacy and numeracy skills				Developed: Population pyramids and graphs, PEEL paragraph writing, drawing diagrams of key processes, source analysis, answering 'Assess' and 'Evaluate' 8 mark questions Extended: Drawing climate graphs, inquiry research, OS map skills, short written answer responses (3-6 marks), note-taking Used: Literacy and numeracy skills			
	Opportunities to develop 'respectful attitudes' / Inclusion and Diversity	Re-establishing the rules and behaviours in the secondary geography classroom - all staff to introduce the dept. expectations in the same way. Students will learn of the effects of tropical storms and extreme weather events on people around the world and empathise with those of differing levels of development.				Students will gain an understanding of the broader contexts of the continents of Africa and Asia so that misconceptions can be addressed about each. Students will gain an insight into life in Tokyo, Japan and Lagos, Nigeria. They will be able to compare these different places with each other and the UK to develop a broader view of the world.				Students will learn about the UK's natural landscape to gain a better understanding of the natural environment in their own country.				Students to learn about how the river Dee changes from source to mouth in order to gain an understanding of the land usage and importance of the river to people in Wales and England.				Students to learn about why river management is important and about the impacts on river flooding on communities in the UK and abroad.				Students to learn about the specific threats and conservation methods used for the rainforest (TRF) in Madagascar and the Deciduous Woodland Ecosystem (DWE) of the New Forest in England.			
	Links to 'Destinations and Employability'	Careers discussed: Weather reporter, insurance broker, emergency services worker				Careers discussed: Tourism operator, developer				Careers discussed: Geologist				Careers discussed: Insurance workers, weather reporters/scientists, environment officer				Careers discussed: Environment Officer, scientist, park ranger				Careers discussed: Environment Officer, scientist, park ranger			
	Enrichment Opportunities offered or developed	Duke of Edinburgh Awards Scheme				Duke of Edinburgh Awards Scheme				Environmental club afterschool. Duke of Edinburgh Awards Scheme.				Pop-up river basins; Virtual fieldrip of the River Dee using Google Earth. Environmental club afterschool. Duke of Edinburgh Awards Scheme				Duke of Edinburgh Awards Scheme				Duke of Edinburgh Awards Scheme			

Subject group - Year 10	Faculty	Humanities
	Subject	Geography

Year 10		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Coastal Landscapes (CL)				Weather Hazards and Climate Change (WHCC)				Paper 1 In-Class Mock Revision + Resource Management (RM)				Global Development (GD)				Mock Revision (MR)				Field Studies: Coasts (FSC) + Mock Revision (MR)			
	Subject knowledge introduced / developed / revised	Introduced: Places on an OS map of Dawlish Warren; Changes to the Dawlish Warren sand spit; Developed: Waves, Weathering and Erosion; Mass Movement; Erosional Coastal Landforms; Transportation and Depositional Landforms; Causes and Effects of Coastal Erosion; Coastal Management Revised: Coastal Landscapes topics				Introduced: Global Atmospheric Circulation Developed: Weather Hazards and Climate Change; Causes of Climate Change; Negative Impacts of Climate Change; the UK Climate; Formations of Cyclones; Drought Revised: Weather Hazards and Climate Change topics				Introduced: Classifying and using resources; The distribution and consumption of resources; Supply and demand of water; Water supply problems; Meeting the demand with water sustainably; Managing water sustainably; Developed: Ideas of biotic vs abiotic and renewable vs non-renewable resources; Mock revision skills Revised: Rivers and Coastal Landscapes topics (for mock)				Introduced: Strategies to reduce uneven development; India's changing economy and demographics; Changing Geopolitics, Technology and Rapid Development in India Developed: Measuring development; Reasons why there is uneven development; The location and context of India; Revised: Changing Landscapes; Weather and Climate; Ecosystems and Biodiversity topics; Resource Management topics and Water Resource Management topics (for mock)				Introduced: N/A Developed: Mock revision skills Revised: Rivers and Coastal Landscapes topics; Changing UK Landscapes topics; Weather and Climate topic; Ecosystems and Biodiversity topic; Resource Management topics and Water Resource Management topics; Global Development topic				Introduced: Introduction to Fieldwork; Coastal Fieldwork; Data presentation; analysis and conclusion Developed: Coastal Processes knowledge (for coastal trip); Mock revision skills Revised: Rivers and Coastal Landscapes topics; Changing UK Landscapes topics; Weather and Climate topic; Ecosystems and Biodiversity topic; Resource Management topics and Water Resource Management topics; Global Development topic			
	skills developed / extended / used	Developed: Skills of drawing longshore drift diagrams, drawing of erosional processes diagrams, answering 'Analyse' 8 mark questions, field sketching, surveying, identification of rock types and roundness (using Power's Scale), Extended: OS Map reading skills, general diagram drawing skills, source analysis, PEEL paragraphs Used: Literacy and numeracy skills, note-taking				Developed: Diagrams of Tropical Storm (TRS) Formation, Diagrams of Global Atmospheric Circulation Extended: Climate graph analyses, independent inquiry, atlas skills, PEEL, interpreting sources, short written answer responses (3-6 marks), long written answer responses (8-12 marks) Used: Literacy and numeracy skills, note-taking				Developed: Mock Revision Skills Extended: Climate graph analyses, Gershmel model, hydrograph drawing and analysis, OS map skills including replication, diagram drawing for specific landscapes and processes, grid referencing, PQE, PEEL, choropleth map interpretation, short, written answer responses (3-6 marks), long written answer responses (8-12 marks). Used: Interpreting sources, Revision skills, note-taking, literacy and numeracy skills				Developed: Climate graph analyses, independent inquiry Extended: Short, written answer responses (3-6 marks), long written answer responses (8-12 marks), PEEL Used: Interpreting sources, Revision skills, note-taking, literacy and numeracy skills				Developed: Mock Revision Skills Extended: Climate graph analyses, Gershmel model, hydrograph drawing and analysis, OS map skills including replication, diagram drawing for specific landscapes and processes, grid referencing, PQE, PEEL, choropleth map interpretation, short, written answer responses (3-6 marks), long written answer responses (8-12 marks). Used: Interpreting sources, Revision skills, note-taking, literacy and numeracy skills				Developed: Tallying, revision skills, choropleth map interpretation, ARCGIS, grid referencing, field sketching, surveying, identification of rock types and roundness (using Power's Scale) Extended: Climate graph analyses, Gershmel model, hydrograph drawing and analysis, OS map skills including replication, diagram drawing for specific landscapes and processes, independent inquiry, atlas skills, PQE, PEEL, Diagrams of Tropical Storm (TRS) Formation, Diagrams of Global Atmospheric Circulation, interpreting sources Used: Short, written answer responses (3-6 marks), long written answer responses (8-12 marks), note-taking, literacy and numeracy skills			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Re-establishing the rules and behaviours in the secondary geography classroom - all staff to introduce the dept. expectations in the same way. Students to develop their understanding of the impacts of Coastal erosion on people and landscapes in the UK.				Students develop their understanding of how people are affected by natural disasters including drought and hurricanes.				The importance of natural resources is discussed as well as the need for sustainable use to ensure that the current impacts on the environment don't negatively impact people's needs in the future.				Students identify the importance of water to human life and learn about how people cope with water stress and scarcity. More in-depth statistics at the GCSE level mean this knowledge leaves a greater impression than in KS3.				Students develop their knowledge of global inequalities and the inequalities that exist within the UK. Empathy is developed as students relate their own living conditions to those in less developed locations globally. Sense of place develops in this topic as students gain further understanding of their economic position on a global scale. Students also learn about the effects of the British Empire on India and the struggles people there have had to overcome to better their positions in society.				Students will learn about the different coastal management techniques used at WOTN. They need to be respectful of others while undertaking their field investigations and do so ethically and responsibly.			

	Links to 'Destinations and Employability'	Careers discussed: Environment Officer, Engineer, Tourism operator, fishing industry	Careers discussed: Weather reporter, emergency services	Careers discussed: Field Geographer	Careers discussed: Water treatment worker, engineer, politicians	Careers discussed: Transport worker	Careers discussed: Field Geographer, Local Council Worker.
	Enrichment Opportunities offered or developed	N/A	N/A	Environmental club afterschool.	Environmental club afterschool.	N/A	Field trip to Walton-on-the-Naze, Essex

Subject group - Year 11	Faculty	Humanities
	Subject	Geography

Year 11		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Changing Cities (CC) + Field Studies: Urban (FSU)				Changing Cities (CC) + Paper 2 Revision (P2)				UK Challenges (UKC) + Paper 2 Revision (P2)				Paper 3 Revision (P3) and Exam Revision				Exam Revision				Exams			
	Subject Knowledge introduced / developed / revised	Introduced: Intro to Urbanisation; Urbanisation in the UK; Site and Situation; Introduction to Birmingham; Migration; Changes to retailing in Birmingham; Urban fieldwork skills Developed: Push and Pull Factors; General fieldwork skills Revised: How to write up fieldwork (hypothesis, methods, analysis, conclusions, risk assessments, ethics).				Introduced: Mexico City; Patterns of Migration; Contemporary Challenges; Developed: Mock Revision Skills Revised: Global Development, Resource Management, Water Resource Management and Changing Cities topic revision				Introduced: Resource Consumption and Sustainable Transport Options in the UK; Settlement, Population and Economic Challenges in the UK; UK Migration; Challenges with the UK Landscape Developed: Knowledge from papers 1 and 2 specific to the UK; Mock Revision Skills Revised: Global Development, Resource Management, Water Resource Management and Changing Cities topic revision				Revised: UK Challenges, Coastal Fieldwork and Urban Fieldwork topics + ALL (P1 and P2) TOPIC REVISION BOOKLET (UK Landscapes, Rivers, Coasts, Ecosystems, Weather and Climate and Global Development)				Revised: ALL TOPIC (P1 and P2) REVISION BOOKLET (Resource Management, Water Resource Management and Changing Cities) P1 - Rivers, Coasts, Changing Landscapes, Weather and Climate and Ecosystems and Biodiversity topics P2 - Global Development, Resource Management, Water Resource Management and Changing Cities topics P3 - UK Challenges, Coastal Fieldwork and Urban Fieldwork topics				Revised: P1 - Rivers, Coasts, Changing Landscapes, Weather and Climate and Ecosystems and Biodiversity topics P2 - Global Development, Resource Management, Water Resource Management and Changing Cities topics P3 - UK Challenges, Coastal Fieldwork and Urban Fieldwork topics			
	skills developed / extended / used	Developed: ARCGIS, EQS, Crime Index Surveying, Tallying Extended: OS map skills, field sketching, independent inquiry, atlas skills, grid referencing, PEEL, interpreting sources, choropleth map interpretation, Used: Short written answer responses (3-6 marks), long written answer responses (8-12 marks), note-taking, literacy and numeracy skills				Developed: ARCGIS, EQS, Crime Index Surveying, Tallying Extended: OS map skills, field sketching, independent inquiry, atlas skills, grid referencing, PEEL, interpreting sources, choropleth map interpretation, graph drawing and interpretation Used: Short written answer responses (3-6 marks), long written answer responses (8-12 marks), note-taking, literacy and numeracy skills				Developed: 16 mark 'Discuss' question writing Extended: OS map skills, skills, grid referencing, PEEL, interpreting sources (analysis), choropleth map interpretation, graph interpretation Used: Short written answer responses (3-6 marks), long written answer responses (8-12 marks), note-taking, literacy and numeracy skills				Developed: N/A Extended: 16 mark 'Discuss' question writing, Gershmels model, hydrograph drawing and analysis, Climate graph analyses, OS map skills including replication, diagram drawing for specific landscapes and processes, field sketching, surveying, identification of rock types and roundness (using Power's Scale), PQE, PEEL, interpreting sources, tallying, choropleth map interpretation, Diagrams of Tropical Storm (TRS) Formation, Diagrams of Global Atmospheric Circulation Used: Short written answer responses (3-6 marks), long written answer responses (8-12 marks), literacy and numeracy skills, revision skills, independent inquiry, note-taking, literacy and numeracy skills				Developed: N/A Extended: Gershmels model, identification of rock types and roundness (using Power's Scale), independent inquiry, atlas skills, ARCGIS, grid referencing, PQE Used: Climate graph analyses, Diagrams of Tropical Storm (TRS) Formation, Diagrams of Global Atmospheric Circulation, hydrograph drawing and analysis, OS map skills including replication, diagram drawing for specific landscapes and processes, field sketching, surveying, PEEL, interpreting sources, tallying, revision skills, note-taking, choropleth map interpretation, short written answer responses (3-6 marks), long written answer responses (8-12 marks), literacy and numeracy skills				Developed: N/A Extended: Used: Short written answer responses (3-6 marks), long written answer responses (8-12 marks), literacy and numeracy skills, revision skills, independent inquiry, note-taking, literacy and numeracy skills, 16 mark 'Discuss' question writing, Gershmels model, hydrograph drawing and analysis, climate graph analyses, Diagrams of Tropical Storm (TRS) Formation, Diagrams of Global Atmospheric Circulation, OS map skills including replication, diagram drawing for specific landscapes and processes, field sketching, surveying, identification of rock types and roundness (using Power's Scale), PQE, PEEL, interpreting sources, tallying, choropleth map interpretation			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Re-establish the expectations after the summer break (all staff to do in the same way). Students will learn about the different impacts of regeneration in Stratford, London. They need to be respectful of others while undertaking their field investigations and do so ethically and responsibly.				Students compare the lives of people in Birmingham to Mexico City. Inequalities are discussed and students can reflect on changes in their own areas.				Students learn about the challenges facing the UK in the future and ways that they can mitigate these challenges, both personally and by lobbying politicians for top-down results.				Students consolidate knowledge and attitudes from the topics being revised.				Students consolidate knowledge and attitudes from the topics being revised.				Students consolidate knowledge and attitudes from the topics being revised.			
	Links to 'Destination s and Employability'	Careers discussed: Town/City planner, water treatment worker, field geographer				Careers discussed: Politician (local council/national)				Careers discussed: Politician (local council/national), developer, transport worker, renewable energy engineer				N/A				N/A				N/A			
	Enrichment Opportunities offered or developed	Field trip to Stratford, London.				N/A				Environmental club afterschool.				Environmental club afterschool.				N/A				N/A			

Subject group - Year 12	Faculty	Humanities
	Subject	Geography

		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
		Unit title				Unit title				Unit title				Unit title				Unit title				Unit title			
		Dynamic Landscapes: Tectonic Processes and Hazards (TPH) + Dynamic Landscapes: Coastal Landscapes and Change (CLC)				Dynamic Landscapes: Coastal Landscapes and Change (CLC) + Dynamic Places: Regenerating Places (RP) + Dynamic Landscapes: Tectonic Processes and Hazards (TPH) + Dynamic Places: Globalisation (G)				Dynamic Places: Globalisation (G) + Dynamic Places: Regenerating Places (RP)				Dynamic Places: Regenerating Places + Mock Revision (MR)				Local Place Field Trip (FT) + Mock Revision (MR)				Mock Review + Final Revision + NEA Introduction + Physical Systems and Sustainability: The Water Cycle and Water Insecurity (WCWI)			
	Subject knowledge introduced / developed / revised	Introduced: The Littoral Zone; Geology and the coast; Purbeck Coast Case Study; Coastal Recession and Vegetation; Marine Processes and Waves; Sub-Aerial Processes; Sediment and Transportation; The Threat of Erosion; Plate Tectonics: Timeline of tectonic discovery; Understanding Earthquakes; Tsunamis; Understanding volcanoes; Risk, vulnerability and resilience; Governance; Hazard trends; Multiple hazard zones; Hazards management models Developed: Knowledge that plate boundaries are where most earthquakes and volcanoes occur (from KS3) Revised: Tectonics topics				Introduced: Managing the impacts of tectonic hazards; Variation in place and economies; Changes in place characteristics and function; Case Study: London's East End; What is globalisation?; How does globalisation work?; Globalisation in the 21st Century; Technological development case studeis; Political and economic organisations; Trade Blocs; Role of governments; Switched on/off countries; Sea Level Change; Consequences for Communities Developed: Coastal Management; Coastal Decision Making Revised: Coastal Landscapes topics				Introduced: Successful Places Case Study: San Francisco; Unsuccessful Places Case Study: The Rust Belt; The role of national governments in regeneration; national government influence on regenerating through infrastructure; local government's influence on regeneration; lived experience; priorities for regeneration; rebranding and reimagining; TNC's; The Global Shift. The idea of a global culture; widening inequality Developed: Knowledge of inequalities globally and in the UK Revised: Globalisation topics				Introduced: Local Place Case Study: Southend; Measuring Success; Urban stakeholders views on regeneration; Rural stakeholders views on regeneration; Contrasting Places Case Study: Cornwall Developed: Knowledge of Southend's Queensway regeneration (from KS3) Revised: Tectonic Processes and Hazards, Globalisation, and Regenerating Places topics (for mocks)				Introduced: Local Place - Southend High Street Developed: Urban fieldwork recap Revised: Coastal Landscapes and Change + Regenerating Places + Tectonic Processes and Hazards + Globalisation topics				Introduced: NEA - What this involves and how to get started; Mini-NEA project to prepare. The Global Hydrological Cycle; The Drainage Basin System; Physical and Human Disruptions; Water Budgets and Storm Hydrographs; Deficits in the Hydrological Cycle; Causes of Surplusses in the Hydrological Cycle. Developed: The basics of the Water Cycle			

Year 12	skills developed / extended / used	Developed: Short exam style questions (6-8 marks), long answer exam questions (12-20 marks), writing techniques (such as BUG), analysis of complex issues, differentiating between players; attitudes and actions; futures and uncertainties, independent thinking, data analysis, Stats and skills (chi-squared, spearman's rank, mean, median, mode, interquartile range), developing maturity and professional skills related to the subject. Extended: N/A Used: Interpretation skills, literacy and numeracy skills	Developed: Short exam style questions (6-8 marks), long answer exam questions (12-20 marks), writing techniques (such as BUG), analysis of complex issues, differentiating between players; attitudes and actions; futures and uncertainties, independent thinking, data analysis, Stats and skills (chi-squared, spearman's rank, mean, median, mode, interquartile range), developing maturity and professional skills related to the subject. Extended: N/A Used: Interpretation skills, literacy and numeracy skills	Developed: Short exam style questions (6-8 marks), long answer exam questions (12-20 marks), writing techniques (such as BUG), analysis of complex issues, differentiating between players; attitudes and actions; futures and uncertainties, independent thinking, data analysis, Stats and skills (chi-squared, spearman's rank, mean, median, mode, interquartile range), developing maturity and professional skills related to the subject. Extended: N/A Used: Interpretation skills, literacy and numeracy skills	Developed: Comparative skills (local vs contrasting place), developing A level mock revision resources Extended: Revision skills, short exam style questions (6-8 marks), long answer exam questions (12-20 marks), writing techniques (such as BUG), analysis of complex issues, differentiating between players; attitudes and actions; futures and uncertainties, independent thinking, data analysis, Stats and skills (chi-squared, spearman's rank, mean, median, mode, interquartile range), developing maturity and professional skills related to the subject. Used: Interpretation skills, literacy and numeracy skills, general revision skills from KS4	Developed: Developing an independent inquiry, Field sketches, surveying, sampling, map work, organisational, independent thinking, data analysis, risk assessment, ethical consideration, identification of limitations and proposal of solutions to these, qualitative and quantitative research skills, observing and collecting data, planning and undertaking fieldwork, critical thinking, interrogation, developing A level mock revision resources Extended: Revision skills, short exam style questions (6-8 marks), long answer exam questions (12-20 marks), writing techniques (such as BUG), analysis of complex issues, differentiating between players; attitudes and actions; futures and uncertainties, independent thinking, data analysis, Stats and skills (chi-squared, spearman's rank, mean, median, mode, interquartile range), developing maturity and professional skills related to the subject. Used: Interpretation skills, literacy and numeracy skills, general revision skills from KS4	Developed: Developing an independent inquiry, Field sketches, surveying, sampling, map work, organisational, independent thinking, data analysis, risk assessment, ethical consideration, identification of limitations and proposal of solutions to these, qualitative and quantitative research skills, observing and collecting data, planning and undertaking fieldwork, critical thinking, developing A level mock revision resources, water cycle diagram skills, scientific interpretation skills Extended: Revision skills, short exam style questions (6-8 marks), long answer exam questions (12-20 marks), writing techniques (such as BUG), analysis of complex issues, differentiating between players; attitudes and actions; futures and uncertainties, independent thinking, data analysis, Stats and skills (chi-squared, spearman's rank, mean, median, mode, interquartile range), developing maturity and professional skills related to the subject. Used: Interpretation skills, literacy and numeracy skills, general revision skills from KS4
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Re-establish the expectations after the summer break (all staff to do in the same way). Locations prone to tectonic hazards are examined and a range of impacts are studied, with mitigation methods assessed.	Students look at how the global shift has caused issues in communities within the UK and changed the lives of those in emerging countries. They must also look at the consequences of coastal management plans on specific areas to see how people are impacted.	Students look at the choices made by key players in their regeneration case studies and determine the winners and the losers of specific projects.	Students compare Southend to Cornwall and look at the different challenges in each location. Students consolidate their understanding that poverty exists in different ways in the UK due to different economic opportunities.	Students will learn about the different needs for regeneration strategies in the Southend High Street. They need to be respectful of others while undertaking their field investigations and do so ethically and responsibly.	Students will learn about the different coastal management techniques used at WOTN. They need to be respectful of others while undertaking their field investigations and do so ethically and responsibly.
	Links to 'Destinations and Employability'	Careers discussed: Volcanologist	Careers discussed: Scientist	Careers discussed: Environment Officer, CEO, transportation worker, town/city planner	Careers discussed: Planners/developers	Careers discussed: Field Geographer	Careers discussed: Politician, water companies, climate scientists
	Enrichment Opportunities offered or developed	N/A	N/A	Environmental club afterschool.	Environmental club afterschool.	Fieldtrip to the Southend High Street	Fieldtrip to Walton on the Naze (2022 and 2023 only)

Subject group - Year 13	Faculty	Humanities
	Subject	Geography

		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
		Physical Systems and Sustainability: The Water Cycle and Water Insecurity (WCWI) + Physical Systems and Sustainability: The Carbon Cycle and Energy Security (CCES) + Human Systems and Geopolitics: Superpowers (S)				Physical Systems and Sustainability: The Carbon Cycle and Energy Security (CCES)+ Human Systems and Geopolitics: Superpowers (S) + Mock Revision (MR) + NEA				Human Systems and Geopolitics: Superpowers (S) + Global Development and Connections: Migration, Identity and Sovereignty (MIS)				Exam Revision				Exam Revision				Exams			
	Unit title																								
	Subject knowledge introduced / developed / revised	Introduced: Water demands and Conflicts; Management and Futures; Water Treaties; Degradation of carbon and water cycles; Terrestrial carbon stores; biological processes in the carbon cycle including carbon sequestration; carbon balance; energy security; fossil fuels; alternatives to fossil fuels; human threats to the global climate system; climate change as a result of human behaviour Developed: Impacts of Climate Change on the Water Cycle; Causes of Water Insecurity; Water Scarcity and Cost; What is a Superpower?; The British Empire Revised: WCWI topics				Introduced: Neo-Colonialism; Development Theories; Influences on the Global Economy; Threats to the ocean; Introduction to Migration; Causes of Migration; Consequences of Migration; National Borders and Nationalism; Globalisation and Tax Havens; National Identity and Threats to National Identity Developed: IGO's; Degradation of carbon and water cycles; Emerging Powers: The Rise of the BRICS; NEA - Southwold Trip Planning and Background Research Revised: Tectonic Hazards, Coasts, Globalisation, Regenerating Places, The Water Cycle, The Carbon Cycle and Superpowers topics (for mocks).				Introduced: The Rising Middle Class; Conflicts of Superpowers; Tensions in Africa, Asia and The Middle East; Superpower Challenges; Futures and Uncertainties; Consequences of Disunity Developed: TNC's; The Environment; IGO's; Impacts of the Middle Class; How TNC's and IGOs influence superpowers Revised: Superpowers topics				Developed: Synoptic links between topics (for exam paper 3). Revised: All Human and Physical topics - Tectonics, Coasts, Water Cycle, Carbon Cycle, Globalisation, Regenerating Places, Superpowers and Migration. Focus on key terms, case studies and relevant statistical methods.				Developed: Synoptic links between topics (for exam paper 3). Revised: All Human and Physical topics - Tectonics, Coasts, Water Cycle, Carbon Cycle, Globalisation, Regenerating Places, Superpowers and Migration. Focus on key terms, case studies and relevant statistical methods.				Developed: Synoptic links between topics (for exam paper 3). Revised: All Human and Physical topics - Tectonics, Coasts, Water Cycle, Carbon Cycle, Globalisation, Regenerating Places, Superpowers and Migration. Focus on key terms, case studies and relevant statistical methods.			

Year 13	Skills developed / extended / used	<p>Developed: Data analysis, water cycle diagram skills, scientific interpretation skills</p> <p>Extended: Short exam style questions (6-8 marks), long answer exam questions (12-20 marks), writing techniques (such as BUG), analysis of complex issues, differentiating between players; attitudes and actions; futures and uncertainties, independent thinking, data analysis, stats and skills (chi-squared, spearman's rank, mean, median, mode, interquartile range), developing maturity and professional skills related to the subject. Used: Interpretation skills, literacy and numeracy skills, general revision skills from KS4</p>	<p>Developed: Developing an independent inquiry, Field sketches, surveying, sampling, map work, organisational, independent thinking, data analysis, risk assessment, ethical consideration, identification of limitations and proposal of solutions to these, qualitative and quantitative research skills, observing and collecting data, planning and undertaking fieldwork, critical thinking, developing A level mock revision resources, water cycle diagram skills, scientific interpretation skills Extended: Revision skills, short exam style questions (6-8 marks), long answer exam questions (12-20 marks), writing techniques (such as BUG), analysis of complex issues, differentiating between players; attitudes and actions; futures and uncertainties, independent thinking, data analysis, stats and skills (chi-squared, spearman's rank, mean, median, mode, interquartile range), developing maturity and professional skills related to the subject, development theory diagram drawing Used: Interpretation skills, literacy and numeracy skills, general revision skills from KS4</p>	<p>Developed: Data analysis, carbon cycle diagram skills, scientific interpretation skills, paper 3 synoptic skills (18-24 mark questions), development theory diagram drawing Extended: Short exam style questions (6-8 marks), long answer exam questions (12-20 marks), writing techniques (such as BUG), analysis of complex issues, differentiating between players; attitudes and actions; futures and uncertainties, independent thinking, data analysis, stats and skills (chi-squared, spearman's rank, mean, median, mode, interquartile range), developing maturity and professional skills related to the subject. Used: Interpretation skills, literacy and numeracy skills, general revision skills from KS4</p>	<p>Developed: N/A Extended: Data analysis, scientific interpretation skills, developing maturity and professional skills related to the subject, paper 3 synoptic skills (18-24 mark questions) Used: Interpretation skills, literacy and numeracy skills, A level specific revision skills, Short exam style questions (6-8 marks), long answer exam questions (12-20 marks), writing techniques (such as BUG), analysis of complex issues, differentiating between players; attitudes and actions; futures and uncertainties, independent thinking, data analysis, stats and skills (chi-squared, spearman's rank, mean, median, mode, interquartile range)</p>	<p>Developed: N/A Extended: N/A Used: Data analysis, scientific interpretation skills, developing maturity and professional skills related to the subject, paper 3 synoptic skills (18-24 mark questions), interpretation skills, literacy and numeracy skills, A level specific revision skills, Short exam style questions (6-8 marks), long answer exam questions (12-20 marks), writing techniques (such as BUG), analysis of complex issues, differentiating between players; attitudes and actions; futures and uncertainties, independent thinking, data analysis, stats and skills (chi-squared, spearman's rank, mean, median, mode, interquartile range)</p>	<p>Developed: N/A Extended: N/A Used: Data analysis, scientific interpretation skills, developing maturity and professional skills related to the subject, paper 3 synoptic skills (18-24 mark questions), interpretation skills, literacy and numeracy skills, A level specific revision skills, Short exam style questions (6-8 marks), long answer exam questions (12-20 marks), writing techniques (such as BUG), analysis of complex issues, differentiating between players; attitudes and actions; futures and uncertainties, independent thinking, data analysis, stats and skills (chi-squared, spearman's rank, mean, median, mode, interquartile range)</p>
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Re-establish the expectations after the summer break (all staff to do in the same way). Students will empathise with those facing water stress/scarcity. Students to secure understanding of how human action is impacting the health of the planet.	Students will empathise with those facing water stress/scarcity. Students to secure understanding of how human action is impacting the health of the planet. Students to secure understanding of how global development remains unequal.	Students will focus on a particular area of interest as they undertake their fieldwork in Southwold, Suffolk. They need to be respectful of others while undertaking their field investigations and do so ethically and responsibly.	Students will empathise with those forced to migrate from their homes and will secure their understanding of why this happens.	Students will have developed respectful attitudes towards people of different cultures and be open-minded and critical thinkers by the end of the geography A level.	Students will have developed respectful attitudes towards people of different cultures and be open-minded and critical thinkers by the end of the geography A level.
	Links to 'Destinations and Employability'	Careers discussed: Channelisation engineer	Careers discussed: Climate scientist	Careers discussed: Climate Scientist, weapons manufacturer, soldier, politicians, CEO, manufacturer	Careers discussed: Politician (Home Secretary)	N/A	N/A
	Enrichment Opportunities offered or developed	N/A	N/A	Urban Fieldwork in Stratford (2023 only); NEA Residential trip to Southwold, Suffolk. Environmental club afterschool.	Environmental club afterschool.	N/A	N/A