

Geography	Autumn Term		Spring term		Summer term	
Year 7	1	2	3	4	5	6
Topic Summary	My Place	Earth's Resources	Weather & Climate	Development	Managing Tectonic Risk	Can We Live Sustainably?
Thinking Hard	To what extent do you agree that young people prefer to live in urban areas.	Justify why the UK needs to generate more electricity from renewable sources.	To compare the impacts of a tropical storm on countries at different levels of development	To evaluate the impact of development projects on LICs, such as clean water taps.	To compare the impacts of a tectonic hazard on countries at different levels of development.	Suggest ways in which individuals could live more sustainably.
Developing Character	Curious about their place in the world from the very local scale to global.	Gratitude of what the earth provides and mindful of how we use it.	Grit to understand challenging physical processes	Curiosity how do people live in different countries around the world Mindful of inequalities across the World	Curiosity of processes that shape our world. Kindness toward people that suffer during a tectonic event.	Mindful of our use of global resources Optimistic for a more sustainable future
Understanding Diversity	Awareness of the physical and human geography of Cowplain, Waterlooville and Portsmouth. Being a World citizen: students to consider how we as individuals are interlinked with the rest of the World. Black History Month - Notting Hill Carnival	Acquiring capital: Finding out about the variety of resources used, where they come from and whether they are finite or infinite. Environmental diversity: understanding the sustainability of our use of natural resources. Being a World Citizen: Students to realise some of our resources are finite and that we need to live more sustainably.	Understanding environmental diversity, range of climates. Awareness of where you live and how weather and climate impacts on people's lives	Respecting human rights: Students to understand the sustainable development goals and how they aim for everyone to have equal opportunity. Acquiring cultural capital: Understanding the diversity of development and way of life across the world Gender inequality: <i>un derstand the importance of educating girls for wealth and development.</i> Respecting human rights / gender universal education &	Environmental diversity: Variety of effects and management strategies. Being a World citizen: identifying the best ways to help people in distress and what role NGOs play in such situations. Understanding diversity: understanding the gap existing between LIC and HIC countries and the impact on their ability to respond and prepare for the event of a natural disaster.	Being a world citizen: recognising threats/ issues and offering solutions. No limit to your destination: investigate threats and suggest solutions for a more sustainable way of life.
Literacy Reading, Oracy	Writing labels , describing a local place, expressing opinions on the use of a place. Literacy: extract from Michael Morpurgo 'Kensuke's kingdom' from p52. BBC article 'We've just moved to a remote island we'd never visited.'	Reading Mining in Tanzania (BBC article) Extract 'Origins' by L.Dartnell Oracy Formation of oil reading a script, Water diagram from memory Writing Should we continue to build wind farms around our coastline? Explain your decision.	Writing: Comparing the impact of the weather on a selection of people. Reading: The Telegraph <i>Saharan dust storm shrouds Europe in orange glow</i>	Literacy: extract from 'TRASH' by A. Mulligan BBC Article ' Malaria: children across Africa to get 'historic Vaccine'	Literacy: newspaper articles on <i>Haiti earthquake in 2010</i> , extract from 'Ghosts of the Tsunami' by R.Parry. BBC article: <i>Tonga volcano: Eruption more powerful than atomic bomb, Nasa says</i>	Literacy : Extract from 'No One Is Too Small to Make a Difference'– Greta Thunberg Geography by D.Dorling and C.Lee (sustainability)
Gatsby, Careers	Digimaps: Which jobs would use these skills? where would these skills be useful? Cartographers (air force, Army, OS, Hydrographic officer) builders, police officers, tracking	Energy of the future. Vestas career opportunities on the Isle of Wight. Supply chain management	Meteorology / met office / NGO responses to hurricanes / transport, data analysis(micro climate) to inform planning	NGO, UN, WaterAid, Save the children, Oxfam, ActionAid	Hazard engineer, geothermal engineers	Water supply and green jobs, environmental consultant, Water authorities,
Inclusivity	Establish routines and expectations for class and home learning. Use of complex curriculum, placemats, and extensive use of Rosenshine principles of teaching to support confidence building in approaching written work. Introduction of key words through choral repetition and whiteboard activities. Questioning for misconceptions.		Reinforcing routines and expectations for class and home learning. Use of complex curriculum, placemats, and extensive use of Rosenshine principles of teaching to support confidence building in approaching written work. Introduction of key words through choral repetition and whiteboard activities. Questioning for misconceptions.		Reinforcing routines for class and home learning. Reinforcing writing chains of consequences. Use of complex curriculum, placemats, and extensive use of Rosenshine principles of teaching to support confidence building in approaching written work. Reinforcement of key words through choral repetition and whiteboard activities. Questioning for misconceptions.	
Cross-Curricular Links	Maths: Drawing graphs and analysing data Science: water cycle, food chains SMSC being part of the local environment and community	Science: renewable/non renewable energies, nutrients cycle SMSC morality of using natural resources. Should we continue to drill for oil? Resolving conflict over land use	Maths: Drawing climate graphs and analysing data. Science: movement of air masses SMSC: Understanding how extreme weather events can affect different communities	Maths: Data analysis (scatter graphs) Business: trading patterns SMSC morality of trade patterns and spirituality of various ethnic groups RSHE: human rights	Science: forces SMSC social conflict on responses and aid RSHE: human rights, mental health	Science: new technologies SMSC resolving conflict over solutions e.g. wind turbines, spiritual - creating a better world
Extra-Curricular Links						
Extended Learning Points	Autumn Assessment	Earth's resources lesson 7 Should we continue to build wind farms around our coastline? Explain your decision. What are the alternatives?	Weather and Climate lesson 12: Are the impacts of tropical storms the same in HICs and LICs? Compare the impacts using your case studies and explain your observations.	currently being created	Summer Assessment	currently being created
Precise Learning Endpoints What we want students to learn/be able to:	1) <i>To identify the seven continents.</i> 2) <i>To understand the positive and negative factors of Portsmouth's location.</i> 3) <i>To know how to use grid references.</i> 4) To know how to use OS maps and GIS (digital maps) to identify the main features and changes in the local area. 5) <i>To carry out and understand basic fieldwork skill of collecting data.</i> 6) To develop fieldwork skills through presenting and analysing primary data. 7) To evaluate the positives and negatives uses of the school grounds. 8) To describe and explain the population distribution in the UK.	1) To identify the four spheres of the Earth. 2) To understand the three types of rocks, their formation and their characteristics 3) To evaluate the best source of freshwater, food and shelter on a desert island 4) To appreciate the difference between renewable and non-renewable resources. 5) To explain how the UK can develop a more sustainable energy consumption.	1) To understand the impact of weather on different groups of people 2) To understand how air masses change the weather and influence the British climate. 3) To identify the processes causing precipitation 4) To identify the characteristics of low and high pressure and impacts on different groups of people 5) To collect, represent and analyse primary data on the school microclimate 6) To decide on the best location for a new greenhouse on the school grounds	1) To evaluate development criteria such as GNI, literacy rate, infant mortality. 2) To understand how low standards of health care and education, conflict, colonialism and gender inequality lead to low economic development. 3) To interpret graphical data on GNI and visual information on sanitation provision from 'Dollar Street' to compare levels of development. 4) To understand the development goals 5) To evaluate ways to help a LIC develop economically and socially	1) To understand the tectonic processes that shape the landscape. 2) To identify and explain distribution patterns of tectonic activity on a global scale. 3) To compare earthquake impact and aid responses in LIC and HIC locations. 5) To compare the impacts of a tectonic hazards on HICs and LICs 6) To evaluate long and short term responses to tectonic disasters.	1) To identify the different human activities that make up our carbon footprint 2) To evaluate our individual carbon footprint. 3) To identify different ways government and organisations are reducing their carbon footprint for activities such as energy and food production, rubbish disposal. 4) To assess a range of solutions selected by government and organisations to reduce their carbon footprint. 5) To explain how we can, as individuals, reduce our own carbon footprint.

Geography	Autumn Term		Spring term		Summer term	
Year 8	1	2	3	4	5	6
Topic Summary	Extreme Environments	Tropical Rainforests	One Planet, Many People	The Future of Africa	Managing Coasts	UK in the 21st Century
Thinking Hard	Justify which environment is the most challenging for people to survive in.	To understand the importance of trees in maintaining soil fertility.	What are the opportunities and challenges of migration	Evaluate the value of education projects in Africa.	To decide what coastal management defences are most appropriate	What challenges and opportunities does the UK face?
Developing Character	Curiosity of diverse biomes and difficulties they represent.	Gratitude of what the TRF provides and mindful of how we use it. Optimism for finding sustainable solutions	Mindful of migration / self control when discussing controversial topics	Optimism for future change and better living conditions	Mindful of different opinions to coastal management. Gratitude for the coastal defences provided by local authorities and curiosity/problem solving	Optimism for our future , changes to fit our needs and changes in society. Mindful of people's various needs.
Understanding Diversity	Cultural Capital: Understanding how the climate impacts on places and create extreme places. Understanding Environmental diversity: the variation in climate create a wide range of biomes, each sustaining its own specific ecosystem. Understanding cultural Diversity: investigating ways people have adapted to survive in such harsh environments.	Understanding environmental diversity: Studying the wide range of ways wildlife and vegetation have adapted to the rainforest biome. Respecting human rights: Understanding that rainforests tribes have the right to continue with their way of life but also that others need to make a living and use the rainforests resources. Being a World Citizen: Appreciating the importance of the rainforests both as a source of income and an invaluable	Awareness of where you live: Studying the distribution, density and structure of the British population. Respecting human rights: Understanding the reasons for migration. Being a World Citizen: examining the impact of migration on the economy, culture of a country.	Acquiring cultural capital and Understanding physical diversity: studying the African continent, its history, physical and human geography. Understanding the causes of its struggles and its future opportunities Understanding Diversity: Looking into stereotypes and misconceptions of Africa.	Awareness of UK physical geography. Understanding physical diversity: studying the British coastline variety. Being A World citizen: examining why people may have differing viewpoints	Acquiring local and cultural capital (UK): Studying the British identity, its physical geography and its economy. Awareness of where we live: What is the UK like. What are our strength and weaknesses. No limits to your destination: Investigating future opportunities in employment.
Literacy Reading, Oracy	Reading: The Afar people of Danakil, Atacama news article, 'Divided' by Tim Marshall (Mexico border)	Reading: Article from the Observer 'Swimming with sharks'	Literacy Michael Rosen poem 'The Migrant in Me' and the introduction to his book: On the move. Benjamin Zephaniah poem 'The British' BBC article ' life expectancy falling in parts of England before pandemic -	Literacy: BBC Newsround <i>East Africa drought affecting millions in Ethiopia Somalia and Kenya</i>	Literacy BBC News Article <i>Climate change: Rising sea levels threaten 200,000 England properties</i>	Literacy: BBC article ' Housing: fairytale estate aimed at keeping young people local'
Gatsby, Careers	Hazards engineer, anthropologists, scientists in Antarctica	Supply chain management, conservation, NGOs /WWF/rainforest alliance	Office national statistics / town planners / census / town councils / supermarkets marketing / property developers / health and social care	Trade and supply chains, town planners, architecture, problem solving skills for urbanisation	Coastal engineers, coastal management officers, town planning	Green jobs. Types of jobs, gig economy....LOTS
Inclusivity	Re-establish routines and expectations for class and home learning. Use of complex curriculum, placemats, and extensive use of Rosenshine principles of teaching to support confidence building in approaching written work. Introduction of key words through choral repetition and whiteboard activities. Questioning for misconceptions.		Reinforcing routines and expectations for class and home learning. Use of complex curriculum, placemats, and extensive use of Rosenshine principles of teaching to support confidence building in approaching written work. Introduction of key words through choral repetition and whiteboard activities. Questioning for misconceptions.		Reinforcing routines and expectations for class and home learning. Use of complex curriculum, placemats, and extensive use of Rosenshine principles of teaching to support confidence building in approaching written work. Introduction of key words through choral repetition and whiteboard activities. Questioning for misconceptions.	
Cross-Curricular Links	SMSC Cultural diversity: The Afar Tribe SMSC Moral: Should we use Antarctica? Should planes be allowed in remote places? Biology: Adaptation. Maths: climate graphs	Biology: adaptation. SMSC Moral: Should we use protect or exploit rainforests? Business: economy	Maths: patterns Art: choropleth mapping SMSC Cultural: birth rates across the world, moral: one child policy	History: colonialism SMSC Moral: slave trade in Africa, cultural diversity in Africa RSHE: human rights	Maths: data analysis and graphs Engineering: coastal defences design SMSC resolving conflict - not everyone can be protected, morality RSHE: mental health	Maths: data analysis and graphs SMSC Spiritual being British - moral: building on green or brown sites
Extra-Curricular Links			Trip to the Sustainability Centre			
Extended Learning Points	Extreme Environments – Lesson 10 - Which environment do you think is the most extreme, and why? How do people survive in this environment?	Tropical Rainforests – Lesson 5-6 – Design your own rainforest plant with elaborated labels to explain the adaptations.	Spring Assessment	currently being created	currently being created	currently being created
Precise Learning Endpoints What we want students to learn/be able to:	1)To understand the global distribution of main biomes. 2) To compare the climate and flora characteristics of main biomes 3)To appreciate the challenges of living in extreme biomes for human beings. 4) To appreciate how people have adapted to mountainous, wet, dry, hot and cold environments and to remoteness.	1) To understand the physical processes that create the tropical biome. 2) To identify ways plants have adapted to the physical conditions in TRF 3) To create a 'new' tropical plant and explain how it is adapted to the tropical biome. 4) To identify the reasons for deforestation. 5) To evaluate ways of sustainably managing TRF.	1) To understand basic geographical concepts of distribution, density and migration of population. 2) To use maps and graphs to show growth and changes in population patterns in HICs and LICs 3) To evaluate the impacts of population changes on a country like the UK. 4) To understand the causes of population migration 5) To appreciate the impacts of immigration in the UK.	1) To understand the differences in economic development levels within the continent of Africa, 2) To appreciate the challenges facing African countries economic development. 3) To realise the economic and social opportunities that Africa has for future development and change. 4) To acknowledge the impact of colonialism on the development of Africa.	1) To understand the erosion, transportation and deposition processes that shape the coastline. 2) To appreciate how geology, weather and human activity affects rates of erosion along the coast. 3) To identify the main coastal landforms and explain their formation 4) To identify and evaluate coastal defences and coastal management strategies. 5) To use maps and graphs to identify risk and select an appropriate management strategy.	1) To understand the changing economic/employment patterns in the UK. 2) To appreciate the social and economic impact of migration on the UK population 3) To identify and understand the economic and social causes of the UK housing crisis.
Geography	Autumn Term		Spring term		Summer term	
Year 9	1	2	3	4	5	6
Topic Summary	Globalisation	Dynamic Asia	Hazards	Future Cities	Climate Crisis	Amazing Places

Thinking Hard	How is the world increasingly interconnected? Creative ambition - links their life to worldwide issues	How is Asia being transformed? Development of literacy using various resources to understand and explain	How do we adapt to hazards? Not fearing failure. How do we mitigate their impacts on our lives and environments?	What will cities of the future look like? Being creative - designing future cities	What future challenges does the world face? Stimulating an interest in, and a sense of wonder about, places	Why are people drawn to these places, what makes them interesting and awe inspiring?
Developing Character	Curiosity - how are we as individuals linked to the rest of the world. Gratitude for the wide range of goods we have access to as a result.	Cultural Curiosity - understanding that there is more than one way to look at issues	Optimism - Problem solving how we adapt to hazards we encounter around the world	Optimism for future change, identifying problems and investigating solutions. Mindfulness as everyone's needs will be different	Optimism for the future, changing for the better. Kindness to our environment and its inhabitants	Curiosity - developing students' geographical imagination at various scale. Gratitude for the range of awe inspiring places on Earth.
Understanding Diversity	Being a world citizen / Acquiring cultural capital how the world can affect us at home. No limit to your destination: how can we insure that globalisation benefits ALL. Understanding democracy, consumers choose how they buy/sell goods depending on what suits them	Being a World citizen: Understanding the changing relationship between Asia and the rest of the world? Respecting human rights in the work place and within the population.	Acquiring capital Awareness of the diversity of hazards people face and the solutions adopted Being a world citizen: understanding the impact of our way of life on various parts of the World	Cultural Capital: Cities have had to adapt to changes throughout history and now they need to become more sustainable. World citizen: Cities around the world manage their problems in various ways. No limit to your destination: What will future cities be like?	Understanding environmental diversity: investigating human/physical interactions. Acquiring cultural capital: exposing students to a variety of unsustainable practices around the world. Being a world citizen: examining the impact of our carbon footprint on the rest	Understanding physical diversity: studying amazing places at various scales and locations. Acquiring capital: knowing where places and landscapes studied are located and why they are there
Literacy Reading, Oracy	Literacy: 'Origins' by L.Dartnell	Literacy 'Divided' by Tim Marshall (Middle East)	Literacy: article on Californian wildfires and Las Vegas water consumption BBC article'Lake Mead: Shrinking reservoir revels more human remains'	Literacy Guardian article: <i>10 great city projects for nature.</i> Guardian article: <i>Suburb in the sky: how Jakartans built an entire village on top of a mall.</i> BBC Article: <i>Shakira: Singer attacked by a pair of wild boars</i>	Literacy BBC News Article <i>Lightning in India: A bolt from the blue that kills thousands</i>	Literacy BBC News Article
Gatsby, Careers	Careers linked to tourism, trade, transport	Economists, supply chains, logistics	Disaster management, green economy jobs, water authorities, fire officers,	Town planner, architect, green jobs	Green economy jobs, climatologists, energy suppliers and prospectors	Leisure and Tourism, Park rangers, Climatologists,
Inclusivity	Re-establish routines and expectations for class and home learning. Use of complex curriculum, placemats, and extensive use of Rosenshine principles of teaching to support confidence building in approaching written work. Introduction of key words through choral repetition and whiteboard activities. Questioning for misconceptions.		Reinforce routines and expectations for class and home learning. Use of complex curriculum, placemats, and extensive use of Rosenshine principles of teaching to support confidence building in approaching written work. Introduction of key words through choral repetition and whiteboard activities. Questioning for misconceptions.		Reinforce routines and expectations for class and home learning. Use of complex curriculum, placemats, and extensive use of Rosenshine principles of teaching to support confidence building in approaching written work. Introduction of key words through choral repetition and whiteboard activities. Questioning for misconceptions.	
Cross-Curricular Links	Business: Trade pattern, export and imports SMSC morality of trade patterns, cultural preferences, social conflict over rights Black History Month Windrush/Immigration RSHE: human rights	Maths: graphs and patterns of population Business economic growth of Asia SMSC social resolving conflict	Business and science SMSC morality of misusing the environment	Engineering: drawing perspectives/plan ART using symbols and colour to design a map SMSC morality and resolving conflict to improve the sustainability of our cities	Science: climate change SMSC spirituality, morality and resolving conflict RSHE: mental Health	Art: features of a place, what makes it unique SMSC morality of misusing the environment RSHE: mental Health
Extra-Curricular Links						
Extended Learning Points	Globalisation – lesson 12 - Is tourism an opportunity or a challenge?	Dynamic Asia – Lesson 7 – Do the benefits of the Three Gorges Dam outweigh the drawbacks?	Spring Assessment	currently being created	currently being created	currently being created
Precise Learning Endpoints What we want students to learn/be able to:	1) To understand the concept and main causes of globalisation. 2) To identify the main trading patterns of the UK 3) To appreciate the social, economic and environmental impacts of globalisation on HICs and LICs 4) To understand the goals and impact of Fair Trade 5) To appreciate the impacts of global tourism on the host country	1) To describe the diverse Asian landscape and its impact. and explain the population 2) To describe the distribution and population structure of Asia 3) To understand how globalisation (growth of MNC) have contributed to Asia's global economic growth. 4) To describe and explain the causes, economic, environmental and social impacts of China's economic growth 5) To understand the economic causes and impacts of India's economic development 6) To understand the causes of conflicts in the Middle East	1) To understand the causes behind the increasing numbers of wildfires 2) To evaluate the water supply management scheme in Las Vegas 3) To appreciate the economic and environmental impacts of oil slicks and volcanic eruptions 4) To compare the effects of tsunamis in HICs and LICs 5) To evaluate our response to the risk of flooding	1) To understand the causes and consequences of urbanisation in Rio De Janiero, Jakarta and Dubai. 2) To evaluate the solutions adopted to alleviate urbanisation issues in Portsmouth, Rio De Janiero, Jakarta and Dubai. 3) To identify elements that make a city economically, socially and environmentally sustainable 4) To design a city that is economically, environmentally and socially sustainable	1) To appreciate the impact of human activities on the Earth since the Industrial Revolution. 2) To understand the physical and human causes of the greenhouse effect and climate change. 3) To understand the economic, human and environmental impact of climate change on a global scale, on the UK and on Bangladesh . 4) To evaluate ways to reduce our contribution to climate change (mitigation vs adaptation)	1) To identify what makes a place amazing 2) To describe the human events or physical process that have shaped places (sea, rivers, ice) 3) To understand how human activities have caused some places to be abandoned and this has had human and physical impacts. 4) To appreciate how humans can influence a place. For better or worse.
Geography	Autumn Term		Spring term		Summer term	
Year 10	1	2	3	4	5	6
Topic Summary	Weather & Climate	Ecosystems (UK & TRF)	Living in the UK	Climate Change	Rivers & Flooding	Global Cities

Thinking Hard	How do atmospheric pressure systems work? Acquiring knowledge - meteorology causes and effects in more depth	How do we manage conflicting interests? Mastery of learning - application past topics and focus on sustainable management	How are populations & economy changing in the UK? Creating ambition - understanding the challenges of the UK and solving them for the future	How can climate change be managed? Changing the World by mitigation adapting to local / national / global needs	Are floods a result of human or physical processes? Acquiring knowledge - past topics, application to national locations	Do all global cities face the same challenges? Creating independence - applying knowledge
Developing Character	Grit - understanding complex & abstract physical processes	Mindfulness over TRF uses , curiosity sustainable management and gratitude for the resources TRF provides us with	Curiosity - diversity within the UK, mindfulness of the issues faced by different communities	Optimism for future change, self assurance : changing our ways for the better	Curiosity / problem solving , management of river flooding. Mindfulness towards the environment and local population	Mindfulness of diverse cultures
Understanding Diversity	Understanding environmental diversity through the range of climate. Awareness of where we live and the processes that influence our weather on a daily basis as well as the impact of air movement on Earth and various adaptations.	Understanding environmental diversity studying the processes behind various ecosystems and the impact of human activity on them. Being world citizen appreciating why people have different opinions on how the environment should be used.	Awareness of where we live (Portsmouth) investigating population and employment structures. No limit to your destination as we consider the future of the UK, and what could be done to improve.	Understanding environmental diversity , as we study the causes and impacts of Climate change on various countries. Understanding democracy, especially when we investigate the issues of all stakeholders. Being a world citizen as we consider the impact of each others actions on one	Awareness of the increasing impact of flooding in the UK. Understanding environmental diversity why some areas suffer more than others. Being A World citizen : examining why people may have differing viewpoints	Respecting human rights : Understanding the reasons for urbanisation. Being a World Citizen : examining the impact of migration on the economy, culture of a country. No limit to your destination as we consider the future of cities. and what
Literacy Reading, Oracy	Literacy : Article <i>Tacloban: City at the centre of the storm</i>	Literacy : The Guardian: <i>UK's front gardens paved over for parking spaces; A nail in London's coffin</i> . BBC News: Man in the Hole. The Guardian: <i>The world's most polluted river.</i>	Literacy : BBC News: <i>Housing: Fairy tale estate aimed at keeping young people local.</i> BBC News <i>What would Britain look like without a green belt?</i>	Literacy : BBC Article <i>COP26: What climate summit means for one woman in Bangladesh</i> . Extract from 'No One Is Too Small to Make a Difference'– Greta Thunberg	Literacy : Guardian article Bull survives being swept 80km down a river, over a waterfall and almost out to sea. BBC Travel: <i>The New Zealand river that became a legal person</i>	Literacy : Extract from 'The unexpected inheritance of inspector Chopra' by Vaseem Khan. BBC News: <i>The city in love with cars even though its air is toxic</i>
Gatsby, Careers	Meteorology, food supply systems, energy supplies (wind), climatology, Met office / NGO responses to hurricanes / transport, data analysis(micro climate) to inform planning	Conservation, town planning, chain supply, environment agency		Green economy jobs, climatologists, energy suppliers and prospectors	Rivers Authority, flooding defences, town planning	Network engineers, town planners, migration data analysts, census officers
Inclusivity	Re-establish routines and expectations for GCSE class and home learning. Use of complex curriculum, placemats, sentences starters and extensive use of Rosenshine principles of teaching to support confidence building in approaching written work. Introduction of key words through choral repetition and whiteboard activities. Questioning for misconceptions. Use of HL to practice exam questions and knowledge recall. Use of period 6 to practice areas of weakness and build up confidence for extended answers. Use of specific writing frames to support extended writing in ELCs, scaffolded marking grids to ensure effective response		Reinforce routines and expectations for GCSE class and home learning. Use of complex curriculum, placemats, sentences starters and extensive use of Rosenshine principles of teaching to support confidence building in approaching written work. Introduction of key words through choral repetition and whiteboard activities. Questioning for misconceptions. Use of HL to practice exam questions and knowledge recall. Use of period 6 to practice areas of weakness and build up confidence for extended answers. Use of specific writing frames to support extended writing in ELCs, scaffolded marking grids to ensure effective response		Reinforce routines and expectations for GCSE class and home learning. Use of complex curriculum, placemats, sentences starters and extensive use of Rosenshine principles of teaching to support confidence building in approaching written work. Introduction of key words through choral repetition and whiteboard activities. Questioning for misconceptions. Use of HL to practice exam questions and knowledge recall. Use of period 6 to practice areas of weakness and build up confidence for extended answers. Use of specific writing frames to support extended writing in ELCs, scaffolded marking grids to ensure effective response	
Cross-Curricular Links	Science : air mass movement SMSC cultural - seasons in various locations	Science : nutrients, carbon and water cycles SMSC Moral: Should we use protect or exploit ecosystems? Conflict over use. Cultural: Understanding the indigenous tribes in the rainforest.	SMSC cultural what is it to be British, morality of building on green field sites	Science : air mass movements SMSC spirituality, morality and resolving conflict	Maths : data analysis and graphs Engineering : flooding defences design SMSC morality and resolving conflict RSHE : Mental health	Engineering : designing new homes SMSC social and moral RSHE : mental Health
Extra-Curricular Links				Eco-conference Winchester College		
Extended Learning Points	ELCs Weather and climate	Autumn Assessment	currently being created	currently being created	currently being created	currently being created
Precise Learning Endpoints What we want students to learn/be able to:	1) To identify the physical factors that influence climate. 2) To understand global air circulation and its impact on the UK climate 3) To identify the main characteristics of the Monsoon climate and understand its impact on the Indian population and environment 4) To understand the characteristics of a high and a low pressure 5) To identify the causes and main characteristics of a tropical storm 6) To appreciate the economic, social and environmental impacts of Typhoon Haiyan	1) To understand how the nutrients cycle, food chains and water cycle support healthy ecosystems. 2) To describe and explain the distribution of the main biomes. 3) To appreciate the economic, social and environmental benefits provided by different ecosystems 4) To identify the impacts of human activities on coral reefs, urban and tropical ecosystems 5) To evaluate different sustainable management projects in coral reefs, urban and tropical ecosystems.	1) To describe and explain the population distribution of the UK and its changes. 2) To understand the processes of urbanisation, counterurbanisation, reurbanisation, regeneration and urban renewal 3) To compare the advantages/disadvantages of brown/greenfield site development 4) To understand the economic and social challenges as well as opportunities facing rural areas in the UK. 5) To appreciate how rural areas can be managed sustainably. 6) To identify the changes in retail in the UK and impacts on city centres. 7) To evaluate different management strategies to revive city centres	1) To identify the climate patterns over time. 2) To identify the physical and human causes of climate change. 3) To appreciate economic, social and environmental consequences on a global and national scale. 4) To evaluate mitigation and adaptation methods towards managing climate change.	1) To understand the physical processes that shape the river valleys. 2) To identify the human and physical factors that increase the risk of flooding 3) To use OS maps, images and graphs to identify and explain why some areas face an increased flooding risk. 4) To identify and evaluate the flooding defence strategies available in the UK. 5) To identify ways of reducing flooding risks in a more sustainable manner.	1) To identify the main characteristics of global cities and describe the changes in their global distribution. 2) To appreciate the challenges and opportunities facing global cities like London and Mumbai 3) To understand the challenges of living in squatter settlements in Mumbai. 4) To evaluate various strategies to improve squatter settlements in Mumbai 5) To evaluate the sustainable solutions to urbanisation implemented in Curitiba
Geography	Autumn Term		Spring term		Summer term	
Year 11	1	2	3	4	5	6
Topic Summary	Field Work	Savanna & Desertification	Development	Water Issues	Revision	

Thinking Hard	How can data inform decision making? Not fearing failure - using fieldwork skills to lead own investigation and reach conclusion based on data collected	Can desertification be controlled? Creating independence - applying past knowledge to different context	Why don't all countries develop equally? Changing the World making it more equal.	Do we have water security? How can we manage water in a sustainable way? Changing the World making it more equal.	Creating independence, not fearing failure	
Developing Character	Curiosity - how can theories be applied in the field, Grit - find the right questions and methods to use, Self control - keeping focused despite obstacles	Mindfulness - difficulties to live in such an environment , Curiosity - causes of desertification and solutions, Gratitude - solutions are available	Gratitude for our place in the world and Mindfulness that not everyone was born in a High income country.		Curiosity - how to improve skills and knowledge retrieval, grit - practicing to get it right, Self control , optimism	
Understanding Diversity	Local Awareness as processes are investigated on a local scale.	Understanding environmental diversity as we study how local populations impact of using resources on all global citizens. Also as we study the processes behind various ecosystems and the impact of human activity on them. Being world citizen appreciating why people have different opinions on how the environment should be used	Being a world citizen understanding the impacts of trade and aid on Lower income countries and potential solutions. Acquiring cultural capital , realising that people's belief may interfere with development and that choosing appropriate aid scheme is preferable.	Respecting human rights especially in the case of access to water along the River Nile. Understanding environmental diversity as we 'visit' the banks of the River Nile from source to mouth, looking at its physical and human diversity.	No limit to your destination , using the knowledge acquired to answer exam style questions. Perfecting exam skills in view to reach one's own potential. Understanding democracy when choosing aspects of the curriculum to revise	
Literacy Reading, Oracy		Literacy BBC article 'How Dubai is pushing back its encroaching deserts'	Literacy 'Divided' by Tim Marshall (EU?). BBC Article: <i>Can we be as happy as Scandinavians?</i> BBC Article: <i>Historic go-ahead for malaria vaccine to protect African children</i> . BBC Article: <i>Life expectancy falling in some parts of the UK.</i>	Literacy: BBC article 'Cape Town's Day Zero: We are axing trees to save water'	Literacy BBC Article <i>Fertility rate: 'Jaw-dropping' global crash in children being born</i>	
Gatsby, Careers	Data analyst, census officers, town planning	NGOs, climatologists, economists, supply chains	NGO, UN, WaterAid, Save the children, Oxfam, ActionAid	wate authorities, supply chains, farming, energy suppliers		
Inclusivity	Re-establish routines and expectations for GCSE class and home learning. Use of complex curriculum, placemats, sentences starters and extensive use of Rosenshine principles of teaching to support confidence building in approaching written work. Introduction of key words through choral repetition and whiteboard activities. Questioning for misconceptions. Use of HL to practice exam questions and knowledge recall. Use of period 6 to practice areas of weakness and build up confidence for extended answers. Use of specific writing frames to support extended writing in ELCs, scaffolded marking grids top ensure effective response.		Reinforce routines and expectations for GCSE class and home learning. Use of complex curriculum, placemats, sentences starters and extensive use of Rosenshine principles of teaching to support confidence building in approaching written work. recall of key words through choral repetition and whiteboard activities. Questioning for misconceptions. Use of HL to practice exam questions and knowledge recall. Use of period 6 to practice areas of weakness and build up confidence for extended answers. Use of specific writing frames to support extended writing in ELCs, scaffolded marking grids top ensure effective response.			
Cross-Curricular Links	Maths: data collection, analysis and representation	SMSC moral Should we use protect or exploit ecosystems? Conflict over use. also cultural as locals use the land in certain ways RSHE: mental Health, human rights	Business: Trading patterns SMSC Moral, cultural RSHE: mental Health, human rights	Business: supply and demand chains SMSC morality and Conflict over use RSHE: mental Health, human rights		
Extra-Curricular Links						
Extended Learning Points	ELCs Global cities and Development	ELCs Development and Desertiffcation	Mock exams	currently being created		

Precise Learning Endpoints What we want students to learn/be able to:	1) To understand the concept of Sense of place. 2) To understand how to collect data using qualitative methods 3) To understand how to select the methods and sample for data collection 4) To complete environmental qualitative surveys, land use maps and clone surveys in Portsmouth and Emsworth city centre. 5) To present and analyse the primary data. 6) To select appropriate secondary data to support their analysis of our hypothesis 'Portsmouth and Emsworth are clone towns'. 7) To draw conclusions from data	1) To describe the physical characteristics of arid grasslands 2) To understand the physical processes found in arid grasslands. 3) To understand how human activities increase drought and soil infertility 4) To understand the economic, environmental and social impacts of desertification 5) To identify ways of sustainably managing arid grasslands to reduce desertification	1) To understand what is meant by development and the limitations of using data to measure development. 2) To appreciate the advantages and disadvantages of globalisation and MNCs for LICs and HICs 3) To appreciate how trade leads to inequality in economic development 4) To consider benefits of Fair Trade 5) To compare the advantages of long and short term aid. 6) To evaluate how WaterAid is helping LICs develop their water supply and levels of sanitation	1) To understand the factors that affect supply and demand of clean water 2) To understand the concepts of water footprint and water security 3) To identify the causes and impact of over-abstraction 4) To appreciate how water security is causing conflict along the River Nile 5) To evaluate how water supply/demand is managed along the Nile and how conflict could be improved. 6) To identify water supply network in Portsmouth area 7) To understand how SE England is improving water security in the area	1) To complete graphs and maps using provided data 2) To use maps and graphs to describe location, changes and patterns 3) To explain in detail geographical concepts and processes learnt throughout the syllabus 4) To explain social, economic and environmental impacts of weather events, desertification, flooding, urbanisation, human activities studied for the syllabus. 5) To justify a decision using local, national, global scales as well as economic, social and environmental arguments	
---	---	--	--	--	---	--