

2018-2019 Long-term plans at a glance:

Key Stage 3

Year 7

| Term 1 (7)  | Term 2 (7)   | Term 3 (5)   | Term 4 (5.5)   | Term 5 (5)  | Term 6 (5)   |
|---|--|--|--|---|--|
| <b>Global Passport.</b>   | <b>Paradise Lost</b>   | <b>Map Skills</b>  | <b>Living on the edge:<br/>Glaciated landscapes.</b>   | <b>Global biomes and local fieldwork</b>  | <b>Living on the edge:<br/>Extreme Weather.</b>  |
| <p><u>Themes:</u> Examining our place in the world.</p> <p><u>Baseline assessment:</u> countries, continents and the British Isles</p> <p><u>Assessment:</u> Baseline test. European homework project.</p> <p><u>Skills:</u> Extend their locational knowledge and deepening their spatial awareness of the world's countries.</p> <p><u>SMSC/British Values:</u> Understanding and appreciating personal influences.</p> | <p><u>Themes:</u> Examining a global economy and its impacts on a named country in Asia.</p> <p><u>Assessment:</u> What impact is tourism having in Thailand and how can we improve this? Term 1 examination.</p> <p><u>Skills:</u> To apply case studies of named areas within a region to provide evidence for decisions relating to regional issues.</p> <p><u>SMSC/British Values:</u> Understanding how communities and societies function.</p> | <p><u>Themes:</u> To develop map reading skills.</p> <p><u>Assessment:</u> Map skills examination.</p> <p><u>Skills:</u> To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS.</p> <p><u>SMSC/British Values:</u> Understanding how communities and societies function.</p> | <p><u>Themes:</u> To investigate survival issues in polar landscapes.</p> <p><u>Assessment:</u> Should the doomsday Vault be located in Svalbard? Decision making report.</p> <p><u>Skills:</u> Extend their locational knowledge and deepening their spatial awareness of polar environments.</p> <p><u>SMSC/British Values:</u> Investigating moral values and ethical issues.</p> | <p><u>Themes:</u> To investigate how humans interact with fragile environments.</p> <p><u>Assessment:</u> School site ecosystems field work project.</p> <p><u>Skills:</u> To develop contextual knowledge of the location of globally significant biomes.</p> <p><u>SMSC/British Values:</u> Experiencing fascination, awe and wonder.</p> <p><b>Micro climates field work</b></p> | <p><u>Themes:</u> To examine how we as a society deal with natural disasters.</p> <p><u>Assessment:</u> Summer examination.</p> <p><u>Skills:</u> To collect, analyse and communicate with a range of data that deepen their understanding of geographical processes.</p> <p><u>SMSC/British Values:</u> Experiencing fascination, awe and wonder.</p> |
|   | <b>AP2 04.01.19</b>  |  | <b>AP4 05.04.19</b>  |   | <b>AP6 15.07.19</b>  |
| <p><b>Enrichment/Extra Curricular:</b></p> <ul style="list-style-type: none"> <li>School based fieldwork on micro climates in term 5</li> </ul>   |  |  |  |   |  |

**Year 8**

| <b>Term 1</b>   | <b>Term 2</b>  | <b>Term 3</b>   | <b>Term 4</b>  | <b>Term 5</b>  | <b>Term 6</b>  |
|---|--|---|--|--|--|
| <b>Migration and the UK</b>   | <b>Impossible Places</b>   | <b>Living on the edge:<br/>Natural disasters.</b>   | <b>China, a developing story.</b>  | <b>Fragile Ecosystems<br/>(Savannah and Coral Reef)</b>  | <b>Pollution Resource Wars</b>   |
| <p><u>Themes:</u> To investigate the migration of people based on economic migration.</p> <p><u>Assessment:</u><br/>UK migration policies. Economic migration in different regions.</p> <p><u>Skills:</u> To apply case studies of named areas within a region to provide evidence for decisions relating to regional issues.</p> <p><u>SMSC/British Values:</u><br/><i>Preparing for life in modern Britain.</i></p> | <p><u>Themes:</u> To investigate the sustainability of world cities and issues related to forced migration.</p> <p><u>Assessment:</u><br/>Surviving in semi-arid environments.<br/>Term 1 Exam.</p> <p><u>Skills:</u> Extend their locational knowledge and deepening their spatial awareness of arid and semi-arid environments.</p> <p><u>SMSC/British Values:</u><br/><i>Investigating moral values and ethical issues.</i></p> | <p><u>Themes:</u> To examine how we as a society deal with natural disasters.</p> <p><u>Assessment:</u><br/>Newspaper report on the scale of the Japan tsunami disaster.</p> <p><u>Skills:</u> To understand how key physical and human processes bring about spatial variation and change over time.</p> <p><u>SMSC/British Values:</u><br/><i>Experiencing fascination, awe and wonder.</i></p> | <p>Themes: To investigate the conflicts between development and the environment.</p> <p><u>Assessment:</u><br/>Newspaper report: Is China helping or hurting Africa?</p> <p><u>Skills:</u> To develop contextual knowledge of the location of globally significant places.</p> <p><u>SMSC/British Values:</u><br/><i>Exploring the values and beliefs of others.</i></p> | <p><u>Themes:</u> To examine the impacts of physical and human interactions in an environment under threat.</p> <p><u>Assessment:</u><br/>Biome shoeboxes. Reef report.</p> <p><u>Skills:</u> To understand the processes that give rise to key physical and human geographical features of the world and their interdependence.</p> <p><u>SMSC/British Values:</u><br/><i>Preparing for life in modern Britain.</i></p> | <p><u>Themes:</u> To investigate environmental issues related to sustainability and their place in a wider world context.</p> <p><u>Assessment:</u><br/>Summer exam.</p> <p><u>Skills:</u> To understand the interrelationships between physical and human environments and their sustainability.</p> <p><u>SMSC/British Values:</u><br/><i>Investigating moral values and ethical issues.</i></p> |
|   | <b>AP2 04.01.19</b>  |   | <b>AP4 05.04.19</b>  |  | <b>AP6 15.07.19</b>  |
| <p><b>Enrichment/Extra Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Joint Science trip to Paris</li> </ul>  |  |   |  |  |  |

Key Stage 4

Year 9:

| Year 9  | Term 1   | Term 2   | Term 3   | Term 4   | Term 5   | Term 6   |
|---|--|--|--|--|--|--|
|   | <b>GCSE Base skills</b>  | <b>Urban issues and challenges - Bristol</b>   | <b>Urban issues and challenges - Rio</b>   | <b>Living world – Tropical Rainforests</b>   | <b>Living world – Deserts</b>  | <b>Fieldwork skills</b>  |
|   | <p><u>Themes:</u> To investigate the growing impact of natural hazards on people and the environment.</p> <p><u>Assessment:</u> End of topic test – specimen paper</p> <p><u>Skills:</u> To analyse hazard distribution patterns on world and regional scale maps.</p> <p><u>SMSC/British Values:</u> Learning about the world around them. <i>Understanding a range of topical news issues.</i></p> | <p><u>Themes:</u> examine why urban areas are growing and the impact this is having</p> <p><u>Assessment:</u> End of topic test – specimen paper</p> <p><u>Skills:</u> To understand a range of urban issues created as a result of urbanization as well as how those issues can be resolved</p> <p><u>SMSC/British Values:</u> <i>Understanding how communities and societies function.</i></p> | <p><u>Themes:</u> examine why urban areas are growing and the impact this is having</p> <p><u>Assessment:</u> End of topic test – specimen paper</p> <p><u>Skills:</u> To understand how poverty is created as a result of urbanization and how that can be resolved</p> <p><u>SMSC/British Values:</u> <i>Understanding how communities and societies function.</i></p> | <p><u>Themes:</u> to exam different biomes</p> <p><u>Assessment:</u> End of topic test – specimen paper</p> <p><u>Skills:</u> Extend their locational knowledge about the world’s ecosystems, where they are located and what they are like and how humans interact with them</p> <p><u>SMSC/British Values:</u> <i>Learning about themselves, others and the world around them.</i></p> | <p><u>Themes:</u> to exam different biomes</p> <p><u>Assessment:</u> End of topic test – specimen paper</p> <p><u>Skills:</u> Extend their locational knowledge about the world’s ecosystems, where they are located and what they are like and how humans interact with them</p> <p><u>SMSC/British Values:</u> <i>Learning about themselves, others and the world around them.</i></p> | <p><u>Themes:</u> To investigate the environment around school and the school ecosystems in relation to investigating a hypothesis.</p> <p><u>Assessment:</u> Coursework style write up.</p> <p><u>Skills:</u> Graphical and mapping skills related to fieldwork techniques.</p> <p><u>SMSC/British Values:</u> <i>Learning about the world around them.</i></p> |
| <p><b>Enrichment/Extra Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Coasts trip to Bournemouth</li> </ul> |  |  |  |  |  |  |

**Year 10:**

| Year 10 | Natural Hazards – Tectonic Hazards   | Natural Hazards – Weather Hazards  | Urban issues and challenges - Bristol  | Urban issues and challenges - Rio  | Development and Nigeria  | Coursework for unit 3 exam   |
|---------|--|--|--|--|--|--|
|         | <p><u>Themes:</u> To investigate the growing impact of natural hazards on people and the environment.</p> <p><u>Assessment:</u> End of topic test – specimen paper</p> <p><u>Skills:</u> To analyse hazard distribution patterns on world and regional scale maps.</p> <p><u>SMSC/British Values:</u> Learning about the world around them. <i>Understanding a range of topical news issues.</i></p> | <p><u>Themes:</u> To investigate the growing impact of natural hazards on people and the environment.</p> <p><u>Assessment:</u> End of topic test – specimen paper</p> <p><u>Skills:</u> To analyse hazard distribution patterns on world and regional scale maps.</p> <p><u>SMSC/British Values:</u> Learning about the world around them. <i>Understanding a range of topical news issues.</i></p> | <p><u>Themes:</u> examine why urban areas are growing and the impact this is having</p> <p><u>Assessment:</u> End of topic test – specimen paper</p> <p><u>Skills:</u> To understand a range of urban issues created as a result of urbanization as well as how those issues can be resolved</p> <p><u>SMSC/British Values:</u> <i>Understanding how communities and societies function.</i></p> | <p><u>Themes:</u> examine why urban areas are growing and the impact this is having</p> <p><u>Assessment:</u> End of topic test – specimen paper</p> <p><u>Skills:</u> To understand how poverty is created as a result of urbanization and how that can be resolved</p> <p><u>SMSC/British Values:</u> <i>Understanding how communities and societies function.</i></p> | <p><u>Themes:</u> To investigate the challenges facing Nigeria and how they are overcoming these.</p> <p><u>Assessment:</u> End of topic exam.</p> <p><u>Skills:</u> To understand the processes that give rise to key physical and human geographical features of the world and their interdependence.</p> <p><u>SMSC/British Values:</u> <i>Understanding a range of topical news issues. Investigating moral values and ethical issues.</i></p> | <p><u>Themes:</u> To investigate the impacts of tourism in a coastal resort – Bournemouth, and the effectiveness of coastal defences in stopping the process of longshore drift.</p> <p><u>Assessment:</u> Coursework write up and exam preparation.</p> <p><u>Skills:</u> To collect, analyse and communicate with a range of data that deepen their understanding of geographical processes.</p> <p><u>SMSC/British Values:</u> <i>Understanding how theory relates to the real world.</i></p> |
|         | <p><b>Enrichment/Extra Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Examination trip to Bournemouth</li> <li>• GCSE clinic.</li> </ul>   |  |  |  |  |  |

**Year 11**

| Year 11 | Term 1  | Term 2 | Term 3  | Term 4 | Term 5   |
|---------|---|--------|---|--------|--|
|         | <b>Revision of unit 1</b>   |        | <b>Revision of unit 2</b>   |        | <b>Preparation for unit 3</b>  |
|         | <p><u>Themes:</u> To review and revise the exam topics for paper 1 to prepare for the examinations.</p> <p><u>Assessment:</u> Weekly assessment tasks. Mock exam in December.</p> <p><u>Skills:</u> To develop examination technique in response to past questions and practice incorporating their knowledge into their answers to access higher marks.</p> <p><u>SMSC/British Values:</u> <i>Understanding the consequences of our actions as a society</i></p> |        | <p><u>Themes:</u> To review and revise the exam topics for paper 2 to prepare for the examinations.</p> <p><u>Assessment:</u> Weekly assessment tasks. March exam in December.</p> <p><u>Skills:</u> To develop examination technique in response to past questions and practice incorporating their knowledge into their answers to access higher marks.</p> <p><u>SMSC/British Values:</u><br/><i>Understanding how communities and societies function.</i></p> |        | <p><u>Themes:</u> To review and revise the exam topics for units 1 and 2 and prepare for the examinations.</p> <p><u>Assessment:</u> Exam papers.</p> <p><u>Skills:</u> To develop examination technique in response to past questions and practice incorporating their knowledge into their answers to access higher marks.</p> <p><u>SMSC/British Values:</u><br/><i>Understanding how theory relates to the real world.</i></p> |

## Key Stage 5

## Year 12

| Teacher | Term 1   | Term 2 | Term 3   | Term 4 | Term 5  | Term 6 |
|---------|--|--------|--|--------|---|--------|
| CRO     | <b>Area of study 1, Topic 2, Option 2B Coastal Landscapes and Change</b>   |        | <b>Area of study 1, Topic 1: Tectonic Processes and Hazards</b>  |        | <b>Independent Investigation</b>  |        |
|         | <p><u>Themes:</u> <b>EQ1:</b> Why are coastal landscapes different and what processes cause these differences?</p> <p><b>EQ2:</b> How do characteristic coastal landforms contribute to coastal landscapes?</p> <p><b>EQ3:</b> How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?</p> <p><b>EQ4:</b> How can coastlines be managed to meet the needs of all players?</p> <p><u>Assessment:</u> Exam for each separate enquiry question. Full end of unit exam in December.</p> <p><u>Skills:</u> To develop examination technique in response to past questions and practice incorporating their knowledge into their answers to access higher marks.</p> <p><i>SMSC/British Values: Understanding the consequences of our actions as a society</i></p> <p><b>1 day field trip to Swanage.</b></p> |        | <p><u>Themes:</u> <b>EQ1:</b> Why are some locations more at risk from tectonic hazards?</p> <p><b>EQ2:</b> Why do some tectonic hazards develop into disasters?</p> <p><b>EQ3:</b> How successful is the management of tectonic hazards and disasters?</p> <p><u>Assessment:</u> Exam for each separate enquiry question. Full end of unit exam at Easter.</p> <p><u>Skills:</u> To develop examination technique in response to past questions and practice incorporating their knowledge into their answers to access higher marks.</p> <p><i>SMSC/British Values: Understanding the consequences of our actions as a society</i></p> |        | <p><u>Themes:</u> Trips booked in to Swanage and Reading</p> <p><u>Assessment:</u> None examined assessment equivalent to 20% of their final A-level exam.</p> <p><u>Skills:</u> To collect, analyse and communicate with a range of data that deepen their understanding of geographical processes.</p> <p><i>SMSC/British Values: Understanding how theory relates to the real world.</i></p> |        |
| JAL     | <b>Area of study 2, Topic 4, Option 4A: Regenerating Places</b>  |        | <b>Area of study 2, Topic 3: Globalisation</b>   |        | <b>Area of study 4, Topic 7, Superpowers</b>  |        |
|         | <p><u>Themes:</u> <b>EQ1:</b> How and why do places vary?</p> <p><b>EQ2:</b> Why might regeneration be needed?</p> <p><b>EQ3:</b> How is regeneration managed?</p> <p><b>EQ4:</b> How successful is regeneration?</p>  |        | <p><u>Themes:</u> <b>EQ1:</b> What are the causes of globalisation and why has it accelerated in recent decades?</p> <p><b>EQ2:</b> What are the impacts of globalisation for countries, different groups of people and cultures?</p>  |        | <p><u>Themes:</u> <b>EQ1:</b> What are superpowers and how have they changed over time?</p> <p><u>Assessment:</u> Exam for each separate enquiry question. AS mock exam.</p>  |        |

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|  | <p><u>Assessment</u>: Exam for each separate enquiry question. Full end of unit exam in December.</p> <p><u>Skills</u>: To develop examination technique in response to past questions and practice incorporating their knowledge into their answers to access higher marks.</p> <p><i>SMSC/British Values: Understanding how communities and societies function.</i></p> <p><b>1 day field trip to Reading.</b></p> | <p><b>EQ3</b>: What are the consequences of globalisation for global development and how should different players respond to its challenges?</p> <p><u>Assessment</u>: Exam for each separate enquiry question. Full end of unit exam at Easter.</p> <p><u>Skills</u>: To develop examination technique in response to past questions and practice incorporating their knowledge into their answers to access higher marks.</p> <p><i>SMSC/British Values: Understanding how communities and societies function.</i></p> | <p><u>Skills</u>: To develop examination technique in response to past questions and practice incorporating their knowledge into their answers to access higher marks.</p> <p><i>SMSC/British Values: Exploring the values and beliefs of others.</i></p> |
|  | <p><b>Enrichment/Extra Curriculum:</b></p> <ul style="list-style-type: none"> <li>• GCE Student Revision days available</li> <li>• Trip to Swanage (04.10.2018) and Reading (09.10.2018)</li> </ul>  |  |   |

Year 13

| Teacher | Term 1  | Term 2  | Term 3 | Term 4   | Term 5   |
|---------|---|---|--------|--|--|
| CRO     | <b>Area of study 3, Topic 5, The Water Cycle and water insecurity</b>   | <b>Area of study 3, Topic 6, The Carbon Cycle and Energy Security</b>   |        | <b>Area of study 4, Topic 7, Superpowers</b>   | <b>Unit 3 preparation and revision</b>   |
|         | <p><u>Themes:</u> <b>EQ1:</b> What are the processes operating within the hydrological cycle from global to local scale?</p> <p><b>EQ2:</b> What factors influence the hydrological system over short- and long-term timescales?</p> <p><b>EQ3:</b> How does water insecurity occur and why is it becoming such a global issue for the 21<sup>st</sup> century?</p> <p><u>Assessment:</u> Exam for each separate enquiry question. Exam in December for the course so far.</p> <p><u>Skills:</u> To develop examination technique in response to past questions and practice incorporating their knowledge into their answers to access higher marks.</p> <p><u>SMSC/British Values:</u> <i>Understanding the consequences of our actions as a society.</i></p> | <p><u>Themes:</u> <b>EQ1:</b> How does the carbon cycle operate to maintain planetary health?</p> <p><b>EQ2:</b> What are the consequences for people and the environment of our increasing demand for energy?</p> <p><b>EQ3:</b> How are the carbon and water cycles linked to the global climate system?</p> <p><u>Assessment:</u> Exam for each separate enquiry question. A-Level mock exam.</p> <p><u>Skills:</u> To develop examination technique in response to past questions and practice incorporating their knowledge into their answers to access higher marks.</p> <p><u>SMSC/British Values:</u> <i>Understanding the consequences of our actions as a society.</i></p> |        | <p><u>Themes:</u> <b>EQ1:</b> What are superpowers and how have they changed over time?</p> <p><b>EQ2:</b> What are the impacts of superpowers on the global economy, political systems and the physical environment?</p> <p><u>Assessment:</u> Exam for each separate enquiry question. A-Level mock exam.</p> <p><u>Skills:</u> To develop examination technique in response to past questions and practice incorporating their knowledge into their answers to access higher marks.</p> <p><u>SMSC/British Values:</u> <i>Exploring the values and beliefs of others.</i></p> | <p><u>Themes:</u> Synoptic practice and links using past papers and resources.</p> <p><u>Assessment:</u> Weekly assessment tasks.</p> <p><u>Skills:</u> To develop examination technique in response to past questions and practice incorporating their knowledge into their answers to access higher marks.</p> <p><u>SMSC/British Values:</u> <i>Exploring the values and beliefs of others.</i></p> |
| JAL     | <b>Area of study 2, Topic 3: Globalisation Independent Investigation</b>  | <b>Area of study 4, Topic 8, Option 8A: Health, Human Rights and Interventions</b>  |        | <b>Area of study 4, Topic 7, Superpowers</b>   |  |
|         | <p><u>Themes:</u> <b>EQ2:</b> What are the impacts of globalisation for countries, different groups of people and cultures?</p>   | <p><u>Themes:</u> <b>EQ1:</b> What is human development and why do levels vary from place to place?</p> <p><b>EQ2:</b> Why do human rights vary from place to place?</p>  |        | <p><u>Themes:</u> <b>EQ3:</b> What spheres of influence are contested by</p>   |  |



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|--|---|---|--|--|
|  | <p><b>EQ3:</b> What are the consequences of globalisation for global development and how should different players respond to its challenges?</p> <p><u>Assessment:</u> Exam for each separate enquiry question. Full AS exam in December with additions. Write up on NEA which equates to 20% of their final A-Level grade.</p> <p><u>Skills:</u> To collect, analyse and communicate with a range of data that deepen their understanding of geographical processes.</p> <p><u>SMSC/British Values:</u> <i>Understanding how theory relates to the real world.</i></p> | <p><b>EQ3:</b> How are human rights used as arguments for political and military intervention?</p> <p><b>EQ4:</b> What are the outcomes of geopolitical interventions in terms of human development and human rights?</p> <p><u>Assessment:</u> Exam for each separate enquiry question. End of unit exam with prior units in March.</p> <p><u>Skills:</u> To develop examination technique in response to past questions and practice incorporating their knowledge into their answers to access higher marks.</p> <p><u>SMSC/British Values:</u> <i>Exploring the values and beliefs of others.</i></p> | <p>superpowers and what are the implications of this?</p> <p><u>Assessment:</u> Exam for each separate enquiry question. A-Level mock exam.</p> <p><u>Skills:</u> To develop examination technique in response to past questions and practice incorporating their knowledge into their answers to access higher marks.</p> <p><u>SMSC/British Values:</u> <i>Exploring the values and beliefs of others.</i></p> |  |
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