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)	
Global Passport.	Paradise Lost	Map Skills	Living on the edge:	Global biomes and local	Living on the edge:	
			Glaciated landscapes.	fieldwork	Extreme Weather.	
Themes: Examining our	Themes: Examining a	Themes: To develop map	Themes: To investigate	Themes: To investigate	Themes: To examine how	
place in the world.	global economy and its	reading skills.	survival issues in polar	how humans interact with	we as a society deal with	
•	impacts on a named	G	landscapes.	fragile environments.	natural disasters.	
Baseline assessment:	country in Asia.	Assessment:	·			
countries, continents and	,	Map skills examination.	Assessment:	Assessment:	Assessment:	
the British Isles	Assessment:	·	Should the doomsday	School site ecosystems	Summer examination.	
	What impact is tourism	Skills: To interpret a range	Vault be located in	field work project.		
Assessment:	having in Thailand and	of sources of geographical	Svalbard? Decision		Skills: To collect, analyse	
Baseline test.	how can we improve this?	information, including	making report.	Skills: To develop	and communicate with a	
European homework	Term 1 examination.	maps, diagrams, globes,		contextual knowledge of	range of data that deepen	
project.		aerial photographs and	Skills: Extend their	the location of globally	their understanding of	
	Skills: To apply case	GIS.	locational knowledge and	significant biomes.	geographical processes.	
Skills: Extend their	studies of named areas		deepening their spatial			
locational knowledge and	within a region to provide	SMSC/British Values:	awareness of polar	SMSC/British Values:	SMSC/British Values:	
deepening their spatial	evidence for decisions	Understanding how	environments.	Experiencing fascination,	Experiencing fascination,	
awareness of the world's	relating to regional issues.	communities and societies		awe and wonder.	awe and wonder.	
countries.		function.	SMSC/British Values:			
	SMSC/British Values:		Investigating moral values	Micro climates field work		
SMSC/British Values:	Understanding how		and ethical issues.	-		
Understanding and	communities and societies					
appreciating personal	function.					
influences.						
	AP2 04.01.19		AP4 05.04.19		AP6 15.07.19	

Enrichment/Extra Curricular:

• School based fieldwork on micro climates in term 5

Year 8

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Migration and the UK	Impossible Places	Living on the edge:	China, a developing	Fragile Ecosystems	Pollution Resource Wars
		Natural disasters.	story.	(Savannah and Coral	
				Reef)	
Themes: To investigate	Themes: To investigate	Themes: To examine how	Themes: To investigate	Themes: To examine the	Themes: To investigate
the migration of people	the sustainability of world	we as a society deal with	the conflicts between	impacts of physical and	environmental issues
based on economic	cities and issues related	natural disasters.	development and the	human interactions in an	related to sustainability
migration.	to forced migration.		environment.	environment under	and their place in a wider
		Assessment:		threat.	world context.
Assessment:	Assessment:	Newspaper report on the	Assessment:		
UK migration policies.	Surviving in semi-arid	scale of the Japan	Newspaper report: Is	Assessment:	Assessment:
Economic migration in	environments.	tsunami disaster.	China helping or hurting	Biome shoeboxes.	Summer exam.
different regions.	Term 1 Exam.		Africa?	Reef report.	
		Skills: To understand how			Skills: To understand the
Skills: To apply case	Skills: Extend their	key physical and human	Skills: To develop	Skills: To understand the	interrelationships
studies of named areas	locational knowledge and	processes bring about	contextual knowledge of	processes that give rise to	between physical and
within a region to provide	deepening their spatial	spatial variation and	the location of globally	key physical and human	human environments and
evidence for decisions	awareness of arid and	change over time.	significant places.	geographical features of	their sustainability.
relating to regional issues.	semi-arid environments.			the world and their	
		SMSC/British Values:	<u>SMSC/British Values</u> :	interdependence.	SMSC/British Values:
SMSC/British Values:		Experiencing fascination,	Exploring the values and		Investigating moral values
Preparing for life in	SMSC/British Values:	awe and wonder.	beliefs of others.	SMSC/British Values:	and ethical issues.
modern Britain.	Investigating moral			Preparing for life in	
	values and ethical issues.			modern Britain.	
	AP2 04.01.19		AP4 05.04.19		AP6 15.07.19

Enrichment/Extra Curriculum:

• Joint Science trip to Paris

Key Stage 4 Year 9:

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6			
	GCSE Base skills	Urban issues and	Urban issues and	Living world –	Living world – Deserts	Fieldwork skills			
		challenges - Bristol	challenges - Rio	Tropical Rainforests					
	Themes: To	Themes: examine why	Themes: examine why	Themes: to exam	Themes: to exam	Themes: To			
	investigate the	urban areas are	urban areas are	different biomes	different biomes	investigate the			
	growing impact of	growing and the	growing and the			environment around			
	natural hazards on	impact this is having	impact this is having	Assessment:	Assessment:	school and the school			
	people and the			End of topic test –	End of topic test –	ecosystems in relation			
	environment.	Assessment:	Assessment:	specimen paper	specimen paper	to investigating a			
		End of topic test –	End of topic test –			hypothesis.			
	Assessment: End of	specimen paper	specimen paper	Skills: Extend their	Skills: Extend their				
	topic test – specimen			locational knowledge	locational knowledge	Assessment:			
	paper	Skills: To understand	Skills: To understand	about the world's	about the world's	Coursework style			
		a range of urban	how poverty is	ecosystems, where	ecosystems, where	write up.			
	Skills: To analyse	issues created as a	created as a result of	they are located and	they are located and				
	hazard distribution	result of urbanization	urbanization and how	what they are like and	what they are like and	Skills: Graphical and			
	patterns on world and	as well as how those	that can be resolved	how humans interact	how humans interact	mapping skills related			
	regional scale maps.	issues can be resolved		with them	with them	to fieldwork			
	Tograma seare maper		SMSC/British Values:			techniques.			
		SMSC/British Values:	Understanding how	SMSC/British Values:	SMSC/British Values:				
	SMSC/British Values:	Understanding how	communities and	Learning about	Learning about				
	Learning about the	communities and	societies function.	themselves, others	themselves, others	SMSC/British Values:			
	world around them.	societies function.		and the world around	and the world around	Learning about the			
				them.	them.	world around them.			
	Understanding a								
	range of topical news								
		issues.							
I	•	Enrichment/Extra Curriculum:							
	Coasts trip to Bo	Coasts trip to Bournemouth							

Year 10:

ear 10	Natural Hazards –	Natural Hazards –	Urban issues and	Urban issues and	Development and	Coursework for unit
	Tectonic Hazards	Weather Hazards	challenges - Bristol	challenges - Rio	Nigeria	3 exam
	Themes: To investigate	Themes: To investigate	Themes: examine why	Themes: examine	Themes: To	Themes: To
	the growing impact of	the growing impact of	urban areas are	why urban areas are	investigate the	investigate the
	natural hazards on	natural hazards on	growing and the	growing and the	challenges facing	impacts of tourism
	people and the	people and the	impact this is having	impact this is having	Nigeria and how they	in a coastal resort –
	environment.	environment.			are overcoming	Bournemouth, and
			Assessment:	Assessment:	these.	the effectiveness of
	Assessment: End of	Assessment: End of	End of topic test –	End of topic test –		coastal defences in
	topic test – specimen	topic test – specimen	specimen paper	specimen paper	Assessment: End of	stopping the process
	paper	paper			topic exam.	of longshore drift.
			Skills: To understand a	Skills: To understand		
	Skills: To analyse	Skills: To analyse	range of urban issues	how poverty is	Skills: To understand	Assessment:
	hazard distribution	hazard distribution	created as a result of	created as a result of	the processes that	Coursework write up
	patterns on world and	patterns on world and	urbanization as well as	urbanization and how	give rise to key	and exam
	regional scale maps.	regional scale maps.	how those issues can	that can be resolved	physical and human	preparation.
	r egional coare maper		be resolved		geographical features	
				SMSC/British Values:	of the world and their	Skills: To collect,
	SMSC/Pritish Values	CMCC/Pritich Values	SMSC/British Values:	Understanding how	interdependence.	analyse and
	SMSC/British Values: Learning about the	SMSC/British Values: Learning about the	Understanding how	communities and		communicate with a
	world around them.	world around them.	communities and	societies function.	SMSC/British Values:	range of data that
	Understanding a range	Understanding a range	societies function.		Understanding a	deepen their
		9 9			_	understanding of
	of topical news issues.	of topical news issues.			range of topical news	geographical
					issues. Investigating moral values and	processes.
						processes.
					ethical issues.	
						SMSC/British Values
						Understanding how
						theory relates to the
						real world.

Enrichment/Extra Curriculum:

- Examination trip to Bournemouth
- GCSE clinic.

Year 11

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

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

<u>Assessment</u>: Exam for each separate enquiry question. Full end of unit exam in December.

<u>Skills</u>: To develop examination technique in response to past questions and practice incorporating their knowledge into their answers to access higher marks.

<u>SMSC/British Values</u>: Understanding how communities and societies function.

EQ3: What are the consequences of globalisation for global development and how should different players respond to its challenges?

<u>Assessment</u>: Exam for each separate enquiry question. Full end of unit exam at Easter.

<u>Skills</u>: To develop examination technique in response to past questions and practice incorporating their knowledge into their answers to access higher marks.

<u>SMSC/British Values</u>: Understanding how communities and societies function.

Skills: To develop examination technique in response to past questions and practice incorporating their knowledge into their answers to access higher marks.

<u>SMSC/British Values</u>: Exploring the values and beliefs of others.

1 day field trip to Reading.

Enrichment/Extra Curriculum:

- GCE Student Revision days available
- Trip to Swanage (04.10.2018) and Reading (09.10.2018)

Year 13

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

EQ3: What are the consequences of globalisation for global development and how should different players respond to its challenges?

Assessment: 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.

Skills: To collect, analyse and communicate with a range of data that deepen their understanding of geographical processes.

<u>SMSC/British Values</u>: Understanding how theory relates to the real world.

EQ3: How are human rights used as arguments for political and military intervention?

EQ4: What are the outcomes of geopolitical interventions in terms of human development and human rights?

<u>Assessment</u>: Exam for each separate enquiry question. End of unit exam with prior units in March.

<u>Skills</u>: To develop examination technique in response to past questions and practice incorporating their knowledge into their answers to access higher marks.

SMSC/British Values: Exploring the values and beliefs of others.

superpowers and what are the implications of this?

Assessment: Exam for each separate enquiry question. A-Level mock exam.

Skills: To develop examination technique in response to past questions and practice incorporating their knowledge into their answers to access higher marks.

SMSC/British Values: Exploring the values and beliefs of others.