

Curriculum Intent

The Curriculum Framework in *(subject)* will:

- Fully cover and extend beyond the Programmes of Study: KS3 set out in the National Curriculum in England (September 2013).
- *Define using bullet points the curriculum intent which will shape the aligned KS3 framework in the subject area.*

Curriculum intent:

We aim to inspire and develop curious learners who have a fascination about the diversity of our planet. To enhance students understanding of the social, economic and environmental issues that affect people and places, while deepening their ability to reflect upon the interconnectivity and interdependence that exist within our human and physical landscapes. As students' progress through key stage 3 they will broaden their geographical vocabulary and incorporate previously learned core knowledge into more complex concepts, building on their critical analysis when exploring sustainable strategies to make conclusive judgements. Students will leave key stage 3 with excellent geographical knowledge and a range of geographical skills that they can apply to wider world challenges they face as they transition into global citizens.

Year 7	Learning Cycle 1 <i>(7 weeks)</i>	Learning Cycle 2 <i>(6 weeks)</i>	Learning Cycle 3 <i>(7 weeks)</i>	Learning Cycle 4 <i>(6 weeks)</i>	Learning Cycle 5 <i>(7 weeks)</i>	Learning Cycle 6 <i>(6 weeks)</i>
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Substantive Concept <i>The big ideas that permeate the curriculum. Creates the links between different subsets of Powerful Knowledge.</i>	What is geography and what makes an exceptional geographer?	Why are our ecosystems valuable and what are their biggest threats?	How has our planets population changed over time and what are the impacts of this on settlement?	What factors influence our physical landscapes and how are they shaped by physical processes?	How does weather and climate differ and what are the causes and impacts of some of our extreme weather?	Why are our oceans so important and why are they under threat?
Topic/Unit <i>The title or topic of the unit of work.</i>	Introduction to geography	Ecosystems of the world	Population and settlement	Physical landscape	UK weather and climate	Oceans on the edge
Powerful Knowledge <i>The subject specific (substantive) knowledge that pupils wouldn't otherwise encounter in their day-to-day lives.</i>	<ul style="list-style-type: none"> - To explore the continents and oceans of our planet - To investigate the difference between human and physical geography - To examine the geography of the UK - To understand how we define High Income Country's, Low Income Countries' Newly Emerging Economies (development classification) - To investigate the differences between Social, economic, environmental factors - To be able to read OS maps including grid references, symbols, contours, compass - To navigate using Longitude and latitude - To understand how to interpret Global Information systems. 	<ul style="list-style-type: none"> - To explore the abiotic and biotic components within ecosystems - To investigate the distribution of biomes around the world. - To understand food chains and food webs within ecosystems - To examines the value of an ecosystem to both humans and the planet . - To explore the threats facing our ecosystems. 	<ul style="list-style-type: none"> - To investigate the difference between urban V rural settlements - To explore how our population has change over time - To examines the national and international Migration causes including push and pull factors - To explore the effects of migration - To learn the different types of Settlement pf locations around the world. 	<ul style="list-style-type: none"> - To investigate the upland and lowland distributions within physical landscapes - To examine the Human, physical and environmental factors that influence physical landscapes - To understand how Weathering, erosion, transportation and deposition impact our landscape. - To explore the types of landscapes within the UK - Study of a physical landscape (river / coast OR glacier) 	<ul style="list-style-type: none"> - The difference between the definition of weather and climate - To investigate various elements of the weather including the water cycle. - To explore and interpret climate graphs. - To understand how air mass' influence the UK weather. - To investigate the causes and impacts of extreme weather events using case studies. 	<ul style="list-style-type: none"> - Students will explore the origin of oceans, their formation and the changing structure of their oceans. (Career point here which refers to careers in marine biology and sustainability of the oceans) - Students will investigate the ownership of our oceans and how this has developed historically. - Students will explore the importance of our oceans and their value globally - Students will then discover the destructive nature of our oceans and the impact this has on our land. - Students will then look at the significance of coral reefs and how they are being influenced by physical and human factors. - Students will then explore how humans are impacting our oceans including through overfishing and plastic pollution - Students will finally explore how oceans can be sustainably managed.

<p>Disciplinary Skills <i>The skills (disciplinary knowledge) that pupils must master if they are to be an effective learner in a subject domain.</i></p>	<ul style="list-style-type: none"> - Cartographic skills - Reading location on a map - Statistics - Fieldwork (this could be virtual) - Development classification - Photograph interpretation 	<p>Cartographic skills Interconnections between systems Space and locational knowledge Statistics and data Temporal change</p>	<p>Cartographic skills Graphical skills Space and locational knowledge Statistics and data Temporal change</p>	<p>Cartographic skills Space and locational knowledge OS Maps Scale Virtual fieldwork Physical processes Photograph interpretation</p>	<p>Cartographic skills Space and locational knowledge Scale Physical processes Climate graph Photograph interpretation</p>	<p>Cartographic skills Graphical skills Space and locational knowledge Statistics and data Temporal change Photograph interpretation</p>
<p>National Curriculum Coverage <i>Identify knowledge and skills defined in the National Curriculum Programme of Study.</i></p>	<ul style="list-style-type: none"> • Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. • Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom. • human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors. • use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information 	<ul style="list-style-type: none"> • Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). • Understand how human and physical processes interact to influence and change landscapes. environments and the climate; and how human activity relies on effective functioning of natural systems • Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes 	<ul style="list-style-type: none"> • Understand geographical similarities, differences and links between places through the study of human and physical geography. • human geography relating to: population and urbanisation; international development. • Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. • Use Geographical Information Systems (GIS) to view, analyse and interpret places and data • They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. • Extend their locational 	<ul style="list-style-type: none"> • physical geography relating to hydrology and coasts. • understand how human and physical processes interact to influence, and change landscapes. • build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom. • interpret a range of sources of geographical information. • develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical characteristics. • They should understand how geographical processes interact 	<ul style="list-style-type: none"> • They should understand how geographical processes interact. • They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories. • Extend their locational knowledge. • understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to weather and climate. • build on their knowledge of globes, maps and atlases and apply and develop this knowledge. • Use Geographical Information Systems (GIS) to view, analyse and interpret places and data 	<ul style="list-style-type: none"> • Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). • Understand how human and physical processes interact to influence and change landscapes. environments and the climate; and how human activity relies on effective functioning of natural systems • Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes environments and the climate; and how human activity relies on effective functioning of natural systems

		<ul style="list-style-type: none"> environments and the climate; and how human activity relies on effective functioning of natural systems 	<p>knowledge and deepen their spatial awareness of the world's countries using maps of the world</p>			
<p>Subject Specific Literacy <i>The tier 3, subject specific vocabulary that will allow pupils to talk, read and write effectively in that subject.</i></p>	<p>Ordnance Survey, Grid Reference, Four Figure, Six Figure, Contour, Symbols, Key, Investigation, Fieldwork, United Kingdom, place, development, compass, longitude, latitude, scale, social, economic, environmental, LIC, HIC, NEE</p>	<p>Ecosystem, biome, tundra, temperate, tropical, desert, interdependent, biotic, abiotic, adaptations, tropical rainforest, latitude, climate, food chain, food web, climate, producer, consumer, decomposer, nutrients</p>	<p>Settlement, rural, urban, demographic, population density, sparse, dense, migration, push, pull, immigration, refugee, emigration, national, international, city, village, hamlet, town</p>	<p>Upland, lowland, erosion, transportation, weathering, deposition, landscape (river or coastal or glacial), relief, geology,</p>	<p>Weather, climate, relief rainfall, temperature, precipitation, prevailing wind, water cycle, evaporation, condensation, extreme weather, tropical, continental, maritime, polar</p>	<p>Ocean, Pacific, Indian, Atlantic, Southern, Arctic, Twilight, Midnight, Daylight, Terrestrial, EEZ, Adaptations, Coral, One ocean, sustainability, microplastic, coral bleaching</p>
<p>Assessment <i>Outline the summative and formative assessment which will support the development of the pillars of learning in this Learning Cycle.</i></p>	<ul style="list-style-type: none"> Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%) 	<p>Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%)</p>	<ul style="list-style-type: none"> Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%) 	<ul style="list-style-type: none"> Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%) 	<ul style="list-style-type: none"> Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%) 	<ul style="list-style-type: none"> Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%)

Year 8	Learning Cycle 1 (7 weeks)	Learning Cycle 2 (6 weeks)	Learning Cycle 3 (7 weeks)	Learning Cycle 4 (6 weeks)	Learning Cycle 5 (7 weeks)	Learning Cycle 6 (6 weeks)
Substantive Concept <i>The big ideas that permeate the curriculum. Creates the links between different subsets of Powerful Knowledge.</i>	What are the factors influencing globalisation and how has globalisation impacted LIC's and NEE's?	How are resources distributed around the globe and what factors influence the demand both now and in the future?	What factors influence urbanisation and how can cities be sustainably managed?	How do fluvial processes impact our physical landscapes and how are we managing our hazards?	How do plate tectonics influence the earth's landscape and impact the living world?	How do coral reefs form and how can we better protect our coral reef?
Topic/Unit <i>The title or topic of the unit of work.</i>	Globalisation	Resources	Rapid change	Rivers and coasts	Tectonics	Coral reefs
Powerful Knowledge <i>The subject specific (substantive) knowledge that pupils wouldn't otherwise encounter in their day-to-day lives.</i>	<ul style="list-style-type: none"> To explore the classification of development using indicators To investigate the economic sectors including primary, secondary and tertiary. To define globalisation and look at the causes. To explore the factors impacting globalisation To investigate how TNC's have influenced countries around the world To explore at least one TNC 	<ul style="list-style-type: none"> To explore the definition and types of resources To be able to explain the differences between Renewable and non-renewable resources To analyse the distribution of resources around 	<ul style="list-style-type: none"> To understand the definitions of urbanisation To investigate the factors effecting urbanisation including Rural to urban migration and natural increase To explore the consequences of urban growth 	<ul style="list-style-type: none"> You can study either a river or coast or both! To explore the types of fluvial and or marine (river and or coastal) processes including erosion, transportation, deposition. To investigate the features of a river or coastal landscape. 	<ul style="list-style-type: none"> To understand the structure of the earth, continental drift and theories including slab-pull. To investigate the plate margins including constructive, destructive and conservative. To explore the different types of 	<ul style="list-style-type: none"> Students will explore the definition and distribution of a coral reef. Students will explore the origins and formations of coral reefs Students will then investigate the biodiversity

	<p>case study including which will include their impact on LIC's or NEEs</p>	<p>the world</p> <ul style="list-style-type: none"> To investigate the factors impacting supply and demand around the world. To understand the reasons for rising consumption. To explore the Impacts of resource security To investigate a chosen case study of a resource (food, water, energy) 	<p>including traffic congestion</p> <ul style="list-style-type: none"> To examine the ways of ensuring cities are sustainable To investigate a chosen case study of at least one urban area 	<ul style="list-style-type: none"> To examine the river or coastal landform formation. This will include one erosional and one depositional landform To research River or coastal management strategies including hard and soft engineering strategies To investigate an example of a River or coastal hazard for example river flooding or coastal collapse. 	<p>crust including continental and oceanic</p> <ul style="list-style-type: none"> To analyse the distribution of earthquakes and volcanoes. To investigate Earthquakes, volcanoes and tsunami formation To research at least one case study of a tectonic hazard which will include causes, benefits, impacts and responses 	<p>of the coral reef including the way in which plants and animals have adapted.</p> <ul style="list-style-type: none"> Students will explore the importance and value of the coral reef in relation to people and the environment. Students will explore the reasons why coral reefs are under threat within HIC's, NEE's and LIC's Students will then explore the way that coral reefs are being sustainably managed and their future significance.
<p>Disciplinary Skills The skills (disciplinary knowledge) that pupils must master if they are to be an effective learner in a subject domain.</p>	<ul style="list-style-type: none"> - Reading location on a map - Statistics and data - Development classification - Photograph interpretation - Graphical skills - Scale - Disciplinary literacy 	<ul style="list-style-type: none"> - Reading location on a map - Statistics and data - Development classification - Photograph interpretation - Graphical skills - Scale - Disciplinary literacy 	<ul style="list-style-type: none"> - Reading location on a map - Statistics and data - Photograph interpretation - Cartographic skills - Scale - Disciplinary literacy 	<ul style="list-style-type: none"> - Reading location on a map - Photograph interpretation - Cartographic skills - Scale - Disciplinary literacy - OS maps - Fieldwork skills - Process diagrams - GIS 	<ul style="list-style-type: none"> - Reading location on a map - Photograph interpretation - Cartographic skills - Scale - Disciplinary literacy - Process diagrams 	<ul style="list-style-type: none"> - Reading location on a map - Photograph interpretation - Cartographic skills - Scale - Disciplinary literacy - OS maps - Fieldwork skills - Process diagrams - GIS

<p>National Curriculum Coverage Identify knowledge and skills defined in the National Curriculum Programme of Study.</p>	<ul style="list-style-type: none"> understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East. understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia. human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources 	<ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. interpret a range of sources of geographical information. extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, 	<ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time collect, analyse and communicate with a range of data interpret a range of sources of information communicate geographical information in a variety of ways, geographical information. extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and 	<ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. collect, analyse and communicate with a range of data. interpret a range of sources of geographical information. communicate geographical information in a variety of ways. understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: <ul style="list-style-type: none"> physical geography relating to hydrology and coasts. understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. interpret Ordnance Survey maps in the classroom. use Geographical Information Systems. 	<ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). communicate geographical information in a variety of ways. physical geography relating to: geological timescales and plate tectonics. understand how human and physical processes interact to influence, and change landscapes. 	<ul style="list-style-type: none"> Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes environments and the climate; and how human activity relies on effective functioning of
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		<p>focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.</p> <ul style="list-style-type: none"> • human geography relating to the use of natural resources. • build on their knowledge of maps 	<p>human characteristics, countries and major cities.</p> <ul style="list-style-type: none"> • understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia. • build on their knowledge of maps. • use Geographical Information Systems (GIS) to view, analyse and interpret places and data. 			natural systems
<p>Subject Specific Literacy The tier 3, subject specific vocabulary that will allow pupils to talk, read and write effectively in that subject.</p>	<p>Development, HIC, LIC, indicator, inequality, Birth rate, death rate, infant mortality, literacy rate, HDI, GNI, patient per doctor, life expectancy, access to clean water, TNC, primary, secondary, tertiary, quaternary, globalisation, industrialisation,</p>	<p>Resource, supply, demand, security, insecurity, consumption, production, sustainable, distribution, environment, social, economic, finite, renewable, non-renewable, fossil fuels</p>	<p>Urbanisation, natural increase, rural to urban migration, urban sprawl, industrialisation (de-industrialisation), traffic congestion, rural-urban fringe, sustainable, megacity, informal settlement,</p>	<p>All schools: Erosion, deposition, transportation, landform, physical processes, management, hard engineering, soft engineering, hazard Rivers: waterfall, oxbow lake, meander, river flooding</p>	<p>Crust, mantle, inner core, outer core, continental, oceanic, slab-pull, continental drift, destructive, constructive, conservative, subduction zone, distribution, primary, secondary, immediate, long</p>	<p>Coral, colony, polyp, atoll, calcium carbonate, harvesting, adaptations, symbiotic, zooxanthellae, ammonia, marine pollution, agriculture, tourism, overfishing,</p>

			infrastructure, CBD	Coasts: Headland, bay, spit, constructive, destructive,	term, response, earthquake, tsunami, volcano, magma, lava	sustainability
<p>Assessment Outline the summative and formative assessment which will support the development of the pillars of learning in this Learning Cycle.</p>	<ul style="list-style-type: none"> Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%) 	<ul style="list-style-type: none"> Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%) 	<ul style="list-style-type: none"> Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%) 	<ul style="list-style-type: none"> Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%) 	<ul style="list-style-type: none"> Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%) 	<ul style="list-style-type: none"> Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%)

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Year 9	Learning Cycle 1 (7 weeks)	Learning Cycle 2 (6 weeks)	Learning Cycle 3 (7 weeks)	Learning Cycle 4 (6 weeks)	Learning Cycle 5 (7 weeks)	Learning Cycle 6 (6 weeks)
Substantive Concept <i>The big ideas that permeate the curriculum. Creates the links between different subsets of Powerful Knowledge.</i>	Why do we have uneven development and how can we support LIDC's?	What are the threats facing Tropical rainforests and coral reefs and how are we managing these threats?	Why is demand for water changing and how can we ensure the future sustainability of this precious resource?	What are plate tectonics and how do we respond to hazards such as volcanoes, earthquakes and tsunamis?	What are the 10 most powerful regions of the world and will they ever break free from being prisoners of geography?	How has ice shaped our planet and how can we ensure this natural resource's sustainability?
Topic/Unit <i>The title or topic of the unit of work.</i>	Divide and conquer	Welcome to the Jungle	Wonderful Water	Restless Earth	Prisoners of geography	Ice Age
Powerful Knowledge <i>The subject specific (substantive) knowledge that pupils wouldn't otherwise encounter in their day-to-day lives.</i>	<ul style="list-style-type: none"> Students will explore the diversity within the UK including income, life expectancy and air quality levels. Students will explore the north / south divide within the UK and how this has impacted various places around the UK. Students will investigate the reasons for the north south divide including de-industrialisation and location within the UK. Students will investigate how we can manage the divide within the UK to form a more equal social, economic and environmental country. Students will explore Brazil and the divide that exists within the country. Students will investigate the reasons for the divide including political and economic. Students will then explore the impacts of the divide including poverty levels, education and health Students will then explore how Brazil is trying to bridge the gap 	<ul style="list-style-type: none"> Students will explore the layers within a rainforest and how they are structured in addition to their water and carbon cycle. Students will then investigate the biodiversity of the rainforest including the way in which plants and animals have adapted. Students will explore the importance and value of the tropical rainforest in relation to people and the environment. Students will investigate the political issues surrounding rainforests including the conflict over 	<ul style="list-style-type: none"> Students will explore the origins of water and global usage. Students will investigate the value of water and the importance from a domestic and industrial perspective. Students will understand the causes of drought and how this impacts both LIDC's and AC's water supply. Students will then investigate water availability of water around the world and the impacts of supply and demand impact. Students will then look at the impacts of water 	<ul style="list-style-type: none"> Students will explore the structure of the earth, the theories behind its origins. Students will then investigate plate tectonics and the features that exist within plate boundaries. Students will then study the formations and characteristics of volcanoes, comparing their locations around the world. Students will then explore volcanic eruptions and responses to eruptions within an LIDC and AC. Students will then investigate the causes, impacts and responses to earthquakes, comparing 	<ul style="list-style-type: none"> This unique topic will look to explore geography through the use of literacy. Students will explore the book 'prisoners of geography'. An excellent insight into how geography has shaped our world. Students will explore the physical limitations that prevent Russia from developing and why they are so obsessed with NATO Students will then compare this with how the USA's geography have lead the country to become a world superpower Students will also investigate China's power and how the are destined to continue there growth in the future Students will also 	<ul style="list-style-type: none"> Students will firstly explore the locations of the various glaciers across the earth and how they are formed. Students will then explore the physical processes that create various landforms such as plucking, abrasion, corries and aretes. Students will then investigate the impact of climate change on glaciers and glaciation. Finally students will explore the impact of human activities on glaciers and how humans are responding to glacial retreat caused by climate change.

		<p>between low and high economic status.</p>	<p>governance and usage.</p> <ul style="list-style-type: none"> Students will explore the reasons why TRF's are under threat within AC's (Australia) 	<p>insecurity in both an developing and undeveloped country.</p> <ul style="list-style-type: none"> Students will explore water management within the UK and an LIDC abroad as well as exploring the future of water and how to ensure sustainability. 	<p>occurrences in LIDC's and AC's around the world.</p> <ul style="list-style-type: none"> Students will then gain understanding of the causes, impacts and responses of tsunami's within LIDC's (Boxing Day 2004) and AC's (Japan 2011) 	<p>explore potential for both the Middle East and parts of Africa will hold the key to future geographical development.</p>	
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<p>Disciplinary Skills The skills (disciplinary knowledge) that pupils must master if they are to be an effective learner in a subject domain.</p>	<ul style="list-style-type: none"> - Reading location on a map - Statistics and data - Development classification - Photograph interpretation - Graphical skills - Scale - Disciplinary literacy 	<ul style="list-style-type: none"> - Reading location on a map - Statistics and data - Geographical processes - Photograph interpretation - Map interpretation - Disciplinary literacy 	<ul style="list-style-type: none"> - Reading location on a map - Statistics and data - Geographical processes - Photograph interpretation - Map interpretation - Disciplinary literacy 	<ul style="list-style-type: none"> - Reading location on a map - Statistics and data - Geographical processes - Photograph interpretation - Map interpretation - Disciplinary literacy 	<ul style="list-style-type: none"> - Reading location on a map - Statistics and data - Geographical processes - Photograph interpretation - Map interpretation - Disciplinary literacy 	<p>School specific topic – Timing dependent</p>
<p>National Curriculum Coverage Identify knowledge and skills defined in the National Curriculum Programme of Study.</p>	<ul style="list-style-type: none"> • Geographical knowledge, understanding and skills • human characteristics and how these provide a geographical context for understanding the actions of processes • human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. • collect, analyse and communicate with a range of data. • interpret a range of sources. • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. • how geographical processes interact to create distinctive human and physical landscapes that change over time. • using geographical knowledge, approaches and concepts 	<ul style="list-style-type: none"> • knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. • Geographical knowledge, understanding and skills • develop contextual knowledge of the location of globally significant places – both terrestrial. • understand the processes that give rise to key physical and human geographical features of the world. 	<ul style="list-style-type: none"> • knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. • develop contextual knowledge of the location of globally significant places – both terrestrial and marine. • interpret a range of sources of geographical information, including maps, diagrams, globes, 	<ul style="list-style-type: none"> • knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. • the interaction between physical and human processes, and of the formation and use of landscapes and environments. • the Earth’s features at different scales are shaped, interconnected and change over time. 	<ul style="list-style-type: none"> • Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • extend their locational knowledge and deepen their spatial awareness of the world’s countries 	<p>Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.</p> <p>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Physical geography relating to: geological timescales and</p>

	<p>[such as models and theories] and geographical skills in analysing and interpreting different data sources.</p> <ul style="list-style-type: none"> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East. understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia. human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources 	<ul style="list-style-type: none"> analyse and communicate with a range of data interpret a range of sources of geographical information. extend their locational knowledge. understand geographical similarities. places through the study of human and physical geography of a region within Africa, and of a region within Asia. Hydrology. understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom 	<p>aerial photographs and Geographical Information Systems (GIS)</p> <ul style="list-style-type: none"> communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding. extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East. physical geography relating to hydrology. how human and physical processes interact to influence, and change 	<ul style="list-style-type: none"> give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia. physical geography relating to: geological timescales and plate tectonics 	<p>using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p> <ul style="list-style-type: none"> understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems 	<p>plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present</p>
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<p>Subject Specific Literacy <i>The tier 3, subject specific vocabulary that will allow pupils to talk, read and write effectively in that subject.</i></p>	<p>United Kingdom, North south divide, development indicators, life expectancy, health, education, social, economic, environmental, Rio, Brazil, Favelas, de-industrialisation, geographical location, government, politics, corruption, military</p>	<p>Rainforest, Canopy, emergent, under canopy, shrub, forest floor, biodiversity, jaguar, species, water cycle, carbon capture, Amazon, Indonesia, Madagascar, ring tailed lemur, Australia, possum, sustainable, ecotourism, palm oil.</p>	<p>water, hydrology, abstracted, algal booms, eutrophication, aquifers, reservoirs, water transfer, drought, subsidence, ecosystem, insecurity, security, scarcity, groundwater, agriculture, waterborne diseases, hydroelectric power</p>	<p>Crust, mantle, inner and outer core, molten rock, convection currents, pangea, continents, continental drift, destructive, constructive, conservative, collision, submerge, dense, oceanic, continental, Haiti, Montserrat, tsunami, wave sholling, Tohuku, Fukushima</p>	<p>China, USA, Russia, Middle East, Africa, globalisation, economic, territory, terrain, geopolitics, foreign policy, NATO,</p>	<p>Glacier, Ice sheet, glaciation, erosion, plucking, freeze-thaw weathering, abrasion, corrie, drumlin, arete, pyramidal peak, glacial till, climate change, greenhouse effect, tundra, human activity, social, economic, environmental, responses.</p>

<p>Assessment <i>Outline the summative and formative assessment which will support the development of the pillars of learning in this Learning Cycle.</i></p>	<ul style="list-style-type: none"> Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%) 	<ul style="list-style-type: none"> Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%) 	<ul style="list-style-type: none"> Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%) 	<ul style="list-style-type: none"> Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%) 	<ul style="list-style-type: none"> Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%) 	<ul style="list-style-type: none"> Academies will put in place a formative assessment regime during the term. This will ensure staff can identify misconceptions and areas not securely understood by pupils. Formative assessment and associated feedback should result in reteaching, adaptation to the curriculum and opportunities for students to fill the gaps in learning. A trust-wide summative assessment will be created to assess progress made against the aligned curriculum. The assessment will assess learning from the last term (75%) and previous learning (25%)