Curriculum Map Foundation and Mastery

Geography 2019-2020

The progressive, inclusive curriculum 'skills, knowledge and concepts: literacy, life skills and enrichment'

Legend:

<u>Unit of work</u>: title of the topic and theme

PA- Peer-assessment

MA- Mixed assessed (some peer or self assessment and some teacher assessment)

SA- Self-assessment

TA- Teacher assessment

SDG: Sustainable development Goals (see UN document in Annexe)

Written Assessment objectives: AO1: Knowledge of map skills with investigation of how Sources Homework Weekly homework Revisiting, Geography? Assessment objectives: AO1: Knowledge of different energy resources and how they are incorporated AO2: Investigation of the energy resources and how they are incorporated AO3: Use of sources from local and regional areas Written Assessment objectives: AO1: Knowledge of different energy resources and how they are incorporated AO2: Investigation of the energy resources and how they are incorporated Weekly they can be implemented more sustainably Extra elements outside National Curriculum: Use of Uxbridge as local area, Europe as other countries ASSESSMENT Objectives: AO1: Knowledge of different energy resources and how they are incorporated Weekly they can be implemented more sustainably Extra elements outside National Curriculum: Can be implemented more sustainably AO4: Evaluation of whice they are incorporated Nowelly they are incorporated they can be implemented more sustainably Nomework they are incorporated Nowelly they are incorporated they are incorporated Nowelly they are incorporated they are incorporated they can be implemented more sustainably Nomework they are incorporated they are	
Geography? Assessment objectives: AO1: Knowledge of map skills with investigation of how Sources Homework Weekly homework Revisiting, Geography? Assessment objectives: AO1: Knowledge of different energy resources and how they are incorporated AO2: Investigation of the energy resources and how they are incorporated AO2: Investigation of the energy resources and how they are incorporated Weekly AO3: Use of sources from local and regional areas Extra elements outside National Curriculum: Use of Uxbridge as local area, Europe as other countries AO1: Knowledge of different energy resources and how they are incorporated AO2: Investigation of the energy resources and how they are incorporated Weekly AO2: Investigation of the energy resources and how they are incorporated Weekly AO2: Investigation of the energy resources and how they are incorporated Weekly AO2: Investigation of the energy resources and how they are incorporated Weekly AO2: Investigation of the energy resources and how they are incorporated Weekly AO2: Investigation of the energy resources and how they are incorporated They are incorporated to they are incorporated to they can be implemented more sustainably Extra elements outside National Curriculum: Use of Uxbridge as local area, Europe as other countries	
remembering opportunities Knowledge retrieval starter quiz CEIAG components: lesson on scale and relief link to landscaping, surveying and urban planning. Lesson on GIS and OS link to mapping, GIS employment and use of computerised maps, google map and google earth. Clubs: GeoClub on Wednesday in B19 Homework booklet with Harry Potter activities. SMSC concepts:sustainability, overfishing, tourism, End points are L.Os, assessments, concepts understood, key terms definitions. SDGs for KS3, geo skills, map skills, geographical skills, data analysis skills Assessments- See individual SOLs for all details. PA 4 and 6 grid references (20 min) MA-Map skills assessment Femembering opportunities (Rnowledge retrieval) issues Issues - report on sustainability at UHS Equality for SEND students: strategies used for differentiation are included in all lessons, such as differentiated worksheets, sentence starters, writing frame and extensions from GeoChallenges. CEIAG components: intro lesson 2-6: employment in renewable energy, lesson 7-8: employment in renewable and non-renewable energy, lesson 7-8: employment in renewable energy, lesson 2-6: employment in renewable energy, lesson 7-8: employment in renewable energy, lesson 2-6: employment in renewable energy, lesson 7-8: employment in renewable energy, lesson 2-6: employment in renewable energy, lesson 2-6: employment in renewable energy, lesson 3-7-8: employment in renewable energy, lesson 3-8: employment in renewable energy energy lesson 3-8:	ifferent energy resources and how described the energy resources and how they more sustainably hich resource is the most scarce and de National Curriculum: all life events cio-economic and environmental dents: strategies used for cluded in all lessons, such as neets, sentence starters, writing is from GeoChallenges. ntro lesson SDG employment at UN, imployment in renewable and non-isson 7-8:employment in research on dednesday in B19 deinability, local actions, global dessessments, concepts understood, dessessments, concepts understood, desired by the lividual SOLs for all details. Derks H/W

Term	Foundation	Term	Foundation	Term	Transition
	Year 7		Year 8		Year 9
Autumn 2 Written Sources Homework Weekly homework Revisiting, revising, remembering opportunities Knowledge retrieval starter quiz	Unit of work: Where are our fantastic places? Assessment objectives: AO1: Understand how different environments are different to their local area AO2: Describe different types of geography Enrichment/life and work skills: - Travel guide - Unique places Extra elements outside National Curriculum: Use of Uxbridge as local area, Europe as other countries and use of OS maps to develop Map skills. Equality for SEND students: strategies used for differentiation are included in all lessons, such as differentiated worksheets, sentence starters, writing frame and extensions from GeoChallenges. CEIAG components: lesson with scale and relief link to landscaping, surveying and urban planning. GIS employment, tourism, tourist industry, airplane industry, artist, blogger, travel vloger. Clubs: GeoClub on Wednesday in B19 Homework booklet with different fantastic places.	Autumn 2 Written Sources Homework Weekly homework Revisiting, revising, remembering opportunities Knowledge retrieval starter quiz	Unit of work: How does space and time bind geography of sport? Assessment objectives: AO1: Understand how everyday aspects shape geography AO4: Evaluate how time in geography has shaped sports and society Enrichment/life and work skills: - Human geography - Ability to analyse out of context Extra elements outside National Curriculum: Use of chloropeth maps China, London, Rio Olympics. Equality for SEND students: strategies used for differentiation are included in all lessons, such as differentiated worksheets, sentence starters, writing frame and extensions from GeoChallenges. CEIAG components: Lessons on sports, venues and Olympics (London, Rio, Russia and Canada). Jobs to be developing from venues, athletes and coaching.	Autumn 2 Literacy foci Written Sources Homework Weekly homework Revisiting, revising, remembering opportunities Knowledge retrieval starter quiz	
	SMSC concepts: Developed /developing countries/sustainability/Innovation/environmental concerns.		Clubs: GeoClub on Wednesday in B19 Homework revision of TNCs/Olympics rebranding. SMSC concepts: Innovation/		SMSC concepts: urban system, empathy, aid-relief-development
	End points are L.Os, assessments, concepts understood, key terms definitions. SDGs for KS3, geo skills, map skills, geographical skills, data analysis skills. Assessments- SA- geo quiz		sustainability/empathy/sharing/aid-development End points are L.Os, assessments, concepts understood, key terms definitions.		End points are L.Os, assessments, concepts understood, key terms definitions. SDGs for KS3, geo skills, map skills, geographical skills, data analysis skills.
	MA- Fantastic places booklet (Full lessons)See individual SOLs for all details.		SDGs for KS3, geo skills, map skills, geographical skills, data analysis skills. Assessments- MA exam on Resources (full lessons)		Assessments- PA Bristol 6 marks TA exam on resources and world development (Full lessons) See individual SOLs for all details.

Term	Foundation	Term	Foundation	Term	Transition
	Year 7		Year 8		Year 9
Spring 1	Unit of work: How does our food shape geography?	Spring 1	Unit of work: How and why does migration occur in	Spring 1	Unit of work: Unit of work: How are river and
	Assessment objectives		our 21st century?		coastal processes different?
Written Sources		Written Sources	Assessment objectives	Written Sources	Assessment Objectives
Homework	AO3: Evidence of food sources through reports and	Homework	AO1: Understand how migration occurs	Homework	A01: Describe the river processes and landforms
Weekly	news articles	Weekly homework	AO3: Use case studies to understand the impacts of	Weekly	A03: Use resources to understand rivers processes
homework	AO4: Evaluation of food sources from different regions	Revisiting,	migration	homework	and landforms, including flooding.
Revisiting,	Enrichment/life and work skills:	revising,	AO4: Evaluate how migration can impact geography	Revisiting,	AO4: Evaluate how Rivers can affect economical
revising,	- UN	remembering	Enrichment/life and work skills:	revising,	and social geography
remembering	- UNESCO	opportunities	- UN	remembering	Enrichment/life and work skills:
opportunities	- NGO	Knowledge	- Debates on migration between people	opportunities	- Ability to be able to understand how factors
Knowledge	Extra elements outside National Curriculum: Use of Uxbridge food consumption and availability.	retrieval starter	Extra elements outside National Curriculum:	Knowledge	contribute to increase flooding areas.
retrieval starter	agribusiness, organic food.	quiz	International refugee and migration crisis.	retrieval starter	Extra elements outside National Curriculum:
quiz	Equality for SEND students: strategies used for		Equality for SEND students: strategies used for	quiz	Flooding, climate change impacts of rivers
	differentiation are included in all lessons, such as		differentiation are included in all lessons, such as		Equality for SEND students: strategies used for differentiation are included in all lessons, such as
	differentiated worksheets, sentence starters, writing		differentiated worksheets, sentence starters,		differentiated worksheets, sentence starters,
	frame and extensions from GeoChallenges.		writing frame and extensions from GeoChallenges.		writing frame and extensions from GeoChallenges.
	CEIAG components: lesson agribusiness, lesson on		CEIAG components: lesson on migration, national		
	primary and secondary employment structure, UN,		government. NGOs, charities, GIS, Computerised		CEIAG components: lesson google earth. Use of
	NGOs, UNESCO, farmers, mining, forestry.		maps,		urban planning, flood management, local
	, , , , , , , , , , , , , , , , , , , ,				government, environmental agency
	Clubs: GeoClub on Wednesday in B19		Clubs: GeoClub on Wednesday in B19		Clubs: GeoClub on Wednesday in B19
	Homework booklet with food resources research.		Homework booklet with research on international		Homework revision landforms and processes
	SMSC concepts: food consumption and		migration crisis.		SMSC concepts: environmental refugee, empathy,
	availability/empathy/sharing/world and local impacts/fair trade		SMSC concepts: impact of migration, adaptation,		social impacts.
	impacts/fail trade		empathy, role of local actions.		
	End points are L.Os, assessments, concepts		End points are L.Os, assessments, concepts		End points are L.Os, assessments, concepts
	understood, key terms definitions.		understood, key terms definitions.		understood, key terms definitions.
			and a community		SDGs for KS3, geo skills, map skills, geographical
	SDGs for KS3, geo skills, map skills, geographical skills,		SDGs for KS3, geo skills, map skills, geographical		skills, data analysis skills.
	data analysis skills.		skills, data analysis skills.		Assessments- TA exam practice 9 marks H/W
	Assessments- PA 2 x 4-6 marks questions on Food		Assessments- PA 2 x 6 marks questions on migration		PA 4 and 6 marks about resources- in lessons
	SA 2 x 4-6 marks on Oceans, MA- geo quiz, TA End		and settlement in lessons, SA 2 x 4-6 marks on		PA Bristol 6 marks
	of topic exam for Food and Oceans		migration and settlement,MA H/W on settlement		TA exam on resources and world development (Full lessons)
	(full lesson) See individual SOLs for all details.		TA exam on SA 2 x 4-6 marks on Migration and settlement (full lessons). See individual SOLs for all		See individual SOLs for all details
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			details.		

Term	Foundation	Term	Foundation	Term	Transition
	Year 7		Year 8		Year 9
Spring 2	Unit of work: What lies deep in our oceans?	Spring 2	Unit of work: Where and why do people settle where	Spring 2	Unit of work: Where and why do people settle where
	Assessment objectives:		they do in our wider world?		they do in our wider world?
Written	AO1: Understanding of oceans on our planet	Written Sources	Assessment objectives	Written Sources	Assessment objectives
Sources	AO2: Describing the consequences of pollution in our	Homework	AO1: Understand how hot and cold environment	Homework	AO1: Understand how migration occurs
Homework	oceans	Weekly homework	features	Weekly	AO3: Use case studies to understand the impacts of
Weekly	AO4: Evaluating how to be more sustainable	Revisiting,	AO3: Use case studies to understand the adaptation of	homework	migration
homework	Enrichment/life and work skills:	revising,	people to hot and cold environment.	Revisiting,	AO4: Evaluate how people in migration can impact
Revisiting,	- NGO	remembering	AO4: Evaluate how people live in hot and cold	revising,	society
revising,	- Greenpeace	opportunities	environments.	remembering	Enrichment/life and work skills:
remembering	Extra elements outside National Curriculum: Australia great barrier reef, Pacific rubbish centre	Knowledge	Enrichment/life and work skills:	opportunities	- Debates on migration between people
opportunities	Australia great barrier reer, racinic rubbish centre	retrieval starter	- Debates on migration between people	Knowledge	Extra elements outside National Curriculum:
Knowledge	Equality for SEND students: strategies used for	quiz	Extra elements outside National Curriculum:	retrieval starter	Use of Uxbridge as local area, Europe as other countries and use of OS maps to develop Map skills.
retrieval	differentiation are included in all lessons, such as		Use of Canada, Russia and Australia and South	quiz	countries and use of OS maps to develop Map skills.
starter quiz	differentiated worksheets, sentence starters,		Africa		Equality for SEND students: strategies used for
	writing frame and extensions from GeoChallenges.		Equality for SEND students: strategies used for differentiation are included in all lessons, such as		differentiation are included in all lessons, such as
	CEIAG components: lesson on oceans,		differentiated worksheets, sentence starters, writing		differentiated worksheets, sentence starters, writing
	oceanographer,greenpecae, activitist, fisherman,		frame and extensions from GeoChallenges.		frame and extensions from GeoChallenges.
	NGOs, charities.surfers against sewage.		C		05140
	Clubs: GeoClub on Wednesday in B19		CEIAG components: lesson primary employment,		CEIAG components: lesson primary employment,
	Homework research on climate change and		local governments, truckers.		local governments, truckers.
	oceans.				Clubs: GeoClub on Wednesday in B19
	SMSC concepts: NGO, environmental		Clubs: GeoClub on Wednesday in B19 Homework research on hot and cold environments.		Homework research on Hot and cold environment
	sustainability. Empathy, global and local impacts.		SMSC concepts: adaptation, mitigation		
			Sivise concepts, adaptation, mitigation		SMSC concepts: migration, empathy, refugee crisis.
	End points are L.Os, assessments, concepts		End points are L.Os, assessments, concepts		
	understood, key terms definitions.		understood, key terms definitions.		End points are L.Os, assessments, concepts
	SDGs for KS3, geo skills, map skills, geographical				understood, key terms definitions.
	skills, data analysis skills		SDGs for KS3, geo skills, map skills, geographical		SDGs for KS3, geo skills, map skills, geographical skills, data analysis skills
	· ·		skills, data analysis skills		Assessments-PA 2 x 6 marks questions on migration
	Assessments- PA 2 x 4-6 marks questions on Food		Assessments- PA 2 x 6 marks questions on migration and settlement in		and settlement in lessons, SA 2 x 4-6 marks on
	SA 2 x 4-6 marks on Oceans, MA- geo quiz, TA End of		lessons, SA 2 x 4-6 marks on migration and settlement		migration and settlement
	topic exam for Food and Oceans (full lesson) See individual SOLs for all details.		MA H/W on settlement, TA exam on SA 2 x 4-6 marks on		MA H/W on settlement, TA exam on SA 2 x 4-6 marks
	See marvidual SOES for all details.		Migration and settlement (full lessons)See individual		on Migration and settlement (full lessons) See
			SOLs for all details.		individual SOLs for all details.

Term	Foundation	Term	Foundation	Term	Transition
	Year 7		Year 8		Year 9
Summer 1	Unit of work: Why should we care about our worlds	Summer 1	Unit of work: How can fame help to shape our	Summer 1	Unit of work: How do processes under our Earth
	rainforests?		different understandings of geographies?		occur?
Written Sources	Assessment objectives:	Written Sources	Assessment objectives:	Written Sources	Assessment Objectives
Homework	AO1: Understand the features of a rainforest	Homework	AO1: Knowledge of influences in geography	Homework	A01: Describe the tectonic plates
Weekly homework	AO2: Describe how species have adapted	Weekly homework	AO3: Sources used to understand how to	Weekly	A03: Use resources to understand how tectonic plates
Revisiting,	AO4: Evaluate how sustainable we live among the	Revisiting, revising,	celebrities have helped to face geographies	homework	affects different regions
revising,	rainforests	remembering	Enrichment/life and work skills:	Revisiting,	AO4: Evaluate how tectonic plates can affect
remembering	Enrichment/life and work skills:	opportunities	- Greenpeace	revising,	economical and social geography
opportunities	- Greenpeace	Knowledge	- UN	remembering	Enrichment/life and work skills:
Knowledge	- Sustainable living	retrieval starter	Extra elements outside National Curriculum:	opportunities	- Ability to be able to understand how factors
retrieval starter	Extra elements outside National Curriculum:	quiz	World geography influencers .	Knowledge	contribute to the outcome of a process
quiz	World rainforests, NGOs, TNCs, mining, logging		Equality for SEND students: strategies used for	retrieval starter	Extra elements outside National Curriculum:
	Equality for SEND students: strategies used for		differentiation are included in all lessons, such	quiz	Comparing HIC, NEE and LIC natural hzards, hazard hotspots.
	differentiation are included in all lessons, such as		as differentiated worksheets, sentence starters,		Equality for SEND students: strategies used for
	differentiated worksheets, sentence starters, writing		writing frame and extensions from GeoChallenges.		differentiation are included in all lessons, such as
	frame and extensions from GeoChallenges.		Geochanenges.		differentiated worksheets, sentence starters, writing
	CEIAC commonwell lessons on CIC Consequence		CEIAG components: sustainability, NGOs, local,		frame and extensions from GeoChallenges.
	CEIAG components: lessons on GIS, Greenpeace, NGOs, lawyers, NGOs, local, national government		National government, geographers, activists.		
	NGO3, lawyer3, NGO3, local, flational government		Clubs: GeoClub on Wednesday in B19		CEIAG components: lesson on tentonic, geologists,
	Clubs: GeoClub on Wednesday in B19		Homework research on famous geographers		volcanologists, seimiscologist, earthquake expert, mnagment of tectonics, NGOs, local government, risk
	Homework booklet on rainforests.		who changed the world.		assessor.
					Clubs: GeoClub on Wednesday in B19
	SMSC concepts: sustainability, empathy, logging,		SMSC concepts: sustainability, UN, empathy,		Homework research on tsunamis and earthquakes
	agribusiness		citizenship. End points are L.Os, assessments, concepts		
	End points are L.Os, assessments, concepts		understood, key terms definitions.		SMSC concepts: primary and secondary impacts, socia
	understood, key terms definitions.		understood, key terms deminions.		and environmental impacts, empathy.
			SDGs for KS3, geo skills, map skills, geographical		End points are L.Os, assessments, concepts
	SDGs for KS3, geo skills, map skills, geographical skills,		skills, data analysis skills		understood, key terms definitions.
	data analysis skills				SDGs for KS3, geo skills, map skills, geographical skills,
	Accordments DA 2 v 4 6 morks questions on Dainferest		Assessments-PA 2 x 4-6 marks questions on How		data analysis skills
	Assessments- PA 2 x 4-6 marks questions on Rainforest SA 2 x 4-6 marks on		people shape the world and Crime		Accordants TAllaurts sky the 110 to 110
	MA- geo quiz on Living world and Globalisation		SA 2 x 9 marks on How people shape and Crime MA H/W on how people shape the world.		Assessments- TA How to change the world 9 marks H/W PA 3 x 4, 6 and 9marks about Rivers/Coasts and How
	MA- end of year exam		MA-end of year exam		people shape the world- in lessons
	(full lesson)		(full lessons)		MA- End of year exam
	See individual SOLs for all details.		See individual SOLs for all details.		(Full lessons)See individual SOLs for all details.

Term	Foundation	Term	Foundation	Term	Transition
	Year 7		Year 8		Year 9
Written Sources Homework Weekly homework Revisiting, revising, remembering opportunities Knowledge retrieval starter quiz	Unit of work: How can we live in a world that is more sustainable? Assessment objectives AO1: Knowledge of different energy resources and how they are incorporated AO2: Investigation of the energy resources and how they can be implemented more sustainably AO4: Evaluation of which resource is the most scarce and Enrichment/life and work skills - Evaluation of real life events - Debates about socio-economic and environmental issues - NGO references Extra elements outside National Curriculum: Use of Uxbridge as local area, Europe as other countries. Equality for SEND students: strategies used for differentiation are included in all lessons, such as differentiated worksheets, sentence starters, writing frame and extensions from GeoChallenges. CEIAG components: Sustainability, urban planning, renewable energy employment, Clubs: GeoClub on Wednesday in B19 Homework booklet on sustainability. SMSC concepts: sustainability, End points are L.Os, assessments, concepts understood, key terms definitions. SDGs for KS3, geo skills, map skills, geographical skills, data analysis skills Assessments- PA 2 x 4-6 marks questions on Rainforest SA 2 x 4-6 marks on , MA- geo quiz on Living world and Globalisation, MA- end of year exam (full lesson) See individual SOLs for all details.	Written Sources Homework Weekly homework Revisiting, revising, remembering opportunities Knowledge retrieval starter quiz	Unit of work: How can we analyse different crimes in geographical space? Assessment objectives: AO1: Describe how crime occurs and where? AO3: Use different sources to understand how we perceive crime Enrichment/life and work skills: - MET police - Police.uk Extra elements outside National Curriculum: Use of Uxbridge as local area, London Met vs USA crime and punishment. Equality for SEND students: strategies used for differentiation are included in all lessons, such as differentiated worksheets, sentence starters, writing frame and extensions from GeoChallenges. CEIAG components: lesson criminology, analysist, police, correction officer, lawyer, community link, guards, judge Clubs: GeoClub on Wednesday in B19 Homework research on crime in London. SMSC concepts: crime, empathy, stories, impacts on families, community, local action. End points are L.Os, assessments, concepts understood, key terms definitions. SDGs for KS3, geo skills, map skills, geographical skills, data analysis skills Assessments- PA 2 x 4-6 marks questions on How people shape the world and Crime, SA 2 x 9 marks on How people shape the world and Crime, SA 2 x 9 marks on How people shape the world and Crime, SA 2 x 9 marks on How people shape the world and Crime, SA 2 x 9 marks on How people shape the world and Crime, SA 2 x 9 marks on How people shape the world and Crime, SA 2 x 9 marks on How people shape the world and Crime, SA 2 x 9 marks on How people shape the world and Crime, SA 2 x 9 marks on How people shape the world and Crime, SA 2 x 9 marks on How people shape the world and Crime, SA 2 x 9 marks on How people shape the world and Crime, SA 2 x 9 marks on How people shape the world and Crime, SA 2 x 9 marks on How people shape the world and Crime, SA 2 x 9 marks on How people shape the world and Crime, SA 2 x 9 marks on How people shape the world and Crime, SA 2 x 9 marks on How people shape the world and Crime, SA 2 x 9 marks on How people shape the world and Crime A HW on how people shape the world and Crime A HW on how peopl	Written Sources Homework Weekly homework Revisiting, revising, remembering opportunities Knowledge retrieval starter quiz	Unit of work: How can we analyse different crimes in geographical space? Assessment objectives: AO1: Describe how crime occurs and where? AO3: Use different sources to understand how we perceive crime Enrichment/life and work skills: - MET police - Police.uk Extra elements outside National Curriculum: Use of Uxbridge as local area, London Met vs USA crime and punishment. Equality for SEND students: strategies used for differentiation are included in all lessons, such as differentiated worksheets, sentence starters, writing frame and extensions from GeoChallenges. CEIAG components: lesson criminology, analysist, police, correction officer, lawyer, community link, guards, judge. Clubs: GeoClub on Wednesday in B19 Homework research on crime in London. SMSC concepts: crime, empathy, stories, impacts on families, community, local action. End points are L.Os, assessments, concepts understood, key terms definitions. SDGs for KS3, geo skills, map skills, geographical skills, data analysis skills Assessments- PA 2 x 4-6 marks questions on How people shape the world and Crime SA 2 x 9 marks on How people shape and Crime MA H/W on how people shape the world. MA-end of year exam (full lessons) See individual SOLs for all details.

Term	Mastery	Term	Mastery
	Year 10		Year 11
Autumn 1	Unit of work: How does city life affect the way we live? Why do cities occur?	Autumn 1	Unit of work: How are river and coastal processes different?
	GCSE Assessment objectives		GCSE Assessment objectives
Literacy / numeracy	A01: Knowledge of urban issues and sustainable cities	Literacy foci	A01: Describe the river processes and landforms
foci	A02: Application of the following concepts: Cause and Consequence/Significance/Change		A03: Use resources to understand rivers processes and landforms, including flooding.
Primary Sources	and continuity		AO4: Evaluate how Rivers can affect economical and social geography
about Whitechapel	A03: Ability to analyse the cities that are sustainable and why		Enrichment/life and work skills:
Homework	Enrichment/life and work skills	Homework	- Ability to be able to understand how factors contribute to increase flooding areas.
Flipped Learning	- Bristol case study		
Essay Drafting	- Masdar UAE		Extra elements outside National Curriculum:
Revision			Flooding, climate change impacts of rivers
Revisiting, revising,	Assessments: GCSE Paper Style Exam	Revisiting, revising,	
remembering	Extra elements outside National Curriculum: Use of Uxbridge as local area, Europe as other countries and use of OS maps to	remembering	Equality for SEND students: strategies used for differentiation are included in all lessons, such as differentiated worksheets, sentence starters, writing frame and
opportunities	develop Map skills.	opportunities	extensions from GeoChallenges.
Interleaved starter			extensions from decentalizinges.
quizzes, KS3	Equality for SEND students: strategies used for differentiation are included in all		CEIAG components: lesson google earth. Use of urban planning, flood management,
retrieval	lessons, such as differentiated worksheets, sentence starters, writing frame and		local government, environmental agency
	extensions from GeoChallenges.		
	CEIAG components: lesson on scale and relief link to landscaping, surveying and urban		SMSC concepts: environmental refugee, empathy, social impacts.
	planning. Lesson on GIS and OS link to mapping, GIS employment and use of		Clubs homework and intervention Tuesday Lunchtimes
	computerised maps, google map and google earth. Urban planning		Clubs Holliework and litter verition ruesday Euricitimes
			Homework: revision, study, mini-tests, SENECA
	SMSC: sustainability, political gains, economical impacts.		
	Charles and a distance of a Taraka Landaran		End points are L.Os, assessments, concepts understood, key terms definitions.
	Clubs: homework and intervention Tuesday Lunchtimes		
	Homework: revision, study , mini-tests, SENECA		Geo skills, map skills, geographical skills, data analysis skills, numeracy skills, literacy
	SMSC concepts:		of key terms.
			Assessments DA C v. A C v. aulu Divava (Casata /Field v. aului la lassaca
	End points are L.Os, assessments, concepts understood, key terms definitions.		Assessments- PA 6 x 4-6 marks Rivers/Coasts/Fieldwork in lessons MA-Mini-mock Rivers/Coasts and Fieldwork, (full period 6 lesson)
			TA Mock exam :Unit 1+2 and Unit 3See individual SOLs for all details.
	Geo skills, map skills, geographical skills, data analysis skills, numeracy skills, literacy of key terms.		
	key terms.		
	Assessments- PA 3 practice exam questions 6-9 marks in lessons		
	SA- 5 geo quiz, TA A3-Rio newspaper article H/W, TA practice exam resources and world		
	development , (full lesson)See individual SOLs for all details.		

Term	Mastery	Term	Mastery
	Year 10		Year 11
Autumn 2 Literacy / numeracy foci Primary Sources about	Unit of work: Why are the resources we use affecting our world and how can we reduce future consequences? Assessment objectives AO1: Knowledge of different energy resources and how they are incorporated	Autumn 2 Literacy foci	Unit of work: What is the link between resources and how can we reduce the consequences? GCSE Assessment objectives
Whitechapel Homework Flipped Learning Essay Drafting Revision	AO2: Investigation of the energy resources and how they can be implemented more sustainably AO4: Evaluation of which resource is the most scarce and Enrichment/life and work skills - Evaluation of real life events - Debates about socio-economic and environmental issues	Homework	AO1: Knowledge of different energy resources and how they are incorporated AO2: Investigation of the energy resources and how they can be implemented more sustainably AO4: Evaluation of which resource is the most scarce and Enrichment/life and work skills - Evaluation of real life events
Revisiting, revising,	- NGO reference		- Debates about socio-economic and environmental issues
remembering opportunities	Extra elements outside National Curriculum:	Revisiting, revising,	- NGO references Extra elements outside National Curriculum:
Interleaved starter quizzes, KS3 retrieval	Use of Uxbridge as local area, resources of the world, , Europe as other countries and use of OS maps to develop Map skills. Equality for SEND students: strategies used for differentiation are included in all lessons, such as differentiated worksheets, sentence starters, writing frame and extensions from GeoChallenges. CEIAG components: lesson on SDG employment at UN, NGOS. Lesson 2-6: employment in renewable and non-renewable energy, lesson 7-8:employment in research on sustainability. SMSC: economical gain, development gap, empathy, NGOs, Governments, Clubs: homework and intervention Tuesday Lunchtimes Homework. revision, study, mini-tests, SENECA End points are L.Os, assessments, concepts understood, key terms definitions. Geo skills, map skills, geographical skills, data analysis skills, numeracy skills, literacy of key terms. Assessments- PA 3 practice exam questions 6-9 marks in lessons	remembering opportunities	Use of Uxbridge as local area, Europe as other countries and use of OS maps to develop Map skills. Equality for SEND students: strategies used for differentiation are included in all lessons, such as differentiated worksheets, sentence starters, writing frame and extensions from GeoChallenges. CEIAG components: lesson on SDG employment at UN, NGOS. Lesson 2-6: employment in renewable and non-renewable energy, lesson 7-8:employment in research on sustainability. SMSC: development gap, empathy, renewable, non-renewable. Clubs: homework and intervention Thursday Lunchtimes Homework, revision, study, mini-tests, SENECA End points are L.Os, assessments, concepts understood, key terms definitions. Geo skills, map skills, geographical skills, data analysis skills, numeracy skills,
	SA- 5 geo quiz TA A3-Rio newspaper article H/W TA practice exam resources and world development (full lesson) See individual SOLs for all details.		literacy of key terms. Assessments- PA 6 x 4-6 marks Rivers/Coasts/Fieldwork in lessons MA-Mini-mock Rivers/Coasts and Fieldwork (full period 6 lesson) TA Mock exam :Unit 1+2 and Unit 3 See individual SOLs for all details.

Term	Mastery	Term	Mastery
	Year 10		Year 11
		Spring 1	Unit of work: How does money shape out world through globalisation?
	Assessment objectives:		GCSE Assessment objectives
Literacy / numeracy	A01: Detailed knowledge of coastal features and how to locate the features on an	Literacy foci	AO1: Knowledge of different globalised world
	OS map		AO2: Investigation of the resources and links to globalisation and how they can be
Loody of detaile	A02: Geographical understanding of how these features and landforms change		implemented more sustainably
And paragraph analysis	through time and space		AO4: Evaluation of the advantages and disadvantages of globalisation and
HOHIEWOLK	Enrichment/life and work skills	Homework	Enrichment/life and work skills
riippeu ieariiiig	- Coastal visit		- Evaluation of real life events
knowieuge retrievai – į	- GIS		- Debates about socio-economic and environmental issues
	Extra elements outside National Curriculum:		- NGO references-TNCs
Poviciting rovicing	Use of Uxbridge as local area, Europe as other countries and use of OS maps to develop Map skills.	Revisiting, revising,	- Enrichment/life and work skills: research into globalisation and current affairs.
remembering	uevelop iviap skilis.	remembering	Extra elements outside National Curriculum:
	Equality for SEND students: strategies used for differentiation are included in all	opportunities	Use of Uxbridge as local area, Europe as other countries and use of OS maps to develop Map skills.
	lessons, such as differentiated worksheets, sentence starters, writing frame and	оррогияние:	Equality for SEND students: strategies used for differentiation are included in all lessons, such
quizzes, KS3 retrieval	extensions from GeoChallenges.		as differentiated worksheets, sentence starters, writing frame and extensions from
			GeoChallenges.
	CEIAG components: lesson on coastal scale and relief link to landscaping, Lesson on GIS coastal areas and OS link to mapping, GIS employment and use of		
	computerised maps, google map and google earth. Coastal management, urban		CEIAG components: lesson globalisation, TNCs, governments, marketing, retail industrialisation, journalism, industrialisation, industry workers.
	planning.		
	SMSC concepts: coastal refugees, empathy, erosional landforms and processes.		SMSC concepts: socio-economic comparisons, empathy, UN, NGOs, empathy for workers.
	Sivise concepts. coastairerugees, empatriy, erosionarianurorms and processes.		
	Clubs: homework and intervention Tuesday Lunchtimes		Clubs: homework and intervention Thursday Lunchtimes
			Homework: revision, study , mini-tests, SENECA
	Homework: revision, study , mini-tests, SENECA		
	End points are L.Os, assessments, concepts understood, key terms definitions.		End points are L.Os, assessments, concepts understood, key terms definitions.
	and the state of t		Geo skills, map skills, geographical skills, data analysis skills, numeracy skills, literacy of key
	Geo skills, map skills, geographical skills, data analysis skills, numeracy skills,		terms.
	literacy of key terms.		
	Assessments-PA 4 practice exam questions 4-6-9 marks in lessons		
	SA-6 Geo quiz, TA- mini-mock on world development and living world		
	TA practice exam world living world, (full lesson) See individual SOLs for all details.		
			Assessments- PA 6 x 4-6 marks Resources management, tectonics and World economy in
			lessons, MA-Mini-mock tectonics, world economy and Fieldwork
			(full period 6 lesson), MA- unit 3 practice paper H/W
			TA-Mock exam : Unit 1 and 2 (in timed condition)See individual SOLs for all details.

Term	Mastery	Term	Mastery
	Year 10		Year 11
Spring 2	Unit of work: How does money shape our interconnecting world?	Spring 2	Unit of work: How do different tectonic plates shape our world?
Literacy / numeracy	GCSE Assessment objectives:		GCSE Assessment objectives:
foci	A01: Detailed knowledge DMT and stages of development	Literacy foci	A01: Describe the tectonic plates
Essay structure	A02: Understand of how the stages of development can impact globalisation and		A03: Use resources to understand how tectonic plates affects different regions
And paragraph analysis	trade		AO4: Evaluate how tectonic plates can affect economical and social geography
Homework	Enrichment/life and work skills		Enrichment/life and work skills:
Flipped learning	- UN	Homework	- Ability to be able to understand how factors contribute to the outcome of a
Knowledge retrieval	- Trade unions		process
quiz	Extra elements outside National Curriculum: Use of Uxbridge as local area, Europe as other countries and use of OS maps		Extra elements outside National Curriculum:
Revisiting, revising,	to develop Map skills.		Comparing HIC, NEE and LIC natural hzards, hazard hotspots.
remembering	to develop map skinsi	Revisiting, revising,	Equality for SEND students: strategies used for differentiation are included in all
opportunities:	Equality for SEND students: strategies used for differentiation are included in	remembering	lessons, such as differentiated worksheets, sentence starters, writing frame and
Interleaved starter	all lessons, such as differentiated worksheets, sentence starters, writing frame	opportunities	extensions from GeoChallenges.
quizzes, KS3 retrieval	and extensions from GeoChallenges.		
	CEIAG components: lesson on scale and relief link to landscaping, surveying		CEIAG components: lesson on tentonic , geologists, volcanologists, seimiscologist,
	and urban planning. Lesson on GIS and OS link to mapping, GIS employment		earthquake expert, mnagment of tectonics, NGOs, local government, risk assessor. Clubs: GeoClub on Wednesday in B19
	and use of computerised maps, google map and google earth.		Homework research on tsunamis and earthquakes
			Tiomenon (Tessans) and said said said said said said said sai
	Clubs: homework and intervention Tuesday Lunchtimes		SMSC concepts: primary and secondary impacts, social and environmental impacts,
	Homework: revision, study , mini-tests, SENECA		empathy.
	SMSC concepts:		
	Sivise concepts.		End points are L.Os, assessments, concepts understood, key terms definitions.
	End points are L.Os, assessments, concepts understood, key terms definitions		Geo skills, map skills, geographical skills, data analysis skills, numeracy skills, literacy
	Geo skills, map skills, geographical skills, data analysis skills, numeracy skills,		of key terms.
	literacy of key terms.		Assessments-
			PA 6 x 4-6 marks Resources management, tectonics and World economy in lessons
	Accessments DA Amusetics overs superiors A C O months in lessons		MA-Mini-mock tectonics, world economy and Fieldwork
	Assessments- PA 4 practice exam questions 4-6-9 marks in lessons SA-6 Geo quiz, TA- mini-mock on world development and living world		(full period 6 lesson) MA- unit 3 practice paper H/W
	TA practice exam world living world, (full lesson) See individual SOLs for all		TA-Mock exam : Unit 1 and 2
	details.		(in timed condition)
			See individual SOLs for all details.

Term	Mastery	Term	Mastery
	Year 10		Year 11
Summer 2	Unit of work: What are the specific processes that create our river from the source	Summer 2	
Literacy / numeracy foci	to the mouth and how were they created?		
Primary and Secondary		Literacy foci	
Sources on Nazi and	A01: Describe the river processes and landforms		
Weimar Germany	A03: Use resources to understand rivers processes and landforms, including		
Homework	flooding.		
Flipped Learning	AO4: Evaluate how Rivers can affect economical and social geography Enrichment/life and work skills:	Homework	
research and quizzes	- Ability to be able to understand how factors contribute to increase flooding		
Revisiting, revising,	areas.		
remembering	ureus.		
opportunities	Extra elements outside National Curriculum: fieldwork on rivers	Revisiting, revising,	
Interleaved Knowledge	Flooding, climate change impacts of rivers	remembering	
Starters	Equality for SEND students: strategies used for differentiation are included in all	opportunities	
	lessons, such as differentiated worksheets, sentence starters, writing frame and		
	extensions from GeoChallenges.		
	CEIAG components: lesson google earth. Use of urban planning, flood management,		
	local government, environmental agency		
	SMSC concepts: environmental refugee, empathy, social impacts.		
	Clubs homework and intervention Tuesday Lunchtimes		
	Homework: revision, study , mini-tests, SENECA		
	End points are L.Os, assessments, concepts understood, key terms definitions.		
	Geo skills, map skills, geographical skills, data analysis skills, numeracy skills, literacy of key terms.		
	Assessments- PA 6 x 4-6 marks Rivers/Coasts/Fieldwork in lessons MA-Mini-mock Rivers/Coasts and Fieldwork, (full period 6 lesson) TA Mock exam :Unit 1+2 and Unit 3See individual SOLs for all details.		