

The Geography Curriculum

The Redhill Academy geography curriculum is mapped across five years using the National Curriculum framework as a basis for the KS3 course. We deliver schemes of work that are differentiated at a detailed level to ensure that we tailor all learning to pupil ability. There is an expectation that students will use geographical language routinely in lessons to develop fluency in terminology and the “language of geography”. In addition, students will build on prior geographical knowledge whilst regularly revisiting key geographical strands and applying critical skills to new contexts to ensure learning is secure.

Extra-curricular

The geography department offers various extra-curricular fieldtrips, including a KS3 fieldtrip to the Holderness Coast allowing students to see first-hand the effects of coastal erosion and how coasts are managed. We also use the school grounds and surrounding area to complete a weathering walk and consolidate students’ map skills. At KS4 students visit a human and physical environment and undertake guided enquiry. At KS5 students visit the Holderness Coast and Manchester as part of their coastal environments and regeneration topics respectively. At KS4 and KS5 students are offered the opportunity to visit the Bay of Naples in Italy to study a tectonically active part of the world.

Curriculum Intent

Geography is a dynamic subject which opens up student's eyes to the world in which they live. It allows students to explore how physical and human processes interact at places of different scales shaping their perception and understanding. As global citizens they are aware of the role that individuals and communities play to respect their environment beyond their own political country boarder. Geography strives to inspire a lifelong conversation about the world around us all.

Curriculum Implementation

We implement the intent of our curriculum through:

- Schemes of work which are differentiated at a detailed level to ensure that all learning targets ability;
- Lesson PowerPoints which are available to all staff teaching Geography on the shared drive. Lesson PowerPoints have clear enquiry questions and outcomes and teaching strategies to support non-specialists;
- The expectation that students will use geographical language routinely in lessons;
- Teachers promoting discussion, checking learners understanding, providing clear and direct feedback and adapting teaching when necessary in response to this;
- Using knowledge organisers / revision booklets / memory recall starters so that students can know more and remember more;
- A routine expectation that students will show resilience in every lesson, and we support this through independent learning resources;
- Integrating fieldwork and topical themes into the curriculum so that students gain 'real world' examples and experiences;
- Specialist staff (including staff who have marked GCSE papers at KS4) being involved in the planning and preparation of lessons that are taught and so have good knowledge of the content taught;
- Using department meetings to work collaboratively and share good practice amongst the team. Staff are encouraged to attend CPD events, both within the Trust and from external providers;
- The HofD working closely with the Trust Director and other HofD within the Trust Schools.

The following shows the key concepts and skills that we are intending to deliver throughout our KS3 course.

Concepts	Skills	
Place, space and scale	Map skills	
Interdependence	Graphicacy skills	
Physical and human processes	Using qualitative and quantitative data	
Environmental interaction and sustainability	Enquiry and forming an argument / thinking skills	
Cultural understanding, perception and diversity	Fieldwork	

Year 7 2024-25: Three lessons per fortnight						
Subject	Geography		Year Group:	7		
Unit/Topic	1 Introducing Geography <i>What is geography and what key skills do geographers need?</i>	2 Living in North East Derbyshire <i>What are the geographies of my local area?</i>	3 Population <i>Who wants to live forever?</i>	4 Migration <i>Why are people on the move?</i>	5 Coasts <i>What happens when the land meets the sea?</i>	6 Economic activity <i>How has economic growth impacted on China?</i>
Skills	Introduction to OS maps including the use of scale, direction, contour lines, grid references. Fieldwork around the school site.	Local scale maps and deprivation / population data for the local area. Pie charts to look at population data.	Using quantitative data in the form of life expectancy to compare places in the UK and wider world. Introducing population pyramids and choropleth maps.	Mapping the route of a migrant from west Africa to Europe. Completing a map of India showing it's human and physical features Analysing quantitative data about India. Describing the pattern of megacities on a world map.	Embedding OS map skills in the context of coastal environments Forming an argument about the most effective coastal management methods.	Quantitative data analysis. Choropleth map about China's trading partners. Forming an argument about the advantages and disadvantages of China's economic growth.

Knowledge	This unit focuses on developing and embedding (from KS2) a range of map skills to enable students to successfully read ordnance survey maps. The focus of the maps is their local area.	This unit focuses of the geography of the local area and understanding the main physical landscape and the changes that are taking place. It also considers the social demographics of the area too.	This unit focuses on the trend of rising life expectancy and the geographical patterns this produces within the UK. Reasons for longer life are explored, as are the issues raised by society having an ever-increasing proportion of older people.	This unit focuses on why people move (migration) and the impacts that this has on places (urbanisation), including the growth of megacities.	This unit focuses on introducing students to geology and then uses this to help them understand how geology affects the development of different coastal landscapes. It also focuses on the different types of management used at coastal areas to reduce coastal erosion. Finally, the topic considers how glaciation changes the shape of landscapes too.	This unit starts by introducing students to the different types of employment structures and briefly looks at how this has changed over time in the UK. The unit then moves to focus on China and its economic growth, including the pros and cons of this on people and the environment.
Recall/review from previous learning	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson – see PowerPoints
Assessment	Map skills test at the end of the topic.	'Describe' and 'Explain' questions	Big Write Non-chronological report. A report explaining how the UK's population has changed over time.	Migration test at the end of the topic.	Big Write Discussion Coastal management	Big Write explain: Discuss the advantages and disadvantages of economic growth in China
Cultural Capital, Equality, Diversity Inclusion	Use of maps to show a wide range of land uses within a settlement. Fieldwork on the school site.	Understanding that the area around the school is very different in terms of deprivation levels.	Comparing life expectancies between males and females.	Appreciation of the reasons why people migrate.	Raises understanding of the different key players at coastal areas, and why some coasts are managed whilst others are not. Fieldtrip to a coastal landscape.	Appreciation of lifestyles in China and addressing misconceptions about the subject.

Literacy/Numeracy	Literacy – describe, explain tasks in lessons. Spelling test. Numeracy – grid references.	Literacy – categorising Numeracy – population data and drawing pie charts.	Literacy – extended writing assessments. Spelling test. Numeracy – manipulating quantitative data in the form of life expectancy to compare places.	Literacy – describe, explain tasks in lessons. Spelling test. Numeracy – analysing quantitative data about India.	Literacy – extended writing assessments. Spelling test. Numeracy – consideration of the cost of coastal management schemes.	Literacy – extended writing assessments. Spelling test. Numeracy – quantitative data analysis about import / export data.
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	Year 8: 2025-26 Three lessons per fortnight			
Subject	Geography			Year Group: 8
Unit/Topic	1 Rivers <i>How do rivers shape the land?</i>	2 Development <i>Why do countries vary in development?</i>	3 Natural hazards <i>How do natural hazards impact Earth?</i>	4 Weather and climate <i>Is our weather becoming more extreme?</i>
Skills	Map skills to look at rivers on a map. Diagrams to show how river landforms are created. Storm hydrographs to study how a river responds to heavy rainfall.	Using world maps to look at how HDI varies Comparing development indicators for countries at different levels of development Using thinking skills to understand why development is unfair	Mapping tectonic hazard plate boundaries around the world Comparing statistical data between natural hazards that occur in different types of countries	To use maps to identify the areas affected by the Rhine floods Interpreting a line graph to look at temperature change over time Using a map of Canada and north-west US to identify different temperatures during the heatwave Forming an argument to persuade
Knowledge	This unit focuses on how a river landscape changes from source to mouth. It includes the processes that affect rivers, as well as the main landforms created in the upper, middle and lower course. Finally, flooding and river management are also studied.	This unit focuses on the development of different countries and how it can be measured. It explores how development varies between different countries. Students will learn about the causes of the development gap and the solutions through the example of tourism. They also consider the	This unit focuses on different tectonic hazards that the world faces. Students will look at the physical processes that cause hazards. The unit considers how a country at a low level of development (which students have learnt about in their previous topic) struggle to cope with a disaster and why this may be	This unit focuses on the extreme weather events in 2021, including the Rhine floods and Canadian heatwave and discusses how these events are the result of climate change. The unit also looks at the ways in which we can tackle climate change.

		importance of stereotypes and misconceptions when studying places.	as a result of their development.	
Recall/review from previous learning	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints
Assessment	'Describe' and 'Explain' questions	How can tourism help to reduce the development gap?	Big Write Explanation Formation of earthquakes Primary and secondary effects in Nepal	Big Write Persuasion: How and why should we tackle climate change?
Cultural Capital, Equality, Diversity Inclusion	Appreciation that human actions can increase the risk and likelihood of flooding.	Appreciation that people around the world live at different levels of development. Addressing stereotypes / misconceptions about people.	Appreciation that all countries deal with natural hazards in different ways, which is due to the development of the country.	Appreciation about the wider impact of climate change on people's lives now and in the future.
Literacy/Numeracy	Literacy – extended writing assessment. Numeracy – hydrographs.	Literacy – extended writing assessment. Spelling test. Numeracy – comparing quantitative data about different countries development.	Literacy – extended writing assessment. Spelling test. Numeracy – comparing data associated with different natural hazards.	Literacy – extended writing assessment. Spelling test. Numeracy – interpreting a line graph to look at temperature change over time.

Year 9: 2026-27 Two lessons per week						
Subject	Geography			Year Group:	9	
Unit/Topic	1 Africa <i>What are the geographies of Africa?</i>	2 Ecosystems How do human's impact on ecosystems?	3 Resources <i>What are Earth's resources?</i>	4 Russia <i>Is the geography of Russia a curse or a blessing?</i>	5 Middle East <i>What is the geography of the Oman?</i>	6 <i>Are you ready for GCSE?</i>
Skills	Map work of Africa Drawing lines graphs to show export data	Mapping the world's ecosystems Studying climate graphs of different world ecosystems Enquiry skills investigating aspects of world ecosystems Investigating quantitative data about TRF	Analysing statistical data and graphs Central tenancy	Mapping the physical features within Russia, including its biomes. Analysing climate data and climate graphs. Analysing numerical data about Russia's population, including population pyramids.	Map work of Oman studying the physical and human features. Comparing population data of Oman and UK. Drawing and analysing climate graphs.	Analysing statistical data and graphs Central tenancy. Mapping case studies.
Knowledge	This unit focuses upon the continent of Africa including map work, perceptions and success stories. Students continue to embed their map work skills by looking at the continent of	This unit focuses on the different biomes around the world and how plants and animals adapt to their environment. It also considers the impact that single use plastic is having on the world's oceans and how to reduce this.	This unit focuses on how food, water and energy are fundamental to human development. It looks at the changing demand and provision of resources in the UK and how this creates opportunities and challenges.	This unit focuses on the physical geography of Russia and the resources within the country. It considers the power of Russia and how developed the country is.	This unit focuses on the physical and human geography of Oman and compares this with the UK. Students are able to continue to develop their understanding of biomes and how animals adapt to their environment. They also consider different	This unit focuses on the key skills that students will need in order to be prepared for GCSE Geography, including, map skills as well as decision making skills.

	Africa, they also consider their perceptions of the continent (linking back to stereotypes / misconceptions from Unit 1 and China in Y7) and challenge their viewpoint of the continent. The look at the of Ghana's exports and how mobile phone technology is changing the life of African people.		This unit focuses on the how the demand for water resources is rising globally but supply can be insecure, which may lead to conflict. It then looks at the different strategies that can be used to increase water supply.		cultures and how scarce a resource water is in Oman.	
Recall/review from previous learning	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints
Assessment	Big write persuasion: How are mobile phones helping the lives of African people?	Designing a plant which can survive in a tropical rainforest	'Explain' and 'Discuss' questions	Evaluate whether the physical geography of Russia is a blessing or a curse	DME Managing water supply in Oman.	'Explain' and 'Discuss' questions
Cultural Capital, Equality, Diversity Inclusion	Appreciation of different cultures. Addressing stereotypes / misconceptions about the continent.	Raising awareness of people's impact on their environment through the use of single use plastic, and how to reduce this.	Appreciation that resources are not easily accessible in every country around the world.	Appreciation of Russia's role as a superpower in the world.	Appreciation of different cultures and diversity.	Appreciation that a wide range of opinions need to be considered when decisions about controversial topics are being made.

Literacy/Numeracy	Literacy – extended writing assessment. Spelling test. Numeracy – drawing line graphs to show export data	Literacy – extended writing assessments. Spelling test. Numeracy – climate graphs	Literacy – extended writing assessments. Spelling test. Numeracy – comparing population data.	Literacy – extended writing assessments. Spelling test. Numeracy – analysing statistical data about the population of Russia. Climate data and climate graphs.	Literacy – extended writing assessment. Key words. Numeracy – analysing statistical data.	Literacy – extended writing assessment. Numeracy – tourism data about the Cayman Islands.
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Year 10: 2026-25						
Subject	Geography		Year Group:	10		
Unit/Topic	1 The changing economic world (India)	2 The changing economic world (UK)	3 Urban issues and challenges (Rio)	4 Urban issues and challenges (Sheffield)	5 River landscapes in the UK Rivers fieldwork	6 Coastal landscapes in the UK
Skills	Analysing statistical data and graphs Central tenancy	Numerical and statistical information. Infer human activity from map evidence.	Recognise and describe distributions of the patterns of both human and physical features in Brazil.	Choropleth map of UK population distribution. Recognise and describe distributions of the patterns of both human and physical features in the UK.	Identify basic landscape features and describe their characteristics from map evidence. Use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 Fieldwork skills e.g. data collection, presentation and analysis	Identify basic landscape features and describe their characteristics from map evidence. Use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000
Knowledge	There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap. Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.	Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.	A growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEEs.	Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Urban sustainability requires management of resources and transport.	The shape of river valleys changes as rivers flow downstream. Distinctive fluvial landforms result from different physical processes. Different management strategies can be used to protect river landscapes from the effects of flooding. Select and construct appropriate graphs and charts to present	The coast is shaped by a number of physical processes. Distinctive coastal landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the effects of physical processes

					data (fieldwork follow up).	
Recall/review from previous learning	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints
Assessment	Exam questions	Exam questions	Exam questions	Exam questions	Exam questions	Exam questions
Cultural Capital, Equality, Diversity Inclusion	Appreciation of the development gap, and the reasons for this.	Appreciation of the UK's place in the global shift.	Appreciation of the lives of people who live in favelas. Ethnic diversity of Rio.	Ethnic diversity within Sheffield and the effect that this has within the city.	Local visit to Peak District to see how a river changes from upper to middle course.	Appreciation that coastal landscapes are influenced by people and an awareness that coastal erosion impacts people's lives.
Literacy/Numeracy	Literacy – extended writing assessments. Key words. Numeracy – analysing statistical and numerical data.	Literacy – extended writing assessments. Key words. Numeracy – analysing statistical and numerical data.	Literacy – extended writing assessments. Key words. Numeracy – analysing population data about Rio.	Literacy – extended writing assessments. Key words. Numeracy – analysing population data about Sheffield	Literacy – extended writing assessment. Key words. Numeracy - select and construct appropriate graphs and charts to present data (fieldwork follow up).	Literacy – extended writing assessments. Key words. Numeracy – 4 and 6 grid references.

Year 11: 2027-28					
Subject	Geography		Year Group:	11	
Unit/Topic	1 Natural hazards and weather hazards	2 Weather hazards (continued) and climate change	3 The Living World: Ecosystems and Tropical Rainforests Human Fieldwork	4 The Living World: Cold environments	5 Revision and exams
Skills	Mapping tectonic hazards distribution. Label and annotate diagrams to show causes of tectonic hazards.	Mapping the distribution of tropical storms. Recognising patterns and trends when studying climate data	Mapping the world's ecosystems. Analysing climate graphs. Trophic levels. Fieldwork skills e.g. data collection, presentation and analysis	Analysing climate graphs	Review of key skills
Knowledge	Earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Management can reduce the effects of a tectonic hazard. Global atmospheric circulation helps to determine patterns of weather and climate. Tropical storms (hurricanes, cyclones, typhoons) develop as a	Tropical storms have significant effects on people and the environment. The UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity. Climate change is the result of natural and human factors, and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).	Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable.	Cold environments (polar and tundra) have a range of distinctive characteristics. Development of cold environments creates opportunities and challenges. Cold environments are at risk from economic development.	Review of key knowledge

	result of particular physical conditions.				
Recall/review from previous learning	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints
Assessment	Exam questions	Exam questions	Exam questions	Exam questions	Exam questions
Cultural Capital, Equality, Diversity Inclusion	Raises awareness of the impact that natural hazards can have on different people's lives.	Raises awareness of the impact that natural hazards can have on different people's lives. Raises awareness of the impacts of climate change on countries of different levels of development.	Raises awareness of the impacts of deforestation on the world's climate. Fieldwork to an urban area.	Appreciation of the impacts of climate change on different types of environments.	Recap of all previous topics.
Literacy/Numeracy	Literacy – extended writing assessments. Key words. Numeracy – using latitude and longitude to locate hazards.	Literacy – extended writing assessments. Key words. Numeracy – using latitude and longitude to locate hazards.	Literacy – extended writing assessment. Key words. Numeracy - select and construct appropriate graphs and charts to present data (fieldwork follow up).	Literacy – extended writing assessment. Key words. Numeracy – analysing climate graphs.	Recap of all previous topics.

Year 12: 2028-29					
Subject	Geography		Year Group:	12	
Unit/Topic	Paper 1: Topic 1: Tectonic hazards and processes	Paper 1: Topic 1: Tectonic hazards and processes	Paper 2: Topic 3: Globalisation	Paper 2: Topic 3: Globalisation	Unit 4: NEA investigation
	Topic 2: Coastal landscapes and change	Topic 2: Coastal landscapes and change	Topic 4: Shaping Places – Regenerating Places	Topic 4: Shaping Places – Regenerating Places	
Skills	Paper 1: Topic 1: Tectonic hazards and processes Analysis of hazard distribution patterns. Use of block diagrams to identify key features of different plate boundary settings.	Paper 1: Topic 1: Tectonic hazards and processes Interrogation of large data sets to assess data reliability and to identify and interpret complex trends.	Paper 2: Topic 3: Globalisation Using proportional flow lines and data to interpret global trends.	Paper 2: Topic 3: Globalisation Plotting Lorenz curves and calculating the Gini Coefficient.	A03: Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"> ● investigate geographical questions and issues ● interpret, analyse and evaluate data and evidence ● construct arguments and draw conclusions
	Topic 2: Coastal landscapes and change Statistical tests to identify relationships in data. Fieldwork skills in a physical environment.	Topic 2: Coastal landscapes and change GIS mapping of coastal areas.	Topic 4: Shaping Places – Regenerating Places Use of Index of Multiple Deprivation (IMD) database to understand variations in levels and types of deprivation.	Topic 4: Shaping Places – Regenerating Places Use a range of sources to evaluate the success of regeneration.	
Knowledge	Paper 1: Topic 1: Tectonic hazards and processes. Students understand why some locations more at risk from tectonic hazards and why some tectonic hazards develop into disasters.	Paper 1: Topic 1: Tectonic hazards and processes. Students understand how successful the management of tectonic hazards and disasters are by looking at a variety of case study examples.	Paper 2: Topic 3: Globalisation Students understand the causes of globalisation and why it has accelerated. They also understand the impacts.	Paper 2: Topic 3: Globalisation Students understand the consequences of globalisation and how different players should respond to it.	This is dependent on the element of the course that the student chooses – it will link to one of the compulsory units e.g. coasts or regeneration

	Topic 2: Coastal landscapes and change. Students understand why coastal landscapes are different and the different landforms associated with coastal landscapes.	Topic 2: Coastal landscapes and change. Students understand how coastal erosion and sea level change alters the physical characteristics of coastlines and increase risks, and how coastlines can be managed to meet the needs of all players.	Topic 4: Shaping Places – Regenerating Places. Students understand how and why places vary, as well as why regeneration might be needed.	Topic 4: Shaping Places – Regenerating Places. Students understand how regeneration is managed and how successful it has been.	
Recall/review from previous learning	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints
Assessment	Exam questions	Exam questions	Exam questions	Exam questions	Independent investigation written as an NEA
Cultural Capital, Equality, Diversity Inclusion	Compulsory two day fieldtrip to the east coast to enhance understanding of the main concepts of the coasts topic.	Raises awareness of the impact that natural hazards can have on different people's lives. Raises awareness of the impacts of climate change on countries of different levels of development.	Appreciation that different groups of people and environments are impacted differently from globalisation. Increase understanding of the lived experience of different groups of people.	Raising awareness of fair trade and ethical produced clothes / products. Fieldtrip to an urban environment to study the need and success of regeneration.	Students to visit a location of their choice to study how or why regeneration has taken place, or a coastal environment to study processes or management.
Literacy/Numeracy	Literacy – extended writing assessments. Key words. Numeracy – statistical tests e.g. t-test and chi squared	Literacy – extended writing assessments. Key words. Numeracy – statistical test e.g. Spearman's Rank	Literacy – extended writing assessment. Key words. Numeracy – flow line data	Literacy – extended writing assessment. Key words. Numeracy – Plotting Lorenz curves and calculating the Gini Coefficient	Literacy – extended written project. Numeracy – interpret, analyse and evaluate data and evidence

Year 13: 2029-30					
Subject	Geography		Year Group:	13	
Unit/Topic	Paper 2: Topic 7: Superpowers Topic 8: Global Development and Connections – Migration, Identity and Sovereignty	Paper 2: Topic 7: Superpowers Topic 8: Global Development and Connections – Migration, Identity and Sovereignty	Paper 1: Topic 5: The Water Cycle and Water Insecurity Topic 6: The Carbon Cycle and Energy Security.	Paper 1: Topic 5: The Water Cycle and Water Insecurity Topic 6: The Carbon Cycle and Energy Security.	5 Revision and exams
Skills	Paper 2: Topic 7: Superpowers. Mapping past, present and future sphere of influence and alliances using world maps. Topic 8: Migration, Identity and Sovereignty. Use of flow-lines on global maps showing flows, both the direction and number of migrants among global regions. Use of divided bar graphs to compare the ethnic diversity of countries. Using the Gini coefficient and income/wealth proportions for deciles of the population to describe inequalities within and between nation states.	Paper 2: Topic 7: Superpowers. Plotting the changing location of the world's economic centre of gravity on world maps. Topic 8: Migration, Identity and Sovereignty. Evaluating source material, including newspaper articles, to determine the impact of IGOs managing global environmental issues. Critical analysis of source material to identify possible misuse of data in the assessment of role of the state and the success in promoting national identity.	Paper 1: Topic 5: The Water Cycle and Water Insecurity. Analysis of river regime and water budget graphs Topic 6: The Carbon Cycle and Energy Security. Use of proportional flow diagrams showing carbon fluxes. Use of maps showing global temperature and precipitation distribution.	Paper 1: Topic 5: The Water Cycle and Water Insecurity. Use of a global map to analyse world water stress and scarcity. Topic 6: The Carbon Cycle and Energy Security. Analysis of climate model maps to identify areas at most risk from water shortages, floods in the future. Plotting graphs of carbon dioxide levels, calculating means and rates of change.	Review of key skills

Knowledge	<p>Paper 2: Topic 7: Superpowers Students will understand what superpowers are and their impact on the global economy, political systems and the physical environment.</p> <p>Topic 8: Global Development and Connections – Migration, Identity and Sovereignty. Students understand the impacts of globalisation on international migration, and how nation states have evolved.</p>	<p>Paper 2: Topic 7: Superpowers Students will understand what spheres of influence are contested by superpowers and what the implications of this are.</p> <p>Topic 8: Global Development and Connections – Migration, Identity and Sovereignty. Students understand the impacts of global organisations on managing global issues and conflict and the threats to national sovereignty.</p>	<p>Paper 1 Topic 5: The Water Cycle and Water Insecurity. Students understand the processes operating within the hydrological cycle and the factors that impact it.</p> <p>Topic 6: The Carbon Cycle and Energy Security. Students understand how the carbon cycle operates to maintain planetary health.</p>	<p>Paper 1 Topic 5: The Water Cycle and Water Insecurity. Students investigate what water security is and why it is a global issue.</p> <p>Topic 6: The Carbon Cycle and Energy Security. Students understand the consequences of increasing energy demand and how the carbon and water cycle are linked to the global climate system.</p>	Review of key knowledge
Recall/review from previous learning	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints	Every lesson - see PowerPoints
Assessment	Exam questions	Exam questions	Exam questions	Exam questions	Exam questions
Cultural Capital, Equality, Diversity Inclusion	Appreciation of the shift in global power over time, and shifting country borders.	Raising awareness of what it means to be British and the threats to sovereignty.	School based fieldwork studying infiltration rates.	Raising awareness of our energy and water use and the impacts this will have on the world.	Recap of all previous topics.
Literacy/Numeracy	Literacy – extended writing assessments. Key words. Numeracy – analysing development data of countries.	Literacy – extended writing assessments. Key words. Numeracy – analysing development data of countries.	Literacy – extended writing assessment. Key words. Numeracy - select and construct appropriate graphs and charts to present data (school based fieldwork follow up).	Literacy – extended writing assessment. Key words. Numeracy – analysing word maps about water and energy.	Recap of all previous topics.