

Subject:	Geography							
SoW Title:	Amazing Places							
Year	Year 6							
Date:								
Week	Lesson	Title	Objective	Key Knowledge/Content	Assessment and Showcase Pieces (minimum grade 6)	Mastery tasks	Links to resources e.g. 100% She	Revisions 2019/20
1	1	Why is the earth so amazing?	To be able to think like a geographer.	The key skills of thinking geographically: Be curious and inquisitive; Consider big and small; Consider relationships.		As set in class.		
2	1	Where do both people and polar bears share a home?	To describe and explain what Svalbard is like.	Location of Svalbard. Climate of Svalbard. Understanding of everyday life in Svalbard; how people live.		As set in class.		
3	1	How true to life is Philip Pullman's Northern Lights?	To describe the physical geography of Svalbard. To understand the main components of a written report.	Comparing descriptions of the physical environment of Svalbard is like with the reality of the physical location.		As set in class.		
4	1	What is a day at the racetrack in Death Valley like?	To be able to evaluate different causes for the movement of rocks in Death Valley.	Theories for rocks movements in Death Valley. Enquiry skills.	Write a report explaining what is unique about Svalbard.	As set in class.		Model report for Svalbard Provide check list pupils correct own work then redraft
5	1	Is Stonehenge a seventh wonder or a national disgrace?	To explain the positive and negative impacts of tourism on the environment.	Impacts of Stonehenge as a tourist attraction. Management strategies for Stonehenge as a tourist attraction.		As set in class.		
6	1	What is the connection between a toothfish and the Totem Pole?	To describe and explain the formation of a sea stack. To explain the negative impacts of overfishing.	Formation of coastal landscapes (cave, arch, stack and stump). Causes and impacts of overfishing.		As set in class.		
7	1	How can a city thrive in the desert?	To explain how a city can be sustainable in a hot desert.	Ways of making cities sustainable. Strategies allowing Las Vegas to survive in the desert.	Write a report explaining the impacts of tourism on Stonehenge.	As set in class.		
8	1	How high is Machu Picchu?	To be able to read contour maps and create a cross section of Machu Picchu.	Relief of Machu Picchu - looking at contour lines. Drawing cross sections - map skills.		As set in class.		
9	1	Can satellite images and maps be seen as art?	To be able to interpret different types of maps and satellite images. To be able to read and give four figure grid references.	Recognising different types of map.		As set in class.		
10	1	Revision	To review prior content from the cycle.			As set in class.		
11	1	Assessment	To write an extended piece of writing.		Write a report explaining what is unique about Las Vegas (/ location of choice for travel magazine)			
12	1	Re-teach						
13	1	Feedback						

	Geography							
SoW Title:	Tectonic Hazards							
Year	Year 7							
Date:								
Week	Lesson	Title	Objective	Key Knowledge/Content	Assessment and Showcase Pieces (minimum grade 6)	Mastery tasks	Links to resources e.g. 100% Sheets	
1	1	What is happening beneath our feet?	To explain the features of the different layers of the earth.	Structure and characteristics of the earth.		As set in class.		
2	1	How do the continents fit together?	To explain the theory of plate tectonics using evidence.	Plate tectonic theory (Continental Drift) and Pangae		As set in class.		
3	1	Where are the world's volcanoes and earthquakes?	To explain the distribution of the worlds tectonic activity.	Dot maps Distribution of tectonic hazards along plate boundaries.		As set in class.		
4	1	How do the tectonic plates move?	To explain what happens at the four different types of plate boundary.	Processes that occur at plate boundary - destructive; constructive; conservative and collision.		As set in class.		
5	1	What happened in Fukushina? (Part 1)	To explain the causes and effects of the Fukushima earthquake.	Location of Fukushima. Processes that caused the earthquake to occur. Primary and secondary effects of the earthquake.	FA: Information poster about the different types of plate boundary.	As set in class.		
6	1	What happened in Fukushina? (Part 2)	To explain the responses to the Fukushima earthquake.	The responses to the earthquake at a local, national and international scale. What Fukushima is like now.	Write a report explaining what happened in Fukushima in 2011.	As set in class.		
7	1	Why was the Fuego Volcano eruption so deadly? (Part 1)	To explain the causes and effects of the Fuego Volcanic eruption.	Location of Fuego Volcano. Processes that caused the volcanic eruption. Primary and secondary effects of the eruption.		As set in class.		
8	1	Why was the Fuego Volcano eruption so deadly? (Part 2)	To explain the responses to the Fuego Volcanic eruption. To evaluate the reasons that the death toll was so high.	The responses to the eruption at a local, national and international scale. Reasons for the high death toll of this particular eruption. The economic background of Guatemala and how this impacts on the effects and responses to tectonic hazards.	Write a letter explaining to a friend your experience of the Fuego Volcanic eruption.	As set in class.		
9	1	Why do people live in hazardous locations?	To understand the reasons people live in areas of tectonic hazard.	Reasons that people live in areas of tectonic hazard including voluntary and involuntary. How an areas economic situation can reflect on the height of risk from a tectonic hazard.		As set in class.		
10	1	<i>Revision</i>				As set in class.		
11	1	<i>Assessment</i>				Write a report explaining what happened in Fuego Volcano in 2018.		
12	1	<i>Re-teach</i>						
13	1	<i>Feedback</i>						

Subject:	Geography							
SoW Title:	Development and Inequality							
Year	Year 8							
Date:								
Week	Lesson	Title	Objective	Key Knowledge/Content	Assessment and Showcase Pieces (minimum grade 6)	Mastery tasks	Links to resources e.g. 100% Sheets	
	1	1 What is development?	To explain development in different ways.	Understanding different definitions of developments. Recognising misconceptions and stereotypes created by definitions of development.		As set in class.		
	2	1 Where is all the money?	To describe the distribution of global wealth and inequality globally.	Global distribution of wealth Describing patterns of inequality and linking it to wealth distribution.		As set in class.		
	3	1 Is wealth the only measure of development?	To explain development using different measures. To explain the danger of only using one measure of development.	Measures of development including: quality of life; social measures and economic measures.	Essay: How should development be measured?	As set in class.		
	4	1 Why do people live in poverty? (Part 1)	To explain the historical causes of poverty in Haiti. To be able to rank the historical causes of poverty in Haiti in order of significance.	Historical causes of poverty in Haiti - dictatorships; colonialism; resource extraction; natural disasters.		As set in class.		
	5	1 Why do people live in poverty? (Part 2)	To explain how trade increased poverty in Senegal.	Trade of groundnuts as a cause of poverty in Senegal - the history and the impacts.		As set in class.		
	6	1 What is the development gap and how gender equality can help close it?	To explain how gender equality can cause unequal development globally. To evaluate how reducing gender equality can help close the development gap.	Causes of gender inequality and the impact this has on a countries development. Strategies to reduce gender equality - case study.	Write a letter explaining why it is important that women have equal rights in Chad will help improve economic development.	As set in class.		
	7	1 How can Fairtrade help close the development gap?	To explain how Fairtrade helps close the development gap.	Defining Fairtrade Case study- Pakistan footbolls reducing the development gap.		As set in class.		
	8	1 How can tourism help close the development gap?	To explain how tourism helps close the development gap.	Defining tourism Case study - The Maldives; how tourism is helping reduce the development gap.	Information poster explaining how tourism is improving people's lives in The Maldives.	As set in class.		
	9	1 What are the Sustainable Development Goals?	To describe the Sustainable Development Goals. To evaluate how successful the Sustainable Development Goals have been so far in reducing poverty.	Defining the Sustainable Development Goals The aims of the SDGs and how close to achieving the goals we are.		As set in class.		
	10	1 <i>Revision</i>	To review prior content from the cycle.			As set in class.		
	11	1 <i>Assessment</i>						
	12	1 <i>Re-teach</i>						
	13	1 <i>Feedback</i>						

Subject:	Geography					
SoW Title:	Hot deserts and Food Insecurity					
Year	Year 9					
Date:						
Week	Title	Objective	Key Knowledge/Content	Assessment and Showcase Pieces (minimum grade 6)	Mastery tasks	Links to resources e.g. 100% Sheets
1	Where are all the deserts?	To describe and explain the distribution of the world's deserts.	Defining hot and cold deserts. Factors attributing to the location of deserts particularly hot. Locations of the worlds 10 largest deserts.	FA: Describe and explain the location of one hot dessert including its main characteristics.	As set in class.	
2	What is the Thar desert like?	To describe and explain the characteristics of hot deserts.	Main features of hot deserts including soil; climate and vegetation.		As set in class.	
3	How are plants and animals adapted to live in hot deserts?	To describe and explain adaptations of plants and animals to hot desert environments.	Plant adaptations and how they increase survival rate. Animals adaptatins and how they increase survival rate.		As set in class.	
4	What are the opportunities and challenges for development in the Thar desert?	To explain the opportunities for economic development in hot desert environments. To explain the challenges to economic development in hot desert environments.	Opportunities for development: mineral extraction; farming; tourism and energy resources. Challenges to economic development: extreme temperatures; accessibility; water supply.		As set in class.	
5	Why are hot deserts growing?	To explain the causes of desertification.	Define desertification. Processes causing desertification including human and physical factors.		As set in class.	
6	How can we reduce desertification?	To explain strategies to reduce desertification.	Strategies for reducing desertification - afforestation; change in agricultural processes. Case Study - Northern China	Create an annotated diagram explaining how one animal and one plant are adapted to live in hot deserts. (not one done in class)	As set in class.	
7	Where is all the food.	To describe and explain the distribution of food resources at a global scale.	Map skills - distribution maps Causes of uneven distribution looking at natural causes.		As set in class.	
8	What causes food insecurity?	To explain the causes of food insecurity at a global scale.	Human causes of food insecurity - thinking about not having balance rather than not having enough.		As set in class.	
9	How can we solve the global food crisis?	To explain solutions to the global food crisis that are currently being implemented.	Strategies being implemented to reduce food insecurity.	Write an essay explaining whether human or natural factors are the biggest cause of desertification.	As set in class.	
10	<i>Revision</i>	To review prior content from the cycle.			As set in class.	
11	<i>Assessment</i>	To write an extended piece of writing.				
12	<i>Re-teach</i>					
13	<i>Feedback</i>					

Subject:	Geography						
SoW Title:	Paper 1: Living with the physical environment						
Year	Year 10						
Date:	2018/19 Cycle 1						
Week	Lesson	Title	Objective	Key Knowledge/Content	Assessment and Showcase Pieces (minimum grade 6)	Mastery tasks	Links to resources e.g. 100% Sheets
1	3 hours per week	Introduction	To explain the course and practice note-taking.	Intro to GCSE course Homework pre-reading and notes techniques		As set in class.	
2	3 hours per week	What are natural hazards and how do they form? Why do people live in areas of tectonic risk?	To explain the nature and causes of natural hazards. To explain plate tectonic theory. To assess why people live in areas of tectonic risk.	What are natural hazards? Plate tectonic: distribution Why do people live in areas of tectonic risk?		As set in class.	
3	3 hours per week	How do tectonic plates cause earthquakes? How did the Haiti and New Zealand EQs differ?	To compare the processes and landforms associated with different plate boundaries. To compare the causes, effects and responses to earthquakes in two different locations.	Types of plate boundary Haiti Earthquake Christchurch earthquake		As set in class.	
4	3 hours per week	What is global atmospheric circulation? How, where and why do tropical storms form?	To explain mitigation, prediction, planning and preparation. To describe the global atmospheric circulation system and the causes and characteristics of tropical storms.	MP3 Global Atmospheric Circulation Model Tropical storm distribution and formation		As set in class.	
5	3 hours per week	How much damage can tropical storms cause? How will climate change affect tropical storms?	To explain the structure and features of tropical storms. To assess the impacts of and responses to Typhoon Haiyan. To assess the impact of climate change on tropical storms.	Structure and features of tropical storms Typhoon Haiyan MP3 Climate change and its possible effects on tropical storms		As set in class.	
6	3 hours per week	Is the UK's weather becoming more extreme? How does extreme flooding affect the UK?	To evaluate cases of extreme weather in the UK. To assess the causes, impacts of and responses to a case study of extreme weather in the UK.	UK: Weather hazards Extreme weather hazards in UK Flooding in the UK: Somerset Levels (or alternative that can link to rivers e.g. Boscastle) "		As set in class.	
7	3 hours per week	Climate change: what; why; evidence? How can humans respond to climate change?	To assess the evidence for, the natural and physical causes and the impacts of climate change. To explain strategies to mitigation risk and adapt to change.	Evidence and causes of climate change: Natural and Human Effects of climate change SET: Mitigation and Adaptation to climate change		As set in class.	
8	3 hours per week	What is an ecosystem? Biomes: what; where; why?	To explain the components of an ecosystem. To describe and explain the global distribution of biomes.	Key terms/Small scale ecosystem: Fresh Water Pond Global distribution of ecosystems		As set in class.	
9	3 hours per week	Tropical rainforests: what; where; why; who? What is biodiversity like in the TR? Tropical rainforest case study	To explain the components of a tropical rainforest. To explain how plants and animals adapt to the tropical rainforest.	Characteristics incl. water; soil; climate; plants; animals and people Adaptations of plants and animals Biodiversity issues		As set in class.	
10	3 hours per week	<i>Revision</i>				As set in class.	
11	3 hours per week	<i>Assessment</i>					
12	3 hours per week	<i>Re-teach and feedback</i>					
13	3 hours per week	<i>Extension</i>					
Subject:	Geography						
SoW Title:	Paper 1: Living with the physical environment						
Year	Year 10						
Date:	2018/19 Cycle 2						
Week	Lesson	Title	Objective	Key Knowledge/Content	Assessment and Showcase Pieces (minimum grade 6)	Mastery tasks	Links to resources e.g. 100% Sheets
1	3 hours per week	Hot deserts: what; where; why; who? What is biodiversity like in hot deserts?	To explain the characteristics of hot deserts. To explain how plants and animals adapt to hot deserts.	Characteristics of hot deserts: water; soil; climate; plants; animals and people Biodiversity issues Plant and animal adaptations		As set in class.	
2	3 hours per week	What is going on in the Thar Desert?	To assess the opportunities and challenges in the Thar Desert.	Case Study: Thar desert - Challenges and Opportunities		As set in class.	
3	3 hours per week	Desertification: what; where; causes; solutions?	To explain the causes, consequences and solutions to desertification.	Desertification - Causes; effects and responses		As set in class.	

4	3 hours per week	What is the UK's landscape like? How do rivers shape the land?	To describe and explain the UK's landscape. To explain how rivers shape the landscape.	Overview of UK landscape Long and Cross river profiles Fluvial erosion processes Fluvial Landforms		As set in class.	
5	3 hours per week	Why is the River Tees so famous? How useful are hydrographs?	To location and describe the landforms along the River Tees. To explain the factors that affect flood risk. To analyse hydrographs and ascertain drainage basin characteristics.	The River Tees - OS skills Factors that effect flood risk Hydrographs		As set in class.	
6	3 hours per week	Flood management: how, why, advantages; disadvantages? Case study: flooding and management	To assess the advantages and disadvantages of flood management strategies.	Costs and benefits to different flood management strategies Case Study of Flood management - Bambury		As set in class.	
7	3 hours per week	How have glaciers shaped the land?	To describe and explain how glaciers shape the landscape.	Glacial landscapes in the UK and processes		As set in class.	
8	3 hours per week	What can glaciers create?	To explain the formation of glacial landforms.	Glacial landforms		As set in class.	
9	3 hours per week	Why is the Lake District an Area of Outstanding Natural Beauty?	To evaluate the advantages and disadvantages of tourism in glaciated areas.	Glaciated upland area: Case study		As set in class.	
10	3 hours per week	Revision				As set in class.	
11	3 hours per week	Assessment					
12	3 hours per week	Feedback and re-teaching					
13	3 hours per week	Extension					
Subject:		Geography					
SoW Title:		Paper 2: Challenges in the human environment					
Year		Year 10					
Date:		2018/19 Cycle 3					
Week	Lesson	Title	Objective	Key Knowledge/Content	Assessment and Showcase Pieces (minimum grade 6)	Mastery tasks	Links to resources e.g. 100% Sheets
1	3 hours per week	Urbanisation: what, where, when, why, who?	To describe and explain the pattern and causes of global urbanisation.	Global patterns of urban change Distribution of LICs, NEEs, HICs and Megacities Causes of urbanisation - push and pull factors		As set in class.	
2	3 hours per week	Vamos au Rio de Janeiro!	To assess the causes and consequences of urban growth in Rio de Janeiro	Rio de Janeiro		As set in class.	
3	3 hours per week	Como é o Rio de Janeiro?	To assess the causes and consequences of urban growth in Rio de Janeiro	Rio de Janeiro		As set in class.	
4	3 hours per week	Let's go to Bristol!	To assess the causes and consequences of urban growth in Bristol.	Bristol Case study		As set in class.	
5	3 hours per week	What does a sustainable city look like? What is "development"?	To assess strategies to increase sustainability. To define development.	Urban sustainability What is development?		As set in class.	
6	3 hours per week	How can we measure levels of development? How do levels of development vary globally?	To assess measures of development and evaluate global levels of development.	Variations in economic development and quality of life Limitations in different measures of development		As set in class.	
7	3 hours per week	Demographic Transition Model: what, why? Uneven development: causes; consequences?	To describe the trends seen in the DTM and evaluate its use. To explain the causes and consequences of uneven development.	The DTM Causes of uneven development Consequences of uneven development		As set in class.	
8	3 hours per week	How can we reduce the development gap? How is Jamaica reducing the DG?	To evaluate strategies to reduce the development gap. To assess tourism in Jamaica as a strategy to reduce the development gap.	Strategies to reduce the development gap Case study Tourism: Jamaica		As set in class.	
9	3 hours per week	Why was Nigeria called the "Giant of Africa"?	To assess the causes and consequences of urban growth in Nigeria.	Case Study of a NEE: Nigeria		As set in class.	
10	3 hours per week	Revision				As set in class.	
11	3 hours per week	Assessment					
12	3 hours per week	Feedback and re-teaching					
13	3 hours per week	Extension				Summer Project	

Subject:	Geography										
SoW Title:	Paper 3: Geographical Application										
Year	Year 11										
Date:	2018/19 Cycle 1										
Week	Lesson	Title	Objective	Key Knowledge/Content	Assessment and Showcase Pieces (minimum grade 6)	Mastery tasks	Links to resources e.g. 100% Sheets				
1	3 hours per week	Introduction				As per revision schedule	Revision Schedule https://docs.google.com/document/d/116Nnv6zDtsG42LPCAnBcNT9D3rftMOENeacxyeHGxkY/edit				
2	3 hours per week	Summer Project Presentation and Review	To develop presenting skills and share summer project research.	Presenting summer projects		As per revision schedule					
3	3 hours per week	How has the UK economy changed? How does industry affect the environment?	To explain the causes and effects of economic change in the UK.	Causes of economic change in the UK Changes in employment structure in the UK Impacts of industry on the environment - Case study of sustainable industry		As per revision schedule					
4	3 hours per week	How is population change impacting the UK? How is the UK's transport network changing?	To explain the causes and effects of population change on the UK. To explain the causes and effects of transport change in the UK.	Impacts of population growth and decline (economic and social) Improvements/developments in transport		As per revision schedule					
5	3 hours per week	Is there really a North-South divide in the UK? Where does the UK fit in globally?	To assess the evidence for and impacts of the North-South divide in the UK. To assess the UK's role in the wider world and the benefits received.	North-South divide - strategies to resolve regional differences UK's place in the wider world		As per revision schedule					
6	3 hours per week	Fieldwork: what, where, why, how?	To explain the purpose of and methods associated with fieldwork.	What is fieldwork? How can fieldwork be carried out?		As per revision schedule					
7	3 hours per week	WORK EXPERIENCE		WORK EXPERIENCE		As per revision schedule					
8	3 hours per week	How do we present fieldwork data?	To evaluate and select appropriate presentation techniques.	How to present collected fieldwork data		As per revision schedule					
9	3 hours per week	How do we describe, analyse and explain fieldwork?	To describe and analyse fieldwork data.	Describing, analysing and explaining fieldwork		As per revision schedule					
10	3 hours per week	How do we reach conclusions and evaluate our work?	To write conclusions and evaluate fieldwork.	Reaching conclusions and identifying problems		As per revision schedule					
11	3 hours per week	FIELD TRIP: NETTLECOMBE COURT SOMERSET		FIELD TRIP							
12	3 hours per week	Revision		Revision							
13	3 hours per week	Revision		Revision							
Subject:	Geography										
SoW Title:	Paper 3: Geographical Application										
Year	Year 11										
Date:	2018/19 Cycle 2										
Week	Lesson	Title	Objective	Key Knowledge/Content	Assessment and Showcase Pieces (minimum grade 6)	Mastery tasks	Links to resources e.g. 100% Sheets				
1	3 hours per week	MOCKS				As per revision schedule	Revision Schedule https://docs.google.com/document/d/116Nnv6zDtsG42LPCAnBcNT9D3rftMOENeacxyeHGxkY/edit				
2	3 hours per week	MOCKS				As per revision schedule					
3	3 hours per week	Mock: Feedback and Redrafts				As per revision schedule					
4	3 hours per week	What did we do in Somerset?	To review fieldwork.			As per revision schedule					
5	3 hours per week	How can we smash Paper 3 Section B?	To develop exam skills for Paper 3 Section B.			As per revision schedule					
6	3 hours per week	How can we smash Paper 3 Section B?	To develop exam skills for Paper 3 Section B.			As per revision schedule					
7	3 hours per week	What is Paper 3 Section A?	To develop exam skills for Paper 3 Section A.			As per revision schedule					
8	3 hours per week	How can we smash Paper 3 Section A?	To develop exam skills for Paper 3 Section A.			As per revision schedule					
9	3 hours per week	MOCKS Revision: Case studies				As per revision schedule					
10	3 hours per week	Mock: Feedback and Redrafts				As per revision schedule					
11	3 hours per week	Revision: pre-release; case studies	Revision								
12	3 hours per week	Revision: pre-release; case studies	Revision								
13	3 hours per week	Revision: pre-release; case studies	Revision								
Subject:	Geography										
SoW Title:	Paper 3: Geographical Application										
Year	Year 11										

