

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	Knowledge	Physical landscape systems – Coasts  Human interactions – Changing spaces making places	Physical landscape systems – Coasts  Human interactions – Changing spaces making places	Physical landscape systems – Earth’s life support systems  Global connections – Human rights	Physical landscape systems – Earth’s life support systems  Global connections – Human rights	Physical landscape systems – Earth’s life support systems  Global connections – Migration	Independent investigation planning  Global connections – Migration
	Skills	Throughout each topic students will get the opportunity to develop and practice a range of geographic skills including: <ul style="list-style-type: none"> <li>Geographical information – understand what make geographical data, ethical consideration, understanding the different types, collect, analyse and interpret, undertake critical questioning of data sources.</li> <li>Geo-located data - demonstrate an ability to collect and to use digital data using geospatial technologies, such as smart phones and tablet devices, and understand the opportunities and benefits of presenting and analysing geographical data using Geographical Information Systems (GIS).</li> <li>Qualitative skills - use and understand a mixture of methodological approaches, including using interviews. Interpret, analyse and evaluate a range of source material including textual and visual sources. Understand the opportunities and limitations of qualitative techniques such as coding and sampling.</li> <li>Quantitative Skills - mean, median, mode, range, interquartile range and standard deviation, tests of association and significance tests, such as Chi-squared, Spearman’s rank, Mann-Whitney U test and T-test, lines of best fit and correlation on graphical representations, measurement, measurement errors, and sampling.</li> <li>Fieldwork skills – plan, collect, present, interpret, conclude and evaluate human and physical primary data.</li> <li>Academic writing and research – using academic research to inform explanations and ensuring correct referencing</li> </ul>					
	Assessment	At KS5, there are four main types of assessment which are expected to take place in Geography lessons. These are: <ul style="list-style-type: none"> <li><b>In class non-written assessment</b> - A full range of informal assessment techniques are encouraged to provide students with instant feedback, guidance and encouragement e.g., questioning, low stakes testing, retrieval starters, modelling etc.</li> <li><b>Folder Checks</b>– Folder checks will be used to assess students’ progress in lessons with opportunities to feedback, reorganise and improve.</li> <li><b>Essay and exam response</b> – The marked answer from students should corrected and redrafted in a formal feedback session where students undertake actions set by teacher to close gaps in knowledge. Where possible teachers should model and scaffold to support.</li> <li><b>Summative Assessment</b> - At the end of each unit, students will sit a summative assessment, designed to allow them to show how well they’ve understood the knowledge and developed the skills being taught in the unit. These are longer assessments using a range of testing styles</li> <li><b>Mock exams</b> – Mock exams are run whole school (see school calendar) these are assessments sat in formal exam conditions outside of the classroom</li> </ul>					

Year 13		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Knowledge	Independent Investigation write up	Independent Investigation write up	Geographic debates – Hazardous Earth  Geographic debates – Disease dilemmas	Geographic debates – Hazardous Earth  Geographic debates – Disease dilemmas	Revision and Skills	
Year 13	Skills	<p>Throughout each topic students will get the opportunity to develop and practice a range of geographic skills including:</p> <ul style="list-style-type: none"> <li>• <b>Geographical information</b> – understand what make geographical data, ethical consideration, understanding the different types, collect, analyse and interpret, undertake critical questioning of data sources.</li> <li>• <b>Geo-located data</b> - demonstrate an ability to collect and to use digital data using geospatial technologies, such as smart phones and tablet devices, and understand the opportunities and benefits of presenting and analysing geographical data using Geographical Information Systems (GIS).</li> <li>• <b>Qualitative skills</b> - use and understand a mixture of methodological approaches, including using interviews. Interpret, analyse and evaluate a range of source material including textual and visual sources. Understand the opportunities and limitations of qualitative techniques such as coding and sampling.</li> <li>• <b>Quantitative Skills</b> - mean, median, mode, range, interquartile range and standard deviation, tests of association and significance tests, such as Chi-squared, Spearman's rank, Mann-Whitney U test and T-test, lines of best fit and correlation on graphical representations, measurement, measurement errors, and sampling.</li> <li>• <b>Fieldwork skills</b> – plan, collect, present, interpret, conclude and evaluate human and physical primary data.</li> <li>• <b>Academic writing and research</b> – using academic research to inform explanations and ensuring correct referencing.</li> </ul>					
	Assessment	<p>At KS5, there are four main types of assessment which are expected to take place in Geography lessons. These are:</p> <ul style="list-style-type: none"> <li>• <b>In class non-written assessment</b> - A full range of informal assessment techniques are encouraged to provide students with instant feedback, guidance and encouragement e.g., questioning, low stakes testing, retrieval starters, modelling etc.</li> <li>• <b>Folder Checks</b>– Folder checks will be used to assess students' progress in lessons with opportunities to feedback, reorganise and improve.</li> <li>• <b>Essay and exam response</b> – The marked answer from students should corrected and redrafted in a formal feedback session where students undertake actions set by teacher to close gaps in knowledge. Where possible teachers should model and scaffold to support.</li> <li>• <b>Summative Assessment</b> - At the end of each unit, students will sit a summative assessment, designed to allow them to show how well they've understood the knowledge and developed the skills being taught in the unit. These are longer assessments using a range of testing styles</li> <li>• <b>Mock exams</b> – Mock exams are run whole school (see school calendar) these are assessments sat in formal exam conditions outside of the classroom.</li> </ul>					