

| | | Autumn | | Spring | | Summer | |
|---------|------------|--|---|---|---|----------------------------|--------|
| | | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Year 11 | Knowledge | People of the planet <i>Development</i> <i>Development indicators</i> <i>Causes and solution of development gap</i> <i>Aid</i> <i>An in-depth study of an LIDC country - Ethiopia</i> | Ecosystems of the Planet <i>Elements of an ecosystem</i> <i>Global biomes</i> <i>Coral reefs</i> <i>Tropical rainforest</i> <i>Human impact on ecosystems</i> | Environmental threats to our planet <i>Climate change</i> <i>Human causes of climate change</i> <i>Natural causes of climate change</i> <i>Global challenges of climate change</i> | Environmental threats to our planet <i>Global atmospheric circulation</i> <i>Extreme weather hazards</i> <i>Drought</i> <i>El Niño</i> | Revision and Skills | |
| | 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"> • Cartographic skills – The use and interpretation of a variety of maps at a variety of scales including but not limited to atlases and Ordinance Survey maps. Note: The use of Ordinance Survey maps involves developing the skills of grid references, scale, directions and height. • Graphical skills – selecting and constructing the appropriate graphs and charts using appropriate scales • Numerical skills - demonstrating an understanding of number, area and scales and being able to draw conclusions from these. • Statistical skills – calculating and using measures such as averages and percentages • Quantitative and qualitative skills – collecting, presenting and interpreting both types of data. • Fieldwork skills – plan, collect, present, interpret, conclude and evaluate human and physical primary data. | | | | | |
| | Assessment | At KS4, there are five main types of assessment which are expected to take place in Geography lessons. These are: <ul style="list-style-type: none"> • In class non-written assessment - 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. • Book Work (including exam responses) – Books will be used to assess students’ progress in lessons with opportunities to feedback and improve. • Interim (formative) Assessment – This information should be used to adjust teaching following the test, with common misconceptions being addressed and corrected in a formal feedback session where students undertake actions set by teacher to close gaps in knowledge • Summative Assessment - 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 primarily previous GCSE exam questions • Mock exams – Mock exams are run whole school (see school calendar) these are assessments sat in formal exam conditions outside of the classroom. | | | | | |