

# *Curriculum Map*

## *Foundation and Mastery*

### *Geography 2019-2020*

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

Legend:

Unit of work: 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)

Term	Foundation Year 7	Term	Foundation Year 8	Term	Transition Year 9
<b>Autumn 1</b> <b>Written Sources</b> <b>Homework Weekly homework</b> <b>Revisiting, revising, remembering opportunities</b> <b>Knowledge retrieval starter quiz</b>	Unit of work: What are the different Map Skills in Geography? Assessment objectives: AO1: Knowledge of map skills with investigation of how to use the skills in reality AO3: Use of sources from local and regional areas  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 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 (Full lesson)	<b>Autumn 1</b> <b>Written Sources</b> <b>Homework Weekly homework</b> <b>Revisiting, revising, remembering opportunities</b> <b>Knowledge retrieval starter quiz</b>	Unit of work: How does energy shape the way we live? 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 Extra elements outside National Curriculum: - . Evaluation of real life events - Debates about socio-economic and environmental 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 SDG employment at UN, NGOS. Lesson 2-6: employment in renewable and non-renewable energy, lesson 7-8:employment in research on sustainability. Clubs: GeoClub on Wednesday in B19  SMSC concepts: sustainability, local actions, global impacts.  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 Letter to Prime minister about CC- H/W PA 2 6 marks questions on Sustainability in lessons	<b>Autumn 1</b> <b>Written Sources</b> <b>Homework Weekly homework</b> <b>Revisiting, revising, remembering opportunities</b> <b>Knowledge retrieval starter quiz</b> <b>, Migration.</b>	Unit of work: How do the resources we use affect the world 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 Extra elements outside National Curriculum: - . Evaluation of real life events - Debates about socio-economic and environmental issues - NGO references 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 SDG employment at UN, NGOS. Lesson 2-6: employment in renewable and non-renewable energy, lesson 7-8:employment in research on sustainability. Clubs: GeoClub on Wednesday in B19  SMSC concepts: sustainability, local actions, global impacts.  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. TA exam practice 9 marks H/W PA 4 and 6 marks about resources- in lessons

Term	Foundation Year 7	Term	Foundation Year 8	Term	Transition Year 9
Autumn 2	<p>Unit of work: Where are our fantastic places?</p> <p>Assessment objectives:</p> <p>AO1: Understand how different environments are different to their local area</p> <p>AO2: Describe different types of geography</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> <li>- Travel guide</li> <li>- Unique places</li> </ul> <p>Extra elements outside National Curriculum: Use of Uxbridge as local area, Europe as other countries and use of OS maps to develop Map skills.</p> <p>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.</p> <p>CEIAG components: lesson with scale and relief link to landscaping, surveying and urban planning. GIS employment, tourism, tourist industry, airplane industry, artist, blogger, travel vlogger.</p> <p>Clubs: GeoClub on Wednesday in B19 Homework booklet with different fantastic places.</p> <p>SMSC concepts: Developed /developing countries/sustainability/Innovation/environmental concerns.</p> <p>End points are L.Os, assessments, concepts understood, key terms definitions.</p> <p>SDGs for KS3, geo skills, map skills, geographical skills, data analysis skills.</p> <p>Assessments- SA- geo quiz MA- Fantastic places booklet (Full lessons)See individual SOLs for all details.</p>	Autumn 2	<p>Unit of work: How does space and time bind geography of sport?</p> <p>Assessment objectives:</p> <p>AO1: Understand how everyday aspects shape geography</p> <p>AO4: Evaluate how time in geography has shaped sports and society</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> <li>- Human geography</li> <li>- Ability to analyse out of context</li> </ul> <p>Extra elements outside National Curriculum: Use of chloropeth maps China, London, Rio Olympics.</p> <p>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.</p> <p>CEIAG components: Lessons on sports, venues and Olympics ( London, Rio, Russia and Canada). Jobs to be developing from venues, athletes and coaching.</p> <p>Clubs: GeoClub on Wednesday in B19 Homework revision of TNCs/Olympics rebranding.</p> <p>SMSC concepts: Innovation/sustainability/empathy/sharing/aid-development</p> <p>End points are L.Os, assessments, concepts understood, key terms definitions.</p> <p>SDGs for KS3, geo skills, map skills, geographical skills, data analysis skills.</p> <p>Assessments- MA exam on Resources (full lessons)</p>	Autumn 2	<p>Unit of work: Why are different regions at different stages?</p> <p>Assessment objectives</p> <p>A01: Knowledge of world development and DTM</p> <p>A04: Evaluation of different countries at different stages and why</p> <p>Enrichment/life and work skills</p> <ul style="list-style-type: none"> <li>- World political knowledge</li> <li>- Binding geographies</li> </ul> <p>Extra elements outside National Curriculum: Oil resources, water and energy resources of the world, Bristol and Lagos.</p> <p>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.</p> <p>CEIAG components: lesson on development, NGOS, UN, TNCs, charities, government development employment, social institutions.</p> <p>Clubs: GeoClub on Wednesday in B19 Homework on development/developing activities of research.</p> <p>SMSC concepts: urban system, empathy, aid-relief-development</p> <p>End points are L.Os, assessments, concepts understood, key terms definitions.</p> <p>SDGs for KS3, geo skills, map skills, geographical skills, data analysis skills.</p> <p>Assessments- PA Bristol 6 marks TA exam on resources and world development (Full lessons) See individual SOLs for all details.</p>

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

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

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<p><b>Summer 1</b></p> <p><b>Written Sources</b></p> <p><b>Homework</b></p> <p><b>Weekly homework</b></p> <p><b>Revisiting, revising, remembering opportunities</b></p> <p><b>Knowledge retrieval starter quiz</b></p>	<p>Unit of work: Why should we care about our worlds rainforests?</p> <p>Assessment objectives:</p> <p>AO1: Understand the features of a rainforest</p> <p>AO2: Describe how species have adapted</p> <p>AO4: Evaluate how sustainable we live among the rainforests</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> <li>- Greenpeace</li> <li>- Sustainable living</li> </ul> <p>Extra elements outside National Curriculum: World rainforests, NGOs, TNCs, mining, logging..</p> <p>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.</p> <p>CEIAG components: lessons on GIS, Greenpeace, NGOs, lawyers, NGOs, local, national government..</p> <p>Clubs: GeoClub on Wednesday in B19 Homework booklet on rainforests.</p> <p>SMSC concepts: sustainability, empathy, logging, agribusiness</p> <p>End points are L.Os, assessments, concepts understood, key terms definitions.</p> <p>SDGs for KS3, geo skills, map skills, geographical skills, data analysis skills</p> <p>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.</p>	<p><b>Summer 1</b></p> <p><b>Written Sources</b></p> <p><b>Homework</b></p> <p><b>Weekly homework</b></p> <p><b>Revisiting, revising, remembering opportunities</b></p> <p><b>Knowledge retrieval starter quiz</b></p>	<p>Unit of work: How can fame help to shape our different understandings of geographies?</p> <p>Assessment objectives:</p> <p>AO1: Knowledge of influences in geography</p> <p>AO3: Sources used to understand how to celebrities have helped to face geographies</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> <li>- Greenpeace</li> <li>- UN</li> </ul> <p>Extra elements outside National Curriculum: World geography influencers .</p> <p>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.</p> <p>CEIAG components: sustainability, NGOs, local, National government, geographers, activists.</p> <p>Clubs: GeoClub on Wednesday in B19 Homework research on famous geographers who changed the world.</p> <p>SMSC concepts: sustainability, UN, empathy, citizenship.</p> <p>End points are L.Os, assessments, concepts understood, key terms definitions.</p> <p>SDGs for KS3, geo skills, map skills, geographical skills, data analysis skills</p> <p>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.</p>	<p><b>Summer 1</b></p> <p><b>Written Sources</b></p> <p><b>Homework</b></p> <p><b>Weekly homework</b></p> <p><b>Revisiting, revising, remembering opportunities</b></p> <p><b>Knowledge retrieval starter quiz</b></p>	<p>Unit of work: How do processes under our Earth occur?</p> <p>Assessment Objectives</p> <p>AO1: Describe the tectonic plates</p> <p>AO3: Use resources to understand how tectonic plates affects different regions</p> <p>AO4: Evaluate how tectonic plates can affect economical and social geography</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> <li>- Ability to be able to understand how factors contribute to the outcome of a process</li> </ul> <p>Extra elements outside National Curriculum: Comparing HIC, NEE and LIC natural hazards, hazard hotspots.</p> <p>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.</p> <p>CEIAG components: lesson on tectonic , geologists, volcanologists, seismiscologist, earthquake expert, mngagment of tectonics, NGOs, local government, risk assessor.</p> <p>Clubs: GeoClub on Wednesday in B19 Homework research on tsunamis and earthquakes. .</p> <p>SMSC concepts: primary and secondary impacts, social and environmental impacts, empathy.</p> <p>End points are L.Os, assessments, concepts understood, key terms definitions.</p> <p>SDGs for KS3, geo skills, map skills, geographical skills, data analysis skills</p> <p>Assessments- TA How to change the world 9 marks H/W PA 3 x 4, 6 and 9marks about Rivers/Coasts and How people shape the world- in lessons MA- End of year exam (Full lessons)See individual SOLs for all details.</p>

Term	Foundation Year 7	Term	Foundation Year 8	Term	Transition Year 9
<p><b>Summer 2</b></p> <p><b>Written Sources</b></p> <p><b>Homework</b></p> <p><b>Weekly homework</b></p> <p><b>Revisiting, revising, remembering opportunities</b></p> <p><b>Knowledge retrieval starter quiz</b></p>	<p>Unit of work: How can we live in a world that is more sustainable?</p> <p>Assessment objectives</p> <p>AO1: Knowledge of different energy resources and how they are incorporated</p> <p>AO2: Investigation of the energy resources and how they can be implemented more sustainably</p> <p>AO4: Evaluation of which resource is the most scarce and</p> <p>Enrichment/life and work skills</p> <ul style="list-style-type: none"> <li>- Evaluation of real life events</li> <li>- Debates about socio-economic and environmental issues</li> <li>- NGO references</li> </ul> <p>Extra elements outside National Curriculum: Use of Uxbridge as local area, Europe as other countries.</p> <p>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.</p> <p>CEIAG components: Sustainability, urban planning, renewable energy employment,</p> <p>Clubs: GeoClub on Wednesday in B19 Homework booklet on sustainability.</p> <p>SMSC concepts: sustainability,</p> <p>End points are L.Os, assessments, concepts understood, key terms definitions.</p> <p>SDGs for KS3, geo skills, map skills, geographical skills, data analysis skills</p> <p>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.</p>	<p><b>Summer 2</b></p> <p><b>Written Sources</b></p> <p><b>Homework</b></p> <p><b>Weekly homework</b></p> <p><b>Revisiting, revising, remembering opportunities</b></p> <p><b>Knowledge retrieval starter quiz</b></p>	<p>Unit of work: How can we analyse different crimes in geographical space?</p> <p>Assessment objectives:</p> <p>AO1: Describe how crime occurs and where?</p> <p>AO3: Use different sources to understand how we perceive crime</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> <li>- MET police</li> <li>- Police.uk</li> </ul> <p>Extra elements outside National Curriculum: Use of Uxbridge as local area, London Met vs USA crime and punishment.</p> <p>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.</p> <p>CEIAG components: lesson criminology, analyst, police, correction officer, lawyer, community link, guards, judge.</p> <p>Clubs: GeoClub on Wednesday in B19 Homework research on crime in London.</p> <p>SMSC concepts: crime, empathy, stories, impacts on families, community, local action.</p> <p>End points are L.Os, assessments, concepts understood, key terms definitions.</p> <p>SDGs for KS3, geo skills, map skills, geographical skills, data analysis skills</p> <p>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.</p>	<p><b>Summer 2</b></p> <p><b>Written Sources</b></p> <p><b>Homework</b></p> <p><b>Weekly homework</b></p> <p><b>Revisiting, revising, remembering opportunities</b></p> <p><b>Knowledge retrieval starter quiz</b></p>	<p>Unit of work: How can we analyse different crimes in geographical space?</p> <p>Assessment objectives:</p> <p>AO1: Describe how crime occurs and where?</p> <p>AO3: Use different sources to understand how we perceive crime</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> <li>- MET police</li> <li>- Police.uk</li> </ul> <p>Extra elements outside National Curriculum: Use of Uxbridge as local area, London Met vs USA crime and punishment.</p> <p>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.</p> <p>CEIAG components: lesson criminology, analyst, police, correction officer, lawyer, community link, guards, judge.</p> <p>Clubs: GeoClub on Wednesday in B19 Homework research on crime in London.</p> <p>SMSC concepts: crime, empathy, stories, impacts on families, community, local action.</p> <p>End points are L.Os, assessments, concepts understood, key terms definitions.</p> <p>SDGs for KS3, geo skills, map skills, geographical skills, data analysis skills</p> <p>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.</p>

Term	Mastery Year 10	Term	Mastery Year 11
<b>Autumn 1</b>  <b>Literacy / numeracy foci</b> <b>Primary Sources about Whitechapel</b> <b>Homework</b> <b>Flipped Learning</b> <b>Essay Drafting</b> <b>Revision</b> <b>Revisiting, revising, remembering opportunities</b> <b>Interleaved starter quizzes, KS3 retrieval</b>	<p>Unit of work: How does city life affect the way we live? Why do cities occur? GCSE Assessment objectives</p> <p>A01: Knowledge of urban issues and sustainable cities A02: Application of the following concepts: Cause and Consequence/Significance/Change and continuity A03: Ability to analyse the cities that are sustainable and why</p> <p>Enrichment/life and work skills</p> <ul style="list-style-type: none"> <li>- Bristol case study</li> <li>- Masdar UAE</li> </ul> <p>Assessments: GCSE Paper Style Exam Extra elements outside National Curriculum: Use of Uxbridge as local area, Europe as other countries and use of OS maps to develop Map skills.</p> <p>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.</p> <p>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. Urban planning</p> <p>SMSC: sustainability, political gains, economical impacts.</p> <p>Clubs: homework and intervention Tuesday Lunchtimes</p> <p>Homework: revision, study , mini-tests, SENECA SMSC concepts:</p> <p>End points are L.Os, assessments, concepts understood, key terms definitions.</p> <p>Geo skills, map skills, geographical skills, data analysis skills, numeracy skills, literacy of key terms.</p> <p>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.</p>	<b>Autumn 1</b>  <b>Literacy foci</b>  <b>Homework</b>  <b>Revisiting, revising, remembering opportunities</b>	<p>Unit of work: How are river and coastal processes different? GCSE Assessment objectives</p> <p>A01: Describe the river processes and landforms A03: Use resources to understand rivers processes and landforms, including flooding. A04: Evaluate how Rivers can affect economical and social geography</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> <li>- Ability to be able to understand how factors contribute to increase flooding areas.</li> </ul> <p>Extra elements outside National Curriculum: Flooding, climate change impacts of rivers..</p> <p>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.</p> <p>CEIAG components: lesson google earth. Use of urban planning, flood management, local government, environmental agency</p> <p>SMSC concepts: environmental refugee, empathy, social impacts.</p> <p>Clubs homework and intervention Tuesday Lunchtimes</p> <p>Homework: revision, study , mini-tests, SENECA</p> <p>End points are L.Os, assessments, concepts understood, key terms definitions.</p> <p>Geo skills, map skills, geographical skills, data analysis skills, numeracy skills, literacy of key terms.</p> <p>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.</p>

Term	Mastery Year 10	Term	Mastery Year 11
<p><b>Autumn 2</b></p> <p><b>Literacy / numeracy foci</b></p> <p><b>Primary Sources about Whitechapel Homework</b></p> <p><b>Flipped Learning</b></p> <p><b>Essay Drafting</b></p> <p><b>Revision</b></p> <p><b>Revisiting, revising, remembering opportunities</b></p> <p><b>Interleaved starter quizzes, KS3 retrieval</b></p>	<p>Unit of work: Why are the resources we use affecting our world and how can we reduce future consequences?</p> <p>Assessment objectives</p> <p>AO1: Knowledge of different energy resources and how they are incorporated</p> <p>AO2: Investigation of the energy resources and how they can be implemented more sustainably</p> <p>AO4: Evaluation of which resource is the most scarce and</p> <p>Enrichment/life and work skills</p> <ul style="list-style-type: none"> <li>- Evaluation of real life events</li> <li>- Debates about socio-economic and environmental issues</li> <li>- NGO reference</li> </ul> <p>Extra elements outside National Curriculum: 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.</p> <p>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.</p> <p>SMSC: economical gain, development gap, empathy, NGOs, Governments, Clubs: homework and intervention Tuesday Lunchtimes Homework. revision, study , mini-tests, SENECA</p> <p>End points are L.Os, assessments, concepts understood, key terms definitions.</p> <p>Geo skills, map skills, geographical skills, data analysis skills, numeracy skills, literacy of key terms.</p> <p>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.</p>	<p><b>Autumn 2</b></p> <p><b>Literacy foci</b></p> <p><b>Homework</b></p> <p><b>Revisiting, revising, remembering opportunities</b></p>	<p>Unit of work: What is the link between resources and how can we reduce the consequences?</p> <p>GCSE Assessment objectives</p> <p>AO1: Knowledge of different energy resources and how they are incorporated</p> <p>AO2: Investigation of the energy resources and how they can be implemented more sustainably</p> <p>AO4: Evaluation of which resource is the most scarce and</p> <p>Enrichment/life and work skills</p> <ul style="list-style-type: none"> <li>- Evaluation of real life events</li> <li>- Debates about socio-economic and environmental issues</li> <li>- NGO references</li> </ul> <p>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.</p> <p>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.</p> <p>SMSC: development gap, empathy, renewable, non-renewable. Clubs: homework and intervention Thursday Lunchtimes Homework, revision, study , mini-tests, SENECA</p> <p>End points are L.Os, assessments, concepts understood, key terms definitions.</p> <p>Geo skills, map skills, geographical skills, data analysis skills, numeracy skills, literacy of key terms.</p> <p>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.</p>

Term	Mastery Year 10	Term	Mastery Year 11
<p><b>Spring 1</b></p> <p><b>Literacy / numeracy foci</b></p> <p><b>Essay structure And paragraph analysis</b></p> <p><b>Homework</b></p> <p><b>Flipped learning</b></p> <p><b>Knowledge retrieval quiz</b></p> <p><b>Revisiting, revising, remembering opportunities :</b></p> <p><b>Interleaved starter quizzes, KS3 retrieval</b></p>	<p>Unit of work: How are different features on the coast developed?</p> <p>Assessment objectives:</p> <p>A01: Detailed knowledge of coastal features and how to locate the features on an OS map</p> <p>A02: Geographical understanding of how these features and landforms change through time and space</p> <p>Enrichment/life and work skills</p> <ul style="list-style-type: none"> <li>- Coastal visit</li> <li>- GIS</li> </ul> <p>Extra elements outside National Curriculum: Use of Uxbridge as local area, Europe as other countries and use of OS maps to develop Map skills.</p> <p>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.</p> <p>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 planning.</p> <p>SMSC concepts: coastal refugees, empathy, erosional landforms and processes.</p> <p>Clubs: homework and intervention Tuesday Lunchtimes</p> <p>Homework: revision, study , mini-tests, SENECA</p> <p>End points are L.Os, assessments, concepts understood, key terms definitions.</p> <p>Geo skills, map skills, geographical skills, data analysis skills, numeracy skills, literacy of key terms.</p> <p>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.</p>	<p><b>Spring 1</b></p> <p><b>Literacy foci</b></p> <p><b>Homework</b></p> <p><b>Revisiting, revising, remembering opportunities</b></p>	<p>Unit of work: How does money shape out world through globalisation?</p> <p>GCSE Assessment objectives</p> <p>AO1: Knowledge of different globalised world</p> <p>AO2: Investigation of the resources and links to globalisation and how they can be implemented more sustainably</p> <p>AO4: Evaluation of the advantages and disadvantages of globalisation and</p> <p>Enrichment/life and work skills</p> <ul style="list-style-type: none"> <li>- Evaluation of real life events</li> <li>- Debates about socio-economic and environmental issues</li> <li>- NGO references-TNCs</li> <li>- Enrichment/life and work skills: research into globalisation and current affairs.</li> </ul> <p>Extra elements outside National Curriculum: Use of Uxbridge as local area, Europe as other countries and use of OS maps to develop Map skills.</p> <p>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.</p> <p>CEIAG components: lesson globalisation, TNCs, governments, marketing, retail industrialisation, journalism, industrialisation, industry workers.</p> <p>SMSC concepts: socio-economic comparisons, empathy, UN, NGOs, empathy for workers.</p> <p>Clubs: homework and intervention Thursday Lunchtimes</p> <p>Homework: revision, study , mini-tests, SENECA</p> <p>End points are L.Os, assessments, concepts understood, key terms definitions.</p> <p>Geo skills, map skills, geographical skills, data analysis skills, numeracy skills, literacy of key terms.</p> <p>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.</p>



Term	Mastery Year 10	Term	Mastery Year 11
<p><b>Summer 1</b></p> <p>Literacy / numeracy foci Primary and Secondary Sources on Nazi and Weimar Germany Homework Flipped Learning research and quizzes Revisiting, revising, remembering opportunities Interleaved Knowledge Starters</p>	<p>Unit of work: How do regions at different DMT stages shape our world? GCSE Assessment objectives:</p> <p>A01: Detailed knowledge DMT and stages of development A02: Understand of how the stages of development can impact globalisation and trade A04: Evaluate how these different stages relate to our globalising community</p> <p>Enrichment/life and work skills - UN Trade Unions</p> <p>Enrichment/life and work skills: research into globalisation, migration, population and current affairs.</p> <p>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.</p> <p>CEIAG components: lesson globalisation, TNCs, governments, marketing, retail industrialisation, journalism, industrialisation, industry workers.</p> <p>SMSC concepts: socio-economic comparisons, empathy, UN, NGOs, empathy for workers.</p> <p>Clubs: homework and intervention Thursday Lunchtimes</p> <p>Homework: revision, study , mini-tests, SENECA</p> <p>End points are L.Os, assessments, concepts understood, key terms definitions.</p> <p>Geo skills, map skills, geographical skills, data analysis skills, numeracy skills, literacy of key terms.</p>	<p><b>Summer 1</b></p> <p>Literacy foci</p> <p>Homework</p> <p>Revisiting, revising, remembering opportunities</p>	

Term	Mastery Year 10	Term	Mastery Year 11
<p>Summer 2</p> <p>Literacy / numeracy foci</p> <p>Primary and Secondary Sources on Nazi and Weimar Germany</p> <p>Homework</p> <p>Flipped Learning</p> <p>research and quizzes</p> <p>Revisiting, revising, remembering opportunities</p> <p>Interleaved Knowledge Starters</p>	<p>Unit of work: What are the specific processes that create our river from the source to the mouth and how were they created?</p> <p>GCSE Assessment objectives</p> <p>A01: Describe the river processes and landforms</p> <p>A03: Use resources to understand rivers processes and landforms, including flooding.</p> <p>A04: Evaluate how Rivers can affect economical and social geography</p> <p>Enrichment/life and work skills:</p> <ul style="list-style-type: none"> <li>- Ability to be able to understand how factors contribute to increase flooding areas.</li> </ul> <p>Extra elements outside National Curriculum: fieldwork on rivers</p> <p>Flooding, climate change impacts of rivers..</p> <p>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.</p> <p>CEIAG components: lesson google earth. Use of urban planning, flood management, local government, environmental agency</p> <p>SMSC concepts: environmental refugee, empathy, social impacts.</p> <p>Clubs homework and intervention Tuesday Lunchtimes</p> <p>Homework: revision, study , mini-tests, SENECA</p> <p>End points are L.Os, assessments, concepts understood, key terms definitions.</p> <p>Geo skills, map skills, geographical skills, data analysis skills, numeracy skills, literacy of key terms.</p> <p>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.</p>	<p>Summer 2</p> <p>Literacy foci</p> <p>Homework</p> <p>Revisiting, revising, remembering opportunities</p>	