

**CURRICULUM MAP**

<b>Subject</b>	<b>Geography</b>
<b>Head of Department</b>	<b>Mr A Redzepagic</b>

**SCHOOL INTENT****Rutlish School: Curriculum Intent**

Rutlish School provides a meaningful, broad and balanced curriculum which is accessible to all, as well as supports and challenges all students. Through all we do, we prepare students for opportunities, responsibilities and experiences later in life for them to be aware of their responsibilities and feel confident to participate and contribute to society. We aim to inspire, enable and facilitate lifelong learners that build on their individual strengths and capabilities and achieve their ambitions. We seek to support our students in becoming healthy, happy, successful modern people young adults, who are knowledgeable, kind, aware, confident, capable and skilful members of society.

**The school aims to:**

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point; all students can access the curriculum offer, with planning and teaching that support, stretch and challenge all learners across a full range of abilities, and making any reasonable adjustments required where particular needs are identified;
- provide a curriculum that is sequenced to build skills and knowledge throughout students' time at Rutlish School, to promote a deeper understanding of the world outside the classroom and equip them for their next steps in education, careers and in life;
- ensure that our curriculum offer support different educational and career pathways, including EBACC and vocational;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allows students to formulate informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- enrich the curriculum and provide opportunities for students to build cultural capital, enhance a wide range of skills and knowledge beyond requirements of the national curriculum, and personalise and apply learning in other contexts;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers and encourage students' curiosity, creativity, self-expression, resilience, and confidence;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

**DEPARTMENT INTENT**

The end point of KS3 Geography at Rutlish School aims for students to understand the breadth and relevance of geography in their present and future lives. We strive that our students understand the importance of a good balance between human and physical places and processes and that, being taught in these areas allows them to look at the world from a different perspectives and critically evaluate their observations.

We strive that our students regularly and confidently use academic terminology when discussing and writing about geographical concepts and use all the propositional and procedural knowledge they have gained to inform their future opinions.

The Geography curriculum deliberately includes a balance of units from human, physical and environmental geography, which often overlap and layer knowledge within topics so they flow and link into each other over time. Every unit has been created with the aim of enhancing students' ability to thrive in their understanding of the key geographical concepts of place, space, scale, interdependence, physical processes, environmental interaction, sustainable development, cultural understanding and diversity. These are important as they will help our students have a better understanding for the wider world around them, how it functions and the implications human actions are having on the natural world.

By the end of KS3 they will know how migration and globalisation are interconnected and how the concept of interdependence is tied in with this. They will also learn about the causes and impact of flooding and plate tectonics, understanding the delicate balance between human and physical geography.

These concepts are fundamental in becoming a successful geographer and to make the most out of GCSE and A level. The curriculum has been written with challenge in mind with the ambitions and expectations that students will take geography further. It has been influenced by the current KS4 and KS5 curriculums with the necessary skills and knowledge they need to be successful through their academic experience of the subject.

**KEY STAGE 3 RATIONALE/ INTENT**

**Year 7 Rationale 'Beginning to be a Geographer'** - The key focus for developing depth of knowledge in Year 7 is the application of understanding in relations to **map skills, location** and **places** at different scales and physical processes. The starting point focuses on 'My planet, My World' theme by looking at the Earth and its origins and students' appreciation of the **physical processes** that shape our planet today. The emphasis is then placed on building on **prior procedural knowledge** to cement map skills that will then flow into contrasting location and places by looking at 'My world, My home' & 'Different World' themes. This is logically and sequentially reinforcing the propositional knowledge of physical processes and their complex interaction with human geography.

**Year 8 Rationale 'Emerging Geographers'** - In terms of **locational knowledge**, the key focus is on spatial awareness of the Different World theme – Emerging Countries by looking at the BRIC and MINT countries as well as the Middle East. Emphasis is also on **place knowledge** in terms of geographical similarities and differences (something that is again referred to in the Different World: China theme later in the year). Both modules teach students the links between different places and study the **human and physical geography** of those regions. Alongside that, focus is understanding **physical process** and changes over time via Dynamic World theme – Coasts, Weather & Climate Change. In terms of human geography, emphasis is placed on Changing World – Urbanisation and Sustainable World themes – Local Action, Global Effects. The Local Action, Global World theme is positioned last in the year in order to **build from prior propositional knowledge and link** key concepts of **sustainability and interdependence of human and physical processes** and how they interact to influence natural landscape, environments and climate. The Geographical **skills** practiced in Year 7 will be embedded and extended in Year 8, e.g. looking at relief via Coasts unit by referring to contour lines and grid references.



**Year 9 Rationale 'Developing Geographers'** – the key concepts of **sustainability and interdependence** continue to be a key focus via an Unequal World theme – Development to cement understanding about contrasting places and development aspects that can lead to inequalities between and within different places. This will flow into **past procedural knowledge** to look at choropleth maps to rank different countries. The sequencing will then flow into a Dynamic World theme – Rocks and Soils and Natural Hazards as part of **physical processes** that look at distinctive landscapes to reinforce propositional knowledge of how landscapes are formed and their characteristics, importance and conflict between them and then look at the management of these and the future implications. A crowded World – Population and My World themes – Local Urban Fieldwork further cement and build on **human propositional and procedural** knowledge to ensure students **synthesise** wide range of geographical concepts as well-rounded geographers clearly aware of their role as **global citizen** at the end part of their KS3 learning journey in Geography.

The overall content is aligned to the requirement of the KS3 National Curriculum.

#### KEY STAGE 4 RATIONALE/ INTENT

**Year 10 rationale 'Mastering Geography'** - The Year 10 curriculum aims to combine the application of students' knowledge and communication skills to challenging and contentious local and global issues. Students are expected to be able to apply their knowledge of the human and physical world to their learning on new places, such as Birmingham and Mumbai and reach well-reasoned opinions on managing the challenges faced by different places around the world. They are also encouraged to gain an even deeper appreciation of our precious and delicate planet through an in-depth study of Challenges of an Urban World and The Changing UK's Landscapes themes as a part of propositional knowledge that will build from prior learning and Urban & Coastal Fieldwork Investigations as a part of past procedural knowledge on Map Skills in Year7, and local geographical enquiry of an urban area of Wimbledon in Year 9. This study aims to highlight the inextricable links between key geographical concepts of sustainability and interdependence that run through KS3. Through rigorous and highly academic discussions we support students to re-evaluate human's role as guardians of nature.

**Year 11 rationale 'Synoptic Geography'** - The Year 11 is a synoptic programme of study that requires students to combine their knowledge from all topics studied so far in Geography and to draw on learning and skills in Science and Maths to respond to challenges faced within the UK, India and beyond on issues such as population growth, energy resources, flooding and climate change. Students are expected to be able to retrieve knowledge from across their learning and apply it fluently to assess and evaluate the responses by different key stakeholders to a range of geographical issues. Students' solid knowledge base is now celebrated as they prepare to be the next generation to meet the challenges that we face both globally and nationally. The KS4 has been influenced by the current KS5 curriculum with the necessary procedural skills and propositional knowledge they need to be successful through their academic experience of the subject.

#### KEY STAGE 5 RATIONALE/ INTENT







**Geography at Rutlish School: KS5 Rationale** - We are teaching students in the Sixth Form in the partnership with Ricards Lodge High School. Through the consortium, our KS5 students continue their learning journey to sharpen their independence in preparation for further education and later life. There is an emphasis on pupils 'thinking like a synoptic geographer' as they progress in their geographical thinking and use of geographical skills that they have built from since KS3. They continue to extend their geographical understanding of the key concepts (place, scale, space, interdependence, human and physical processes and sustainability) underpinning geography, whilst growing in confidence making synoptic links between these. The Edexcel curriculum allows students to continue to investigate the human and physical processes shaping a variety of places on a variety of scales in greater depth. The independence of students is developed through the expectation to 'read-around' the subject; research a variety of real-life examples independently; and look for opportunities to apply their deepened knowledge to their classroom learning. This will enhance students' ability to discuss, critically evaluate and take into further consideration the social, moral, cultural and ethical issues associated with global and individual actions over space and time. This independence also facilitates the opportunity for pupils to put their learning into practice and complete an individual fieldwork investigation based on extensive research in Brighton and Battersea which underpins the knowledge, understanding, skills and level of independence in research. These valuable transferrable skills that A Level Geography offers can be applied to their future educational and career choices.



## YEAR 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KNOWLEDGE</b>	<b>UNIT OF WORK: <u>My Planet, My World: It's your planet?</u></b>	<b>UNIT OF WORK: <u>What in the World: Map Skills</u></b>	<b>UNIT OF WORK: <u>Dynamic World: Rivers</u></b>	<b>UNIT OF WORK: <u>Different World: Africa</u></b>	<b>UNIT OF WORK: <u>My World, My Home: the UK</u></b>	<b>UNIT OF WORK: <u>Dynamic World: Glaciers</u></b>
	<b>Propositional Knowledge:</b> Create a sound understanding of the origins of Earth and how life has developed on our planet. An understanding of how Earth was formed and how life has developed is fundamental to pupils' appreciation of the processes that shape our planet today.	<b>Propositional Knowledge:</b> Exploration of what makes Geography, what we study and how the world effects our lives. Essential skills needed to study geographical maps / sources	<b>Propositional Knowledge:</b> Explore the water cycle, and its impact on our supply of drinking water. Review of key river landforms, including waterfalls and meanders.	<b>Propositional Knowledge:</b> Explore its different cultures, terrain and different development levels. A study of the range of biomes, including the tropical rainforest and hot desert. A focus on Kenya including its physical characteristics and development over time.	<b>Propositional Knowledge:</b> The coverage on what the settlement is, and explore the make-up of the British Isles	<b>Propositional Knowledge:</b> Exploration of ice Ages including Pleistocene epoch, glacial budgets –accumulation, ablation, equilibrium How glaciers form (corrie glaciers) & erosional landforms, depositional landforms and human uses of Alpine areas and avalanches.
<b>KEY SKILLS</b>	<b>Key skills as procedural knowledge:</b> Understanding about different sources of evidence. Analysing and evaluating the different theories on how the universe was created. Also to develop comprehension skills.	<b>Key skills as procedural knowledge:</b> The ability to recognize different geographical features, to practice the identification of countries, oceans and flags using an atlas. Practice in the use of scale, grid references, recognising height on a map and contour lines, OS symbols and compass points.	<b>Key skills as procedural knowledge:</b> To be able to describe and explain the water cycle, with an understanding that the cycle is closed, and global water supplies are recycled. Correct use of key terms in explanations, and the formation of river landforms is clearly demonstrated.	<b>Key skills as procedural knowledge:</b> The ability to observe key differences between different countries, and begin to explain why they exist. The production of accurate sketch maps of countries, and a familiarity with development data for different countries.	<b>Key skills as procedural knowledge:</b> Identification of the countries that make-up the UK, British Isles and Great Britain.	<b>Key skills as procedural knowledge:</b> Analysis of images in alpine areas, ability to draw and label diagrams, comparison of warm and cold conditions and creating landforms in lessons.
<b>HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</b>	<b>Building on propositional &amp; procedural knowledge:</b> Due to the limited teaching of Geography in our feeder schools, we have a baseline assessment towards the beginning of Y7. From this, we go back to the basics in this first unit so that by the end of this topic, the students have a spatial awareness of the countries and continents, an understanding of how Earth was formed and appreciation of the physical processes that shape our planet today. It is the concepts of places, processes and interrelationships between human and physical geography that are the key aspects of building on past knowledge and building long-term capacity for interleaving to access new learning.	<b>Building on propositional &amp; procedural knowledge:</b> Similarly, due to the limited teaching of Geography in our feeder schools, this unit introduces students to the fundamentals of Geography in terms of procedural knowledge. Students are going to know how to use maps, globes and atlases and how to interpret OS maps. These are the foundation stones of the geography that will be delivered at the later stage e.g. Urbanisation and Coasts in year 8 and Sustainability & Fieldwork investigation in Year 9 to ensure the effective flow of procedural knowledge throughout KS3 curriculum.  Also preparing students for the learning journey at KS4 for the UK's Changing Landscape Unit on Urban & Coastal Fieldwork Investigation.	<b>Building on propositional &amp; procedural knowledge:</b> The emphasis is then placed on building on prior procedural knowledge to cement map skills that will then flow into contrasting location and places by looking at 'My world, My home' & 'Different World' themes. To enhance their research skills, pupils will use sources such as BBC News to look at recent flood events, to appreciate the impact of flooding both locally, nationally and globally.  This is logically and sequentially building on the propositional knowledge (My Planet, My World) of physical processes and their complex interaction with human geography.	<b>Building on propositional &amp; procedural knowledge:</b>  The pupils build on the place knowledge in terms of geographical similarities and differences and establish links to study between different places and study human and physical geography of those regions within this theme.  They continue to build on this as they compare African continent with the UK.	<b>Building on propositional &amp; procedural knowledge:</b> Pupils review some core GG part of the UK and diversity of the UK look at different places, locating places and within that also have some propositional knowledge.  Students establish link between physical and human processes and establish clear link between the similarities and differences as well as relationships and interdependence of those countries through trade and economic activity.	<b>Building on propositional &amp; procedural knowledge:</b> Pupils will continue to compare the impact of ice on physical processes in order to compare differences in rates and types of each process compared with that achieved by water.  By the end of the unit, pupils will have gained knowledge of the ways in which rivers and glaciers shape the land; and the relationship humans have with rivers in the context of flooding and flood prevention, thus preparing them for the UK's Changing Landscapes unit in KS4.



<p><b>LINKS TO THE WORLD</b> i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects</p>	<p><b>Cross curricula links:</b>  <b>Science</b> – Creation of the Universe <b>RS</b> – Creation Stories <b>PSHE</b> – Our place in the world</p>	<p><b>Cross curricula links:</b>  <b>Mathematics</b> – Grid references/Graph work. <b>PE</b> – Orienteering skills <b>English</b> – Literacy skills using the Treasure Island essay task.</p>	<p><b>Cross curricula links:</b>  <b>Mathematics</b> –Grid references/Graph work. <b>Science</b> – earth changing process such as erosion/ weathering etc.</p>	<p><b>Cross curricula links:</b>  <b>History</b> –background historical and contextual knowledge of the continent of Africa.</p>	<p><b>Cross curricula links:</b>  <b>History</b> –background historical and contextual knowledge of the UK as a developed country.</p>	<p><b>Cross curricula links:</b>  <b>Science</b> –formation of Glaciers, investigating minerals and the practical effects on the Earth.</p>
<p><b>ASSESSMENTS</b> Summative and Formative as applicable</p>	<p><b>Assessment:</b>  <b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self -reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>EoT assessment:</b> test</p>	<p><b>Assessment:</b>  <b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self -reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>Extended writing exercise:</b> Treasury Hunt</p>	<p><b>Assessment:</b>  <b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self -reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>EoT assessment:</b> test</p>	<p><b>Assessment:</b>  <b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self -reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>EoT assessment:</b> test</p>	<p><b>Assessment:</b>  <b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self -reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>EoT assessment:</b> test</p>	<p><b>Assessment:</b>  <b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self -reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>EoY assessment:</b> terminal exam</p>
<p><b>FEEDBACK</b> SUPPORTS LEARNING</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> </p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> </p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> </p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> </p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> </p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> </p>
<p><b>SPECIALIST VOCABULARY</b></p>	<p>Big bang    Homo Sapiens Hydrogen    Fossils Theory Evolution Trilobite Species Solar system Galaxy Meteorite Extinctions</p>	<p>Easting Geographical Information Systems (GIS) GPS Latitude Longitude Map projection Northing Scale</p>	<p>Condensation Evaporation Hydrological cycle Percolation Mouth River basin Saturated Store Through flow Tributary</p>	<p>Continent    Fairtrade Horn of Africa    Arid Currency    Skim Life expectancy Nomad Dehydrated 'Depression' as a weather system Export Import</p>	<p>Features    Statistics Landscapes    Immigration County Political Sovereign Atmosphere Equator Multicultural Cultural Ethnic groups</p>	<p>Freeze-thaw Weathering Glacier Ground moraine Ice caps Ice sheet Interglacial Lateral moraine Terminal moraine Zone of ablation Zone of accumulation</p>
<p><b>QUALITY FIRST TEACHING</b></p>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> <li>✓ <b>The use of Geographical investigation System (GIS) in Geography Department at Rutlish</b> <ul style="list-style-type: none"> <li>○ Topic 6 – How can we use GIS to investigate glaciation: activity using GIS &amp; tracing paper (in GG store room)</li> </ul> </li> </ul>					



## YEAR 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK: A Changing World: Urbanisation</b>	<b>UNIT OF WORK: A Windy World: Weather &amp; Climate Change</b>	<b>UNIT OF WORK: A Different World: Emerging countries</b>	<b>UNIT OF WORK: A Dynamic World: Coasts</b>	<b>UNIT OF WORK: A Different World: China</b>	<b>UNIT OF WORK: A Sustainable World: Local Actions, Global Effects</b>
	<b>Propositional Knowledge:</b> To understand causes of urbanisation and pressure on services & changing functions of growing urban areas. To understand land uses and how this can be modelled Issues in richer cities (eg crime, transport, housing) and to compare the sustainability of current & future urban development.	<b>Propositional Knowledge:</b> What causes the weather, why is the weather and the climate different around the world? Does our planet face an uncertain future, and can we put it right? What is the Polar biome like? What challenges does the Polar biome face due to climate change?	<b>Propositional Knowledge:</b> A look at awareness of the world's countries using atlas maps to focus on BRIC & MINT countries as well as the Middle East, investigating key physical and human characteristics, countries and major cities.	<b>Propositional Knowledge:</b> A look at what happens along our coastlines, what processes are taking place and how is the coastline constantly changing?	<b>Propositional Knowledge:</b> A study of what China is like in terms of human geography (economy, politics, trade etc) and physical geography (climate and biomes) and how the two categories interlink.	<b>Propositional Knowledge:</b> An understanding that local actions can have global effects. For example, local actions such as air pollution in form of acid rain in Russia, can have a global impact of destroying forests in Finland.
KEY SKILLS	<b>Key skills as procedural knowledge:</b> To be able to describe and explain the growth of urban areas, in developing, emerging and developed countries. Students should be able to identify reasons behind an increase in urbanisation, and acknowledge both the problems and benefits that it can bring.	<b>Key skills as procedural knowledge:</b> Pupils gain an understanding of what influences our weather, including the role of the atmosphere, and investigation into our changeable weather in the UK. The use of geographical terms in explanation, and links to map locations are vital here. Pupils can explain the causes of climatic change, both physical and human. Comparing different solutions, and an understanding of what solutions we have available to us.	<b>Key skills as procedural knowledge:</b> One of the key outcomes will be that pupils understand how diverse Asia is as a continent (through the study of BRIC & MINT countries as well as the Middle East). Pupils will investigate, using a range of geographical data to determine the reasons why these countries are emerging as global superpowers.	<b>Key skills as procedural knowledge:</b> Pupils will understand the reasons why the coastline is changing, and using their knowledge of appropriate geographical processes and key terms, they should be able to give reasons for these changes.	<b>Key skills as procedural knowledge:</b> Pupils will apply their new-found procedural knowledge to compare and contrast China with their study of Africa (specifically Kenya) in Y7. Here they are looking for key similarities and differences and focusing on how they can effectively describe, explain and evaluate these two places.	<b>Key skills as procedural knowledge:</b> Pupils understand how local actions can be most important in creating devastating global effects in form of global warming. They make a link between a sea level rising and a global pollution to unsustainability of different places on Earth.
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<b>Building on propositional &amp; procedural knowledge:</b> Students will build from the urbanisation process in the UK from My World theme in Year 7 and link this from Different World theme studied in Year 7 to learn how urbanisation is a global process which occurs at different rates in countries of different levels of development. We will consider the issues facing cities in developed countries through our study of Manchester. Students will revisit this in year 10 to expand on an understanding of the growth and development of Birmingham as a case study and consider how the city has responded to deindustrialisation and population pressure. We also consider the impact of rapid urbanisation on	<b>Building on propositional &amp; procedural knowledge:</b> Changes to the world's climate is one of the biggest challenges facing our planet today and it is imperative that students are aware of their responsibilities as global citizens. Students reflect and call upon their prior knowledge from My Planet My World and Dynamic World themes studied in year 7. After an introduction to the basics of weather and climate we will consider how climate has changed over time. This will further build on knowledge learned in Year 7 around geological timescales and glaciation. Students will be able to appreciate cross-curricular links with Science as they study evolution relating to climate change and the greenhouse effect. This will again link into future learning in Year 10 through	<b>Building on propositional &amp; procedural knowledge:</b> Having focussed predominantly on national scale area through My Home, My World theme with some reference to other countries at different levels of development through Different World theme in year 7, we take the opportunity to look at a country that is truly unique in terms of its physical and human geography. The BRIC/MINT & Middle East cannot be described as developed or developing due to a range of factors.	<b>Building on propositional &amp; procedural knowledge:</b> Students will revisit how physical processes interact to create distinctive landscapes which they have been introduced via Dynamic Planet theme during a Summer Term 2 in Year 7. They will go on to (interleave) consider how human activities can affect physical processes before reviewing the physical and human causes of coastal erosion. Students will consider how coastal management has occurred in the UK with a particular emphasis on the role of different stakeholders including individuals, organisations like the Environment Agency and the government.	<b>Building on propositional &amp; procedural knowledge:</b> Students will revisit their study of Kenya as part of the Different World: Africa unit in Y7 to look for key similarities and differences between the two places. They will build upon their knowledge of Urbanisation (from the start of Y8) to apply the theories and concepts learnt there to this new topic. Additionally, the Different World: Emerging Countries unit from earlier in Y8 will provide further opportunities for comparison throughout the unit.	<b>Building on propositional &amp; procedural knowledge:</b> Building on themes of A Changing World and A Different World student cement their understanding surrounding the need for greater cooperation in achieving global sustainability through actions at the local level.  Students appreciate how complex the relationships is between economic activity and environmental degradations and the management of it at different scales.



	<p>developing/emerging countries with a study of Mumbai in Year 10. This will draw on learning from Changing World theme in Year 9 by considering the impact of lack of development on megacities and top down/bottom up strategies to resolve the issues. Students will also build on initial GIS knowledge from Y7 with a focus on using GIS as a whole class to analyse information about megacities in India.</p>	<p>studying cyclones as natural hazards, their formation, impacts and management. Additionally, students are given the opportunity to suggest solutions to climate change after learning about the physical changes that will occur. Here there are clear links to KS3 Science where Climate Change is taught in Y7,8,9 Science but with the Geographical focus being on potential impacts and solutions.</p>				
<p><b>LINKS TO THE WORLD</b> i.e. links to careers, equality, gender, class, ethnicity, etc.; different subjects</p>	<p><b>Cross curricula links:</b></p> <p><b>Sociology</b> – deprivation between different groups of people in a society. <b>PSHE</b> – have and have nots &amp; difference in quality of life in urban areas of UK vs LEDC.</p>	<p><b>Cross curricula links:</b></p> <p><b>Science</b> – air pressure, atmospheric and oceanic circulations. Use of isotopes to measure past temperature levels. Techniques such as fossils, ice cores and tree rings to trace past long- and short-term climate changes.</p> <p><b>Mathematics</b> – working out climate graphs.</p> <p><b>History</b> – past natural and human causes of climate change. Charles Dickens representation of ice age using river Thames</p>	<p><b>Cross curricula links:</b></p> <p><b>Economics/BS</b> – microeconomic factors leading to de-industrialisation. Macroeconomics fundamentals leading to globalisation &amp; FDI in BRICS countries.</p>	<p><b>Cross curricula links:</b></p> <p><b>Science</b> – solution of calcium carbonate as erosional physical process</p> <p><b>Art &amp; Design</b> – drawing a sketch &amp; drawing diagrams with labels and annotations.</p>	<p><b>Cross curricula links:</b></p> <p><b>English:</b> Writing skill of a longer essay piece where reasons are clearly explained then evaluated.</p>	<p><b>Cross curricula links:</b></p> <p><b>PSHE</b> – development vs environmental issues.</p>
<p><b>ASSESSMENTS</b> Summative and Formative as applicable</p>	<p><b>Assessment:</b></p> <p><b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self -reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>EoT assessment:</b> test including GCSE style 8-mark question</p>	<p><b>Assessment:</b></p> <p><b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self -reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>EoT assessment:</b> test including GCSE style 8-mark question</p>	<p><b>Assessment:</b></p> <p><b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self -reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>EoT assessment:</b> test including GCSE style 8-mark question</p>	<p><b>Assessment:</b></p> <p><b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self -reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>EoT assessment:</b> test including GCSE style 8-mark question</p>	<p><b>Assessment:</b></p> <p><b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self -reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>EoT assessment:</b> Longer essay based question assessing students knowledge as well as ability to compare similarity and difference</p>	<p><b>Assessment:</b></p> <p><b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self -reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>EoT assessment:</b> test including GCSE style 8-mark question</p>
<p><b>FEEDBACK SUPPORTS LEARNING</b></p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>



SPECIALIST VOCABULARY	Accessible	Function	Anemometer	Exploit	Hard engineering	Swash	Interconnected	Agriculture	Sustainable
	Amenity		Atmospheric conditions	Footloose	Bay	Attrition	Globalisation	Sediment	Honeypot Site
	Brownfield site		Climate	Globalisation	Constructive wave	Corrosion	Development	Sewage	Affluent
	Green belt		Depression	Infrastructure	Destructive wave	Abrasion	Comparatively	Irrigation	Dredging
	Greenfield site		Meteorologist	Interdependent	Hydraulic action	Backwash	Significance	Hydroelectricity	Silt
	Retail		Precipitation	Labour	Soft engineering		Importance	Fertilisers	
	Urban regeneration		Okta	Trading block			Trans-national corporations (TNC)		
	Urban sprawl		Weather	Trans-national corporations (TNC)			Subsidy		
			Albedo						
			Crevasse						
			Glacier						
			High altitude						
			Ice sheet						
			Ice shelf						
			Iceberg						
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> <li>✓ <b>The use of Geographical investigation System (GIS) in Geography Department at Rutlish</b> <ul style="list-style-type: none"> <li>○ Topic 1- Urbanisation: Classroom activity using GIS to focus on Megacities in India</li> </ul> </li> </ul>								



## YEAR 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK: <u>An Unequal World: Development</u></b>	<b>UNIT OF WORK: <u>A Dynamic World: Rocks &amp; Soil</u></b>	<b>UNIT OF WORK: <u>A Crowded World: Population</u></b>	<b>UNIT OF WORK: <u>My World: Sustainability &amp; Local Urban Fieldwork Investigation in Wimbledon</u></b>	<b>UNIT OF WORK: <u>A Dangerous World: Natural Hazards: Volcanoes, Earthquake &amp; Tsunamis</u></b>	<b>UNIT OF WORK: <u>A Windy World: Climate &amp; Cyclones</u></b>
	<b>Propositional Knowledge:</b> Why are some countries more developed than others? What does it mean to be developed? How can less developed countries improve the quality of life for their people? How will natural resources help and hinder development?	<b>Propositional Knowledge:</b> What are the characteristics and formation of igneous, metamorphic and sedimentary rock? What are the locations of these in the UK? What is the role of volcanic eruption in distribution of metamorphic and igneous rocks in the UK? How dynamic rock cycles link to these developments?	<b>Propositional Knowledge:</b> How has our global population changed over time? How is this population change distributed around the world? What are the reasons for this change in population and what are the potential problems we could face in the future?	<b>Propositional Knowledge:</b> How is sustainability applied at the local context and compare this with the wider context of changing UK's landscape? To explore interdependence of physical and human processes at the local, national and global scales?	<b>Propositional Knowledge:</b> How they occur, structure of the earth and the effects they can have.	<b>Propositional Knowledge:</b> Students will study how atmospheric and oceanic circulations affect world's climate. They will be able to explain Coriolis effect and jet streams and describe and explain the processes behind differences in rainfall and temperature. Students will also consider the impact of extreme weather events and how these can be managed.
KEY SKILLS	<b>Key skills as procedural knowledge:</b> Pupils are expected to identify and understand ways that we can measure the development of each country. Development indicators must be explained, and this evidence can be used to compare different countries, in order to understand levels of development.	<b>Key skills as procedural knowledge:</b> To understand the geological history of the UK and how different rock types are formed / where they are found.	<b>Key skills as procedural knowledge:</b> Pupils will understand reasons for a changing population and problems associated with this – migration, ageing population, rapid population growth.	<b>Key skills as procedural knowledge:</b> To apply skills to geographical enquiry using qualitative and quantitative methods of investigation and gather, analyse and evaluate data using mathematical skills such as plotting data on scatter graph, etc.	<b>Key skills as procedural knowledge:</b> <b>Key skills:</b> An understanding of the structure of the earth, with explanation into how the tectonic plates move. The use of accurate geographical terminology to explain what happens at each plate boundary, and what hazards this may bring.	<b>Key skills as procedural knowledge:</b> To interpret the climate graphs. To locate tropics of Cancer and Capricorn using latitudes.
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<b>Building on propositional &amp; procedural knowledge:</b> In this unit, pupils revisit primary, secondary, tertiary and quaternary industry and how this is linked to levels of development around the world. Students will build on the distribution of development globally already discussed through A Different World in Year 7 & Changing World theme in Year 8.  Students further build on methods of measuring and comparing development and explain the factors that affect the varying rates of development. Students consider the link to causes of world poverty before investigating what can change people's quality of life, globally and from a personal and community scale.  Students make link to the continent of Africa studied in Different World theme in Year 7 to consider the opportunities and challenges facing our poorest continent. This will be an opportunity to engage students in debate and reconsider their assumptions.	<b>Building on propositional &amp; procedural knowledge:</b> Students revisit and make direct links to Dynamic World themes studied in Year 7 & Year 8 to the building blocks of physical geography by learning about rock types and soils plus the physical processes of weathering, erosion, transportation and deposition.  We expect students to have a simple understanding of the rock cycle from KS2 learning and will build on this by looking at geological timescales.  Students will be able to revisit past procedural skills to apply their ability to interpret OS maps learned in the year 7 (Map Skills) & Year 8 (Urbanisation) to identify geological landforms on maps and use aerial photographs. This will be further built in Spring term with reference to local fieldwork investigation: Wimbledon.	<b>Building on propositional &amp; procedural knowledge:</b> This unit will build on My World, Different World and Changing World themes studied in Year 7 & 8 and consider how and why populations are changing. We shall consider where people live and the causes of population change at a range of scales. We will then turn our attention to the continent most heavily affected by population pressures by considering how Asia is being transformed and what impact developments and decisions taken Asia have on a global scale.  This will provide students with an opportunity to fully understand the synoptic nature of geography by a thorough investigation of the impact of physical and human geography on the development of Asia.	<b>Building on propositional &amp; procedural knowledge:</b> In this unit we revisit our procedural knowledge from What in the World theme and use map skills and other investigative enquiry skills to urban land use. Pupils will have further opportunities to interpret a variety of information including maps, photographs and satellite images at different scales to understand the impact of sustainability approaches worldwide. In carrying out the latter activities pupils will engage in enquiry based learning to decide whether Rutlish School is sustainable.	<b>Building on propositional &amp; procedural knowledge:</b> The core geographical knowledge of physical geography developed in Year 7 is applied at a global scale with students developing an understanding of how tectonics have shaped the world that we see today. This unit provides an opportunity to build on pupil's understanding of geology and the rock cycle to develop depth of knowledge through the learning of tectonic events and landforms and the processes that create them. Students evaluate the issues surrounding monitoring, predicting and preparing for tectonic events. Pupils gain depth of understanding by investigating comparisons, e.g. between different types and locations of volcano, and/or volcanoes and earthquakes. Case studies will be relevant to the time. Current case studies show the dynamic nature of the subject and its relevance around the world.	<b>Building on propositional &amp; procedural knowledge:</b> This will build on knowledge learned in Year 7 around geological timescales and glaciation and year 7 around Dynamic Planet theme. Students will be able to appreciate cross-curricular links with Science as they study evolution relating to climate change and the greenhouse effect.





LINKS TO THE WORLD i.e. links to careers, equality, gender, class, ethnicity, etc., different subjects	<p><b>Cross curricula links:</b></p> <p><b>Economics/BS</b> – microeconomic factors leading to de-industrialisation. Macroeconomics fundamentals leading to globalisation &amp; FDI in London and SE of England</p>	<p><b>Cross curricula links:</b></p> <p><b>History</b> – volcanic activity and formation of metamorphic and igneous rocks in Scotland, North England and Wales</p> <p><b>Science</b> – exfoliation of rock as part of physical weathering. Plant roots as part of biological weathering. Acid rain as part of chemical weathering.</p>	<p><b>Cross curricula links:</b></p> <p><b>Sociology</b> – gender, age and demographics</p> <p><b>PSHE</b> – resources &amp; population</p> <p><b>History</b> – population growth since 1850.</p>	<p><b>Cross curricula links:</b></p> <p><b>PSHE</b> – Understanding the local community and the changes that can be made to make a place more sustainable.</p>	<p><b>Cross curricula links:</b></p> <p><b>Science</b> – igneous, metamorphic and sedimentary rocks</p>	<p><b>Cross curricula links:</b></p> <p><b>Science</b> – air pressure, atmospheric and oceanic circulations. Use of isotopes to measure past temperature levels. <b>Mathematics</b> – working out climate graphs.</p>
ASSESSMENTS Summative and Formative as applicable	<p><b>Assessment:</b></p> <p><b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self -reflection</b> to consolidate long-term memory <b>Guided feedback</b> EoT assessment: test</p>	<p><b>Assessment:</b></p> <p><b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self -reflection</b> to consolidate long-term memory <b>Guided feedback</b> EoT assessment: test</p>	<p><b>Assessment:</b></p> <p><b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self -reflection</b> to consolidate long-term memory <b>Guided feedback</b> EoT assessment: test</p>	<p><b>Assessment:</b></p> <p><b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self -reflection</b> to consolidate long-term memory <b>Guided feedback</b> EoT assessment: Student project</p>	<p><b>Assessment:</b></p> <p><b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self -reflection</b> to consolidate long-term memory <b>Guided feedback</b> EoT assessment: test</p>	<p><b>Assessment:</b></p> <p><b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self -reflection</b> to consolidate long-term memory <b>Guided feedback</b> EoY assessment: terminal exam</p>
FEEDBACK SUPPORTS LEARNING	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>
SPECIALIST VOCABULARY	<p>Infant mortality rate    Informal Agricultural Emerging country    Developed Country Developing Country    Life expectancy GNP per capita Literacy rate    Tariffs Multiplier effect    Standard of living Gross domestic product (GDP) Primary/Secondary/Tertiary/Quaternary Purchasing power parity</p>	<p>Diversify    Weathering Impermeable    Limestone Infrastructure Pervious Porous Quarrying Sedimentary</p>	<p>Ageing population    Sparse Contraception    Push factor Distribution    Pull factor Host country    Emigrate Population density    Dense Population pyramid</p>	<p>Redevelop Sustainability    Disposable Carbon footprint    Toxic Air Quality</p>	<p>Convection currents    Aid Dense    Seismic activity Lava    Magnitude Molten    Richter scale Fault    Seismometer Fissure    Epicentre Sanitation</p>	<p>Coriolis force Drought Evacuation Habitat Levee Storm surge Tomado</p>
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> <li>✓ <b>The use of Geographical investigation System (GIS) in Geography Department at Rutlish</b> <ul style="list-style-type: none"> <li>○ Topic 4 – Sustainability &amp; Fieldwork Investigation: create GIS maps using a longitude, latitude and an EQS data (Co2 &amp; noise pollution) collected and stored on Excel CVS files. All Year 9 students to use the ICT suites and ArcGIS online software from 2024/25 academic year as a part of mini sustainability project (Lesson 4, Data Presentation).</li> <li>○ Trialled with 9T using the ICT suites and Arc GIS Online in 2023/24 to be implemented for the whole Y9 cohort for 2024/45.</li> </ul> </li> </ul>					



## YEAR 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK: Global Geographical Issues - 1</b>	<b>UNIT OF WORK: Global Geographical Issues continued – Topic 2</b>	<b>UNIT OF WORK: Global Geographical Issues continued – Topic 2 &amp; 3</b>	<b>UNIT OF WORK: UK Geographical Issues continued &amp; Challenges of the UK's landscape – Topic 3 &amp; 4</b>	<b>UNIT OF WORK: Challenges of the UK's landscape continued – Topic 4 &amp; 5</b>	<b>UNIT OF WORK: UK Geographical Issues continued – Topics 5 &amp; 6</b>
	<p><b>Propositional Knowledge:</b></p> <p>What is development? What are the impacts of population growth? What is globalisation and how TNCs impact countries around the globe? How is ONE of the world's emerging countries managing to develop? - INDIA</p>	<p><b>Propositional Knowledge:</b></p> <p>How does the world's climate system function, why does it change and how can this be hazardous for people? How are extreme weather events increasingly hazardous for people?</p>	<p><b>Propositional Knowledge:</b></p> <p>Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?</p>	<p><b>Propositional Knowledge:</b></p> <p>Why does quality of life vary so much within ONE megacity* in a developing country* OR emerging country**? - MUMBAI</p>	<p><b>Propositional Knowledge:</b></p> <p>Why does the physical landscape of the UK vary from place to place? Why is there a variety of distinctive coastal landscapes in the UK and what are the processes that shape them? What are the challenges for coastal landscapes and communities and why is there conflict about how to manage them? Why is there a variety of river landscapes in the UK and what are the processes that shape them? What are the challenges for river landscapes, people and property and how can they be managed?</p>	<p><b>Propositional Knowledge:</b></p> <p>Why are population, economic activity and settlements key elements of the human landscape? How does migration shape the UK economy and society? How is the UK economy changing? What are the effects of globalisation, trade and investment? How these complex human processes impact on Birmingham as a major UK's city?</p> <p>FIELD WORK Investigate the impact of coastal management on coastal processes and communities in Seaford, East Sussex.</p>
KEY SKILLS	<p><b>Key skills as procedural knowledge:</b></p> <p>Comparing the relative ranking of countries using single versus composite (indices) development measures. Interpreting population pyramid graphs for countries at different levels of development. Using income quintiles to analyse global inequality. Using numerical economic data to profile the chosen country Using proportional flow-line maps to visualise trade patterns and flows. Using socio-economic data to calculate difference from the mean, for core and periphery regions.</p>	<p><b>Key skills as procedural knowledge:</b></p> <p>Using GIS/satellite images, historic images and maps to investigate spatial growth Using quantitative and qualitative information to judge the scale of variations in quality of life. How does the world's climate system function, why does it change and how can this be hazardous for people? How are extreme weather events increasingly hazardous for people? Use and interpretation of climate graphs Use and interpretation of line graphs/bar charts showing climate change Use and interpretation of temperature and sea-level projection graphs to 2100.</p>	<p><b>Key skills as procedural knowledge:</b></p> <p>Interpret a cross-section of the Earth Use and interpretation of world map showing distribution of plate boundaries and plates Use of Richter Scale to compare magnitude of earthquake events Use of social media sources, satellite images and socio-economic data to assess impact. What is the scale of global inequality and how can it be reduced?</p>	<p><b>Key skills as procedural knowledge:</b></p> <p>Using GIS/satellite images, historic images and maps to investigate spatial growth Using quantitative and qualitative information to judge the scale of variations in quality of life.</p>	<p><b>Key skills as procedural knowledge:</b></p> <p>Photograph analysis of common glacial, fluvial and coastal landscapes and features Using simple geological cross-sections to show the relationship between geology and relief Locating key physical features (uplands, lowland basins, rivers) on outline UK maps Recognition of physical and human geography features on 1:25000 and 1:50000 OS maps Explore the kinds of questions capable of being investigated through fieldwork Calculation of mean rates of erosion using a multi-year data set Use of BGS Geology maps (paper or online) to link coastal form to geology.</p>	<p><b>Key skills as procedural knowledge:</b></p> <p>Using GIS/satellite images, historic images and maps to investigate spatial growth Using quantitative and qualitative information to judge the scale of variations in quality of life.</p> <p>FIELDWORK: Understanding the enquiry process Planning, collection, collation, presentation and analysis of primary and secondary data.</p>
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p><b>Building on propositional &amp; procedural knowledge:</b></p> <p>Building on KS3 knowledge and skills through My World, My Home, Different World, Challenging World, An Unequal World and A Sustainable World themes to correspond to KS4 Edexcel specification.</p>	<p><b>Building on propositional &amp; procedural knowledge:</b></p> <p>Building on KS3 knowledge and skills through My World, My Planet, Dynamic World, Windy World, and A Threatened World themes to correspond to KS4 Edexcel specification.</p>	<p><b>Building on propositional &amp; procedural knowledge:</b></p> <p>Building on KS3 knowledge and skills through My World, My Planet, Dynamic World, Windy World, and A Threatened World themes to correspond to KS4 Edexcel specification.</p>	<p><b>Building on propositional &amp; procedural knowledge:</b></p> <p>Building on KS3 knowledge and skills through My World, My Planet, Dynamic World, Windy World, and A Threatened World themes to correspond to KS4 Edexcel specification.</p>	<p><b>Building on propositional &amp; procedural knowledge:</b></p> <p>Building on KS3 knowledge and skills through My World, My Home, Different World, Challenging World, An Unequal World and A Sustainable World themes to correspond to KS4 Edexcel specification.</p>	<p><b>Building on propositional &amp; procedural knowledge:</b></p> <p>Building on KS3 knowledge and skills through My World, My Home, Different World, Challenging World, An Unequal World and A Sustainable World themes to correspond to KS4 Edexcel specification.</p>






LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<p><b>Cross curricula links:</b></p> <p><b>Economics/BS</b> – microeconomic factors leading to de-industrialisation. Macroeconomics fundamentals leading to globalisation &amp; FDI in London and SE of England</p>	<p><b>Cross curricula links:</b></p> <p><b>Science</b> – air pressure, atmospheric and oceanic circulations. Use of isotopes to measure past temperature levels. <b>Mathematics</b> – working out climate graphs.</p>	<p><b>Cross curricula links:</b></p> <p><b>Science</b> – igneous, metamorphic and sedimentary rocks</p>	<p><b>Cross curricula links:</b></p> <p><b>Sociology</b> – deprivation between different groups of people in a society. <b>PSHE</b> – have and have nots &amp; difference in quality of life in urban areas of UK vs LEDC</p>	<p><b>Cross curricula links:</b></p> <p><b>Science</b> – solution of calcium carbonate as erosional physical process <b>Art &amp; Design</b> – drawing a sketch &amp; drawing diagrams with labels and annotations.</p>	<p><b>Cross curricula links:</b></p> <p><b>Economics/BS</b> – microeconomic factors leading to de-industrialisation. Macroeconomics fundamentals leading to globalisation &amp; FDI in London and SE of England</p>
ASSESSMENTS Summative and Formative as applicable	<p><b>Assessment:</b></p> <p><b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self-reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>EoT assessment:</b> Development test</p>	<p><b>Assessment:</b></p> <p><b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self-reflection</b> to consolidate long-term memory <b>Guided feedback</b></p>	<p><b>Assessment:</b></p> <p><b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self-reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>EoT assessment:</b> combined test – Climate &amp; Tectonics</p>	<p><b>Assessment:</b></p> <p><b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self-reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>EoT assessment:</b> Challenges of an Urbanised World test</p>	<p><b>Assessment:</b></p> <p><b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self-reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>EoT assessment:</b> combined test – Coasts &amp; Rivers</p>	<p><b>Assessment:</b></p> <p><b>AfL strategies</b> each and every lesson: starter &amp; plenary <b>Low interim quizzes</b> every fourth lesson <b>Self-reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>Mock exam</b> – Unit 1</p>
FEEDBACK SUPPORTS LEARNING	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>
SPECIALIST VOCABULARY	<p>Agricultural Tariffs GNP per capita Life expectancy Gross domestic product (GDP) Infant mortality rate Literacy rate LEDC/MEDC/NIC Informal Multiplier effect Primary/Secondary/Tertiary/Quaternary Purchasing power parity Standard of living</p>	<p>Coriolis force Depression Drought Evacuation Habitat Levee Storm surge Tornado Jet stream Oceanic circulation</p>	<p>Convection currents Dense Seismic activity Lava Magnitude Molten Richter scale Fault Seismometer Fissure Epicentre Sanitation Aid</p>	<p>Accessible Retail Amenity Green belt Brownfield site Function Greenfield site Globalisation Urban regeneration Urban sprawl Deindustrialisation</p>	<p>Contaminated Urbanisation Deforestation Embankment Impermeable Insurance Intercept Monsoon Run-off Topography</p>	<p>Accessible Biased Amenity Qualitative Brownfield site Quantitative Function Retail Green belt Globalisation Greenfield site Urban sprawl Deindustrialisation Urban regeneration</p>
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> <li>✓ <b>The use of Geographical investigation System (GIS) in Geography Department at Rutlish</b> <ul style="list-style-type: none"> <li>○ Topic 1A Hurricanes: the use of ICT suites and Arc GIS Online to investigate how cyclone/hurricanes impact on physical and human environment – all students taking GCSE. (To be phased out during Autumn 2024/25 academic year). Incorporated as a full lesson.</li> <li>○ Topic 3 – Mumbai: urban case studies using Google Earth – classroom activity</li> </ul> </li> </ul>					



YEAR 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK: People &amp; Environmental Issues – Topic 7</b>	<b>UNIT OF WORK: People &amp; Environmental Issues continued – Topic 8</b>	<b>UNIT OF WORK: People &amp; Environmental Issues continued – Topic 9</b>	<b>UNIT OF WORK: Revision/Exams</b>	<b>UNIT OF WORK: Revision/Exams</b>	<b>UNIT OF WORK:</b>
	<u>Propositional Knowledge:</u> How global factors influence where biomes can be found? How local factors can influence where biomes can be found. How to describe and locate wide range of biomes? To understand the nutrient cycle of a rainforest. How to identify the goods and services offered to humans from the biosphere? To understand how humans are a threat to the rainforest. What are the differences between Malthus and Boserup's theories on population and resources.	<u>Propositional Knowledge:</u> To identify the four layers of a rainforest and know how animals and plants have adopted in rainforest/taiga forest. To understand what a food web shows and the different layers to this. How to identify the direct and indirect threats to forests? How to determine the impact the Canadian Tar Sands and oil spills in Alaska has had on the taiga biome? Why have a number of conservation groups attempted to help forest environments.	<u>Propositional Knowledge:</u> What are the differences between renewable, non-renewable and recyclable energy? What is the environmental damage of opencast mining, transporting oil and HEP? How is the UK meeting its energy needs and where there is further potential for renewable energy in future? What is the energy supply around the world, in particular for oil? How is energy now being extracted in sensitive areas e.g. fracking. How has London attempted to decrease its carbon footprint. Who are the stakeholders of energy? Why attitudes to energy are beginning to change?	<u>Propositional Knowledge:</u> Recall of prior propositional knowledge	<u>Propositional Knowledge:</u> Recall of prior propositional knowledge	
KEY SKILLS	<u>Key skills as procedural knowledge:</u> To be able to read a climate graph	<u>Key skills as procedural knowledge:</u> Contrast the differences between a rainforest and taiga forest's climate graph and nutrient cycle.	<u>Key skills as procedural knowledge:</u> Interpreting choropleth maps. Using GIS/satellite images, historic images and maps to investigate spatial growth	<u>Key skills as procedural knowledge:</u> Recall of prior procedural knowledge	<u>Key skills as procedural knowledge:</u> Recall of prior procedural knowledge	
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<u>Building on propositional &amp; procedural knowledge:</u> Building on KS3 knowledge and skills through My World, My Planet, Dynamic World, Windy World, and A Threatened World themes to correspond to KS4 Edexcel specification.	<u>Building on propositional &amp; procedural knowledge:</u> Building on KS3 knowledge and skills through My World, My Planet, Dynamic World, Windy World, and A Threatened World themes to correspond to KS4 Edexcel specification.	<u>Building on propositional &amp; procedural knowledge:</u> Building on KS3 knowledge and skills through My World, My Home, Different World, Challenging World, An Unequal World and A Sustainable World themes to correspond to KS4 Edexcel specification.	<u>Building on propositional &amp; procedural knowledge:</u> Recall of KS3 & KS4 propositional and procedural knowledge	<u>Building on propositional &amp; procedural knowledge:</u> Recall of KS3 & KS4 propositional and procedural knowledge	
LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<u>Cross curricula links:</u>  <b>History</b> – volcanic activity and formation of metamorphic and igneous rocks in Scotland, North England and Wales  <b>Science</b> – exfoliation of rock as part of physical weathering. Plant roots as part of biological weathering. Acid rain as part of chemical weathering.	<u>Cross curricula links:</u>  <b>PSHE</b> – the awareness of sustainability and interdependence between two contrasting biomes.	<u>Cross curricula links:</u>  <b>Economics/BS</b> – microeconomic factors leading to de-industrialisation. Macroeconomics fundamentals leading to globalisation & FDI in London and SE of England			









ASSESSMENTS Summative and Formative as applicable	<p><b>AfL strategies</b> each and every lesson: starter &amp; plenary  <b>Low interim quizzes</b> every fourth lesson  <b>Self -reflection</b> to consolidate long-term memory  <b>Guided feedback</b>  <b>In class assessment: Paper 2</b></p>	<p><b>AfL strategies</b> each and every lesson: starter &amp; plenary  <b>Low interim quizzes</b> every fourth lesson  <b>Self -reflection</b> to consolidate long-term memory  <b>Guided feedback</b>  <b>In class assessment: Paper 3</b></p>	<p><b>AfL strategies</b> each and every lesson: starter &amp; plenary  <b>Low interim quizzes</b> every fourth lesson  <b>Self -reflection</b> to consolidate long-term memory  <b>Guided feedback</b></p>	Exam: Paper 1	Exams: Paper 2 & Paper 3	
FEEDBACK SUPPORTS LEARNING	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 			
SPECIALIST VOCABULARY	<p>Nutrient cycle  Biotic  Abiotic  Biomass  Litter floor  Flora  Fauna  Biosphere  Biome  Ecosystem  Altitude</p>	<p>Taiga  Equatorial  Subarctic  Exploration  Over- exploitation  Canopy  Leaching  Biodiversity  Nutrients  Coniferous  Decomposition</p>	<p>Energy mix  Energy security  Extracting  Enhanced greenhouse effect  Hydrogen  National Grid  Investment  Fracking</p>			
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> <li>✓ <b>The use of Geographical investigation System (GIS) in Geography Department at Rutlish</b> <ul style="list-style-type: none"> <li>○ Topic 6A – Coastal Fieldwork Investigation: using a GIS as a part of residential fieldwork investigation (Saltdean)</li> <li>○ Topic 6B – Urban Fieldwork Investigation: using a GIS as a part of residential fieldwork investigation (Dorking)</li> </ul> </li> </ul>					



## YEAR 12

	Teacher 1 Autumn Term & Spring 1 <sup>st</sup> Half term	Teacher 2 Autumn Term & Spring 1 <sup>st</sup> Half term	Teacher 3 Autumn Term & Spring 1 <sup>st</sup> Half term	Teacher 1 Spring 1 <sup>st</sup> Half term & Summer Term	Teacher 2 Spring 1 <sup>st</sup> Half term & Summer Term	Teacher 3 Spring 1 <sup>st</sup> Half term & Summer Term
KNOWLEDGE	UNIT OF WORK: Dynamic landscapes	UNIT OF WORK: Dynamic places	UNIT OF WORK: Dynamic places	UNIT OF WORK: Dynamic landscapes	UNIT OF WORK: Dynamic landscapes	UNIT OF WORK: Dynamic places
	<b>TOPIC 1: Tectonic processes and hazards</b> Why are some locations more at risk from tectonic hazards? Why do some tectonic hazards develop into disasters? How successful is the management of tectonic hazards and disasters?	<b>TOPIC 3: Globalisation</b> What are the causes of globalisation and why has it accelerated in recent decades? What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment? What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?	<b>TOPIC 4: Regeneration</b> Urbanisation – change, policy and regeneration; characteristics of mega/world cities; New urban landscapes; Social and economic issues associated with urbanisation; Urban Climate/temperatures and reduction policies; Urban drainage; Urban waste and disposal; Environmental issues; Sustainable Urban Development; Case Studies of two contrasting urban areas to illustrate patterns of economic and social well-being and the nature and impact of physical environmental conditions.	<b>Topic 2: Coasts</b> How coasts act as natural systems? Systems and processes: sources of energy in coastal environments; sediment cells and budgets; geomorphological processes.  Coastal Landscape Development using examples from beyond as well as within the UK: landforms and landscapes of erosion and deposition; estuarine environments.	<b>TOPIC 5: The water cycle and water insecurity</b>  What are the processes operating within the hydrological cycle from global to local scale? What are the processes operating within the hydrological cycle from global to local scale? What factors influence the hydrological system over short- and long-term timescales? How does water insecurity occur and why is it becoming such a global issue for the 21st century?	<b>TOPIC 7: Superpowers</b> What are superpowers and how have they changed over time? What are the impacts of superpowers on the global economy, political systems and the physical environment? What spheres of influence are contested by superpowers and what are the implications of this?
KEY SKILLS	Analysis of hazard distribution patterns on world and regional scale maps. Use of block diagrams to identify key features of different plate boundary settings. Materials outlined in the Student Handbook Two core texts - one of which is issued to the students Pearson Edexcel A- Level Geography Book 1 for Year 12 and Book 2 for Year 13 Hodder Edexcel A- Level Geography Book 1 for Year 12 and Book 2 for Year 13 Geography KS5 Analysis of tsunami time-travel maps to aid prediction. Use of correlation techniques to analyse links between magnitude of events, deaths and damage. Statistical analysis of contrasting events of similar magnitude to compare deaths and damage.	Use of proportional flow lines showing networks of flows. Ranking and scaling data to create indices. Analysis of human and physical features on maps to understand lack of connectedness. Use of population, deprivation and land-use datasets to quantify the impacts of deindustrialisation. Use of proportional flow arrows to show global movement of migrants from source to host areas. Analysis of global TNC and brand value datasets to quantify the influence of western brands. Critical use of World Bank and United Nations (UN) data sets to analyse trends in human and economic development, including the use of line graphs, bar charts and trend lines. Plotting Lorenz curves and calculating the Gini Coefficient	Learning and recall of key factual knowledge; Reading, summarising, synthesising; Revision techniques Map and Graphical Skills; Linking of Issues and Concepts; Decision making skills; Justifying judgements; Use of Qualitative and Quantitative Data; Structuring arguments.	Learning and recall of key factual knowledge; Reading, summarising, synthesising; Revision techniques; Map and Graphical Skills; Linking of Issues and Concepts; Decision making skills; Justifying judgements; Use of Qualitative and Quantitative Data; Structuring arguments; Specific skills: observational skills, measurement and geospatial mapping skills and data manipulation and statistical skills applied to field measurements.	Use of diagrams showing proportional flows within systems. Comparative analysis of river regime annual discharges. Analysis and construction of Water Budget graphs. Using comparative data, labelling of features of storm hydrographs. Use of large database to study the pattern and trends in floods and droughts worldwide Interpretation of synoptic charts and weather patterns, leading to droughts and floods. Use of a global map to analyse world water stress and scarcity. Interpretation of water poverty indexes using diamond diagrams for countries at different levels of development.	Constructing power indexes using complex data sets, including ranking and scaling. Mapping past, present and future sphere of influence and alliances using world maps. Using graphs of world trade growth using linear and logarithmic scales. Mapping emissions and resource consumption using proportional symbols. Plotting the changing location of the world's economic centre of gravity on world maps. Analysing future Gross Domestic Product (GDP) using data from different sources.



<b>HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</b>	Links and builds from prior propositional knowledge via Dynamic World and A Threatened World themes studied at KS3. It flows into KS4 unit on Global Geographical Issues studied in Year 10 to give a greater scope for specialist knowledge on this topic. The focus on case studies much of the unit is less abstract hence the reason for starting with Natural Hazards first.	Links to GCSE unit 'The Global Geographical Issues'. It also builds from A Changing World theme studies in Autumn term in Year 8.	Links to GCSE topic Urban issues and challenges. The contrasting case studies which are known to students as they are studied at GCSE. Themes covered in this topic link to other sections already studied at A Level. For example, knowledge from the Water and carbon topic supports understanding of urban drainage.	Links to the GCSE unit Changing UK's Landscapes as well as to the Water and Carbon topics in terms of a systems approach and the impact of climate change and rising sea levels studied in Spring term 2, Year 8 through A Threatened World theme with Antarctica as a case study. It also links to procedural skills that were built in year 9 through A Sustainable World theme at the local context and that further linked into geographical investigation of coastal environments and management at Seaford, East Sussex in Year 10.	Links to the GCSE unit Challenges of UK's Landscapes – River Landscapes as well as to People and the Environmental Issues. The unit begins by examining a systems approach to physical geography which also underpins the Coastal Systems unit. This is a challenging unit as it begins with abstract concepts. The bridging material focuses on climate change and gives a necessary context and purpose for the geographical study of water and carbon cycles.	Links to GCSE unit 'The Global Geographical Issues'. It also builds from an Unequal World theme studies in Year 9.
<b>LINKS TO THE WORLD</b> i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<b>Cross curricula links:</b> <b>Science</b> – igneous, metamorphic and sedimentary rocks	<b>Cross curricula links:</b> <b>Economics/BS</b> – microeconomic factors leading to de-industrialisation. Macroeconomics fundamentals leading to globalisation & FDI in London and SE of England	<b>Cross curricula links:</b> <b>Economics/BS</b> – microeconomic factors leading to de-industrialisation. Macroeconomics fundamentals leading to globalisation & FDI in London and SE of England	<b>Cross curricula links:</b> <b>Science</b> – solution of calcium carbonate as erosional physical process  <b>Art &amp; Design</b> – drawing a sketch & drawing diagrams with labels and annotations.	<b>Cross curricula links:</b> <b>Science</b> – hydrological cycle.	<b>Cross curricula links:</b> <b>Economics/BS</b> – microeconomic factors leading to de-industrialisation. Macroeconomics fundamentals leading to globalisation & FDI in London and SE of England
<b>ASSESSMENTS</b> Summative and Formative as applicable	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Folder check</b> <b>Self-reflection</b> to consolidate long-term memory <b>Guided feedback</b> on Summer Homework task	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Folder check</b> <b>Self-reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>Homework</b> assignments which will include at least one formal exam style question or task per week.	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Folder check</b> <b>Self-reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>Homework</b> assignments which will include at least one formal exam style question or task per week.  January Summative Mock: combined topic paper	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Folder check</b> <b>Self-reflection</b> to consolidate long-term memory <b>Guided feedback</b> on in-class assessment <b>Homework</b> assignments which will include at least one formal exam style question or task per week.	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Folder check</b> <b>Self-reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>Homework</b> assignments which will include at least one formal exam style question or task per week.	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Folder check</b> <b>Self-reflection</b> to consolidate long-term memory <b>Homework</b> assignments which will include at least one formal exam style question or task per week  July Summative Mock: combined topic paper
<b>FEEDBACK SUPPORTS LEARNING</b>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 



<b>SPECIALIST VOCABULARY</b>	Caldera Pumice Lahar Dense Molten Seismic activity Convection currents	Seismometer Richter scale Magnitude Fissure Sanitation Fault	Interdependence Tariffs Inter-relationships Geopolitical Neo-colonialism Informal GNP per capita Literacy rate Gross domestic product (GDP) Infant mortality rate Life expectancy Multiplier effect Purchasing power parity	Accessible Depopulation Amenity Globalisation Brownfield site Retail Green belt Governance Greenfield site Enterprise zones Urban regeneration Deregulation Urban sprawl Gentrification Decentralisation Rebranding Economies of sale Diversification Postcode lottery Derelict land Environmental quality	Gabions Urbanisation Integrated Monsoon Holistic Intercept Contaminated Impermeable Embankment Run-off Topography Insurance	Scarce Interception Surface storage Soil moisture Groundwater Transpiration Through flow Groundwater flow Infiltration Percolation	Geopolitical Hyperpower Global village Inter-government organisations International Monetary Fund Economic Restructuring World bank World trade organisation Economic Sanctions Dependency theory
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to know more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts</li> </ul>						








## YEAR 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KEY KNOWLEDGE	<b>UNIT OF WORK: NEA</b>	<b>UNIT OF WORK: Dynamic landscapes</b>	<b>UNIT OF WORK: Dynamic places</b>	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>
	<b>FIELDWORK INVESTIGATIONS: NEA</b>  The purpose of this non-examination assessment is to test students' skills in independent investigation. Students are required to undertake an independent investigation that involves (but which need not be restricted to) fieldwork. The focus of the investigation must be derived from the specification the student is studying. The knowledge studied will vary from student to student.  A suite of lessons will combine with the NEA study, including those on the enquiry process, statistical tests & the use of GIS.  *** <b>TOPIC 8A: Health and Human rights</b> will also be starting to be taught this term but the main focus is on students' NEA completion. See Spring 1 for details of this unit.	<b>TOPIC 6: The Carbon cycle and energy security</b>  The Carbon Cycle and Energy Security How does the carbon cycle operate to maintain planetary health? How does the carbon cycle operate to maintain planetary health? What are the consequences for people and the environment of our increasing demand for energy? How are the carbon and water cycles linked to the global climate system?	<b>TOPIC 8A: Health and Human rights</b> Health, Human Rights & Intervention What is human development and why do levels vary from place to place? What is human development and why do levels vary from place to place? Why do human rights vary from place to place? How are human rights used as arguments for political and military intervention? What are the outcomes of geopolitical interventions in terms of human development and human rights?	<b>PAPER 3 - synoptic</b>  <b>REVISION:</b> Students will revisit knowledge learnt through the course to enable them to answer the synoptic paper 3.	<b>REVISION</b>  <b>EXAMS</b>	<b>EXAMS</b>
KEY SKILLS	<b>FIELDWORK INVESTIGATIONS:</b> The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data. The student's report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing.	Use of proportional flow diagrams showing carbon fluxes. Use of maps showing global temperature and precipitation distribution. Graphical analysis of the energy mix of different countries, including change over time.  Analysis of maps showing global energy trade and flows. Comparisons of emissions from different energy source. Using GIS to map land-use changes such as deforestation over time. 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.	The use of traditional definitions of development that are based largely on economic measures. To challenge these by broader definitions that are based on environmental, social and political quality of life with many new measures used to record progress at all scales in human rights and human welfare. To appreciate the variations in the norms and laws of both national and global institutions that impact on decisions made at all scales, from local to global. To acknowledge that decisions lead to a wide range of geopolitical interventions via international and national policies, from development aid through to military campaigns.	Data interpretation skills and synoptic assessment of geographical skills, knowledge and understanding (within a place-based context) from compulsory content drawn from different parts of the course. Three main synoptic concepts are: players, attitudes and actions and futures and uncertainties.		



<b>HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</b>	The fieldwork investigation builds on The Sustainable World theme in Year 9 by reflecting on past procedural knowledge at local context e.g. Wimbledon. It flows into fieldwork investigation in Year 10 to consolidate geographical enquiry and again builds into procedural knowledge in Year 12 with geographical enquiry at the national context e.g. Brighton Coastline.	Links to the GCSE unit Challenges of UK's Landscapes – River Landscapes as well as to People and the Environmental Issues. The unit begins by examining a systems approach to physical geography which also underpins the Coastal Systems unit. This is a challenging unit as it begins with abstract concepts. The bridging material focuses on climate change and gives a necessary context and purpose for the geographical study of water and carbon cycles.	Links to the Development topic in Global Geographical unit as well as Globalisation and Superpowers units in Year 12. The propositional and procedural knowledge is used synoptically to look at the complex concepts of interdependence and relationships between the wide range of human processes.			
<b>LINKS TO THE WORLD</b> i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	Links to further study and completing own independent report. Allows students to have independence that will be needed for further study and the world of work.	<b>Cross curricula links:</b> <b>Science</b> – solution of calcium carbonate as erosional physical process  <b>Economics/BS</b> –Macroeconomics fundamentals associated with the energy mix and energy source.	<b>Cross curricula links:</b> <b>Economics/BS</b> – microeconomic factors leading to human development. Macroeconomics fundamentals leading to impacts of globalisation on the global scale.	Links to employment. Skills of interpreting and evaluating information and proposing solutions.		
<b>ASSESSMENTS</b> Summative and Formative as applicable	Assessments will be extremely limited as the NEA process has guidelines set out by the exam board and JCQ to ensure the process is independent.	Mock: Paper 1 & Paper 2  <b>AfL strategies</b> each and every lesson: starter & plenary <b>Folder check</b> <b>Self-reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>Homework</b> assignments which will include at least one formal exam style question or task per week.	<b>AfL strategies</b> each and every lesson: starter & plenary <b>Folder check</b> <b>Self-reflection</b> to consolidate long-term memory <b>Guided feedback</b> <b>Homework</b> assignments which will include at least one formal exam style question or task per week.	Mock: Paper 3		
<b>FEEDBACK SUPPORTS LEARNING</b>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 			
<b>SPECIALIST VOCABULARY</b>	NEA Enquiry Process Introduction Literature Methodology Analysis Presentation Conclusion Evaluation	Biogeochemical processes Carbon pathway Lithosphere Carbon stores Phytoplankton Diagenesis Out gassing Thermohaline circulation Carbon flux Energy pathways	Aid dependency Bilateral aid Conditionality Cultural identity Composite Democracy aid Determinants Development aid Direct action Genocide Geopolitical Intervention			
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



**The use of Geographical investigation System (GIS) in Geography Department at Rutlish**

- Urban Fieldwork Investigation (2/3 days at Battersea) using a GIS as a part of 5-day residential fieldwork investigation
- Urban Fieldwork Investigation (2/3 days at Brighton) using a GIS as a part of 5-day residential fieldwork investigation
- Follow up in lessons with the emphasis on Data Presentations starting with the current Year 12 (2023/24 academic year)