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|  | **Half term points** | | | | | |
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| **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **River Landscapes Fieldwork**  **Mini assessment:** Phase 1: Knowledge Focus – demonstrate key skills and knowledge in response to 1-3 mark questions (describe river characteristics/processes) | **Global Development**  **Mini assessment:** Phase 1: Knowledge Focus – demonstrate key skills and knowledge in response to 1-3 mark questions (describe patterns of development / indicators) | **Global Development**  **Mini assessments:** Phase 3: assess / evaluate / application of case study: Apply knowledge and understanding to 8-12 mark responses (assess/evaluate top-down and bottom-up development). | **Weather Hazards:** Tropical Storms  **Mini assessment:** Phase 1: Knowledge Focus – demonstrate key skills and knowledge in response to 1-3 mark questions (describe trends /causes of tropical storms) | **Weather Hazards:**  Drought  **Mini assessment:** Phase 3: assess / evaluate / application of case study: Apply knowledge and understanding to 8-12 mark responses (assess/evaluate responses to drought). | **Urban Fieldwork**  **Mini assessment:** Phase 1: Knowledge Focus – demonstrate key skills and knowledge in response to 1-3 mark questions (describe urban fieldwork data collection) |
| **Key skills and knowledge assessed:**   * Locate features and places using 4 and 6 figure grid references * Use a map key effectively * Identify key features using a map key * Accurately calculate scale and direction * Formulate geographical questions and hypothesis * Identify key vocabulary * Identify factors affecting data collection | **Key skills and knowledge assessed:**   * Define key terms accurately * Identify high and low data points * Support each point with appropriate evidence * Identify key vocabulary * Select and apply appropriate evidence | **Key skills and knowledge assessed:**   * Compare two case studies in terms of social, economic and environmental impact * Support each point with appropriate evidence * Use effective writing structures such as PEEL/PETAL to develop ideas * Reach a conclusion/make a clear judgement * Make links to key concepts such as development and sustainability | **Key skills and knowledge assessed:**   * Plot and interpret data accurately on graphs and/ or maps * Define key terms accurately such as climate, sea surface temperature * Correctly sequence physical processes * Use effective writing structures and connectives to sequence ideas * Make links to key concepts such as atmospheric circulation | **Key skills and knowledge assessed:**   * Define the term limitation * Explain using key terms such as reliability, sampling, validity * Support each key point with evidence or examples * Use effective writing structures such as PEEL/PETAL to develop ideas * Make links to key concepts such as economic and social impacts/multiplier effects | **Key skills and knowledge assessed:**   * Locate features and places using 4 and 6 figure grid references * Use a map key effectively * Identify key features using a map key * Accurately calculate scale and direction * Formulate geographical questions and hypothesis * Identify key vocabulary * Identify factors affecting data collection |
| **Mini assessment:** Phase 2: demonstrate understanding - Apply knowledge and understanding to 4-6 mark responses (data collection and presentation). | **Mini assessments:** Phase 2: demonstrate understanding - Apply knowledge and understanding to 4-6 mark responses (core/periphery regions/U.K. spatial differences). | **Mini assessments:** Phase 1: Knowledge Focus – demonstrate key skills and knowledge in response to 1-3 mark questions (describe changes to DTM/ employment) | **Mini assessments:** Phase 2: demonstrate understanding - Apply knowledge and understanding to 4-6 mark responses (impacts of tropical storms). | **Mini assessments:** Phase 4 End of Unit Assessment: 2019 exam paper. | **Mini assessments:** Phase 2: demonstrate understanding - Apply knowledge and understanding to 4-6 mark responses (data collection and presentation). |
| **Key skills and knowledge assessed:**   * Select and apply appropriate evidence * Identify high and low data points * Calculate 4 methods of average * Explain method of data presentation * Identify factors affecting data collection * To explain causes of change * Make links to geographical theory such as the Bradshaw Model | **Key skills and knowledge assessed:**   * Define key terms accurately * Describe changes in employment and population in India * Support each key point with evidence or examples * Identify key vocabulary * Select and apply appropriate evidence * Explain cause and effect relationships * Make links between population/employment and historical/economic factors | **Key skills and knowledge assessed:**   * Define key terms accurately * Identify features of the DTM * Support each point with appropriate evidence * Identify key vocabulary * Select and apply appropriate evidence | **Key skills and knowledge assessed:**   * Accurately use key accurately such as risk, management, hard/soft engineering * Support each point with appropriate evidence * Use effective writing structures such as PEEL/PETAL to develop ideas * Make links to key concepts such as development | **Key skills and knowledge assessed:**   * Define key terms accurately * Identify three or more human and physical features * Plot and interpret data accurately on graphs and/ or maps * Support each key point with evidence or examples * Use effective writing structures such as PEEL/PETAL to develop ideas * Make links to key concepts such as development/multiplier effects/quality of life | **Key skills and knowledge assessed:**   * Select and apply appropriate evidence * Identify high and low data points * Calculate 4 methods of average * Explain method of data presentation * Identify factors affecting data collection * To explain causes of change * Make links to geographical theory such as the core-frame model. |
| **Meaningful homeworks:**   * GCSEPod watch and duel code 5 key facts from the Pod on river characteristics then complete the low-stakes retrieval quiz. * GCSEPod watch and duel code 5 key facts from the Pod on fieldwork methods (rivers) then complete the low-stakes retrieval quiz. | **Meaningful homeworks:**   * GCSEPod watch and duel code 5 key facts from the Pod SEE indicators of development then complete the low-stakes retrieval quiz. * GCSEPod watch and duel 5 key facts from the Pod on global patterns of development then complete the low-stakes retrieval quiz. | **Meaningful homeworks:**   * GCSEPod watch and duel code 5 key facts from the Pod on top-down/bottom-up strategies then complete the low-stakes retrieval quiz. * GCSEPod watch and duel code 5 key facts from the Pod employment structures then complete the low-stakes retrieval quiz. | **Meaningful homeworks:**   * GCSEPod watch and duel code 5 key facts from the Pod atmospheric circulation then complete the low-stakes retrieval quiz. * GCSEPod watch and duel code 5 key facts from the Pod causes of tropical storms then complete the low-stakes retrieval quiz. | **Meaningful homeworks:**   * GCSEPod watch and duel code 5 key facts from the Pod on causes/management of drought then complete the low-stakes retrieval quiz. * GCSEPod watch and duel code 5 key facts from the Pod on revision techniques then complete the low-stakes retrieval quiz. | **Meaningful homeworks:**   * GCSEPod watch and duel code 5 key facts from the Pod on urban fieldwork data collection then complete the low-stakes retrieval quiz. * GCSEPod watch and duel code 5 key facts from the Pod on reaching an conclusion/evaluation then complete the low-stakes retrieval quiz. |