Learning Cycle Year 1	Knowledge and Skills	Vocabulary & Reading	Checking of understanding	Rationale
Autumn Term	Key concepts in Geography: • Systems theory in Geography • Scale & time • Place • Human responses to/ managing geographical issues Contemporary urban environments: To understand urban growth and change as well as the associated human and environmental processes and challenges that it brings • Urbanisation • Urban forms • Social & economic issues associated with urbanisation • Urban climate • Urban drainage • Urban waste & its disposal • Other contemporary urban environmental issues • Sustainable urban development • Case studies	Deindustrialisation, suburbanisation, urban decline, regeneration, inequality, social segregation, new urban landscapes, the post-modern western city, the urban heat island effect, urban catchment, sustainable urban drainage, river restoration, atmospheric pollution, dereliction, sustainability, liveability Reading extended information/ articles – developing the skill of engaging with an understanding text In-depth study into two contrasting urban areas (London & Mumbai) builds independent	Short quizzes including low stakes quizzes, core knowledge test Regular white-board quizzing Targeted questioning of students Low-stakes quizzes on key concepts Core knowledge quiz Kahoot Spot the mistakes activity to test core knowledge Exam-style questions Exam questions Exam skills workshops for each of the 4, 6,9- & 20-mark question types End of unit exam with range of question types	Introducing key geographical concepts provides a fulcrum with which to better understand future units of study. They encourage students to see 'the bigger picture' through ideas such as scale and time. The unit of study builds on some of the ideas that most students will have encountered – that of some of the challenges that cities face today but deepens their learning by contrasting the impacts of urban change on different areas around the world. It also introduces a much wider array of urban challenges that students will have not encountered before for example counter-urbanisation, urban climate, the postmodern western city and social segregation. Fundamental to the unit of study is the idea that geography does not just seek to understand the (urban) world but is also a vehicle in which to better respond and manage change and the issues which arise.

	Skills Visualising change – maps – urban sprawl, UHI effects, analysing relationships between data Mathematical skills – mean, median & mode. Inter-quartile range calculations	research and learning skills		The unit of study helps introduce the key aim of 'synopticity' to students with the course with physical processes associated with climate and drainage studied with a human geographical theme (towns and cities)
Spring Term	Coastal systems and landscapes: To appreciate that coastal zones are dynamic environments constantly being (re) shaped by natural and human processes. • Coasts as natural systems • Systems & processes • Coastal landscape development • Coastal management • Case studies Skills – data and manipulation skills/ understanding data produced from fieldwork – Spearman's Rank. – Sediment analysis	Inputs, outputs, flows, stores, dynamic equilibrium, positive & negative feedback, energy, sediment cell, geomorphology, erosion, weathering, mass movement, transportation, deposition, longshore drift, estuarine, eustatic/ isostatic change, emergence & submergence, sustainable approaches, Shoreline management plans, Integrated coastal zone management, resilience, adaptation 'Time for Geography' website has media clips and information from university academics Visualising change within coastal landscapes –	Low stakes quizzes on current unit and also previous ones (tiered scoring) Low-stakes quizzes on key concepts Core knowledge quiz Kahoot Spot the mistakes activity to test core knowledge Exam-style questions Building essay-style answers – group activity – '2 minutes to write about' then pass it on Exam skills workshops for each of the 4, 6,9- & 20-mark question types End of unit exam with range of question types	Past knowledge and understanding of coastal landscapes are consolidated and then deepened using a system – based approach to studying the dynamic coastline. The unit in particular applies some of the key concepts introduced at the start of the course – for example systems theory, time and management of geographical issues. The knowledge and understanding gained will be developed during fieldwork in Year 12/13. In turn this experience can be utilised by students who undertake a coasts themed NEA (independent investigation). When studying the impacts of climate change and rising sea levels attention is drawn to the personal stories attached to geographical understanding. For example – the attachment, fears and impacts in Kiribati in the Pacific Ocean.

		group work on identifying and explaining different coastal landforms		
Summer Term	Changing Places**:** To recognise and better understand the importance of place, people's experience of them and the factors which impact and change place character over time. • The nature and importance of place • Changing places – relationships and connections • Changing places – meaning and representation • Place studies Skills – Using different types of data – quantitative, cartographical and qualitative. Evaluating representations, objectivity and subjectivity, how different representations of place help illustrate different types of change within places Statistical testing – Chi-squared testing – Demographics and age structure of a tourist attraction?	Insider and outsider perspectives, endogenous & exogenous factors contributing to place characteristics, experienced and media places, continuity and change, lived experience, changing demographics, social inequality, MNCs (TNCs), external agencies, identity, attachment, everyday experience, quantitative, qualitative,	Low stakes quizzes on current unit and also previous ones (tiered scoring) Low-stakes quizzes on key concepts Core knowledge quiz Kahoot Spot the mistakes activity to test core knowledge Exam-style questions Building essay-style answers – group activity – '2 minutes to write about' then pass it on Exam skills workshops for each of the 4, 6,9- & 20-mark question types End of unit exam with range of question types	Having deepened understanding of two themes that students are most likely to have had some familiarity (cities and coasts), completely new learning of a unit is introduced. The theme is theoretically underpinned by cultural studies and a more humanistic take on studying the natural and physical environment. The individual-centred approach to understanding place and the changing experience of it helps to develop student's awareness of the concept of 'lived experience'. Also, the key geographical concept of scale begins paramount when studying change, the different agents of change and the consequent impacts. The unit takes a more 'people – centred approach to change within different places and environments. More specifically, when understanding rebranding of urban areas previously in decline, it seeks to understand and evaluate the impacts of regeneration on the 'lived experience' of people. With students' understandings of place, their changing characteristics and how they can investigate place they can pursue a place-based study for the NEA element of the course.

Learning Cycle	Knowledge and Skills	Vocabulary & Reading	Checking of understanding	Rationale
Autumn Term	Water & Carbon cycles To understand the world's major stores of both carbon and water, appreciating their importance for life on Earth and the different physical and human factors driving changes in them. • Water and carbon cycles as natural systems • The water cycle • The carbon cycle • Water, carbon, climate and life on Earth • Case studies Skills – understanding geo-located data on river discharge, Global systems & global governance: To appreciate the range of factors that have led to increasing interdependence between people, states and environments. To understand the range of attempts to manage and govern human affairs at a global scale, including some of the issues that have arisen as a result of increasing interdependence. • Globalisation • Global systems	Systems, dynamic equilibrium, positive/ negative feedback, inputs, outputs, stores, flows, fluxes, lithosphere, hydrosphere, atmosphere, biosphere, cryosphere, evaporation, transpiration, condensation, precipitation, drainage basin, flood hydrograph, photosynthesis, decomposition, respiration, combustion, sequestration, weathering, deforestation, climate change The use of quality internet articles and news reports are integrated into the study of climate change. Students are directed towards these resources – including *Geography Review,* Geo files, Ask the Geographer Podcast,	Low-stakes quizzes on key concepts Core knowledge quiz Kahoot Spot the mistakes activity to test core knowledge Exam-style questions Year 13 Autumn Mock exam	Having studied units that focus on specific landscapes in Year 12, such as urban environments and coastal systems, learners focus is switched to a more global focus in Year 13 with topics such as the water & carbon cycles and global systems and governance. Learners are prepared for the importance of the key concepts of scale and time at the start of Year 12. This is reinforced during year 12 units of study. In the water and carbon cycles, these concepts are fundamental to understanding changes across the Earth's surface, including human agency in these. Personal stories from the case-studies of bananas and Apple help centre a global scale topic to more personal one and student's understandings of other people and places. This fosters an appreciation for different lives and meanings within geographical study.

	• International trade and access to markets • Global governance • The 'global commons' • Antarctica as a global common • Globalisation critique	Guardian 'Climate Crisis' section on website Globalisation, production, consumption, systems, governance, unequal flows, unequal power, interdependence, trade, customs union, protectionism, differential access, TNCs, growth, stability, inequality, injustice, the 'global commons', Key readings on Antarctica will include reference to the BAS (British Antarctic Survey), In addition, trade case studies will direct student reading towards a named food commodity (the banana trade) and a TNC (Apple)		

Spring Term	*Hazards*: To engage with, and better understand the relationships that people have with their natural environments, specifically with reference to the atmosphere and lithosphere. • The concept of hazard in a geographical context • Plate tectonics • Volcanic hazards • Seismic hazards • Storm hazards • Fires in nature • Case-studies – multi-hazardous environment, local-scale case-study	Hazard perception, Responses, mitigation, adaptation, magnitude, resilience, tectonics, convection currents, seismicity, vulcanicity, destructive, constructive, preparedness, tsunami, storm surge, conditions, prevention, Park Model, Hazard Management Cycle The use of university expertise with the website 'Time for Geography' is made with academic explanations.	Low-stakes quizzes on key concepts Core knowledge quiz Kahoot Spot the mistakes activity to test core knowledge Exam-style questions Year 13 Spring Mock exam	Key geographical ideas associated with the relationship and management of the natural environment are explored. This optional unit is chosen to help learners better appreciate the power of nature. It also helps develop an awareness of the importance of planning and preparation in overcoming or minimising risks.
Summer Term	Revision and application of knowledge and understanding		Practice exam questions Short, knowledge-based quizzing 'A question a day…….. keeps the geography exam blues away' for student home learning (from April onwards)	