

**Plan Of Learning For The Year (Unit/Topic/Project Context)**

**Half Term 1**

- Hazards - The concept of hazards in a geographical context
- Contemporary Urban Environments – urbanisation, urban form
- **Assessment – skill: answering 4 and 6 mark questions using PD-PD & GCSE**

**Half Term 2**

- Hazards – volcanic hazards, seismic hazards
- Contemporary urban environments - social and economic issues associated with urbanisation, urban climate
- **Assessment – 9 mark question using data, 20 mark question**

**Half Term 3**

- Hazards – storm hazards, fire in nature
- Contemporary Urban Environments - urban drainage, urban waste and its disposal
- **Mock exam – paper 1 hazards, paper 2 contemporary urban environments**

**Half Term 4**

- Hazards – case studies
- Water and carbon cycles – water and carbon cycles as natural systems
- Contemporary urban environments – other contemporary urban environmental issues, sustainability, case studies
- **Assessment – 20 mark question, 9 mark question using data**

**Half Term 5**

- Water and carbon cycles – the water cycle
- Changing places – the nature and importance of places, relationship and connections
- **Assessment – 4- & 6-mark questions**

**Half Term 6**

- Non-examined assessment
- Mock feedback
- **Mock exams – paper 1 and paper 2, 4, 6, 9 and 20 mark questions**

**Feedback, Retrieval & Assessment**

- Regular self and peer assessment throughout lessons
- Formative assessment through questioning
- Half-termly teacher assessed tasks and formal assessment
- Low-stakes quizzes and ‘memory joggers’
- Regular independent work, reading and research

**Super curriculum opportunities / extra-curricular activities**

- Decision-making exercises
- After school revision/holiday revision sessions
- Mentoring and academic support

**Cultural Capital, SMSC, Careers and Futures**

- Problem solving
- Working independently in pairs and in groups
- Four days of fieldwork to diverse local environments
- Learning essentials research and exam skills
- Challenging misconceptions and stereotypes in development
- Learning about a diverse range of global places, cultures and communities
- Reading and analysing a large range of texts

**Common misconceptions**

- Talking through vocabulary together as a class
- Challenging images/texts and what they show
- Educating students using RUAH principles in lesson during whole class debates/discussions

**Connecting New Knowledge**

- Using quizzes and ‘memory joggers’ in lesson to revisit prior knowledge
- Regular revisiting of key geographical concepts/processes
- Using synoptic concepts to map knowledge across units

**Challenge for all**

- Clearly defined success criteria and use of clear feedback model to show next steps to improve
- Scaffolds and structured essay frames
- Whole class feedback and modelling