

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

Half Term 1

- Non-examined assessment
- Hazards – storm hazards, fires in nature, case studies
- **Assessment – 20 mark question**

Half Term 2

- NEA
- Changing places – past and present connections, meanings and representations, place studies
- Water and carbon cycles – The water cycle
- **Assessment – 9-mark question using data**

Half Term 3

- Global systems and governance – globalisation, global systems, international trade and access to markets
- Water and carbon cycles – The carbon cycle
- **Mock exam – paper 1 hazards and coastal systems and landscapes, paper 2 contemporary urban environments and changing places**

Half Term 4

- Global systems and governance – global governance, the global commons, Antarctica and a global common, globalisation critique
- Water and carbon cycles – water, carbon and life on earth, case studies
- **Assessment – 4 & 6 mark questions using**

Half Term 5

- Revision
- NEA submission
- **Assessment – 9 & 20 mark questions**

Half Term 6

- Revision and final exam

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 geoggers’
- 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 geoggers’ 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