

Curriculum Sequencing Grid: Geography

Year 11	Term 1	Term 2	Term 3
Unit	Physical Landscapes in the UK – Glacial Landscapes in the UK	The Challenge of Natural Hazards	The Living World – Tropical Rainforests
Key Retainable Knowledge (Required for Y11/13) What... How.... Why....	<ul style="list-style-type: none"> How has ice been a powerful force in shaping the physical landscape of the UK? How do distinctive glacial landforms result from different physical processes? How do glaciated upland areas provide opportunities for different economic activities? What management strategies can be used to reduce land use conflicts in glacial landscapes? 	<ul style="list-style-type: none"> How do natural hazards pose major risks to people and property? Why do earthquakes and volcanoes occur? What are the effects of and responses to a tectonic hazard? How can tectonic hazards be managed? What is global atmospheric circulation? How do tropical storms develop? What are the effects of tropical storms on people and the environment? What weather hazards affect the UK? What is an example of an extreme weather hazard that has had impacts on human activity in the UK? What causes climate change? How can we manage climate change? 	<ul style="list-style-type: none"> What is an ecosystem? What are the characteristics of tropical rainforests? What are the impacts of deforestation? Why should tropical rainforests be managed?
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	All GCSE key technical vocabulary can be accessed in the AQA GCSE Geography Subject Specific Vocabulary document: https://filestore.aqa.org.uk/resources/geography/AQA-8035-SSV.PDF		
Opportunities for Reading	lakedistrict.gov.uk/	Usqs.gov https://www.nhc.noaa.gov/ https://www.bbc.co.uk/bitesize/topics/zcdrbk7	rainforest-alliance.org/ fsc-uk.org/en-uk/about-fsc/what-is-fsc
Developing Cultural Capital	<ul style="list-style-type: none"> To appreciate the significance of glacial events that occurred in the UK tens-of-thousands of years ago To understand the sheer scale of geological time 	<ul style="list-style-type: none"> To understand the causes, effects and responses to phenomena that rarely/never occur in the UK. To empathise with charity campaigns that aim to raise money for the victims of natural disasters. 	<ul style="list-style-type: none"> To empathise with communities experiencing the effects of deforestation To broaden our world view of different ecosystems and climates
Cross Curricular Links (Authentic Connections)	<ul style="list-style-type: none"> Maths (using a variety of graphs and data presentation techniques) 	<ul style="list-style-type: none"> Maths (understanding logarithmic graphs) Chemistry (understanding the composition of volcanic material) Physics (the movement of air masses and global atmospheric circulation) 	<ul style="list-style-type: none"> Maths (drawing and interpreting climate graphs) Biology (understanding ecosystems)
Key Assessment	End of unit assessment	End of unit assessment	Mid unit assessment

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Year 11	Term 4	Term 5	Term 6
Unit	The Living World – Cold Environments	Revision and Advanced Information Booklet (AIB)	Exams
Key Retainable Knowledge (Required for Y11) What... How.... Why....	<ul style="list-style-type: none"> What are the characteristics of cold environments? What are the opportunities and challenges of development in cold environments? Why are cold environments at risk from economic development? 	<ul style="list-style-type: none"> Revision – all units AIB – will be known when the exam board sends the AIB arrives 6 weeks before the exam 	
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	All GCSE key technical vocabulary can be accessed in the AQA GCSE Geography Subject Specific Vocabulary document: https://filestore.aqa.org.uk/resources/geography/AQA-8035-SSV.PDF		
Opportunities for Reading	visitnorway.com/places-to-go/svalbard-islands/	Students' notes and books Revision guides (CGP and MA provided booklets) coolgeography.co.uk bbc.co.uk/bitesize/examspecs/zy3ptyc	
Developing Cultural Capital	<ul style="list-style-type: none"> To appreciate the fragility of cold environments To understand how a remote place can provide opportunities for communities To appreciate the human achievement of living in the Arctic circle 	<ul style="list-style-type: none"> Dependent upon the course content being revised 	
Cross Curricular Links (Authentic Connections)	<ul style="list-style-type: none"> Maths (drawing and interpreting climate graphs) Biology (understanding ecosystems) 	<ul style="list-style-type: none"> Using a variety of graphs and data presentation techniques – maths 	

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Key Assessment	End of unit assessment	Practice questions and papers	
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