

Geography

Curriculum Principles

By the end of their all-through education, a student of geography at Dixons Trinity Chapeltown will:

- know a wide range of challenging geographical concepts through strategic exposure to diverse geographical contexts.
- understand the complex interactions between human and physical geographical processes, using the evidence of the past to extrapolate future trends.

Our unifying 'sentence' is "The Geography Department provided students with a deep understanding and awe of the complex interactions that have shaped and continue to change our planet".

In order to achieve a true understanding of geography, topics have been intelligently sequenced based on the following rationale:

- geographical themes are introduced early and taught in EYFS through 'Understanding the World'. Students explore and play through child initiated learning, for example, by exploring human features in the local area and initial exploration of maps.
- students are introduced to key underlying geographical principles before studying concepts in depth. For example, students rehearse and recall the principles of geographical cycles (e.g. the hydrological cycle) and geographical models (e.g. the pillars of sustainability). These principles are introduced early and revisited frequently, they form the backbone of the deep understanding that all successful geographers possess.
- complex concepts such as landscape systems are introduced early, this is critical to ensure enough time is dedicated for this knowledge to be revisited and purposefully built upon. It is also common for these physical geographical topics to be unfamiliar to children of urban areas. This can make it difficult for the students to commit this knowledge to their long term memory as they have little real life experiences of these landscapes to which they can anchor this new knowledge. Therefore, it is important that complex concepts are explored through a range of contexts, this ensures curriculum breadth and supports securing this knowledge into long term memory. Therefore, throughout their study of Geography they will revisit concepts through diverse contexts, for example students study landform systems through the context of fluvial landforms in Lower Peak, through glacial landscapes in Middle Peak and through coastal landscapes in Upper Peak. This is also supported through expeditions and fieldwork to boost real life experience of geographical processes and environments.

The geography curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- the geography curriculum will expose students to knowledge and skills they may otherwise fail to encounter in their everyday lives. The study of geography will develop the ability to support arguments with specific evidence. This will allow students to discuss and debate topical issues with confidence, credibility and clarity.
- disadvantaged students and those from identified underrepresented groups are priority for extra intervention sessions so that every opportunity to close the disadvantage gap is capitalised. For example, students have the opportunity to receive extra guidance and tutoring which closes their specific gaps in understanding during weekly 'Prep' and 'Morning Mastery' sessions.

We fully believe geography can contribute to the personal development of students at DTC:

- students will gain knowledge of the different cultures of our planet and will encounter challenging themes such as the development gap, conflict and climate change. Gaining knowledge of these issues will develop students understanding of the global social and moral issues of today and of those facing future generations.
- the geography curriculum at DTC is committed to our anti-racism agenda. Students are taught the historical context of a range of nations and cultures to ensure that are fully informed in their analysis of current issues.

In Lower Peak, Middle Peak and Upper Peak, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- each topic in Middle Peak and Upper Peak has a 'careers spotlight', where students will explore a profession linked to that particular unit of work. For example, when year 7 students study the climate change topic they will learn about careers in climatology. Students will learn about the qualifications and skills required and the responsibilities of the job.
- students have the opportunity to experience a range of talks from external speakers on topics such as 'Geography at University' and 'Geographical Careers'.



- through our expeditions, fieldwork and visits students will experience the real life geographical skills needed for a diverse range of related careers. These skills are the fundamental foundation for all geographical careers ranging from Climate Scientist to Urban Development Coordinator, careers with opportunities to work in every continent and influence the greatest issues affecting our entire planet.
- during the study of upland areas students will study the Dixons Trinity Chapeltown House mountains, this provides a special opportunity to reinforce the mission of climbing their mountain to University and to a successful career.

A true love of geography involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- to be a successful geographer it is essential to know much more than the GCSE specification. Students are exposed to additional and sometimes commonly assumed knowledge of cultural, historical, political geography – knowledge that they may otherwise not encounter. Students will read around the topic to enable broader exposure to the contextual knowledge surrounding both historical and topical geographical issues.



Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
EYFS	Know and Remember	Features of own immediate environment; weather	Features of local environment e.g. local park, local library, roads, houses; initial exploration of maps	Physical features of contrasting story settings; world map to introduce places relevant to children
	Do	Comment and ask questions about their familiar world; talk about features of their own immediate environment and how environments might vary from one another; compare places; observe weather and seasons and use related vocabulary; fieldwork; positional language		
YEAR 1	Knowledge introduced	The UK Countries of the UK including capital cities; location of UK on a world map; seasons/climate of UK <i>I live in Chapeltown, Leeds, England, UK</i>	Africa Locate Africa on a world map; animal and plant adaptations; climate of Africa; equator; name and locate the Atlantic ocean on a world map Biomes: desert and tropical grassland	Under the Sea Marine animal adaptations; threats to our oceans; protecting our oceans; name and locate the Indian ocean and Southern Ocean on a world map and globe Biome: marine
	Geographical skills introduced	Fieldwork skills (observation and counting); locating places on a UK map; locating places on a world map; human and physical features	Basics of climate and weather charts; latitude (e.g. the equator)	Interpret satellite imagery (e.g. oceans from space)
	Knowledge revisited	Features of local environment e.g. local park, local library	Climate in UK, human and physical features	Equator; Atlantic Ocean; animal adaptations; human and physical features
	Geographical skills revisited	Locate places on a UK map	Locate places on a world map	Latitude; locate places on a world map
YEAR 2	Knowledge introduced	Mapping Name and locate all oceans and continents; modern mapping; how different climate zones affect ocean temperature and ecosystems Biomes: polar and tropical rainforest	Our Local Area Location of Leeds on a map of the UK; local area study of Chapeltown; comparative study with contrasting area; locate Kenya on a map of Africa; compare and contrast physical and human features of Leeds and Kenya Biome: temperate deciduous forest	China Location of China on a world map and a globe; physical and human features of China; environmental issues; job types; farming; trade
	Geographical skills introduced	Atlas skills; poles and hemispheres; google maps	Fieldwork skill; OS maps; draw own map; compass directions; pictograms	Identifying physical and human features from atlas maps (e.g. mountains, cities and rivers)
	Knowledge revisited	Climate zones in UK and Africa; biomes; animal adaptations	Locate Africa on a world map; UK climate; location of UK countries and capital cities; habitats and animal adaptations; physical and human features; biomes Science – Y2 habitats, plants and animals in local area; Y1 C2 deciduous and evergreen trees	Biomes; physical and human features; differences between places
	Geographical skills revisited	Latitude; satellite imagery	Accurate diagram and annotations; google maps	Latitude; compass directions; atlas skills
YEAR 3	Knowledge introduced	Villages, Towns and Cities Land use in cities; settlement patterns; population; the differences between villages, towns and cities	Mountains, Volcanoes and Earthquakes Structure of the earth; mountain ranges; tectonic plates; tectonic hazards; case study of effects and responses of 2011 Tokoku earthquake and 2018 Fuego Volcano eruption	Water, Weather and Climate Where Earth's water is; definition and difference between weather and climate; evaporation and precipitation; weather in the UK; climatic hazards;
	Geographical skills introduced	Accurate annotations; introduction to map distances (scale); settlement features on a map; introduction to grid references	Cross sectional diagrams (e.g. Earth layers)	Climate graphs (temperature and precipitation)
	Knowledge revisited	UK capital cities (and Leeds); UK countries; human and physical features. History – ancient civilization villages	Revisit comparative study of Africa	Continents; oceans; difference places have different climates; tectonic and weather hazards
	Geographical skills revisited	OS maps; distance; compass directions	Accurate annotations; locate places; how different places have different geographical features and events	Option to revisit cross sections looking at the inside of a hurricane



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 4	Knowledge introduced	Rivers Hydrological cycle; erosion; famous rivers; transportation; the river's course	Migration Push and pull factors; types of migration (e.g. international, national, economic and refugees)	Natural Resources Natural resources (e.g. food, water and energy); rock cycle; nutrient cycle; pollution; waste
	Geographical skills introduced	Link river features from photographs to river features on OS maps (e.g. gradient and shape)	Graph skills to migration e.g. bar and line graphs	Additional fieldwork skills (e.g. traffic count, pollution survey and questionnaires)
	Knowledge revisited	Science – hydrological cycle	Difference between countries (especially wealth and climate Africa)	Hydrological cycle; weather and climate; Earth structure; farming; trade
	Geographical skills revisited	Cross sections; OS maps	Pictograms	Atlas skills; graph skills
YEAR 5	Knowledge introduced	Slum Settlements Challenges of living in slum settlements (e.g. Mumbai, Jakarta and Manilla); urban population; opportunities to improve quality of life in slum settlements; world's five largest slums located on a map	Biomes Biome comparisons; threats to biomes; why different biomes have different climates; photosynthesis, ways to protect biomes	Energy and Sustainability Types of renewable and non-renewable energy; advantages and disadvantages of renewable and non-renewable energy; social, economic and environmental sustainability; sustainable places; sustainable cities
	Geographical skills Introduced	Analysis of photographic evidence	Using atlas skills to compare biome characteristics	Fieldwork skills for sustainability of school site
	Knowledge revisited	Migration; continents; push and pull factors; cities; contrasting localities	Nutrient cycles; cause, impact; solution; climate; equator; lines of latitude. Science – tree types (Y1); animal and plant adaptations (Y2); biomes (Y1, Y2)	Natural resources; climate; slum settlements, continents; rock cycle; (Y2) Science – rocks (Y3)
	Geographical skills revisited	Satellite images, settlement features on maps	Climate graphs, analysis of photographic evidence, satellite imagery	Settlement patterns on maps; photographic evidence; fieldwork skills
YEAR 6	Knowledge introduced	Local Fieldwork How to undertake a fieldwork investigation, stages of a fieldwork enquiry	Population Population change in the world; population challenges; population change in an LIC / NEE; reasons for population change; population polices	Globalisation Where does our food/clothes come from? How has technology increased globalisation? What are the impacts of globalisation on HICs compared to LICs
	Geographical skills introduced	Developing an enquiry question; risk assessment; data collection techniques (e.g. field sketch); data presentation techniques (e.g. bar graph, pie chart and line graph); analysing; statistical skills (e.g. mean and median); forming conclusions; evaluation and limitations	Population pyramids	Maps showing movements
	Knowledge revisited	Options for student autonomy to choose from multiple previous themes such as migration; sustainability; climate; settlement; ecosystems; flooding	Villages, towns and cities; push and pull factors; migration; differences in wealth between countries	Migration; sustainability; China; trade; job types; natural resources PSHCE – fair trade (Y2)
	Geographical skills revisited	Choice to practice all previous graph skills as data presentation	Select suitable data collection and data presentation techniques to present graphical data with accuracy	Atlas skills
YEAR 7	Knowledge introduced	Geography Mastery Foundations of geography; focus on building of key knowledge from primary curriculum; this knowledge is vital for accessing and progressing through all subsequent topics	Hot Deserts and Climate Change Biome distribution; nutrient cycles; hot desert development opportunities and challenges; greenhouse effect; natural and human climate change; Earth's spheres; carbon cycle; adaptation and mitigation	Urbanisation GDP; LIC; NEE; HIC; urbanisation; megacities; population change; employment categories; urban development challenges and opportunities; sustainability; London and Rio de Janeiro comparisons
	Geographical skills introduced	Cartographical skills focus (e.g. longitude, grid references and scale)	Graphical skills focus (e.g. hot desert climate graphs, accurate diagrams)	Graphical skills focus (e.g. pie charts, flow line map)
	Knowledge revisited	Geography of the UK; Europe; continents; oceans	Biomes; food chains; adaptations; farming; impacts; sustainability; photosynthesis; weather and climate; climate zones; hydrological cycle; renewable energy	Urban; rural; global population change; migration; slum settlements; push and pull factors; development inequalities; sustainability



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 7	Geographical skills revisited	Cartographical skills (e.g. compass directions)	Graphical skills (e.g. bar and line graphs)	Cartographical and graphical skills (e.g. locating cities on maps, line and bar graphs and OS map grid references)
	CEAIG	Nature Conservation Officer	Meteorologist	Political Risk Analyst
YEAR 8	Knowledge introduced	Volcanoes Natural hazards; natural disasters; hazard risk; detailed theory of plate tectonics; volcano distribution; constructive; destructive; conservative; viscosity; shield and composite; volcanic hazards; primary and secondary effects; immediate and long-term responses; super volcanoes	Global Development Development indicators, Human Development Index; GNI; causes of uneven development; primary employment; secondary employment; tertiary employment; quaternary employment; transnational corporations; Clark Fisher Model; Demographic Transition Model; UK and India comparisons; comparing population structures	Glaciation Upland and lowland areas; UK landscapes; geological timescale; geology; glacial and interglacial; distribution of ice sheets during last ice age; landscape processes (e.g. weathering, erosion); formation of a corrie; economic opportunities and challenges in glaciated landscapes; sustainability and conservation in glaciated landscapes Issue Evaluation Plastic pollution (evaluation of causes, impacts and solutions) Fieldwork Features of study site; validity; subjectivity; open and closed questioning
	Geographical skills introduced	Numerical skills focus (e.g. calculating plate movement)	Cartographical, graphical and numerical skills focus (e.g. choropleth maps, scatter graphs)	Cartographical skills focus (e.g. contour lines and additional fieldwork skills)
	Knowledge revisited	Structure of earth; tectonic plates; structure of volcano; cause; impact; response	Sustainable development; GDP; HIC; NEE; LIC; development differences; trade; globalisation; employment types; population policies; sustainability	UK physical features; rock cycle; erosion; natural causes of climate change; opportunities; challenges; sustainable management; climate change impacts; waste management; sustainability; cause; impact; solution; stages of fieldwork investigation
	Geographical skills revisited	Cartographical skills (e.g. describing map distributions)	Cartographical and graphical skills (e.g. grid references, map keys, pie charts, scale and population pyramids)	Cartographical skills (e.g. grid references, scale, gradient, landscape maps, direction and fieldwork skills)
	CEAIG	Volcanologist	International Aid Worker	Glaciologist
YEAR 9 CORE	Knowledge introduced	War and Society: The impact of WWII on Britain and the wider world <ul style="list-style-type: none"> Origins and legacy of WWII Introduction to the Holocaust 	The British Empire <ul style="list-style-type: none"> America India Indian Rebellion The Scramble for Africa Ruling the Empire 	Our Planet Our Future Enquiry: Is it too late to save our planet? <ul style="list-style-type: none"> Are wildfires increasing? Can coral reefs be rescued? Should we protect Antarctica? Can we manage our natural resources sustainably?
	Knowledge revisited	<ul style="list-style-type: none"> Photographs as evidence (EYFS C2) Civil Rights (Y6 C2) Twentieth Century Conflict (Y6 C3) Introduction to Modern European History (Y8 C3) Applying numerical, statistical, graphical and cartographical skills in context. 	<ul style="list-style-type: none"> Significant explorers (Y2 C3) Migration (Geography Y4 C2) Industrial Revolution (Y6 C1) Medieval Life in Britain (Y7 C2) Urbanisation (Geography Y7 C3) Transatlantic slave trade (Y8 C1) Industrial Britain (Y8 C2) Development (Y8 C3) Applying numerical, statistical, graphical and cartographical skills in context. 	<ul style="list-style-type: none"> Our local area (Y1 C1) The Shang Dynasty (Y3 C2) Benin Kingdom (Y5 C1) Middle East (Y5 C3) Industrial Revolution (Y6 C1) Industrial Britain (Y8 C2) Geographical place knowledge; under the sea; weather and climate; natural resources; biomes; sustainability; population; slum settlements; globalisation; Applying numerical, statistical, graphical and cartographical skills in a wide range of contexts.



Knowledge, skills and understanding to be gained at each stage*

	Cycle 1	Cycle 2	Cycle 3
YEAR 9	<p>Knowledge introduced</p> <p>Urbanisation and Lagos Case Study Global pattern of urban change; urban trends in HICs and LICs; emergence of megacities; location and importance of Lagos (regionally, nationally and internationally); causes of growth of Lagos (natural increase and migration); urban growth opportunities in Lagos (access to services, access to resources and economic development); urban growth challenges in Lagos (slums, clean water, sanitation, energy, services, unemployment, crime and environmental issues); urban planning</p> <p>Ecosystems Small scale ecosystem in UK; detailed nutrient cycle; food web; the balance between components; impact of changing one component; characteristics of large-scale global ecosystems (detailed)</p> <p>UK Resources Significance of food, water and energy; global inequalities in the supply and consumption of resources; food, water and energy resources in the UK</p>	<p>Natural Hazards and Tectonic Theory Factors affecting hazard risk (detailed); plate tectonics theory (detailed); global distribution of earthquakes and volcanoes; processes at plate margins leading to earthquakes and volcanic activity</p> <p>Reducing the Development Gap Economic and social measures of development; limitations of economic and social measures; Demographic Transition Model (detailed); consequences of uneven development; reducing the development gap (investment, industrial development, tourism, aid, intermediate technology, fairtrade, debt relief and microfinance loans); example of tourism reducing development gap</p> <p>Cold Environments Physical characteristics of cold environments; interdependence of climate, permafrost, soils, plants, animals and people; how plants and animals adapt to the physical conditions; issues related to biodiversity; development opportunity and challenges in cold environments; the value of cold environments as wilderness areas; why these fragile environments need protecting; strategies to balance the needs of economic development and conservation in cold environments</p>	<p>Rivers Long profile and changing cross profile of a river and its valley; fluvial processes; characteristics and formation of fluvial landforms (e.g. interlocking spurs, waterfalls, gorges, meanders, ox-bow lakes, levées, flood plains and estuaries); example of river valley in the UK; physical and human factors affecting flood risk; hydrographs; costs and benefits of management strategies (e.g. hard engineering and soft engineering); case study of flood management scheme in the UK</p> <p>Economic Change - UK Causes of economic change in the UK (de-industrialisation, decline of traditional industrial base, globalisation and government policies); moving towards a post-industrial economy (development of IT, service industries, finance, research and science/business parks); impacts of industry on the physical environment; example of how modern industry can be more environmentally sustainable; social and economic changes in the rural landscape (area of population growth and area of population decline); improvement and new developments in road, rail, port and airport infrastructure; the north-south divide; strategies used in an attempt to resolve regional differences; the place of the UK in the wider world (e.g. trade, culture, transport, electronic communication, the EU and the Commonwealth)</p>
	<p>Knowledge Revisited</p> <p>Urbanisation; push and pull factors; natural increase; megacities; urbanisation opportunities and challenges; urban sustainability; interrelationships within a natural system; producers; consumers; decomposers; food chain; distribution and characteristics of large scale global ecosystems; natural resources; inequalities in resources; carbon footprints; food miles; water pollution; water deficit; fossil fuels; renewable energy; environmental issues of energy exploitation</p>	<p>Definition of natural hazard; types of natural hazard; factors affecting hazard risk; plate tectonics theory; global distribution of volcanoes; plate margins (constructive, destructive and conservative); classifying the world; development indicators; Clark Fisher Model; Demographic Transition Model; causes of uneven development; reducing the development gap (e.g. transnational corporations in India); sustainability; biome characteristics; ecosystem characteristics; food webs; nutrient cycles; biodiversity; development opportunities and challenges (e.g. from hot deserts, Rio de Janeiro, India and glaciated landscapes); protecting our biomes/landscapes; sustainable management</p>	<p>Major upland and lowland areas and river systems; UK landscapes and landforms; geology; geological timescale; weathering; erosion; transportation; deposition; landform formation; hydrological cycle; rock cycle; landscape management strategies; costs and benefits; location of major UK cities; Clark Fisher Model; de-industrialisation; globalisation; sustainability; environmental impacts of industry; rural challenges and opportunities (e.g. glaciated landscapes); infrastructure; inequality within and between countries; trade; Europe</p>
	<p>Geographical skills introduced</p> <p>Graphical skills focus</p>	<p>Numerical skills focus</p>	<p>Cartographical skills focus</p>
	<p>Geographical skills revisited</p> <p>Cartographical, graphical, numerical and statistical skills</p>	<p>Cartographical, graphical, numerical and statistical skills</p>	<p>Cartographical, graphical, numerical and statistical skills</p>
	<p>CEIAG</p> <p>Sustainability Consultant</p>	<p>Palaeontologist</p>	<p>Architect</p>



Knowledge, skills and understanding to be gained at each stage*

	Cycle 1	Cycle 2	Cycle 3
Knowledge introduced	<p>Earthquakes Primary and secondary effects of earthquakes; immediate and long term responses to earthquakes; named examples to show how the effects and responses to earthquakes vary between two areas of contrasting levels of wealth; reasons why people continue to live in areas at risk from a tectonic hazard; how monitoring prediction, protection and planning can reduce the risks from earthquakes</p> <p>Economic Development - Nigeria Location and importance of Nigeria (regionally and globally); the wider political, social, cultural and environmental context of Nigeria; the changing industrial structure of Nigeria; the balance between different sectors of the economy; how the manufacturing industry can stimulate economic development; role of transnational corporations in relation to industrial development; advantages and disadvantages of transnational corporation to the host country; changing political and trading relationships with the wider world; international aid; types of aid; impacts of aid in the receiving country; environmental impacts of economic development; effects of economic development on quality of life for the population</p> <p>Tropical Rainforests Physical characteristics of the tropical rainforest; interdependence of climate, water, soils, plants, animals and people; plant and animal adaptations; issues related to biodiversity; changing rates of deforestation; case study of a tropical rainforest (causes and impacts of deforestation); value of tropical rainforests to people and environment; strategies to manage tropical rainforest sustainably</p>	<p>Weather Hazards General atmospheric circulation model (pressure belts and surface winds); global distribution of tropical storms; relationship between tropical storms and general atmospheric circulation; causes of tropical storms and the sequence of their formation and development; structure and features of a tropical storm; how climate change might affect distribution, frequency and intensity of tropical storms; primary and secondary effects of tropical storms; immediate and long term responses to tropical storms; named example of tropical storm to show effects and responses; how monitoring, prediction, protection and planning can reduce the effects of tropical storms; overview of types of weather hazard in the UK; example of recent extreme weather event in the UK (causes, impacts and management); evidence that weather is becoming more extreme in the UK</p> <p>Urban Change and Sustainability- Leeds Distribution of population in UK; major cities in UK; location and importance of Leeds (to the UK and the wider world); impacts of national and international migration on the growth and character of the city; urban change opportunities (cultural mix, recreation, entertainment, employment, integrated transport systems and urban greening); urban change challenges (urban deprivation, housing, education, health, employment, dereliction, building on brownfield and greenfield sites, waste disposal, urban sprawl and commuter settlements); example of urban regeneration project (reasons why area needed regeneration and the main features of project); features of sustainable urban living (water and energy conservation, waste recycling and creating green space); how urban transport strategies are used to reduce traffic congestion</p> <p>Climate Change Evidence for climate change from beginning of quaternary period to present day; human and natural causes (detailed e.g. orbital changes, volcanic activity, solar output, fossil fuels, agriculture and deforestation); effects on people and environment (detailed); mitigation and adaptation (detailed e.g. alternative energy production, carbon capture and storage, planting trees, international agreements, changing agricultural systems, managing water supply and reducing the risk from rising sea levels)</p>	<p>Coasts Wave types and characteristics; weathering (mechanical and chemical); mass movement (sliding, slumping and rock falls); erosion (hydraulic power, abrasion and attrition); transportation (longshore drift); coastal deposition; how geological structure and rock type influence coastal landforms; characteristics and formation of landforms resulting from erosion (headlands and bays, cliffs, wave cut platforms, caves, arches and stacks); characteristics and formation of landforms resulting from deposition (beaches, sand dunes, spits and bars); an example of a section of coastline in the UK to identify its major landforms of erosion and deposition; costs and benefits of hard engineering (sea walls, rock armour, gabions and groynes); costs and benefits of soft engineering (beach nourishment/reprofiling and dune regeneration); costs and benefits of managed retreat (coastal realignment); an example of a coastal management scheme in the UK (reasons for management, the management strategy and the resulting effects and conflicts)</p> <p>Energy Areas of surplus (security) and deficit (insecurity); global distribution of energy consumption and supply; reasons for increasing energy consumption (economic development rising population and technology); factors affecting energy supply (physical factors, cost of exploitation and production, technology and political factors); impacts of energy insecurity exploration of difficult and environmentally sensitive areas, economic and environmental costs, food production, industrial output and (potential for conflict where demand exceeds supply); overview of strategies to increase energy supply; renewables (biomass, wind, hydro, tidal, geothermal, wave and solar); non-renewables (fossil fuels and nuclear power); an example to show how the extraction of a fossil fuel has both advantages and disadvantages; moving towards a sustainable resource future (individual energy use and carbon footprints; energy conservation; designing homes, workplaces and transport for sustainability, demand reduction, use of technology to increase efficiency in the use of fossil fuels); an example of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy</p>

YEAR 10



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 10	Geographical skills introduced	Graphical skills focus	Numerical skills focus	Cartographical skills focus
	Knowledge revisited	Plate tectonics; primary and secondary effects (volcanic eruptions); immediate and long-term responses (volcanic eruptions); inequalities in wealth and development; monitoring, prediction, protection and planning; biomes/climate; Clark Fisher Model; manufacturing; industry as a stimulus Economic development (Lagos); advantages and disadvantages of transnational corporations (e.g. India); political and trading relationships; environmental impacts of economic development; effects of economic development on quality of life for the population (e.g. India); biome characteristics; interdependence; biodiversity; subsistence and commercial farming; mineral extraction; population growth; soil erosion; climate change; value of biomes; sustainable management (e.g. conservation and international agreements)	High pressure and low-pressure zones; how latitude affects climate and biome distribution; describing distributions; natural hazards; types of hazard; distribution of hazards; idea of a sequence of formation; climate change; primary and secondary effects; immediate and long-term responses; monitoring; Prediction; protection; planning; population; UK cities; UK physical features; migration; urban change opportunities and challenges; sustainable cities; urban planning; regeneration; quaternary period; natural and human climate change; effects of climate change on people and environment; mitigation; adaptation	UK landscapes and landforms; landscape processes (e.g. weathering, erosion, transportation and deposition); geology; geological timescale; formation of landforms; costs and benefits of hard and soft engineering; landscape management; surplus and deficit; inequalities; economic development; population Growth; exploitation; impacts of energy insecurity; exploration of environmentally sensitive areas (e.g. tundra); conflict; renewable energy; non-renewable energy; sustainable futures; carbon footprints; sustainable housing; sustainable transport
	Geographical skills revisited	Cartographical, graphical, numerical and statistical skills	Cartographical, graphical, numerical and statistical skills	Cartographical, graphical, numerical and statistical skills
	CEIAG	Zoologist	Disaster Emergency Coordinator	Nuclear Engineer
YEAR 11	Knowledge introduced	Fieldwork All aspects of GCSE fieldwork requirements for Paper 3 examination, including unseen fieldwork section	Issue Evaluation Pre-release available close to exam dates; any aspect of GCSE study may be covered by the issue evaluation pre-release	
	Geographical skills introduced	Stages of fieldwork investigation (covered previously, will be built upon and reinforced); statistical skills	Final revision	
	Knowledge revisited	Fieldwork provides the opportunity to not only prepare students for the Paper 3 examination, but to also revisit all previous concepts from their study of geography	Final revision (students have experience of Issue Evaluation from Year 8 Issue Evaluation topic)	
	Geographical skills revisited	All categories of geographical skills to be revisited whilst undertaking fieldwork investigations	Final revision	

*A powerful, knowledge-rich curriculum teaches both **substantive knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.



Year 1 History and Geography

Long Term Plan 2021/2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 30/08	W/C 6/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 4/10	W/C 11/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
	Term 1	Baseline	Baseline					Assessment Term 2		Data/Planning day 12/13	Parent Consultation Day		
	Induction	Geography My Local Area L1	Geography Local Area Walk	Geography Physical and human features	Geography Countries in UK	Geography Capital Cities in UK	Geography Flags	History Past Present Future	Reinduction History Victorian School Artefacts	Data and Planning Day	History Victorian School Rules	History Role Play Victorian Schools	Geography Make a card to send home in the post
Cycle 2	W/C 13/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 31/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03	W/C 28/03
		Term 3					Assessment	Assessment	Term 4 Data Input 1 World Book Day	Data/Planning Day 4/5		Music For Youth expedition Parent Consultation Day	
	Pantomime	Geography Africa Locate Africa and Indian Ocean	Geography Africa Landmarks in the UK and Africa	Geography Africa Physical and human features in Africa	Geography Africa Tropical grassland	Geography Africa Desert biome	History Royal Family	History Queen Elizabeth timeline	Reinduction World Book Day	Data and Planning Day	History Coronation	History Royal Family succession	History Buckingham Palace Banquet in school
Cycle 3	W/C 18/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07	W/C 18/07
	Bank Holiday 18/04	Term 5		Bank Holiday 2/05		Lower Peak Sports Day	Term 6	Assessment	Assessment	Data Input 2		Base Camp Sports Day	Data Day 15/07
	Bank holiday	Reinduction Geography Southern and Indian Ocean	Geography Marine Animals	Geography Threats to oceans	Geography Protecting our oceans	Geography Oceans – Reduce Reuse Recycle	Reinduction History Describe modern toys	History Introduce Victorian Toys	History Explore old fashioned Toys	History Toys from different periods	Transition Week	History Toys modern	End of Year Celebration



Year 2 History and Geography

Long Term Plan 2021/2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 30/08	W/C 6/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 4/10	W/C 11/10	W/C 18/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11
	Term 1	Baseline	Baseline					Assessment	Term 2	Data/Planning day 12/13			
	Induction	Geography World Mapping continents	Geography World Mapping oceans	Geography World Mapping Careers in mapping	Geography World Mapping Polar biome	Geography World Mapping Rainforest biome	History The Great Fire of London Life in 1666	History The Great Fire of London Using primary sources	Reinduction History The Great Fire of London How the fire started and spread	Data day	History The Great Fire of London Ordering the key events.	History The Great Fire of London Ordering the key events.	History The Great Fire of London How life changed after the fire.
Cycle 2	W/C 06/12	W/C 13/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 31/01	W/C 07/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03	W/C 28/03
		KS1 Pantomime	Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5 World Book Day		KS1 Music For Youth expedition	
	History Dinosaurs	History Dinosaurs	Reinduction History Dinosaurs	History Dinosaurs	History Dinosaurs	History Dinosaurs	Geography My local area	Geography My local area	Reinduction Geography My local area	Data day Geography My local area	Geography My local area	Music for Youth trip	Geography My local area
Cycle 3	W/C 04/04	W/C 18/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
		Term 5		School closed 3/05				Term 6 Assessment	Assessment	Data Input 2			Data Day 15/07
	History Explorers	Reinduction History Explorers	History Explorers		History Explorers	History Explorers	History Explorers	Reinduction Geography China Location and culture	Geography China Physical features	Geography China Human features	Geography China Environmental issues and trade	Geography China Farming and food	End of Year Celebration Data day



Year 3 Geography

Long Term Plan 2021/2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 30/08	W/C 6/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 4/10	W/C 11/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
	Term 1	Baseline	Baseline					Term 2		Data/Planning day 12/13			
	Induction	Cities Towns and Villages Where are the world's People L1	Cities Towns and Villages What is a settlement? Leeds L2	Cities Towns and Villages Cities, Towns and Villages definition L3	Cities Towns and Villages What is in a city? L4	Cities Towns and Villages Visit Leeds city	Cities Towns and Villages Famous cities, towns and villages L5	Cities Towns and Villages What affects where people choose to settle? L6	Cities Towns and Villages How are settlements shaped? L7	Cities Towns and Villages Visit the Countryside	<i>Parent Consultation Day</i>	Cities Towns and Villages Compare City and Village L8a	Cities Towns and Villages Writing L8b
Cycle 2	W/C 13/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 31/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03	W/C 28/03
		Term 3					Assessment	Assessment	Term 4 Data Input 1 World Book Day	Data/Planning Day 4/5		Music For Youth expedition Parent Consultation Day	
	Pantomime	Mountains, Volcanoes and Earthquakes Layers of the Earth L1	Mountains, Volcanoes and Earthquakes Formation of Mountains and Volcanoes L2	Mountains, Volcanoes and Earthquakes Volcanoes L3	David Attenborough BBC Volcanoes L4	Mountains, Volcanoes and Earthquakes Effects of volcanic eruptions L5	Mountains, Volcanoes and Earthquakes Earthquakes L6	Mountains, Volcanoes and Earthquakes Effects of earthquakes L7	World book day	data day	Mountains, Volcanoes and Earthquakes Arguments for living in areas likely to experience V/E L8	Mountains, Volcanoes and Earthquakes Arguments against living in areas likely to experience V/E L9	Mountains, Volcanoes and Earthquakes Final finishing/editing of writing.
Cycle 3	W/C 18/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07	W/C 18/07
	Term 5 Bank Holiday 18/04			Bank Holiday 2/05		Lower Peak Sports Day	Term 6	Assessment	Assessment	Data Input 2		Base Camp Sports Day	Data Day 15/07
	Water, Weather and Climate Where is the Earth's water?	Reinduction Water, Weather and Climate Climate change	Water, Weather and Climate Weather and climate - difference	Water, Weather and Climate Weather reporting	Water, Weather and Climate Water cycle	Water, Weather and Climate Air masses	Reinduction Water, Weather and Climate Weather in each season	Water, Weather and Climate Climatic hazards	Water, Weather and Climate Climatic hazards	Water, Weather and Climate River Aire flood	Transition Week Additional lesson if needed	Water, Weather and Climate	End of Year Celebration



Year 4 Geography

Long Term Plan 2021/2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 30/08	W/C 6/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 4/10	W/C 11/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
	Term 1	Baseline	Baseline					Term 2		Data/Planning day 12/13		Parent Consultation Day	
	Induction	Rivers River vocabulary L1	Rivers Famous rivers L2	Rivers Why rivers are important L3	Rivers The river course – long writing L4		Rivers Erosion and Transportation L5	Reinduction Rivers Energy of rivers L6	Rivers Landforms 2 L7	Rivers Visit a river	Rivers Stretch	Rivers 3D model of a river L11 and 12	
Cycle 2	W/C 13/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 31/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03	W/C 28/03
		Term 3					Assessment	Assessment	Term 4 Data Input 1 World Book Day	Data/Planning Day 4/5		Music For Youth expedition Parent Consultation Day	
	Pantomime	Migration What is migration? L1	Migration How do migrants vary? L2	Migration How does migration affect people and places? L3	Migration What is economic migration? L4	Migration What is a refugee? L5	Migration How will climate change affect migration? L6	Migration All migrants are forced to leave their home. Do you agree / disagree? Debate	World Book Day	Data and Planning Day	Migration Plan essay	Migration Write essay	Migration Redraft essay
Cycle 3	W/C 18/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07	W/C 18/07
	Bank Holiday 18/04	Term 5		Bank Holiday 2/05		Lower Peak Sports Day	Term 6	Assessment	Assessment	Data Input 2		Base Camp Sports Day	Data Day 15/07
	Bank holiday	Reinduction Natural Resources Where are the world's natural resources? L1	Natural Resources How has the use of natural resources changed?	Natural Resources What resources does Chile have?	Natural Resources What resources does the UK have?	Natural Resources How does resource exploitation cause problems?	Reinduction Natural Resources What is the circular economy?	Natural Resources To what extent is our use of natural resources sustainable?	Natural Resources Plan Essay	Natural Resources Write Essay	Transition Week Additional lesson if needed	Sports Day	End of Year Celebration



Year 7 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Induction									Planning days	Y8 expedition		
		Retrieval	Mastery Types of geography and UK map	Mastery Compass, latitude and longitude	Mastery Continents, oceans, countries, Europe, EU	Mastery 4 figure grid references	Mastery Distance and scale	Mastery EQ and DIRT	Hot Deserts Distribution of biomes	Hot Deserts Climate graphs	Retrieval Catch up/ retrieval	Hot Deserts Adaptions and nutrient cycle	Hot Deserts Catch up/retrieval
Cycle 2						Cycle assessment weeks		Data input			Y7 expedition		
	Hot Deserts Threats and sustainable management	Hot Deserts EQ and DIRT	Retrieval Catch up/ retrieval	Climate Greenhouse effect	Climate Natural and human causes	Revision Mastery and deserts	Assessment C2 assessment	Climate Impacts (human and physical)	DIRT	Retrieval Catch up/ retrieval	Expedition	Climate Management	Retrieval Catch up/retrieval
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Climate EQ and DIRT	Retrieval Catch up/ retrieval	Urbanisation Urbanisation, push/pull factors	Retrieval Catch up/ retrieval	Urbanisation Rio challenges opportunities	Urbanisation London challenges opportunities	Urbanisation EQ and DIRT	Retrieval Catch up/ retrieval	Assessment C3 assessment	Retrieval Assessment catch up/ retrieval	DIRT	Urbanisation Migration	Retrieval



Year 8 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Induction									Planning days	Y8 expedition		
		Retrieval L1: Intro L2: Retrieval	Volcanoes L1: Hazard risk L2: Plate tectonics theory	Volcanoes L1: Volcano types and margins L2: Impacts and responses	Volcanoes L1: Super volcanoes L2: Exam question	Volcanoes/ Development L1: Exam question DIRT L2: Introduction and HDI	Development L1: Uneven development L2: Globalisation	Development L1: Clark Fisher L2: Catch up/retrieval	Development L1: Clark Fisher (UK and India) L2: DTM	Development L1: DTM (UK and India) L2: Catch up/retrieval	No lessons – Oxford	Development L1: Exam question L2: Catch up/retrieval	Development L1: Exam question DIRT L2: Catch up/retrieval
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	Development L1: Population Pyramids L2: Population pyramids (UK and India)	Development L1: Population policies L2: Catch up/retrieval	Development L1: Reducing development gap (TNCs) L2: Sustainable development	Development L1: Exam question L2: Exam question DIRT	Revision L1: Physical L2: Physical	Revision L1: Human L2: Human	Assessment L1: C2 Assessment L2: Assessment catch up/retrieval	Glaciation L1: UK physical features L2: Geological time and rock cycle	DIRT L1: DIRT L2: DIRT catch up/retrieval	Glaciation L1: Introduction L2: Catch up/retrieval	Glaciation L1: Processes L2: Corries	Glaciation L1: Relief L2: Catch up/retrieval	Glaciation L1: Opportunities L2: Catch up/retrieval
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Glaciation L1: Challenges and sustainable management L2: Catch up/retrieval	Glaciation L1: Glaciers and climate change L2: Catch up/retrieval	Glaciation L1: Exam question L2: Catch up/retrieval	Glaciation/ Issue Eval L1: Exam question DIRT L2: Reading	Issue Eval L1: Exam question L1: Exam question DIRT	Fieldwork L1: Theory P1 (stages of an investigation) L2: Theory P2 (data collection techniques)	Fieldwork L1: Data collection L2: Catch up/retrieval	Revision L1: Human L2: Physical	Assessment L1: C3 assessment L2: Assessment catch up/retrieval	Fieldwork L1: Fieldwork retrieval L2: Write up 1	Fieldwork L1: DIRT L2: Write up 2	Fieldwork L1: Write up 3 L2: Fieldwork DIRT	Retrieval



Year 9 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Induction									Planning days	Y8 expedition		
		Retrieval L1: Intro L2: Retrieval	Urbanisation and Lagos L1: Urban trends L2: Migration, natural increase, megacities	Urbanisation and Lagos L1: Lagos background L2: Challenges	Urbanisation and Lagos L1: Opportunities and urban planning L2: Exam question	Ecosystems L1: Exam question DIRT L2: Biome characteristics	Ecosystems L1: Ecosystem theory L2: UK ecosystem, impacts of changing one component	Ecosystems L1: Exam question L2: Catch up/retrieval	UK Resources L1: Exam question DIRT L2: Resources introduction	UK Resources L1: Food L2: Catch up/retrieval	UK Resources L1: Water L2: Energy	UK Resources L1: Exam question L2: Catch up/retrieval	UK Resources L1: Exam question DIRT L2: Catch up/retrieval
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	Natural Hazards L1: Hazards introduction L2: Plate tectonic theory	Natural Hazards L1: Plate margins L2: Catch up/retrieval	Natural Hazards L1: Exam question L2: Exam question DIRT	Reducing Dev Gap L1: Development introduction L2: DTM	Reducing Dev Gap L1: Uneven development L2: Reducing the development gap	Reducing Dev Gap L1: Exam Question L2: Revision Urbanisation, ecosystems, UK resources, hazards	Assessment L1: C2 Assessment L2: Assessment catch up/retrieval	Cold Enviro L1: Exam question DIRT L2: Location and characteristics	DIRT L1: DIRT L2: DIRT catch up/retrieval	Cold Enviro L1: Adaptations L2: Catch up/retrieval	Cold Enviro L1: Opps and challenges L2: Wilderness protection	Cold Enviro L1: Exam question L2: Catch up/retrieval	Cold Enviro L1: Exam question DIRT L2: Catch up/retrieval
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Rivers L1: UK landscape and processes L2: Catch up/retrieval	Rivers L1: Long profile, cross profile L2: Catch up/retrieval	Rivers L1: Erosional landforms L2: Catch up/retrieval	Rivers L1: Erosional and depositional landforms L2: Depositional Landforms	Rivers L1: Physical and human flooding and hydrographs L2: Hard/soft engineering, case study	Rivers L1: Exam question L2: Exam question DIRT	Economic Change L1: Economic change and Clark Fisher model L2: Catch up/retrieval	Economic Change L1: Post-industrial economy and sustainable industry L2: Rural	Assessment L1: C3 assessment L2: Assessment catch up/retrieval	Economic Change L1: Transport L2: North-south divide	No lessons – DoFE	Economic Change L1: DIRT L2: Wider world	Retrieval



Year 10 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Induction									Planning days	Y8 expedition		
		Economic Change L1: Retrieval L2: Exam question L3: Exam question DIRT	Earthquakes L1: Knowledge test L2: Knowledge recap L3: Intro	Earthquakes L1: Primary and secondary effects L2: Immediate and long term responses L3: Living in at risk areas	Earthquakes L1: Monitoring, prediction, protection and planning L2: Exam question L3: Exam question DIRT	Economic Dev L1: Knowledge test L2: Knowledge recap L3: Location, importance, context	Economic Dev L1: Industrial structure and manufacturing L2: TNCs L3: Relationships and aid	Economic Dev L1: Economic development effects L2: Exam question L3: Catch up/ retrieval	Tropical Rainforests L1: Exam question DIRT L2: Knowledge test L3: Knowledge recap	Tropical Rainforests L1: Location and characteristics L2: Catch up/ retrieval L3: Catch up/ retrieval	Tropical Rainforests L1: Adaptations L2: Deforestation (changing rates and causes) L3: Impacts of deforestation	Tropical Rainforests L1: Value and management L2: Exam question L3: Catch up/ retrieval	Tropical Rainforests L1: Exam question DIRT L2: Retrieval L3: Catch up/ retrieval
Cycle 2													
	Weather Hazards L1: Knowledge test L2: Knowledge recap L3: Atmospheric circulation	Weather Hazards L1: Distribution and formation L2: Catch up/ retrieval L3: Catch up/ retrieval	Weather Hazards L1: Climate change L2: Primary and secondary effects L3: Immediate and long term responses	Weather Hazards L1: Monitoring, prediction, protection and planning L2: UK weather L3: Exam question	Urban Change L1: Exam question DIRT L1: Knowledge test L3: Knowledge recap	Urban Change L1: Overview, location, importance, migration L2: Opportunities L3: Revision	Assessment L1: Retrieval L1: C2 Assessment L3: Assessment catch up/ retrieval	Urban Change L1: Challenges L2: Regeneration and sustainable urban living L3: Exam question	Urban Change L1: DIRT L2: DIRT catch up/ retrieval L3: Exam question DIRT	Climate Change L1: Knowledge test L2: Catch up/ retrieval L3: Catch up/ retrieval	Climate Change L1: Knowledge recap L2: Evidence L3: Natural and human causes	Climate Change L1: Effects L2: Mitigation and adaptation L3: Catch up/ retrieval	Climate Change L1: Exam question L2: Exam question DIRT L2: Catch up/ retrieval
Cycle 3													
	Coasts L1: Knowledge test L2: Knowledge recap L3: Catch up/ retrieval	Coasts L1: Waves L2: Catch up/ retrieval L3: Catch up/ retrieval	Coasts L1: Processes L2: Geology and erosional landforms 1 L3: Catch up/ retrieval	Coasts L1: Erosional landforms 2 L2: Longshore drift and depositional landforms 1 L3: Depositional landforms 2	Coasts L1: Management and case study L2: Exam question L3: Exam question DIRT	Energy L1: Knowledge test L2: Knowledge recap L3: Distribution	Energy L1: Increasing consumption and factors affecting supply L2: Impacts L3: Catch up/ retrieval	Energy L1: Renewable, non-renewable and fossil fuel example L2: Sustainable resource future L3: Revision	Assessment L1: Retrieval L2: C3 assessment L3: Assessment catch up/ retrieval	Energy L1: Exam question L2: Exam question DIRT L3: Knowledge test 1,2,3	Retrieval L1: DIRT L2: Knowledge test 4,5,6 L3: Knowledge test 7,8,9	Retrieval L1: Knowledge test 10,11,12 L2: Knowledge test 13,14,15 L3: Knowledge test 16,17,18	Retrieval

