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 uniting '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 live in Chapeltown, Leeds, England, UK*	**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; study slums in Mumbai and Rio De Janero; urbanisation; opportunities to improve quality of life in slum settlements;	**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
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)

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
	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 **Fieldwork** Features of study site; validity; subjectivity; open and closed questioning **Issue Evaluation** Plastic pollution (evaluation of causes, impacts and solutions)
	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

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	**Cycle 2**	**Cycle 3**
YEAR 9	**Knowledge introduced**	**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 **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) **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	**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 **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 **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	**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 **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)
	Knowledge Revisited	Urbanisation; slums; 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	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	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
	Geographical skills introduced	Graphical skills focus	Numerical skills focus	Cartographical skills focus
	Geographical skills revisited	Cartographical, graphical, numerical and statistical skills	Cartographical, graphical, numerical and statistical skills	Cartographical, graphical, numerical and statistical skills
	CEIAG	Sustainability Consultant	Palaeontologist	Architect

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 10	**Knowledge introduced**	**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 **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 **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	**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 **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 **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)	**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) **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

		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.

DIXONS TRINITY CHAPELTOWN

= lesson in next cycle booklet

LTP 2023-24

Year 7

	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	**28/8** Bank Holiday Carnival **Induction**	**4/9** **Induction cont.**	**11/9**	**18/9**	**25/9**	**2/10**	**9/10**	**16/10** **Expedition**	**6/11** **Reinduction**	**13/11** **DD & PD**	**20/11**	**27/11** **Stretch Final**	**4/12**
	x	**Mastery** Types of geography and UK map	**Mastery** Compass, latitude and longitude	**Mastery** Continents, oceans, countries and EU	**Mastery** 4 figure grid references	**Mastery** Distance and scale	Retrieval (or catch up)	x	**Mastery** EQ and DIRT	**Hot Deserts** Distribution of biomes	**Hot Deserts** Climate graphs	**Hot Deserts** Adaptations and nutrient cycle	Retrieval (or catch up)
Cycle 2	**11/12**	**18/1** **Recognition**	**8/1** **Reinduction**	**15/1**	**22/1**	**29/1** **Assessment Weeks**	**5/2** **Data Day**	**19/2** **Reinduction**	**26/2**	**4/3** **DD & PD**	**11/3**	**18/3** **Stretch Final**	**25/3** **Recognition**
	Hot Deserts Threats and sustainable management	**Hot Deserts** EQ and DIRT	Retrieval (or catch up)	Retrieval (or catch up)	Revision	C2 Assessment	**Climate Change** Greenhouse effect	**Climate Change** Natural and human causes	**Climate Change** Impacts (human and physical)	**Climate Change** Management	Exam DIRT	Retrieval (or catch up)	**Climate Change** EQ and DIRT (C3)
Cycle 3	**15/4** **Reinduction**	**22/4**	**29/5**	**6/5** **Bank Holiday**	**13/5**	**20/5**	**3/6** **Reinduction**	**10/6**	**17/6** **Eid Closure**	**24/6**	**1/7**	**8/7**	**15/7** **Data Day**
	Urbanisation Push and pull factors	**Urbanisation** Rio challenges and opportunities	**Urbanisation** London challenges and opportunities	Retrieval (or finish urbanisation before W6)	Retrieval (or finish urbanisation before W6)	Revision	Assessments	Assessments	Assessments	Assessments	**Urbanisation** EQ and DIRT (extra lesson: migration - if time)	Exam DIRT	x

DIXONS TRINITY CHAPELTOWN

= lesson in next cycle booklet

LTP 2023-24

Year 8

	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	**28/8** Bank Holiday Carnival **Induction**	**4/9** **Induction cont.**	**11/9**	**18/9**	**25/9**	**2/10** **Assessment Weeks**	**9/10**	**16/10**	**6/11** **Reinduction**	**13/11** **DD & PD**	**20/11**	**27/11** **Stretch Final**	**4/12**
	x	**Volcanoes** L1: Hazard risk L2: Plate tectonics theory	**Volcanoes** L1: Volcano types and margins L2: Impacts and responses	**Volcanoes** L1: Impacts and responses – retrieval/catch up L2: Management	**Volcanoes** L1: Retrieval (or catch up) L2: Revision	Assessment L1: Assessment L2: L2: Exam q	**Development** L1: Exam q DIRT L2: Introduction and HDI	**Development** L1: Uneven development L2: Globalisation	**Development** L1: Clark Fisher L2: Clark Fisher (UK and India)	**Development** L1: DTM L2: Retrieval (or catch up)	**Development** L1: DTM (UK and India) L2: Exam DIRT	**Development** L1: Exam q L2: Retrieval (or catch up)	**Development** L1: Exam q DIRT L1: Population Pyramids (C2)
Cycle 2	**11/12**	**18/12** **Recognition**	**8/1** **Reinduction**	**15/1**	**22/1**	**29/1**	**5/2** **Data Day**	**19/2** **Reinduction**	**26/2** **Expedition**	**4/3** **DD & PD**	**11/3**	**18/3** **Stretch Final**	**25/3** **Recognition**
	Development L1: Population pyramids (UK and India) L2: Population policies	**Development** L1: Reducing development gap (TNCs) L2: Retrieval (or catch up)	**Development** L1: Sustainable development L2: Retrieval (or catch up)	**Development** L1: Exam q L2: Exam q DIRT	**Glaciation** L1: UK physical features L2: Geological time and rock cycle	**Glaciation** L1: Introduction L2: Processes	**Glaciation** L1: Corries L2: Retrieval (or catch up)	**Glaciation** L1: Relief L2: Opportunities	x	**Glaciation** L1: Challenges and sustainable management (C3) L2: Retrieval (or catch up)	**Glaciation** L1: Glaciers and climate change L2: Exam q (C3)	**Glaciation** L1: Exam question DIRT (C3) L2: Retrieval (or catch up)	**Fieldwork** L1: Theory P1 (stages of an investigation) (C3) L2: Retrieval (or catch up)
Cycle 3	**15/4** **Reinduction**	**22/4**	**29/5** **Bank Holiday**	**6/5**	**13/5**	**20/5**	**3/6** **Reinduction**	**10/6**	**17/6** **Eid Closure**	**24/6**	**1/7**	**8/7**	**15/7** **Data Day**
	Fieldwork L1: Theory P2 (data collection techniques) L2: Data collection	**Fieldwork** L1: Write up 1 L2: Write up 2	Retrieval L1: Retrieval (or catch up) L2: Retrieval (or catch up)	**Fieldwork** L1: Write up 3 L2: Fieldwork DIRT	Revision L1: Revision L2: Revision	Revision L1: Revision L2: Revision	Assessments	Assessments	Assessments	Assessments	**Issue Eval** L1: Reading L2: Exam question	**Issue Eval** L1: Exam question DIRT L2: Exam DIRT	x

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= lesson in next cycle booklet = Give out subject homework

LTP 2023-24

Year 9

	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	**28/8** Bank Holiday Carnival **Induction**	**4/9** **Induction cont.**	**11/9**	**18/9** **DofE**	**25/9**	**2/10**	**9/10**	**16/10**	**6/11** **Reinduction**	**13/11** **DD & PD**	**20/11**	**27/11** **Stretch Final**	**4/12**
	x	**Urbanisation and Lagos** L1: Urban trends L2: Migration, natural increase, megacities	**Urbanisation and Lagos** L1: Lagos background L2: Challenges	Retrieval L1: Retrieval L2: Retrieval	**Urbanisation and Lagos** **Subject HW** 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: Exam question DIRT	**UK Resources** L1: Resources introduction L2: Food	**UK Resources** L1: Water L2: Retrieval (or catch up)	**UK Resources** L1: Energy L2: Exam question	**UK Resources** **Subject HW** L1: Exam question DIRT L2: Retrieval (or catch up)	**Natural Hazards** L1: Hazards introduction (C2) L2: Plate tectonic theory (C2)
Cycle 2	**11/12**	**18/12** **Recognition**	**8/1** **Reinduction**	**15/1**	**22/1**	**29/1** **Assessment Weeks**	**5/2** **Data Day**	**19/2** **Reinduction**	**26/2**	**4/3** **DD & PD**	**11/3**	**18/3** **Stretch Final**	**25/3** **Recognition**
	Natural Hazards L1: Plate margins L2: Exam question	**Natural Hazards** L1: Exam question DIRT L2: Retrieval (or catch up)	Retrieval L1: Retrieval (or catch up) L2: Development introduction	**Reducing Dev Gap** L1: DTM L2: Uneven development	**Reducing Dev Gap** **Subject HW** L1: Reducing the development gap L2: Revision	Assessment L1: Assessment L2: Exam Question	**Reducing Dev Gap** L1: Exam question DIRT L2: Retrieval (or catch up)	**Cold Enviro** L1: Location and characteristics L2: Adaptations	**Cold Enviro** L1: Opps and challenges L2: Wilderness protection	**Cold Enviro** L1: Exam question L2: Retrieval (or catch up)	**Cold Enviro** L1: Exam question DIRT L2::Exam DIRT	**Rivers** **Subject HW** L1: UK landscape and processes (C3) L2: Retrieval (or catch up)	**Rivers** L1: Long profile, cross profile (C3) L2: Retrieval (or catch up)
Cycle 3	**15/4** **Reinduction**	**22/4**	**29/4**	**6/5** **Bank Holiday**	**13/5**	**20/5**	**3/6** **Reinduction**	**10/6**	**17/6** **Eid Closure**	**24/6**	**1/7**	**8/7**	**15/7** **Data Day**
	Rivers L1: Erosional landforms L1: Erosional and depositional landforms	**Rivers** L1: Depositional Landforms L2: Physical and human flooding and hydrographs	**Rivers** L1: Hard/soft engineering, case study L2: Exam question	**Pre-release** L1: Exam question DIRT L2: Pre-release	**Pre-release** **Subject HW** L1: Pre-release L2: Revision	Retrieval L1: Retrieval (or catch up) L2: Retrieval (or catch up)	Assessments	Assessments	Assessments	Assessments	**Economic Change** L1: Economic change and Clark Fisher model L2: Post-industrial economy and sustainable industry	**Economic Change** **Subject HW** L1: L2: Rural L2: Exam DIRT **For Y11 LTP** **- Transport** **- N/S divide** **- Wider Worl**	x

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= lesson in next cycle booklet = Give out subject homework

LTP 2023-24

Year 10

	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	**28/8** Bank Holiday Carnival **Induction**	**4/9** **Induction cont.**	**11/9**	**18/9**	**25/9**	**2/10** **Assessment Weeks**	**9/10**	**16/10**	**6/11** **Reinduction**	**13/11** **DD & PD**	**20/11**	**27/11** **Stretch Final**	**4/12**
	x	Y9 catch up	**Economic C.** L1: Retrieval L2: Exam q L3: Exam q DIRT	**Earthquakes** L1: Knowledge test L2: Knowledge recap L3: Intro	**Earthquakes** **Subject HW** L1: Primary and secondary effects L2: Immediate and long term responses L3: Revision	Assessment L1: Assessment L2: Living in at risk areas L3: Monitoring, prediction, protection and planning	**Economic D.** L1: Exam question L2: Exam question DIRT L3: K. test	**Economic D.** L1: K. recap L2: Location, importance, context L3: Industrial structure and manufacturing	**Economic D.** L1: TNCs L2: Relationships and aid L3: Economic development effects	**Economic D.** L1: Exam q L2: Retrieval (or catch up) L3: Retrieval (or catch up)	**Tropical R.** L1: Exam q DIRT L2: Exam DIRT L3: K. test	**Tropical R.** L1: K. recap L2: Location and characteristics L3: Retrieval (or catch up)	**Tropical R.** **Subject HW** L1: Adaptations L2: Deforestation (changing rates and causes) L3: Impacts of deforestation
Cycle 2	**11/12**	**18/12** **Recognition**	**8/1** **Reinduction**	**15/1**	**22/1**	**29/1**	**5/2** **Data Day**	**19/2** **Reinduction**	**26/2**	**4/3** **DD & PD**	**11/3**	**18/3** **Stretch Final**	**25/3** **Recognition**
	Tropical R. L1: Value and management L2: Exam question L2: Exam question DIRT	**Weather Hazards** L1: K. test L2: K. recap L3: Atmospheric circulation	**Weather Hazards** L1: Retrieval (or catch up) L2: Retrieval (or catch up) L3: Distribution and formation	**Weather Hazards** L1: Primary and secondary effects L2: Immediate and long term responses L3: Climate change	**Weather Hazards** **Subject HW** L1: Monitoring, prediction, protection and planning L2: UK weather L3: Exam q	**Urban Change** L1: Exam q DIRT L2: K. test L3: K. recap	**Urban Change** L1: Overview, location, importance, migration L2: Opportunities L3: Retrieval (or catch up)	**Urban Change** L1: Challenges L2: Regeneration and sustainable urban living L3: Exam q	**Climate Change** L1: Exam q DIRT L2: K. Test L3: K. recap	**Climate Change** L1: Evidence L2: Retrieval (or catch up) L3: Retrieval (or catch up)	**Climate Change** L1: Natural and human causes L2: Effects L3: Mitigation and adaptation	**Climate Change** L1: Exam question L2: Exam question DIRT L3: Retrieval (or catch up)	**Coasts** **Subject HW** L1: K. test (C3) L2: K. recap (C3) L3: Retrieval (or catch up)
Cycle 3	**15/4** **Reinduction**	**22/4**	**29/4**	**6/5** **Bank Holiday**	**13/5**	**20/5**	**3/6** **Reinduction**	**10/6**	**17/6** **Eid Closure**	**24/6**	**1/7**	**8/7**	**15/7** **Data Day**
	Coasts L1: Waves L2: Processes L3: Retrieval (or catch up)	**Coasts** L1: Geology and erosional landforms 1 L2: Erosional landforms 2 L3: Longshore drift and depositional landforms 1	**Coasts** L1: Depositional landforms 2 L2: Management and case study L3: Exam q	**Energy** L1: Exam q DIRT L3: K. test L3: Retrieval (or catch up)	**Energy** **Subject HW** L1: K. recap L2: Distribution L3: Increasing consumption and factors affecting supply	Revision L1: Revision L2: Revision L3: Revision	Assessments	Assessments	Assessments	Assessments	**Energy** L1: Impacts L2: Renewable, non-renewable and fossil fuel example L3: Sustainable resource future	**Energy** L1: Exam q L2: Exam q DIRT L3: Exam DIRT	x

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LTP 2023-24

Year 11

	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	**28/8** Bank Holiday Carnival **Induction**	**4/9** **Induction cont.**	**11/9**	**18/9**	**25/9**	**2/10**	**9/10**	**16/10**	**6/11** **Reinduction**	**13/11** **DD & PD / Mock Exams**	**20/11**	**27/11** **Stretch Final**	**4/12**
	x	Y10 catch up	**Fieldwork** L1: Retrieval L2: K. Test L3: K. Recap	**Fieldwork** L1: Question L2: Data and risks L3: Briefing	**Fieldwork** L1: Fieldtrip L2: Justification L3: Presentation	**Fieldwork** L1: Analysis L2: Evaluation L3: Exam q	Mock Revision L1: Exam q DIRT L2: Revision L3: Revision	Mock Revision L1: Revision L2: Revision L3: Revision	Revision L1: Retrieval L2: Revision L3: Revision	x	x	**Fieldwork** L1: K. Test L2: K. Recap L3: Retrieval	**Fieldwork** L1: Question L2: Data and risks L3: Briefing
Cycle 2	**11/12**	**18/12** **Recognition**	**8/1** **Reinduction**	**15/1**	**22/1**	**29/1**	**5/2** **Data Day**	**19/2** **Reinduction**	**26/2**	**4/3** **DD & PD**	**11/3**	**18/3** **Stretch Final**	**25/3** **Recognition**
	Fieldwork L1: Fieldtrip L2: Justification L3: Presentation	**Fieldwork** L1: Analysis L2: Evaluation L3: Retrieval	**Fieldwork** L1: Exam q L2: Exam q DIRT L3: Retrieval	Mock DIRT L1: Mock DIRT L2: Mock DIRT L3: Mock DIRT	Revision Week 1 L1: Paper 1 in-class practice (part 1) L2: Retech key concept (next step from mocks) L3: Independent Knowledge Tests/one-to-one intervention	Revision Week 2 L1: Paper 1 in-class practice (part 2) L2: Retech key concept (next step from mocks) L3: Independent Knowledge Tests /one-to-one intervention	Revision Week 3 L1: Paper 1 whole class feedback L2: Retech key concept (next step from mocks) L3: Independent Knowledge Tests /one-to-one intervention	Revision Week 4 L1: Paper 2 in-class practice (part 1) L2: Retech key concept (next step from mocks) L3: Independent Knowledge Tests /one-to-one intervention	Revision Week 5 L1: Paper 2 in-class practice (part 2) L2: Retech key concept (next step from mocks) L3: Independent Knowledge Tests /one-to-one intervention	Revision Week 6 L1: Paper 2 whole class feedback L2: Retech key concept (next step from mocks) L3: Independent Knowledge Tests /one-to-one intervention	Revision Week 7 L1: Paper 3 (fieldwork) in-class practice L2: Retech key concept (next step from mocks) L3: Independent Knowledge Tests /one-to-one intervention	Revision Week 8 L1: Paper 3 (fieldwork) whole class feedback L2: Retech key concept (next step from mocks) L3: Independent Knowledge Tests /one-to-one intervention	**Pre-release** L1: Reading L2: Reading L3: Reading
Cycle 3	**15/4** **Reinduction**	**22/4**	**29/4**	**6/5** **Bank Holiday**	**13/5**	**20/5** **GCSE Examinations**	**3/6**	**10/6**	**17/6** **Eid Closure**	**24/6**	**1/7**	**8/7**	**15/7** **Data Day**
	Pre-release L1: Understanding the figures L2: Short practice questions L3: 9 mark model answer	**Pre-release** L1: Paper 3 In-class mock (part 1) L2: Paper 3 in-class mock (part 2) L3: Paper 3 whole class feedback	Final reminders	x Reminder to submit centre declaration form to exams officer/AQA for fieldwork before the deadline.	x	x	x	x	x	x	x	x	x

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