

<p>What: Unit 1: What is Geography? P/H</p>	<p>What: Unit 2a: Map skills PH</p>	<p>What: Unit 2a Investigating the Geography of Leicester P/H</p>	<p>What: Unit 3 An Unequal World H</p>	<p>What: Unit 4 The Restless Earth P</p>	<p>What: Unit 5: Where is the Tropical rainforest biome unique? P / H</p>
<p>Why: This allows students to understand the core components and themes of of geography and introduces them to geographical enquiry and investigation.</p>	<p>Why: Develops the core skills geographers need to study the subject. Introduction of maps at a variety of skills.</p>	<p>Why: This allows students to apply their understanding of core geographical concepts in their local setting and start exploring key skills.</p>	<p>Why: This introduces students to the global nature of geography allowing students to explore and how and why our world is changing due to the actions taken by humans. Introducing the key idea of international development and why countries vary.</p>	<p>Why: This allows students to develop an understanding of how physical Earth has changed over time and the current processes that will continue to drive that change in the future. Introducing the plate tectonics and how they give rise to earthquakes and volcanoes.</p>	<p>Why: This introduces the students to the world's climatic zones and how these shape major biomes. Students investigate how physical systems help to shape the natural world around us and why they are so important to protect.</p>
<p>Assessment 1.Geographical Enquiry focus task – plastic pollution</p>	<p>Assessment 1.Map skills summative test</p>	<p>Assessment 1.What is Leicester like? Focus task</p>	<p>Assessment 1.Wealth and development scattergraph focus task. 2.End of unit summative test</p>	<p>Assessment 1.Living near volcanoes focus task 2.End of unit summative task</p>	<p>Assessment 1.Animal adaptations focus task 2. End of unit summative test</p>
<p>Why Now: Students will have mixed experiences of geography and so sets a baseline so all students have a thorough understanding of core geographical principles</p>	<p>Why now: Continues to develop key skills from unit 1 to allow students to become successful geographers.</p>	<p>Why Now: Application of knowledge from unit one allows students to experience familiar locations associated with SVC and the local area.</p>	<p>Why Now: Having studied local and regional Geography, this topic enhances students learning about more global Geography</p>	<p>Why Now Students explore how the physical world has evolved at a global scale and creates issues needed in future topics.</p>	<p>Why Now: Application of knowledge through weather and climate allows students to apply theory of physical systems to a biome and understand how human and physical environments interact.</p>

Year 8	What: Unit 1 Fantastic Places P/H	What: Unit 2 Are there too many people on our planet? H	What: Unit 3 Can India's urban environments cope? H	What: Unit 4 What shapes the land? Rivers P	What: Unit 5 What shapes the land? Coasts P	
	Why: Creates awe and wonder about different parts of the world and the human and physical systems interact. Also acts as a hook to engage Year 8 at the start of the year.	Why: Introduces student to population around the world and also at various a scales looking at causes and the responses to rapid growth in different parts of the world. Introduces key skills and links with maths and understanding data.	Introduces the key components of urbanisation and covers all aspects for the Urban Futures unit at KS4. Exploring how and why India's population has growth and the consequences associated with this.	Why: Introduces students to specific physical characteristics and allows them to explore key processes such as rocks and weathering.	Why: The coast for many is an alien environment and so exploring key processes that shapes our landscapes builds on the experience of rivers.	
	Assessment: 1.Chernobyl focus task 2.End of unit summative test	Assessment 1.Population pyramids focus task 2. End of unit Test	Assessment 1.Rural-urban migration focus task 2.End of unit summative test	Assessment 1.Formation of a waterfall focus test 2.End of unit summative test	Assessment 1.Formation of caves focus task 2.End of unit summative test	
	Why Now: This unit builds on from Year 7 introducing geography and allows students to apply their understanding of human and physical interactions at various scales across the world.	Why Now: Unit 2 /3 are taught alongside each other extending knowledge and understanding and linking key processes such as urban to rural migration and processes associated with urbanisation.	Why Now: Embeds all the key skills on physical and human environments and applies specifically to one country.	Why Now: This forms the foundations for GCSE. Students struggle the terminology at KS4 so introducing it early in a less formal way allows students to actively engage with a topic which is vast and covers lots of key ideas and themes. They understand that the physical world is affected and this allows knowledge and understanding to be explored in greater detail.	Why Now: This is a continuation from the previous unit and allows key components that are the same to be applied to a different environment. This is a prerequisite for Distinctive Landscapes and is a building block from the previous unit.	
Year 9	What: Unit 1 Climatic Hazards P	What: Unit 2 A Shrinking World	What: Unit 3: Global threats P/H	What: Unit 4 Comparing countries japan v Mali	What: OCR B Topic 4 Sustaining Ecosystems	

		H		H	P	
	Why: This builds on the work from Year 7 and knowledge and understanding and interconnections between the physical and human world. Links to KS4 and Natural Hazards.	Why: This explores economic activity at various levels across the world and introduces the idea that the world is getting smaller and the associated issues with this.	Why: This is a topical topic and keeps Year 9 students engaged even if not considering taking geography. It brings all aspects of the human and physical world together to explore topics students wouldn't perhaps associate with geography	Why: This is an extension of an Unequal World and looks at comparing two countries at different levels of development and its associated problems linked to different indicators. It brings to life geography	Why: This is the first of 8 GCSE units and gives students a flavour of what GCSE is about but is also engaging as it is a physical topic linked nicely with sciences.	
	Assessment: 1. Why is there no rain in the desert? Focus task 2. End of unit test	Assessment: 1. Impact of TNCs focus task 2. End of unit assessment	Assessment: 1. Alexander Litvinenko focus task 2. End of unit test	Assessment: 1. Development indicators focus task. 2. End of unit test.	Assessment: 1. Practice exam questions. 2. Tropical Rainforests assessment	
	Why now: This is a difficult unit as it covers key ideas associated with science as well as geography. It builds on the foundations of weather and climate and tectonic hazards. It is a topical subject and events of the summer are used to explore the key ideas.	Why now: This is a more complex topic and builds on the experiences of an Unequal World from Year 7 with clear links to SHEEP and how global growth can be both positive and negative.	Why now: This is a far reaching unit of work that builds on all the knowledge, understanding and skills taught across the KS3 curriculum and links in to the GCSE across multiple units.	Why now: The most complex topic left until Year 9 to bring together all the knowledge, skills and understanding to compare two different countries in two different parts of the world. Brings together core skills and attributes and allows them to question why. Provides a solid foundation for key concepts covered in Dynamic Development topic at GCSE.	Why now: This unit gives the department a head start on the GCSE which isn't detrimental to the course in year 10. It brings all the key skills together.	