

## Geography

### Curriculum Principles

**By the end of their secondary education, a student of geography at Dixons Broadgreen will:**

- know a wide range of challenging geographical concepts through strategic exposure to diverse geographical contexts at varying scales.
- understand the complex interactions between human and physical geographical processes, using the evidence of the past to extrapolate future trends.
- Have an awareness of their role in our global society and recognise the positive and negative impacts that the human race can have on our environments and what action needs to be taken to reduce issues such as climate change.
- Have empathy with geographical and cultural diversity.

**Our uniting 'sentence' is: "The geography department ensured all students left the academy with a diverse, well-rounded and environmentally aware conscience that equipped them for future endeavours. "**

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

- geographical themes are introduced in Year 7 and explored in greater depth through Key Stage 3, 4 and 5.
- 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, as 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. 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. This is also supported through 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.

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

- 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 DBA 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.

**At KS3, KS4 and KS4, 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 Key Stage 3, 4 and 5 has a 'careers spotlight', where students will explore a profession linked to that unit of work. For example, when year 7 students study climate change and will learn about careers in climatology. Students will learn about the qualifications and skills required and the responsibilities of the job.
- through our fieldwork 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.

**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.
- Through the study of a broad and well-structured geography curriculum students will leave the academy as well-rounded individuals who can make informed decisions and have the skills required for further/higher education and to lead the best life they can. Students will be the best versions of themselves and will be able to present themselves to the world of work as suitable candidates for employment.
- Geographers and students at DBA should see themselves as global ambassadors who have the potential to influence decision making at a range of levels from local, national and global so that



the impacts global populations have on are planet are reduced and so sustainability and environmental protection or drivers for change. They will, as a result of their studies in geography have integrity in the way they choose to live their life, will work hard at being global citizens and be fair in all they do.

- The geography department at DBA will strive to ensure that all students received the support the needed and nurtured their skills, knowledge and understanding so that they succeeded at university, or real life alternative, thrived in a top job and lived their best life.



## Year 7 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 06/09	W/C 13/09	W/C 20/09	W/C 28/09	W/C 04/10	W/C 11/10	W/C 18/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11	W/C 07/12
	Term 1								Term 2	Data/Planning Day 12/13			
	<b>Orientation week</b>	<b>Mastery</b> L1: Types of geography and UK map Compass,	<b>Mastery</b> L1: latitude and longitude Continents, oceans, countries, L2: What is Europe, EU.	<b>Mastery</b> L1: 4 fig grid refs 2 x lessons	<b>Mastery</b> L1: Distance and scale 2 x lessons	<b>Mastery</b> L1: EQ L2: DIRT	<b>Deserts</b> L1: What are global ecosystems how are they distributed? L2: How can we use climate graphs to compare biomes?	<b>Deserts</b> L1: Catch-up Independent - climate graphs L2: Adaptions and nutrient cycle	<b>Reinduction</b> L1: Adaptations catch up/ retrieval L2: Distribution catch up	<b>Catch Up</b> L1: Distribution catch up L2: retrieval (due to reinduction or no lesson due to DD/PD)	<b>Mastery 2</b> L1: Direction L2: Scale	<b>Mastery 2</b> L1: 4 Figure grid references L2: 6 figure grid references	<b>Mastery 2</b> L1: Contour lines L2: Spot heights and layer colouring
Cycle 2	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03	W/C 19/04
			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day			
	<b>Mastery 2</b> L1: Map symbols L2: Catch up	L1: Challenges and opportunities (including threats e.g. desertification and sus management) L2: EQ	<b>Reinduction</b> L1: Greenhouse effect (or no lesson due to reinduction)	<b>Catch Up</b> DIRT catch up/ retrieval (due to reinduction) L2: Natural and human causes of climate change.	<b>Climate change</b> L1: Impacts (physical and human) L2: C2 assessment	<b>Revision</b> L1: Mastery and deserts L2: Mastery and deserts	<b>Assessment</b> <b>Revision</b> L1: Mastery and deserts L2: Mastery and deserts	<b>Assessment</b> <b>Revision</b> L1: Mastery and deserts L2: Mastery and deserts	<b>Reinduction</b> <b>DIRT</b> (or no lesson due to reinduction)	<b>Climate change</b> L1: Dirt L2: What is the carbon cycle?	<b>Climate change</b> L1: Climate change: mitigation and adaptation.	<b>Urbanisation</b> L1: How is global population changing? L2: Urbanisation and megacities.	<b>Urbanisation</b> L1: What are the challenges of living in Rio de Janerio? L2: Challenges of living in London?
Cycle 3	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07		
		Term 5		School closed 1/05				Term 6 Assessment	Assessment	Data Input 2			Data Day 15/07
	<b>Urbanisation</b> L1: What is international migration? L2: Catch up	<b>Reinduction</b> TBA	<b>Climate change</b> L1: EQ L2: DIRT		TBA	TBA	TBA	<b>Reinduction</b> <b>Assessment</b>	<b>Catch up</b> Assessment catch up/ retrieval/ extra time	TBA	TBA	TBA	<b>End of Year Celebration</b>

# Year 8 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 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	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	W/C 06/12
	Term 1							Term 2					
	<b>Orientation week</b>	<b>Volcanoes</b> L1: What are natural hazards L2: Hazard risk	<b>Volcanoes</b> L1: Structure of the earth/plate tectonics. Volcanoes distributed? L2: Plate margins /features of volcanoes/types of volcano.	<b>Volcanoes</b> L1: Volcanic hazards Vesuvius case study L2: Super volcanoes	<b>Volcanoes/ Development</b> L1: Exam question DIRT L2: Exam DIRT	<b>Development</b> L1: Categorising development/HDI L2: What causes uneven development?	<b>Development</b> L1: What is the economy/trade/globalisation? L2: Clark Fisher	<b>Reinduction Development</b> L1: Clark Fisher (UK and India) L2: Catch up/ retrieval (due to reinduction)	<b>Development</b> L1: DTM L2: DTM (UK and India)	<b>Development</b> L1: Exam question L2: Exam question DIRT	<b>Development</b> L1: Population Pyramids L2: Population pyramids (UK and India)	<b>Development</b> L1: Population policies L2: TNC's – advantages and disadvantages (Coca Cola).	<b>Development</b> L1: 3 pillars of Sustainability L2: Catch up/ retrieval (due to reinduction/ showcase/ other events)
Cycle 2	W/C 13/12	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	W/C 04/04
	Data/Planning Day 6/7		Term 3				Assessment	Assessment	Term 4 Data Input 1 Data/Planning Day 2/3				
	<b>Development</b> L1: Exam question L2: Exam question DIRT	<b>Glaciation</b> L1: UK physical features L2: Geological time and rock cycle (link back to tectonics).	<b>Reinduction Glaciation</b> L1: Glaciated landscapes L2: Catch up/ retrieval (or no lesson due to DD/PD)	<b>Glaciation</b> L1: Processes L2: Corries	<b>Revision</b> L1: Physical L2: Physical	<b>Revision</b> L1: Human L2: Human	<b>Assessment</b> L1: C2 Assessment L2: Assessment catch up/ retrieval/ extra time for G4	<b>DIRT</b> L1: DIRT	<b>Reinduction Glaciation</b> L1: Contours, spot height (corrie features on maps) L2: Catch up/ retrieval	<b>Glaciation</b> L1: Opportunities (Economic uses) L2: Catch up/ retrieval (or no lesson due to recognition)	<b>Glaciation</b> L1: Challenges and sustainable management L2: Glaciers and climate change	<b>Glaciation</b> L1: Exam question L2: Catch up/ retrieval (due to reinduction)	<b>Glaciation/ Issue Eval</b> L1: Exam question DIRT L2: Reading (plastic pollution)
Cycle 3	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 1/05				Term 6 Assessment	Assessment	Data Input 2 Data/Planning day 30/1			Data Day 19/07
	<b>Issue Eval</b> L1: Exam question L2: Catch up/ retrieval	<b>Reinduction Fieldwork</b> L1: Theory P1 (stages of an investigation)	<b>Fieldwork</b> L1: Theory P2 (data collection techniques) L2: DIRT (assessment)	<b>Fieldwork</b> L1: Data collection L2:	<b>Fieldwork</b> L1: Write up 1 L2: Write up 2	<b>Revision</b> L1: Year 7 topics L2: Year 8 topics	<b>Revision</b> L1: Year 8 topics L2: Year 8 topics	<b>Reinduction Assessment</b> L1: C3 assessment L2: Assessment catch up/ retrieval/ extra time G4 (due to reinduction)	<b>Fieldwork</b> L1: Write up 3 L2: Fieldwork DIRT	L1: DIRT	TBA	TBA	<b>End of Year Celebration</b>

# Year 9 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 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	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	W/C 06/12
	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13			
	<b>Orientation week</b>	<b>Urbanisation and Lagos</b> L1: Urban change L2: Rates of urbanisation and megacities	<b>Urbanisation and Lagos</b> L1: Lagos background L2: Challenges	<b>Urbanisation and Lagos</b> L1: Opportunities and urban planning L2: Exam question	<b>Ecosystems</b> L1: Exam question DIRT L2: Biome characteristics	<b>Ecosystems</b> L1: Components of ecosystems L2: UK ecosystem and impacts of changing one component	<b>Ecosystems</b> L1: Exam question L2: Exam question DIRT	<b>Ecosystems</b> L1: Exam question L2: Exam question DIRT	<b>UK Resources</b> L1: Resources introduction L2: Resources introduction cont.	<b>Reinduction</b> L1: Food in the UK L2: Catch up due to reintroduction	<b>UK Resources</b> L1: Catch up/ retrieval (or no lesson due to DD/PD)	<b>UK Resources</b> L1: Water in the UK L2: Energy in the UK	<b>UK Resources</b> L1: Exam question L2: DIRT
Cycle 2	W/C 13/12	W/C 20/12	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 19/04
			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5			Term 5
	<b>Natural Hazards</b> L1: Plate margins L2: Plate margins continued.	<b>Natural Hazards</b> L1: Exam question L2: Exam question DIRT	<b>Reinduction Natural Hazards</b> L2: Catch up/ retrieval (due to reinduction)	<b>Reducing Dev Gap</b> L1: Development introduction L2: DTM	<b>Reducing Dev Gap</b> L1: Uneven development L2: Reducing the development gap	<b>Reducing Dev Gap</b> L1: Exam Question L2: DIRT <b>Revision</b> Urbanisation, ecosystems, UK resources, hazards	<b>Assessment</b> L1: C2 Assessment L2: Assessment catch up/ retrieval/ extra time for G4	<b>Cold Enviro</b> L1: Location and characteristics L2: Location and characteristics (b) L3: DIRT	<b>Reinduction</b> L1: DIRT catch up/ retrieval (due to reinduction)	<b>Cold Enviro</b> L1: Adaptations L2: Catch up/ retrieval (or no lesson due to DD/PD)	<b>Cold Enviro</b> L1: Opps and challenges L2: Wilderness protection	<b>Cold Enviro</b> L1: Exam question L2: Catch up/ retrieval (or no lesson due to stretch)	<b>Cold Enviro</b> L1: Exam question L2: Catch up/ retrieval
Cycle 3	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07		
				School closed 1/05		Term 6 Assessment	Assessment			Data Input 2			Data Day 15/07
	<b>Rivers</b> L1: UK landscape and processes L2: Long profile, cross profile	<b>Rivers</b> L1: Erosional landforms L2: Erosional and depositional landforms	<b>Rivers</b> L1: Depositional landforms L2: Physical and human flooding (water cycle recap) and hydrographs	<b>Catch Up</b> L1: Catch up/ retrieval (or no lesson due to bank holiday) L2: Catch up/ retrieval)	<b>Rivers</b> L1: Hydrographs L2: Hard/soft engineering (case study)	<b>Rivers</b> L1: Hard/soft engineering continued / Exam question L2: Exam question DIRT	<b>Rivers</b> L1: Exam question L2: Exam question DIRT	<b>Reinduction UK Develop</b> L1: Economic change and Clark Fisher model L2: Catch up due to reintroduction or no lesson	<b>UK Development</b> L1: UK post industrial economy and sustainable industry. L2: Rural	<b>UK Development</b> L1: Improving UK infrastructure. L2: North-south divide	<b>UK Development</b> L1: UK linked to the Wider world L2: EQ	<b>UK Development</b> L1: DIRT Note: Exam question and DIRT lesson will be at start of Y10.	

# Year 10 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 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	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	W/C 06/12
	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13			
	<b>Orientation week</b>	Earthquakes L1: Case study introduction L2: Primary and secondary effects L3: Immediate and long term responses	<b>Earthquakes</b> L1: Immediate and long term responses L2: Living with risk (a)	<b>Earthquakes</b> L1: Monitoring, prediction and planning L2: Monitoring, prediction and planning (b) L3: EQ	<b>Earthquakes</b> L1: Dirt L2: catch up (1) L3: catch up 3	<b>Urbanisation and Lagos</b> L1: Resources introduction L2: Resources introduction cont. L3: Food in the UK	<b>Urbanisation and Lagos</b> L1: Urban change L2: Rates of urbanisation and megacities L3: Lagos background	<b>Urbanisation and Lagos</b> L1: Challenges and urban planning L2: Exam question (a) L3: Exam question (b)	<b>Reinduction Urbanisation and Lagos</b> L1: DIRT L2: Biome characteristics	<b>Ecosystems</b> L1: Components of ecosystems L2: Catch up L3: UK ecosystem and impacts of changing one component	<b>Ecosystems</b> L1: Exam question L2: Exam question DIRT L3: Resources introduction	<b>UK Resources</b> L1: Food, water and energy (a) L2: Food, water and energy (b) L3: UK food resources	<b>UK Resources</b> L1: Water resources in the UK L2: Energy in the UK L3: EQ
Cycle 2	W/C 13/12	W/C 20/12	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 19/04
			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5			Term 5
	<b>Natural Hazards</b> L1: What are natural hazards? L2: Structure of the earth L3: Plate tectonics.	<b>Natural Hazards</b> L1: Exam question L2: Exam question DIRT L3: Different types of crust	<b>Reinduction Natural Hazards</b> L1: Catch up/ retrieval (due to reinduction) L2: Plate margin processes	<b>Natural Hazards</b> L1: Plate margin processes (b) L2: EQ L3: Development and quality of life	<b>Development</b> L1: DIRT L2: DTM L3: Uneven development	<b>Development</b> L1: Reducing the development gap L2: L1: Exam Question L3: DIRT	<b>Assessment</b> L1: Revision L2: C2 Assessment L3: Assessment catch up/ retrieval/ extra time for G4	<b>Cold Enviro</b> L1: Location and characteristics L2: Location and characteristics (b) L3: DIRT	<b>Reinduction</b> L1: DIRT catch up/ retrieval (due to reinduction) L2: Adaptations	<b>Cold Enviro</b> L1: Catch up/ retrieval (or no lesson due to DD/PD) L12: Opps and challenges L3: Wilderness protection	<b>Cold Enviro</b> L1: Exam question L2: Catch up/ retrieval (or no lesson due to stretch) L3: L1: Exam question DIRT	<b>Rivers</b> L1: Catch up/ retrieval L2: UK landscape and processes L3: Long profile, cross profile	<b>Rivers</b> L1: Erosional landforms L2: Erosional and depositional landforms L3: Erosional landforms
Cycle 3	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07		
				School closed 1/05		Term 6 Assessment	Assessment			Data Input 2			Data Day 15/07
	<b>Rivers</b> L1: Erosional and depositional landforms L2: Depositional Landforms L3: Physical and human flooding (water cycle recap) and hydrographs	<b>Rivers</b> L1: Physical and human flooding (water cycle recap) and hydrographs (b) L2: Hydrographs L3: Hard/soft engineering (case study)	<b>Rivers</b> L1: Hard/soft engineering (case study) L2: Hard/soft engineering continued / Exam question L3: Exam question DIRT	<b>Catch Up</b> L1: Catch up/ retrieval (or no lesson due to bank holiday) L2: Catch up/ retrieval)	<b>Rivers</b> L1: Exam question L2: Exam question DIRT L3: Catch up	<b>UK development</b> L1: Economic change and Clark Fisher model L2: UK post industrial economy and sustainable industry.	<b>UK Development</b> L1: Improving UK infrastructure. L2: North-south divide L3: UK linked to the Wider world	<b>Reinduction</b> L1: EQ L2: Catch up lesson L3: Dirt	<b>Fieldwork</b> L1: Fieldwork theory L2: Creating hypotheses and fieldwork questions L3: Collecting data	<b>Fieldwork</b> L1: Data collation L2: Data presentation 1 L3: Data presentation 2	<b>Fieldwork</b> L1: Data analysis L2: data analysis 2 L3: Conclusions	<b>Fieldwork</b> L1: Unseen fieldwork 1 L2: Unseen fieldwork 2 L3: Unseen fieldwork 3	<b>End of Year Celebration</b>



L3: Rural





# Year 11 Geography (OCR)

## 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 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	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	W/C 06/12
	Term 1								Term 2	Data/Planning Day 12/13			
	<b>Orientation week</b>	<b>Environ Threats</b> L1: Climate change from the quaternary L2: Evidence of climate change (a) L3: Evidence of climate change (b)	<b>Environ Threats</b> L1: Evidence of climate change 2 L2: The greenhouse effect L3: Consequences of the greenhouse effect (a)	<b>Environ Threats</b> L1: EQ L2: Consequences of the greenhouse effect (b) L3: DIRT	<b>Environ Threats</b> L1: EQ L2: Consequences of the greenhouse effect (b) L3: DIRT	<b>Environ Threats</b> L1: The global circulation of the atmosphere L2: Extreme weather introduction L3: Extreme weather: Tropical storms	<b>Environ Threats</b> L1: EQ L2: DIRT L3: Extreme weather – El Nino case study (a) L3: El Nino (b)	<b>Environ Threats</b> L1: Extreme weather – The Big Dry case study (a) L2: The Big Dry (b)	<b>Environ Threats</b> L1: Revision L2: Revision L3: Revision	<b>Reintroduction Assessment</b> L1: Revision L2: Revision L3: Revision	<b>Assessment</b> L1: Revision L2: Revision L3: Revision	<b>People/Planet</b> L1: What is development? L2: HDI L3: The development gap	<b>Environ Threats</b> L1: Causes of uneven development (a) L2: Causes of uneven development (b) L3: Ethiopia case study (a)
Cycle 2	W/C 13/12	W/C 20/12	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 19/04
			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5			Term 5
	<b>People/Planet</b> L2: Rostow's model L2: DIRT L3: Urbanisation World cities	<b>People/Planet</b> L1: Consequences of rapid urbanisation L2: Rio case study L3: Challenges in Rio	<b>People/Planet</b> L1: EQ L2: DIRT L3: Revision	<b>Assessment</b> L1: Revision L2: Assessment L3: Catch up	<b>Paper 3</b> Data skills	<b>Paper 3</b> Data skills	<b>Paper 3</b> Map skills	<b>Paper 3</b> Map skills	<b>Reinduction</b> Possibly one lesson due to reintroduction	<b>Paper 3</b> Graph techniques	<b>Paper 3</b> Unseen fieldwork	<b>Paper 3</b> Unseen fieldwork	<b>Paper 3</b> Unseen fieldwork
Cycle 3	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07		
				School closed 1/05		Term 6 Assessment	Assessment			Data Input 2			Data Day 15/07
	<b>Paper 3</b> Data response	<b>Paper 3</b> Walking talking mock prep	<b>Paper 3</b> Walking talking mock DIRT	<b>Catch Up</b> L1: Catch up/ retrieval (or no lesson due to bank holiday) L2: Catch up/ retrieval)	<b>Revision</b> L1: Paper 1 L2: Paper 1 L3: Paper 1	<b>Exam season</b> L1: Paper 2 L2: Paper 2 L3: Paper 2	<b>Exam season</b> L1: Paper 3 L2: Paper 3 L3: Paper 3	<b>Exam season</b>	<b>Exam season</b>	<b>Exam season</b>	<b>Exam season</b>	<b>Exam season</b>	

