

Year 7 Rationale:

- ✓ Assume levels on entry correct and build on prior knowledge and attainment allowing students to continue to make rapid progress. This will be done by drawing on their substantive knowledge of places and skills and building on this prior knowledge through disciplinary knowledge, for example collecting data and evaluating its impacts linked to development.
- ✓ Broad and varied topics that follow cyclical progression, using key topics and continents as a focus and building on skills and awareness of locations, physical features and their formations, population advantages and disadvantages and solutions. Recent and relevant global issues linked to continents and how this links to us in the UK. this supports all students including these with SEND.
- ✓ **Planned cultural capital: awareness of a range of locations: local geographies, global topics (biomes, tectonics). Europe and its development, physical and human geographies. Climate and weather, Climate change and our oceans. Pupils will also complete local fieldwork completing geographical skills.**

Year 8 Rationale:

- ✓ Students study other continents outlined in specification, continuing to focus on the formation of natural hazards and their locations and outcomes. Population crisis and local and global issues linked to these problems. This is an exciting chance for students to look at the similarities and differences between our world continents. This builds on from the skills in year 7 on weather and climate. We can then use this to explore biomes and the differences between continents.
- ✓ The units outlined are crucial to students understanding of the world they live in, giving them a sense of place, for having empathy and enquiring minds to grow by asking how and why.
- ✓ The topics have been specifically designed to address the questions students most ask and allows staff to address issues that appear in the news today and to broaden cultural, economic, social, political and geographical awareness that is not tested at GCSE but core to understanding and making links to the wider world. this supports all students including these with SEND.
- ✓ **Planned cultural capital: population changes, tectonic hazards and impacts on lives, development and economies. Cultures and beliefs across 3 continents. Enhancing skills developed in year 7.**

Year 9 Rationale:

- ✓ Students build on the skills of using skills and ability to use geographical sources that have been established at year 7 & 8.
- ✓ Students will continue to focus on Geographical issues in different continents, focusing on global issues of deforestation, natural hazards and population changes.
- ✓ Students begin to refine their written skills and make connections with their knowledge of ecosystems and development-climate change and the loss of resources.
- ✓ Students are given opportunities to link their learning to the world they live in today- to contextualise and understand the 'why' behind it. this supports all students including these with SEND.
- ✓ **Planned cultural capital: The risk of natural hazards. Desert regions: cold and hot, animal adaptations. Global biomes and the reasons for the range of ecosystems. River landscapes. Diseases and resources. .. Global biomes and the reasons for the range of ecosystems. Pupils will also complete local fieldwork completing geographical skills.**

Year 10/11 Rationale:

- ✓ Students in Year 10 and 11 build on their knowledge about the challenges in the physical world and the economic world with reference to the issues linked to development of HICs/LICs and NEEs.
- ✓ Knowledge is based on AQA GCSE units of Challenges of the Physical and Human world as well as fieldwork and geographical skills.
- ✓ **Planned cultural capital: regeneration in the North West of England, Brexit and the North South divide, extreme weather in the UK and globally, geographical landscapes in the UK. Challenges of the growing cities in the UK and worldwide. Pupils will also complete local fieldwork completing geographical skills.**

Long term Memory/ Retrieval of Knowledge:

- ✓ All DO NOWs are linked to core skills and include topics from previous lessons. This is long term recall and is linked to the memory model and the science of learning.
- ✓ Low- stakes testing is used to check student understanding and address misconceptions.
- ✓ Teachers use targeted questioning to checking understanding.
- ✓ Progress pit stops allow for retrieval of knowledge and teachers use this technique to collect data based on the needs of their class.
- ✓ Responsive teaching is used as immediate intervention and teachers provide prompt for students during retrieval tasks.

Do now task

How much can you remember?

Pencil cases out
Coats and bags off
Once you are done we will mark and glue into your books

1. What state in America is Mount St Helens found in?
2. Victoria Falls is located in the continent of Africa, but between which two countries?
3. The river Ganges is how long? 40/ 1,250 Km long?
4. People working in the service sector do now pay tax?

Do now task

How much can you remember?

1. Name South America's largest city, give the country and its population
2. What does economically active mean?
3. What does the word accumulation mean?
4. What is happening to glaciers as global temperatures rise?

Positivity Ambition Resilience Thoughtful

Assessment:

- ✓ Assessment takes place regularly. 'Challenge Questions' are used to allow students to demonstrate what they know and understand.
- ✓ Low stakes quizzes are in place to regularly assess what students know and address any misconceptions.
- ✓ End of unit assessments are completed at the end of each LP and are planned to test current and prior knowledge.
- ✓ Assessment QLA is used to address students' misconceptions and re-test rather than re-teach

Do now task

How much can you remember?



1. How many people do Shell in Nigeria employ? 6000 directly, 20000 indirectly.
2. Give one benefit of a TNC. Job opportunities, tax paid, investment in infrastructure.
3. Give one negative of a TNC. Profits go to HQ (normally a HIC), experienced workers brought over from HIC, pollution...
4. Which is found in the upper course- vertical or lateral erosion?
5. How are plunge pools created? Erosion. Hydraulic action from falling water and attrition from falling rocks from overhang collapsing.

Positivity Ambition Resilience Thoughtful

Do now task

How much can you remember?



1. Define Human Development Index (HDI).
2. Give two impacts of deforestation.
3. Give one hard engineering strategy for rivers.
4. Give one soft engineering strategy for river.
5. Give 2 causes of flooding.

Positivity Ambition Resilience Thoughtful

Build-up of Skills:

- ✓ The skills identified for success at GCSE are outlined and planned backwards from Year 11- 7.
- ✓ These skills are built upon each year from year 7 but are **not** GCSE questions at year 7 and 8. They are age appropriate for each Year group and allow students to fully access assessments and low stakes testing.
- ✓ The language is similar to allow students to become familiar and build up a layer of skills each year- to review and refine these at regular intervals to become independent and resilient learners.
- ✓ Drawing on their substantive knowledge of places and skills and building on this prior knowledge.
- ✓ Disciplinary knowledge will be used to gain skills, for example collecting data and evaluating its impacts linked to development.

Pedagogy within the Classroom:

- ✓ Teachers will ensure that instructions are given that do not cognitively overload students.
- ✓ Teachers will use the 'I,WE,YOU' strategy in breaking down questions as outlined in the Humanities plan to create resilient and independent learners.
- ✓ Teachers will ensure regular, low-stakes testing is used to create strong bonds with the long-term memory.
- ✓ Use responsive teaching strategies to collect as much data as possible to inform teachers' planning so students can review these skills or knowledge again in lessons.
- ✓ Teachers will provide every opportunity for students to engage in purposeful discussion/ reading to share ideas and provide links to students' past learning, across faculties and in the outside wider world allowing students to have a broader understanding .