Geography

Curriculum Principles

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".

By the end of their education, a student of Geography at Dixons Unity Academy 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.

To achieve a true understanding of Geography, topics have been intelligently sequenced based on the following rationale:

- 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 glacial landscapes in KS3 and through coastal landscapes in KS4. 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:

- the geography curriculum will expose students to knowledgethey 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 that Geography can contribute to the personal development of students at Dixons Unity Academy:

- 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 DUA 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.

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 and guidance that students are exposed to:

- each topic in KS3 and KS4 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

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.

Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this subject, at each key stage from Year 7 through to Year 11, to equip students with the cultural capital they need to succeed in life. Our powerful, knowledge-rich curriculum teaches both substantive knowledge (facts; knowing that something is the case; what we think about) and 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. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Cycle 1	Cycle 2	Cycle 3
YEAR 7	**New learning**	**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
	Revisited learning	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)
	Additional information	Careers: Nature Conservation Officer	Careers: Meteorologist	Careers: Political Risk Analyst
	National Curriculum Link	Awareness of worlds countries and continents; globes; maps; OS maps; grid references; scale	Africa; weather and climate; hot deserts; use of natural resources; maps; environments and the climate; human and physical processes interacting to change the climate; soils	Population; urbanisation; employment sectors; place knowledge; maps; international development; changing landscapes; major cities
YEAR 8	**New learning**	**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
	Revisited learning	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
	Additional information	Career: Volcanologist	Career: International Aid Worker	Career: Glaciologist
	National Curriculum Link	Geological timescales; plate tectonics; physical processes changing landscapes;	India; geographical similarities, differences and links between places through the study of huma and physical geography of a region within Asia; population; international development; economic activity; employment sectors; human processes impacting the environment	Locational knowledge; geological timescales; rocks; climate; changing climate from the Ice Age to present; glaciation; economic activity; human processes interacting with environments; human activity relies on natural systems; OS maps

		Cycle 1	Cycle 2	Cycle 3
YEAR 9 CORE	**New learning**	**Our Powerful Planet and Introducing India** Impacts of volcanoes on people and the environment; risk; geothermal energy; locational knowledge (Asia) Social, economic and environmental context of India; physical and human opportunities and challenges	**Geographical Decisions – Tropical Rainforest Development** Climate, location, plants, animals, and soils of the TRF; Value of the TRF; Deforestation causes and impacts; stakeholder conflict; geographical decision making	**Factfullness and The Almighty Dollar** Misconceptions about the world; the gap instinct; world views; population theory; progress in development Foreign investment;
	Revisited learning	Natural hazards; natural disasters; structure of the Earth; tectonic movement; risk factors; causes of climate change; mitigating climate change; alternative energy Cartographical skills; urban challenges	Ecosystems; global biomes; interdependence; causes of climate change; development; economy; sustainability	Graphical skills; cartographic skills; development indicators; population; social and economic challenges globalisation; economy; quality of life
	Other	Career: Town Planner	Career: Environmental consultant	Career: Economist for The World Bank
	National Curriculum Link	Plate tectonics; population; urbanisation; international development; use of natural resources; physical processes interact with human	Locational knowledge; soils; economic activity; human activity and natural processes interacting; use of natural resources;	Population; international development; economic activity; locational knowledge; employment sectors; similarities and differences
YEAR 9 GCSE	**New learning**	**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
	Revisited learning	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	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;	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;

		Cycle 1	Cycle 2	Cycle 3
	Additional information	Career: Sustainability Consultant	Career: Palaeontologist	Career: Architect
YEAR 10	**New learning**	**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

		Cycle 1	Cycle 2	Cycle 3
	Revisited learning	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
	Additional information	Career: Zoologist	Career: Disaster Emergency Coordinator	Career: Nuclear Engineer
YEAR 11	**New learning**	**Fieldwork** All aspects of GCSE fieldwork requirements for Paper 3 examination, including unseen fieldwork section Stages of fieldwork investigation (covered previously, will be built upon and reinforced); statistical skills	**Issue Evaluation** Pre-release available close to exam dates; any aspect of GCSE study may be covered by the issue evaluation pre-release	Revision and Exams
	Revisited learning	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)	
	Additional information	All categories of geographical skills to be revisited whilst undertaking fieldwork investigations	Revision skills	

DIXONS UNITY ACADEMY

Year 7 LTP

	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	**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	**Mastery** EQ	**Mastery** EQ DIRT	Induction	**Hot Deserts** Distribution of biomes	**Hot Deserts** Climate graphs	**Hot Deserts** Adaptations and nutrient cycle	Retrieval (or catch up)
Cycle 2	**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	**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	Exam DIRT	

Year 8 LTP

	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	x	**Volcanoes** L1: Hazard risk L2: Plate tectonics theory	**Volcanoes** L1: Plate margins L2: Volcano types	**Volcanoes** L1: Impacts and responses L2: Impacts and Responses	**Volcanoes** L1: Management L2: Exam Q	**Volcanoes** L1: Exam Q DIRT L2: Revision	**Assessment** L1: Revision L2: C1 Assessment	**Development** L1: Introduction and HDI L2: Uneven development	**Development** L1: Globalisation L2:	**Development** L1: Clark Fisher L2: Clark Fisher (UK and India)	**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	**Development** L1: Population pyramids (UK and India) L2: Retrieval (or catch up)	**Development** L1: Retrieval (or catch up) L2: Retrieval (or catch up)	**Development** L1: Population policies L2: Reducing development gap (TNCs)	**Development** L1: Sustainable development L2: Exam q	**Glaciation** L1: Exam q DIRT L2: UK physical features	**Glaciation** L1: Geological time and rock cycle L2: Introduction	**Glaciation** L1: Processes L2: Corries	**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	**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: Volcanoes - plate techtonics L2: Volcanoes – impacts and responses	Revision L1: Development L2: Development	Revision L1: Glaciation L2: Glaciation	Assessments	Assessments	DIRT	**Issue Eval** L1: Exam question DIRT L2: Exam DIRT	**Issue Eval** L1: Exam question DIRT L2: Exam DIRT	x

DIXONS UNITY ACADEMY

Year 9 CORE LTP

	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	x	**Our Powerful planet** How is the Earth Moving?	**Our Powerful planet** What impact do volcanoes have?	**Our Powerful planet** Living with giants.	**Our Powerful planet** Silver linings: geothermal energy.	**Our Powerful planet** How do volcanoes impact the climate?	**Our Powerful planet** The power of the planet: BBC	**Assessments**	**Introducing India** Where is India? What is India like?	**Introducing India** Opportunities and challenges	**Introducing India** Smart cities in India	**Introducing India** How will India solve its rising urban population?	**Introducing India** India's taps are drying up.
Cycle 2	**Introducing India** How is sanitation an issue?	**Geographical Decisions** How are TRFs important?	**Geographical Decisions** Are there any benefits of deforestation?	**Geographical Decisions** Deforestation rates.	**Geographical Decisions** Support the Peruvian rod development.	**Geographical Decisions** Oppose the Peruvian rod development	**Assessments**	**Factfullness** Is our understanding of the world wrong?	**Factfullness** Wy are we so pessimistic?	**Factfullness** What is the gap instinct?	**Factfullness** Dollar street (IT)	**Factfullness** Population explosion	**Factfullness** It's not all doom and gloom!
Cycle 3	**Factfullness** Is the world becoming more dangerous?	**Factfullness** The danger of a single story.	**Factfullness** Is climate the elephant in the room?	**The Almighty Dollar** Introduction to the economy	**The Almighty Dollar** Introduction to the economy	**The Almighty Dollar** Will China make radios forever?	**The Almighty Dollar** Chinese investment in Africa	**The Almighty Dollar** From China to Nigeria	**The Almighty Dollar** The dollar in Nigeria	**The Almighty Dollar** India's tax problem	**The Almighty Dollar** The end of the journey	**The Almighty Dollar** Presentation	**The Almighty Dollar** Presentation

Year 9 GCSE LTP

	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	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** 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** L1: Exam question DIRT L2: Retrieval (or catch up)	**Natural Hazards** L1: Hazards introduction (C2) L2: Plate tectonic theory (C2)
Cycle 2	**Natural Hazards** L1: Plate margins L2: Retrieval (or catch up)	**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: Reducing the development gap L2: Reducing the development gap	**Reducing Dev Gap** L1: Exam Question L2: C2 Assessment	**Cold Enviro** L1: Location and characteristics L2: Adaptations	**Assessments**	**Assessments**	**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** L1: UK landscape and processes (C3) L2: Retrieval (or catch up)
Cycle 3	**Rivers** L1: Long profile, cross profile (C3) L2: Retrieval (or catch up)	**Rivers**L1: Erosional landforms L1: Erosional and depositional landforms	**Rivers** L1: Depositional Landforms L2: Physical and human flooding and hydrographs	Retrieval L1: Retrieval (or catch up) L2: Retrieval (or catch up)	**Rivers** L1: Hard/soft engineering, case study L2: Exam question	**Rivers** L1: Long profile, cross profile (C3) L2: Retrieval (or catch up)	**Rivers**L1: Erosional landforms L1: Erosional and depositional landforms	**Rivers** L1: Depositional Landforms L2: Physical and human flooding and hydrographs	Retrieval L1: Retrieval (or catch up) L2: Retrieval (or catch up)	**Rivers** L1: Hard/soft engineering, case study L2: Exam question	**Rivers** L1: Long profile, cross profile (C3) L2: Retrieval (or catch up)	**Rivers**L1: Erosional landforms L1: Erosional and depositional landforms	**Rivers** L1: Depositional Landforms L2: Physical and human flooding and hydrographs

DIXONS UNITY ACADEMY

Year 10 GCSE LTP

	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		L1: Year 9 catch up L2: Year 9 catch up L3: Year 9 catch up	L1: Year 9 catch up L2: Year 9 catch up L3: Year 9 catch up	**Climate Change** L1: Year 9 catch up L2: Climate Change: The Facts L3: Climate Change: The Facts	**Climate Change** L1: Quaternary Period L2: Proxy Data L3: Natural Causes	**Climate Change** L1: Natural Causes L2: Natural Causes L3: Human Causes	**Climate Change** L1: Human Causes L2: Human Causes L3: Effects of	**Assessment**	**Assessment**	**Climate Change** L1: Mitigation L2: Adaptation L3: C1 Assessment DIRT	**Living World** L1: Intro L2: Changes L3: Wolves @ Yellowstone	**Living World** L1: Case Study L2: Distribution of biomes L3: TRF Climate	**Living World** L1: TRF Location L2: TRF Soil L3: TRF Plants
Cycle 2	**Living World** L1: TRF Animals L2: Inter-dependence L3: Deforestation rates	**Living World** L1: Causes L2: Causes L3: Impacts	**Living World** L1: Impacts L2: Value of TRF L3: Sustainable Management	**Living World** L1: Characteristics (cold) L2: Adaptation L3: Development opps	**Living World** L1: Development Challenges L2: Alaskan Oil L3: Value of	**Living World** L1: Protection L2: Sustainable Use L3:End of unit test	**Urban Change** L1: Urbanisation L2: Megacities L3: Introducing Rio	**Urban Change** L1: Introducing Rio L2: Social Challenges L3: Economic Challenges	**Urban Change** L1: Environment L2: Squatter settlements L3: Favela Bairro	**Urban Change** L1: UK pop. L2: Leeds intro L3: Leeds opps	**Urban Change** L1: Leeds opps L2: Leeds challenges L3: Inequalities	**Urban Change** L1: Urban Decay L2: Waste L3: Urban sprawl	**Urban Change** L1: South Bank L2: End of unit test L3: DIRT
Cycle 3	**Urban Change** L1: Urban sustainability L2: Freiburg L3: Mop up	**Development** L1: Intro L2:Development indicators L3: Physical causes	**Development** L1: Economic Causes L2: Historical Causes L3: Causes exam Q	**Development** L1: Consequences L2: Consequences L3: Strategies	. **Development** L1: Strategies L2: Tourism in Tunisia L3: Intro Nigeria	**Development** L1: Context L2: Changing ind. structure L3: TNC's Shell	**Revision** L1: Urbanisation and Lagos L2: Ecosystems L3: UK Resources	**Revision** L1: Natural Hazards L2: Reducing the Dev Gap L3: Cold Environments	**Assessment**	**Assessment**	**Fieldwork**	**Fieldwork**	**Fieldwork**

DIXONS UNITY ACADEMY

Year 11 GCSE LTP

	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		**Development** L1: Consequences L2: Consequences L3: Strategies	**Development** L1: Strategies L2: Tourism in Tunisia L3: Intro Nigeria	**Development** L1: Context L2: Changing ind. structure L3: TNC's Shell	**Development** L1:Trade Relationships L2: International Aid L3: Env/quality of life impacts	**Development** L1: Resources Intro L2: Resources Intro L3: Food	**UK Resources** L1: Water L2: Energy L3: Distribution	**UK Resources** L1: Consumption and Supply L2: Impacts L3: Energy types	**UK Resources** L1: Fossil Fuel Example L2: Sustainable use L3: Micro-hydro	MOCKS	MOCKS	**MOCK 2 DIRT** L1: Paper 1 section A L2: Paper 1 Section B L3: Paper 1 Section C	**MOCK 2 DIRT** L1: Paper 2 section A L2: Paper 3 Section B L3: Paper 4 Section C
Cycle 2	**Fieldwork** L1: Retrieval L2: K. Test L3: K. Recap	**Fieldwork** L1: Physical Question L2: Data and risks L3: Justification	**Fieldwork** L1: Presentation L2: Analysis L3: Evaluation	**Fieldwork** L1: Exam q L2: Knowledge test L3: Human Question	**Fieldwork** L1: Data and risks L2: Justification L3: Presentation	**Fieldwork** L1: Analysis L2: Evaluation L3: Exam q	**Revision** L1: Developing explanations (UK economy) L2: 'Evaluate' (Nigeria) L3: 'To what extent' (coasts)	**Revision** L1: Exam skills (booklet) L2: Plate margins L3: Tropical storms	MOCKS	MOCKS	**Pre-Release**	**Pre-Release**	**Pre-Release**
Cycle 3	**Revision** L1: Answering a six mark question (coasts) L2: Answering a six mark question (Rivers) L3: Rivers and coasts skills	**Revision** L1: Answering a 9 mark question (UK economy) L2: Answering a 9 mark question (Development) L3: Answering a 9 mark question (Living world)	**Revision** L1: Graphical / cartographical skills L2: Maths in the geography exam L3: Using a figure	**Revision** L1: Core knowledge (Lagos and Leeds) L2: Core knowledge (UK resources) L3: Core knowledge (Natural gas and Nepal)		**Development** L1: Context L2: Changing ind. structure L3: TNC's Shell	**Revision** L1: Urbanisation and Lagos L2: Ecosystems L3: UK Resources	**Revision** L1: Natural Hazards L2: Reducing the Dev Gap L3: Cold Environments	**Assessment**	**Assessment**	**Fieldwork**	**Fieldwork**	**Fieldwork**