

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Enquiry question: <i>How does Geography help us?</i></p> <p>Key knowledge/ skills developed:</p> <ul style="list-style-type: none"> <li>• Atlas skills, locational knowledge</li> <li>• Fieldwork/using different data</li> </ul>	<p>Enquiry question: <i>How do maps help us understand the world?</i></p> <p>Key knowledge/ skills developed:</p> <ul style="list-style-type: none"> <li>• Map skills</li> <li>• Numeracy</li> <li>• Local locational knowledge</li> </ul>	<p>Enquiry question: <i>What makes Gloucester a unique place?</i></p> <p>Key knowledge/ skills developed:</p> <ul style="list-style-type: none"> <li>• Human and physical characteristics of places (e.g. rural vs urban)</li> <li>• Focus on Gloucester/local study – land use, residential patterns, retail/leisure, changes over time</li> </ul>	<p>Enquiry question: <i>How is Gloucester different to...?</i></p> <p>Key knowledge/ skills developed:</p> <ul style="list-style-type: none"> <li>• Atlas skills, locational knowledge and case studies</li> <li>• Focus on global climates and climate graphs</li> <li>• Fieldwork and investigation</li> </ul>	<p>Enquiry question: <i>What will the cities of the future be like?</i></p> <p>Key knowledge/ skills developed:</p> <ul style="list-style-type: none"> <li>• Urbanisation at different scales – challenges and opportunities</li> <li>• Sustainability and links to development/ human geography</li> </ul>	<p>Enquiry question: <i>How can we better use the grounds of Churchdown School?</i></p> <p>Key knowledge/ skills developed:</p> <ul style="list-style-type: none"> <li>• Great Churchdown Construction Project – outdoor classroom</li> <li>• Fieldwork and independent/group research skills</li> </ul>
	<p>Assessment opportunities</p> <ul style="list-style-type: none"> <li>• Baseline challenge</li> <li>• Churchdown litter study</li> <li>• Drill, concept map</li> </ul>	<p>Assessment opportunities</p> <ul style="list-style-type: none"> <li>• Map skills assessment</li> <li>• Drill, concept map</li> </ul>	<p>Assessment opportunities</p> <ul style="list-style-type: none"> <li>• Climate graphs</li> <li>• Case study comparisons</li> <li>• Drill, concept map</li> </ul>	<p>Assessment opportunities</p> <ul style="list-style-type: none"> <li>• Churchdown vs slum comparison – field study</li> <li>• Drill, concept map</li> </ul>	<p>Assessment opportunities</p> <ul style="list-style-type: none"> <li>• Mapping</li> <li>• Decision-making</li> <li>• Drill, concept map</li> </ul>	<p>Assessment opportunities</p> <ul style="list-style-type: none"> <li>• Field study and design project</li> <li>• Drill, concept map</li> </ul>
	<p>Key events/dates</p>	<p>Key events/dates</p>	<p>Key events/dates</p> <p><b>Y7 exam</b></p>	<p>Key events/dates</p>	<p>Key events/dates</p>	<p>Key events/dates</p> <p><b>Fieldtrip?</b></p>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1-2	
Year 8	Enquiry question: <i>How are our landscapes shaped?</i>	Enquiry question: <i>What are the threats affecting our landscapes?</i>	Enquiry question: <i>How has the world become more connected?</i>	Enquiry question: <i>Are global connections a blessing or a curse?</i>	Enquiry question: <i>What are the challenges facing ecosystems?</i>		
	Key knowledge/ skills developed: <ul style="list-style-type: none"> <li>• River and coastal processes and landforms</li> <li>• Diagrams and explanatory writing</li> </ul>	Key knowledge/ skills developed: <ul style="list-style-type: none"> <li>• Tourism and environmental pressures</li> <li>• Flooding and coastal erosion</li> <li>• Management options</li> <li>• GIS – Digimaps task on computer</li> </ul>	Key knowledge/ skills developed: <ul style="list-style-type: none"> <li>• Concepts of globalisation, trade, migration and role of TNCs</li> <li>• Quantitative data</li> </ul>	Key knowledge/ skills developed: <ul style="list-style-type: none"> <li>• Industrial change over time</li> <li>• Role of TNCs - evaluative study of social, economic and environmental impacts</li> </ul>	Key knowledge/ skills developed: <ul style="list-style-type: none"> <li>• Global biomes and ecosystems</li> <li>• How ecosystems function at different scales</li> <li>• Comparison of biomes</li> <li>• Desertification and deforestation</li> <li>• Fieldwork – environmental challenges and microclimate of school grounds</li> </ul>		
	Assessment opportunities <ul style="list-style-type: none"> <li>• Landform explanations</li> <li>• Exam-style assessment?</li> <li>• Drill, concept map</li> </ul>	Assessment opportunities <ul style="list-style-type: none"> <li>• DME for coastal management and/or flooding problem</li> <li>• Drill, concept map</li> </ul>	Assessment opportunities <ul style="list-style-type: none"> <li>• Data interpretation</li> <li>• Essay/explanatory writing</li> <li>• Drill, concept map</li> </ul>	Assessment opportunities <ul style="list-style-type: none"> <li>• Graph interpretation</li> <li>• Rana Plaza factory disaster report</li> <li>• Drill, concept map</li> </ul>	Assessment opportunities <ul style="list-style-type: none"> <li>• Map/diagram interpretation</li> <li>• Exam-style assessment?</li> <li>• Drill, concept map</li> <li>• DME, fieldwork</li> </ul>		
Key events/dates <b>Fieldtrip?</b>	Key events/dates	Key events/dates <b>Y8 exam</b>	Key events/dates	Key events/dates	Key events/dates <b>Fieldtrip?</b>	Key events/dates	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1-2	
Year 9		<p>Enquiry question: <b><i>Why are some places more developed than others?</i></b></p> <p>Key knowledge/ skills developed:</p> <ul style="list-style-type: none"> <li>• <b>Development/ human geography</b></li> <li>• <b>Statistical understanding and data interpretation</b></li> <li>• <b>Case study comparisons Gloucester vs Kibera comparison</b></li> </ul>	<p>Enquiry question: <b><i>What is the best way to close the development gap?</i></b></p> <p>Key knowledge/ skills developed:</p> <ul style="list-style-type: none"> <li>• <b>Strategies to tackle inequality – aid, fair trade, etc.</b></li> <li>• <b>DME focussed on place-based under-development</b></li> </ul>	<p>Enquiry question: <b><i>Natural Hazards 1: Do tectonic hazards affect some places more than others?</i></b></p> <p>Key knowledge/ skills developed:</p> <ul style="list-style-type: none"> <li>• <b>Tectonic processes and hazards</b></li> <li>• <b>Diagrams and explanatory writing</b></li> <li>• <b>Haiti case study (other?)</b></li> </ul>	<p>Enquiry question: <b><i>Natural Hazards 2: How does extreme weather affect us?</i></b></p> <p>Key knowledge/ skills developed:</p> <ul style="list-style-type: none"> <li>• <b>Extreme weather events: high (drought) vs low pressure (tropical storms)</b></li> <li>• <b>Case study comparisons</b></li> </ul>	<p>Enquiry question: <b><i>What does climate change hold for the future?</i></b></p> <p>Key knowledge/ skills developed:</p> <ul style="list-style-type: none"> <li>• <b>Causes and consequences of climate change</b></li> <li>• <b>Data analysis/ interpretation</b></li> <li>• <b>Local-global scale mitigation</b></li> <li>• <b>Renewable energy</b></li> <li>• <b>DME focussed on variety of strategies</b></li> <li>• <b>Fieldwork</b></li> </ul>	
		<p>Assessment opportunities</p> <ul style="list-style-type: none"> <li>• <b>Key term tests</b></li> <li>• <b>Development indicators</b></li> <li>• <b>Scattergraph interpretation</b></li> <li>• <b>Drill, concept map</b></li> </ul>	<p>Assessment opportunities</p> <ul style="list-style-type: none"> <li>• <b>DME – evaluative writing</b></li> <li>• <b>Exam-style assessment?</b></li> <li>• <b>Drill, concept map</b></li> </ul>	<p>Assessment opportunities</p> <ul style="list-style-type: none"> <li>• <b>Diagram and explanations</b></li> <li>• <b>Haiti earthquake report</b></li> <li>• <b>Drill, concept map</b></li> </ul>	<p>Assessment opportunities</p> <ul style="list-style-type: none"> <li>• <b>Diagram and explanations</b></li> <li>• <b>Exam-style assessment?</b></li> <li>• <b>Drill, concept map</b></li> </ul>	<p>Assessment opportunities</p> <ul style="list-style-type: none"> <li>• <b>Diagram and explanations</b></li> <li>• <b>Research report into effects/case studies</b></li> <li>• <b>Project/presentations</b></li> <li>• <b>Drill, concept map</b></li> <li>• <b>Fieldwork</b></li> </ul>	
		Key events/dates	Key events/dates	Key events/dates	Key events/dates <b>Fieldtrip?</b>	Key events/dates	Key events/dates <b>Y9 GCSE-ready exam</b>

