



5 year Learning Journey: Geography

Cycle 2: Urban Issues & Challenges and Geographical Skills & Pre-release

- UK - London
- Nigeria - Lagos

Cycle 3: Preparation for Examination and Exams

| |
|-------------------|
| Courses |
| Careers |
| Skills |
| Real World |

A-Levels: Geography, Geology, Sociology, Psychology and Biology. Apprenticeships in Surveying, Horticulture, Agriculture & Engineering. BTEC's in Environmental Sustainability or Environmental Conservation.

Research, Science, Armed Forces, Services, Law, Business, Architecture, Journalism, Medicine, Tourism and Archaeology.

Listening, Speaking, Problem Solving, Research, Creativity, Staying Positive, Aiming High, Leadership and Teamwork skills.

Sense of social responsibility; strong intellectual and practical skills applicable to the real world, understanding of global complexity of social, political, economic and environmental factors that shape and influence the world we live in.

Cycle 1: Living World and Challenge of Resource Management

Year 11

- UK
- Mali
- Brazil
- India
- Sahel

Cycle 3: Physical Landscapes of the UK

Fieldwork Excursions

- UK – Devon, Dorset and Somerset

Cycle 2: Changing Economic World

- UK
- Nigeria
- Jamaica

Cycle 2: Extreme Environments

Some elements of GCSE content (Living world)

- Thar Desert
- Sahel
- Mojave Desert
- Alaska
- Antarctica
- Everest
- Tibetan Plateau
- Mariana Trench

Cycle 3: Urban World

Some elements of GCSE content (Urban Issues & Challenges)

- Kibera
- Dharavi
- Jakarta
- London
- Freiburg
- UAE

Cycle 1: Challenge of Natural Hazards

Year 10

- Haiti
- New Zealand
- Iceland
- Philippines
- UK
- USA

Cycle 2: Changing Economic World

- UK
- Nigeria
- Jamaica

Cycle 1: Globalisation & Superpowers

Year 9

- UK
- BRICS Countries
- MINT Countries
- USA

Cycle 3: Rivers & Synoptic Study - Ethiopia

Place-based study

- UK
- Bangladesh

Cycle 2: Development & Resources

- UK
- Nepal
- Uganda
- Zambia
- Middle East
- Russia
- Iceland

Cycle 2: Population & Migration

- Nigeria
- UK
- China
- Russia
- UAE
- Mexico
- USA
- Syria
- Bangladesh

Cycle 3 :Tectonic Hazards

- Nepal
- Haiti
- Japan
- Canary Islands
- South East Asia

Cycle 1: Weather & Climate Change

Year 8

- UK
- New Orleans
- China
- Pacific Islands
- Brazil

Cycle 2: Development & Resources

- UK
- Nepal
- Uganda
- Zambia
- Middle East
- Russia
- Iceland

Cycle 1: Biomes

Year 7

- Sahara Desert
- Indonesia
- Arctic
- Great Barrier Reef
- UK

Cycle 1: Migration

Cycle 2: Rivers

Cycle 3: Globalisation

Year 6

| | | |
|------------|--------|--------------|
| Year 7 & 8 | Year 9 | Year 10 & 11 |
|------------|--------|--------------|

- Each unit of work plays a proximal and ultimate role.
- Topics are bound together by concepts and themes – these bring coherence.
- Units are sequenced in a deliberate way so knowledge is built over time.
- New knowledge is attached to schema – this speeds the learning process.

- Each unit of work follows the principles outlined for Year 7 & 8, meaning that by the time we reach the end of KS3, students have a deep knowledge of our subject.
- Their deep knowledge means that they know lots of things (declarative knowledge), and they are able to do lots of things with this information (procedural knowledge).

- By the time we introduce GCSE content, we are adding to existing frameworks of knowledge (schema).
- By re-framing KS3 as the intellectual powerhouse of the school, we can easily teach GCSE content by leaning on what students already know.