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| *What will they be learning, why and in what order?* | | | | | |
|  | **Term 1** | **Term 2** | | | **Term 3** |
| **Bridge/ Foundation knowledge required** | Students may have previously covered basic physical geography including grid references, local and global awareness, as well as weather and climate. Most students will not have secure or embedded knowledge.  Students will not have covered elements of human geography related to development, geo-political issues or disaster recovery. | Students may have previously encountered graphs or charts related to population data, but are unlikely to have studied these in context. The concept of inequality in a geo-political context will also likely be new to them.  Students may have briefly covered elements of human geography related to push and pull factor, and experienced discussion around migration, but not specifically related to conflict. | | | Students are unlikely to have studied global disasters or the disaster management cycle. The concept of impact in this context is likely to be new to them.  Students will have encountered ecosystems and basic adaptations, as well as this issues surrounding global warming and management strategies at a low level. |
| **Key Learning Experience / Skills** | **Intro & Skills:**  Using and interpreting maps: compass directions, grid references, scale, symbols.  Understanding latitude, longitude, and the global grid system.  Atlas skills and locating places around the world.  **Weather & Climate:**  Interpreting weather maps and weather symbols.  Using data to understand climate graphs and weather forecasts. | **Development**  Interpreting development indicators (e.g., GDP, literacy rates, life expectancy).  Analysing the causes and consequences of global inequality  **Conflict:**  Analysing Geopolitical and social factors associated with war.  Understanding push/pull factors affecting global migration. | | | **Dark Tourism**  Using case studies to understand the impact of natural disasters.  Analysing the human response to hazards: prediction, preparation, and recovery.  **Ecosystems**  Describing flora, fauna and adaptation to environment.  Understand the impact of global warming.  Assess the suitability of global management strategy. |
| **Assessment**  How will you assess the impact of teaching? | Students will be provided with plenary ‘exit tickets’ during every lesson, mid-topic assessments, and end-of-topic assessments once per topic. This will inform retention and recall of the information studied, and provide an opportunity to develop additional presentation skills. | | | | |
| **CIAG Links** | Map skills – Public Service, Military, Outdoor sports guide, Logistics  Weather and Climate – Environmental science, Public Service, Logistics | Development – Social work, Aid work, Research science  Conflict – Government, Social work, Aid work, Logistics | | | Dark Tourism – Tourism, Disaster relief, Aid work, Town planning  Ecosystems – Environmental science, Zoology, Research science, Engineering |
| **British Values** | Tolerance, liberty | Democracy, tolerance, respect | | | Democracy, tolerance, liberty, respect, law. |
| **Cross Curricular Link Numeracy** | Students will work with graphs, charts, and equipment which require the manipulation of numerical data or information during every term. | | **Cross Curricular Link- Literacy** | Students will use scaffolded comprehension sheets, word searches containing topic specific terminology and vocabulary glossaries during each lesson. Opportunities for class discussion also promote oracy. | |
| |  | | --- | | ***The Hub Vision – A School that provides all students with exciting opportunities that build confidence, develop social skills and promote academic achievement*** | | | | | | |