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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, earth systems and structures including tectonics. The process of natural hazard formation and associated impacts is likely to be a new concept.  Students may have engaged with the greenhouse effect concept and elements of global warming and climate change in previous geography or science lessons. Mitigation strategies at personal, local, regional and global levels are likely to be a new concept. | Students may have previously looked at basic elements of developing human settlements from a history perspective, but are unlikely to have engaged with population data or the growth and decline of UK cities, or the global Megacity phenomenon.  Students are unlikely to have studied globalisation in any detail, but will be able to make links with the previous settlement module. There may be some knowledge related to recent news articles or personal family history connected with declining UK industries and the reasons for this. | | | Students will have come across news stories linked to migration and may have been introduced to push and pull factors in previous education settings. They will also likely have a number of misconceptions about migration.  Students will have studied rivers at KS2, but not in the context of disaster management and with links to human geography. |
| **Key Learning Experience / Skills** | **Tectonics:**  Identifying layers of the earth, tectonic plates and understanding the earth systems resulting in tectonic activity.  Understanding how earthquakes, tsunami and volcanic eruptions occur.  Discuss the impact of natural hazards of human life and the reasons fpr and strategies associated with living with them.  **Climate change:**  Understanding the greenhouse effect, the process of global warming and the factors which influence this.  Identifying the causes, consequences and strategies available to mitigate climate change at personal, regional and global levels. | **Settlement:**  Identify the physical and human geographical reasons for settlements to grow in certain areas.  Understand how and why UK cities have changed both physically and economically.  Discuss the growth of megacities and how they link to the concept of the global village.  **Globalisation:**  Define globalisation and identify the positive or negative impacts on society, economics and people’s everyday lives.  Understand the role of BRICs and their impact on both global and UK markets. | | | **Migration**  Identify and define push and pull factors, as well as the decisions made by people as a result of them.  Understand the factors that lead to migration, as well as what it means to be a migrant in local and global context.  Discuss ways to support migration crisis and challenge negative view points associated with migrants in the UK.  **Rivers**  Identifying the key features of a river system, the processes that create meanders and the links with climate and settlement that cause flooding.  Understand the mitigation strategies available to us and evaluate their implementation.  Discuss the impact of flooding and flood risk management in the UK. |
| **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** | Tectonics – Environmental Science, Marine Science, Aid work, Architecture, Engineering, Construction.  Climate change – Environmental Science, Town Planning, Research Science, Engineer | Settlement – Town planner, Environmental Scientist, Shipping  Globalisation – Supply Chain management, Human Rights analyst, Safety consultant. | | | Migration – Aid work, Human Rights analyst, Border force agent, Police  Rivers – Environmental science, Research science, Engineering, Flood risk reduction officer. |
| **British Values** | Tolerance, liberty, respect | Democracy, tolerance, respect, law | | | 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 and debate skills. | |
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