Learner Rationale:	Learner – Aims & Objectives:
A learner will develop interleaving knowledge and comprehension upon different geographical topics across the national curriculum. Year 7 heavily encompasses and develops a sense of independence and responsibility, where students begin to learn about diverse topics across human and physical geography with associative links to our GCSE curriculum, along with parallel links to national curriculum expectations.	Learners will develop and extend their knowledge of locations, places, environments and processes, upon a variety of scales and contents. Through this, understanding of people and the environment will expand by 'thinking like a geographer', which encompasses a range of skills through fieldwork, evaluating vast amounts of evidence, as well as developing the competency of applying their geographical knowledge and understanding to real life contexts.

Term 1:		**Term 2:**		**Term 3:**	
1:1: **Welcome To Geography (Paper One, Two & Three Link)**	1:2: **Our Watery World (Paper Two Link)**	2:1: **Brilliant Biomes (Paper Three Link)**	2:2: **Celebrating Coventry (Paper One, Two & Three Link – Cultural Capital)**	3:1: **Coarse Crimes (Paper One, Two & Three Link)**	3:2: **Africa's Advance (Paper One, Two & Three Link)**

Term 2	2:1: Brilliant Biomes (Paper Three Link)	2:2: Celebrating Coventry (Papers 1, 2 & 3 Links)	Spring Assessment
Topic Coverage	**Enquiry Question**: How have physical processes and human actions changed biomes over the past century? Knowledge (AO1 & AO2): • Biomes Introduction – Categorising, fauna and flora adaptations, distribution locating and analysing climatic and vegetational characteristics. • Biosphere – Importance of protecting and conserving the biospheres biomes, how the biosphere protects and serves human existence and the effects if the biosphere is destroyed. • Biome Lessons 1) Tropical Rainforest – Distribution, fauna and flora adaptations, threats and how to survive in the Amazon rainforest. 2) Desert – Distribution, fauna and flora adaptations, threats and how to survive in the Sahara Desert from a plane crash. 3) Coral Reef – Distribution, features, threats endangering coral reef existence. 4) Taiga vs. Tundra – Cross-comparison of subarctic biomes through distribution, climate, fauna, flora, threats etc. 5) UK Temperate Forest – Distribution of forests in the UK in comparison to global distribution, flora/fauna adaptations, changes through seasons and threats of urbanisation. 6) Biome Endangerment – Comparing Threats – Direct (Deforestation, Logging, Urbanisation, Mining etc.) vs. Indirect (Pests & Diseases, Climate Change, Global Warming etc.) 7) **Extra** – Massive Mountains: Mt. Kilimanjaro (Tanzania) vs. Mt. Everest – Fauna and flora, costs and benefits of surviving.	**Enquiry Question**: How has the city of Coventry changed from industrial centre to 21st century city of culture? Knowledge (AO1 & AO2): • Coventry's geographical location – Neighbouring towns/cities, country and continent. In-depth analysis of transport connections and historical developments. • Coventry's History – Famous attractions, wars and conflicts, the Industrial Revolution, global trade links, influx of migrants etc. • Coventry Push vs. Pull – City analysis through time of the positives and negatives of the city with demographic, economic, cultural and environmental links. Analysis of how to appropriately regenerate Coventry for the populations benefit. • Sustainable management and goals – Reviving and regenerating brownfield sites or deindustrialised sites into shopping centres, parks, leisure facilities and accommodation for the growing population. Skills (AO3 & AO4): • OS Maps – Physical/human features of the city. • Choropleth maps locations showing population density, crime levels, qualifications and deprived areas of Coventry. • Line/bar/scatter graphs – Changing fluctuations of population, migrates, multiculturalism, population density, crime etc. • Cost-benefit analysis of population displacement and multiculturalism through creating a sustainable city.	**Knowledge Coverage:** ➢ Welcome To Geography (Papers 1, 2& 3 Link) ➢ Our Watery World (Paper 2 Link) ➢ Brilliant Biomes (Paper 3 Link). ➢ Celebration Coventry (Papers 1, 2 and 3 Link). **Skills Tested:** ➢ OS/Choropleth Maps/Charts. ➢ Maths-Related Questions – Mean, Range, Percentages etc. ➢ Satellite Imagery ➢ Hydrological Cycle & Hydrographs **Assessment Style Questions & Command Words – Edexcel B Links:** • Key Term Comprehension – Define & Multiple-Choice Questions (AO1 - Knowledge) • Baseline Comprehension – State, Identify, List, Suggest, Compare, Describe, Explain (AO2 – Comprehension & Understanding). • Skills Test – Assess/Evaluate (AO3 – Judgement & AO4 – Geographical Skills).

	Skills (AO3 & AO4): • OS and choropleth maps locations showing biome distribution of multiple biomes, as well as reasons into their distribution (Equator, tropics, latitude, longitude, northern/southern hemisphere) • Decision-making exercises deciding key equipment required to survive in given biomes, the worst threats facing biomes and the most important resources provided to humans by the biosphere. • Cost-benefit analysis of deforestation projects in the tropical rainforest biome – Evaluating short-term and long-term impacts. • Creating speeches, news reports and diary entries based on biome threats, surviving as an indigenous tribe member and reporting on methods to save the planet. Assessment: • Rapid recalls every lesson: Variety of questions from last lesson, previous weeks or previous topics. GCSE command words integrated, including define, state, identify, list and suggest, with the occasion maths-related and explanation questions. • 1 Pit Stop: 1) Biomes – TRF, Desert & Coral Reefs • 1 End Of Unit Assessment: Spring Assessment – Term 1.1: Introduction To Geography, Term 1.2: Watery World, Term 2.1: Brilliant Biomes. 1) AO1 – Key Term Comprehension. 2) AO2 – Knowledge & Understanding. 3) AO3/AO4 – Skills Test. • End Of Unit Assessments: Combining all AO's, diverse range of command words and use of explicit GCSE exam questions between 2016-2022. Mark schemes followed in moderation. • DIRT – Carried out after (scores recorded in exercise books): 1) Pitstops 2) End Of Unit Assessments 3) Educake Quizzes. • Weekly to fortnightly Educake quizzes to supplement and consolidate classroom knowledge. Testing short- and long-term knowledge, variety of question types e.g. Multiple choice, definitions, gap fillers, maths and figure referencing.	• Decision-Making / Oracy exercises regarding the best/worst features of Coventry, methods to improve living conditions for all, as well as debating the biggest push/pull factors of living in the city. Assessment: • Rapid recalls every lesson: Variety of questions from last lesson, previous weeks or previous topics. GCSE command words integrated, including define, state, identify, list and suggest, with the occasion maths-related and explanation questions. • 1 Pit Stop: 1) Living In Coventry – Human & Physical Features • 1 End Of Unit Assessment: Celebrating Coventry – DME Focus. • Pit Stops interleaved with other GCSE topics, as well as being divided into three sections: • AO1 – Key Term Comprehension. • AO2 – Knowledge & Understanding. • AO3/AO4 – Skills Test. • End Of Unit Assessments: Combining all AO's, diverse range of command words and use of explicit GCSE exam questions between 2016-2022. Mark schemes followed in moderation. • DIRT – Carried out after (scores recorded in exercise books): 1. Pitstops 2. End Of Unit Assessments 3. Educake Quizzes. • Weekly to fortnightly Educake quizzes to supplement and consolidate classroom knowledge. Testing short- and long-term knowledge, variety of question types e.g. Multiple choice, definitions, gap fillers, maths and figure referencing.	
	Reading/Literacy/Oracy: Students will have various opportunities for oracy-related learning through creating speeches, reading responses aloud and using a variety of activities circulated nationwide through Voice-21. Oracy-related learning pushes for students to raise their self-esteem ad enthusiasm for the subject, as well	Reading/Literacy/Oracy: Students will have various opportunities for oracy-related learning through creating speeches, reading responses aloud and using a variety of activities circulated nationwide through Voice-21. Oracy-related learning pushes for students to raise their self-esteem ad enthusiasm for the subject, as well	

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Home Learning: Seneca & Educake set weekly/fortnight (dependent on forthcoming pitstops/assessments). Homework marked, assessed by class teachers where collective areas of development are reviewed internally, and taught within DIRT sessions to improve upon misconceptions. Students through GCSE will be given a GCSE Edexcel B revision guide, with a diverse range of supporting resources including specification knowledge questions, practice papers, assessment objective criteria, student specification, case study overviews and more.	Home Learning: Seneca & Educake set weekly/fortnight (dependent on forthcoming pitstops/assessments). Homework marked, assessed by class teachers where collective areas of development are reviewed internally, and taught within DIRT sessions to improve upon misconceptions. Students through GCSE will be given a GCSE Edexcel B revision guide, with a diverse range of supporting resources including specification knowledge questions, practice papers, assessment objective criteria, student specification, case study overviews and more.	