



## Curriculum Overview 2026-2027

### Geography and Politics Department

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| Department                  | Geography and Politics                                                                                                                                                                                                                          |
| Head of Department          | Miss L Finn - Geography and Politics (KS3 - KS5 Geography & Politics)                                                                                                                                                                           |
| Department Members          | Mrs K Arnott - KS3 - KS5 Geography and Politics<br>Mrs J Leigh - KS3 & KS4 Geography<br>Mrs V Mitchell - KS3 - KS5 Geography and Politics<br>Mr R Prutton - KS3 & KS4 Geography<br>Mr R Goodnew - KS3 Geography<br>Ms N Shayler - KS3 Geography |
| Accommodation and Resources | E1, E2, E3, E4, E5, I4 and B7<br>Computer lab with 20 computers and trolley with 23 iPads                                                                                                                                                       |

#### Curriculum Intent

At Fulston Manor School, we believe that both Geography and Politics are essential in helping students make sense of the world they live in and their role within it. These subjects provide students with the knowledge, skills, and critical understanding to become active, informed, and responsible global citizens.

Geography is a wide and varied subject that offers something for every student. It allows learners to explore the complexity of the natural and human world, from local environments to global systems. Our curriculum follows the national curriculum framework, focusing on places, human and physical geography, and the development of key geographical skills. Students gain a deeper understanding of the interdependence between people and places, and the importance of sustainability in our fragile environment. They develop skills in numeracy, literacy, and fieldwork – collecting, analysing and presenting data – as well as writing at length to explain patterns and processes.

Politics, as a discipline, empowers students to understand the structures and dynamics of power, government, and decision-making both in the UK and globally. Our curriculum encourages students to engage critically with political systems, ideologies, and current affairs, fostering debate and developing evaluative thinking. Students are taught to question, argue, and assess the impact of political decisions on society, enhancing their awareness of citizenship and democracy. Through the study of Politics, they become better equipped to play an active role in public life and contribute positively to society.

Together, Geography and Politics enable students to understand the ever-changing world, connect local and global issues, and build the confidence to challenge injustice,



respond to global challenges, and shape a fairer future.

## Curriculum Implementation

### Key Stage 3:

#### What my child will learn in Year 7

| Year 7                      | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Term 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Term 5                                                                                                                                                                                                                                                                                                                                                                                                         | Term 6                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Unit Title                  | What is 'Geography'?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Rivers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Glaciers                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Russia                                                                                                                                                                                                                                                                                                                                                                                                         | Rocks & soils                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Previous knowledge recalled | <ul style="list-style-type: none"> <li>Understanding cardinal directions (north, south, east, west)</li> <li>Basic understanding of local geography and landmarks</li> <li>Recognition of simple map symbols and legends</li> <li>Understanding of continents across the globe and locations on a map</li> <li>How to use an atlas</li> </ul>                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Understanding of the water cycle, including the processes of evaporation, condensation, and precipitation</li> <li>Experience using maps to describe the geographical features related to the water cycle, such as rivers, lakes, and oceans</li> <li>Use fieldwork to observe, measure, record, and present human and physical features in the local area and beyond</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Understanding of regions on Earth where ice can be found, such as polar deserts and areas in Russia and Western Europe</li> <li>Basic knowledge of weather and climate, as glaciers are influenced by these factors</li> <li>Familiarity with interpreting topographic maps</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>Understanding of the concept of development and differences in development levels across countries</li> <li>Knowledge of interpreting thematic maps to describe patterns</li> <li>Ability to communicate geographical information in various ways</li> </ul>                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Prior knowledge should include the location of Russia on a map and some of its key human and physical features</li> <li>Ability to interpret climate graphs and apply knowledge of biomes to this interpretation.</li> <li>Understanding the influences on the distribution of the population across different regions</li> </ul>                                       | <ul style="list-style-type: none"> <li>Familiarity with different types of rocks, including sedimentary, igneous, and metamorphic</li> <li>Ability to use maps to identify regions with specific rock types and geological features</li> <li>Basic awareness of geological processes involved in the rock cycle</li> </ul>                                                                                                     |
| New Knowledge               | <ul style="list-style-type: none"> <li>Explore the nature and scope of geography as a discipline, including human geography and physical geography</li> <li>Examine the role of geography in understanding the relationships between people, places, and environments</li> <li>Examine population dynamics, migration patterns, and urbanisation in the UK</li> <li>Examine and understand how population patterns have been affected by the physical geography of an area</li> <li>Sustainable aspects of how the population</li> </ul> | <ul style="list-style-type: none"> <li>Investigate the interconnected nature of the water cycle processes and their impact on the Earth's hydrological system</li> <li>Investigate changes in a river's course from source to mouth, including landform creation</li> <li>Analyse causes and impacts of floods and droughts, including urbanisation, deforestation, and climate change</li> <li>Use fieldwork to observe, measure, record and present information about potential for flooding on the school site</li> </ul> | <ul style="list-style-type: none"> <li>Understand the formation and characteristics of glaciers, linking to weather and climate patterns</li> <li>Investigate how glaciers shape the land through erosional and depositional processes</li> <li>Explore key glacial landforms, including moraines, cirques, and U-shaped valleys</li> <li>Examine the impact of climate change on glaciers worldwide using Geographical Information Systems (GIS)</li> </ul> | <ul style="list-style-type: none"> <li>Explore the concept of development in geographical contexts, emphasising economic, social, and environmental factors</li> <li>Use thematic maps and atlases to describe global patterns and disparities in development</li> <li>Investigate methods for measuring development, considering indicators such as GDP, life expectancy, and education</li> <li>Analyse the concept and significance of SDGs in addressing global development challenges</li> </ul> | <ul style="list-style-type: none"> <li>Analyse the distribution of population across Russia and its correlation with biomes</li> <li>Explore the influence of climate on biome distribution and characteristics</li> <li>Examine environmental threats to Russia's taiga forest and associated challenges</li> <li>Analyse opportunities and challenges related to mineral extraction in the tundra</li> </ul> | <ul style="list-style-type: none"> <li>Explore how rocks break down into smaller pieces over time through weathering</li> <li>Understand the rock cycle and how geological processes change rocks over time</li> <li>Investigate the practical uses of rocks in daily life, including construction and manufacturing</li> <li>Understand the role of rocks in soil formation and the factors affecting soil quality</li> </ul> |



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|                                       | can develop in the future<br>A country case study to encompass all the above factors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Key Knowledge Assessment</b>       | -Mid-point multiple choice quiz (MCQ)<br>-USA case study mini project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | - Mid-point Flooding Newspaper Article<br>-End point Floods and Droughts comparison essay                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | -Mid-point Moraines Exam Style Question<br>-End point Glacier Whodunnit Mystery Report                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | -Mid-point Trade Game Reflection essay<br>-End point Development Podcast                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | - Mid-point Russia's Physical Geography Knowledge Quiz<br>- End point Decision Making Exercise (DME) Europe's Dependence on Russian Energy Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | - Mid-point Famous Rock Formation Leaflet<br>- Landslides vs. Sinkholes: Which is the worst?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Links to literacy and numeracy</b> | Through the activities in this unit students will be able to understand, use and spell accurately words relating to:<br><br><b>Human features &amp; processes:</b><br><i>demographics, society, inhabitants, distribution; rural isolation</i><br><br><b>Places:</b> <i>UK; 4 Nations – Wales, England, Scotland, Northern Ireland; urban and rural areas of the UK, Florida, Japan, California, Russia, Brazil, Malawi</i><br><br><b>Physical features &amp; processes:</b> <i>The River Thames, River Severn, tectonic processes, tropical cyclones, the rock cycle, fluvial and glacial processes, weather and climate change</i><br><br><b>Population &amp; Settlement:</b><br><i>population density; sparse; ethnic groups;</i> | Through the activities in this unit, students will be able to understand, use, and spell accurately words relating to:<br><br><b>Hydrological Processes:</b><br><i>Evaporation<br/>Condensation<br/>Precipitation<br/>Infiltration<br/>Surface runoff<br/>Transpiration</i><br><br><b>Water Bodies and Features:</b><br><i>Oceans<br/>Seas<br/>Lakes<br/>Rivers<br/>Aquifers</i><br><br><b>Geographical Phenomena:</b><br><i>Climate patterns<br/>Weather systems</i><br><br><b>Human Interactions:</b><br><i>Water extraction<br/>Water management<br/>Impact on ecosystems</i><br><br><b>Hydrological Cycle Components:</b><br><i>Atmosphere<br/>Lithosphere<br/>Biosphere<br/>Hydrosphere</i> | Through the activities in this unit, students will gain a understanding of, accurately use, and spell words related to:<br><br><b>Glaciation Processes:</b><br><i>Accumulation<br/>Ablation<br/>Erosion<br/>Transportation<br/>Deposition<br/>Plucking</i><br><br><b>Glacial Landforms:</b><br><i>Cirques<br/>Arêtes<br/>U-shaped valleys<br/>Moraines<br/>Drumlins<br/>Erratics</i><br><br><b>Geographical Phenomena:</b><br><i>Glacial retreat and advance<br/>Ice age cycles</i><br><br><b>Human Interactions:</b><br><i>Avalanche<br/>Tourism</i><br><br><b>Glaciation Components:</b><br><i>Glacier structure<br/>Ice sheets and ice caps</i><br><br><b>Reading &amp; Writing:</b> | Through the activities in this unit, students will acquire an understanding of, accurately use, and spell words related to:<br><br><b>Human features &amp; processes:</b><br><i>Economic development<br/>Social development<br/>Environmental sustainability<br/>Inequality</i><br><br><b>Geographical Phenomena:</b><br><i>International trade<br/>Globalisation<br/>Development indicators<br/>North-South divide</i><br><br><b>Human Interactions:</b><br><i>Sustainable Development Goals<br/>Millennium Development Goals</i><br><br><b>Development Components:</b><br><i>Economic sectors (primary, secondary, tertiary)<br/>Millennium Development Goals and</i> | Through the activities in this unit, students will be able to understand, use, and spell accurately words relating to:<br><br><b>Human features &amp; processes:</b><br><i>Geopolitics<br/>Economic activities<br/>Cultural diversity<br/>Environmental challenges</i><br><br><b>Geographical Phenomena:</b><br><i>Climate variations<br/>Population distribution<br/>Economic activities<br/>Natural resources</i><br><br><b>Human Interactions:</b><br><i>Cultural diversity and traditions<br/>Geopolitical relationships<br/>Conservation efforts</i><br><br><b>Reading &amp; Writing:</b><br><i>Analyse texts on Russia's geopolitical importance.</i> | Through the activities in this unit, students will be able to understand, use and spell accurately words relating to:<br><br><b>Physical features &amp; processes:</b><br><i>Geological processes<br/>Rock types and formation<br/>Weathering and erosion<br/>Economic uses of rocks<br/>Environmental impact</i><br><br><b>Geological Phenomena:</b><br><i>Plate tectonics<br/>Geological timescales</i><br><br><b>Human-Environment Interaction:</b><br><i>Mining and quarrying<br/>Use of rocks in construction and infrastructure</i><br><br><b>Global Perspectives:</b><br><i>Geological features in diverse regions (Lake District, Northern Ireland, Brazil, Australia, USA, China, Egypt, Philippines,</i> |



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|                                | <p><i>culture; international migration; push &amp; pull factors; low income; high income; major conurbation; urbanisation; rural-to-urban migration; counter urbanisation</i></p> <p><b>Reading &amp; writing – through the activities students will:</b></p> <p>Practise the use of PEEL writing by analysing maps, pictures and graphs</p> <p>Use geographical keywords and story-telling to explore the human and physical interactions around the globe</p> <p><b>Speaking &amp; listening – through the activities students will:</b></p> <p>- Present factors that influence the current and future population around the world, including location, development and adaptations to our future climate</p>                       | <p><b>Reading &amp; Writing – Through the activities students will:</b></p> <p>Analyse diagrams and graphs illustrating hydrological processes.</p> <p>Employ scientific writing to describe the interconnected components of the hydrological cycle.</p> <p><b>Speaking &amp; Listening – Through the activities students will:</b></p> <p>Explain the impact of human activities on the hydrological cycle.</p> <p>Present findings on regional variations in the hydrological cycle.</p> | <p>Analyse diagrams and illustrations depicting glacial processes and landforms. Develop scientific writing skills to articulate explanations of various glacial features and the underlying processes.</p> <p><b>Speaking &amp; Listening:</b></p> <p>Enhance oral communication by explaining the impact of glaciations on landscapes and ecosystems. Develop presentation skills by presenting findings on regional variations in glacial processes and landforms, fostering effective communication and comprehension.</p> | <p><i>Sustainable Development Goals</i></p> <p><b>Reading &amp; Writing:</b></p> <p>Analyse texts discussing global development issues.</p> <p>Develop critical writing skills to evaluate the impact of development policies.</p> <p><b>Speaking &amp; Listening:</b></p> <p>Engage in discussions on the ethical considerations of development initiatives.</p> <p>Develop presentation skills by explaining the interconnectedness of economic, social, and environmental aspects in global development.</p> | <p>Develop descriptive writing skills to portray the cultural and physical diversity of Russia.</p> <p><b>Speaking &amp; Listening:</b></p> <p>Participate in discussions about Russia's role in global affairs.</p> <p>Practice presentation skills by explaining key aspects of Russia's geography and culture.</p> | <p><i>Turkey, Columbia, Nepal, hot deserts, caverns)</i><br/><i>Environmental impact of mining and extraction</i></p> <p><b>Reading &amp; Writing:</b></p> <p>Analyse diagrams illustrating geological processes.</p> <p>Develop explanatory writing skills to describe the rock cycle and geological events.</p> <p><b>Speaking &amp; Listening:</b></p> <p>Engage in discussions about the economic and environmental implications of rock extraction.</p> <p>Present findings on the geological features of different regions.</p> |
| Extra-Curricular opportunities | <ul style="list-style-type: none"> <li>Fieldwork opportunities throughout the year including on and off the school site</li> <li>Geography in the News: Every minute of every day, Geography happens around us! Natural hazards occur and less extreme natural processes operate. Humans attempt to manage our environment at various scales. The actions that people take have a local impact and a global one. Keep up to date with what is going on by following the news, using a reputable provider! Here are some useful sources of news: <ul style="list-style-type: none"> <li>BBC News</li> <li>Sky News</li> <li>The Guardian</li> <li>National Geographic</li> <li>International News from France 24</li> </ul> </li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



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|                                    | <ul style="list-style-type: none"> <li>Want to dig deeper? Have a look at our <a href="#">Take it Further Sheet</a> for year 7 to find out how you can explore the Geography from Year 7 at home and further afield!</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Links to careers/aspirations       | <p><b>Urban Planner:</b> Utilising knowledge from "What is 'Geography'?" and "Water: Too much, Too little" to plan and design sustainable urban areas, addressing issues related to population growth, infrastructure, and water management.</p> <p><b>Environmental Scientist:</b> Applying insights from "Gorgeous Glaciers" to study and address environmental issues, including the impact of glaciation on landscapes and climate.</p> <p><b>Development Consultant:</b> Leveraging understanding gained from "Decisions about Development" to work on international development projects, addressing issues related to economic activity, natural resources, and the development gap.</p> <p><b>Climate Change Analyst:</b> Applying knowledge from "What is 'Geography'?", "Water: Too much, Too little" and "Radical Russia" to analyse climate patterns and the impact of climate change, contributing to strategies for mitigation and adaptation.</p> <p><b>Geospatial Analyst (GIS Specialist):</b> Using skills developed in "What is 'Geography'?" and "Water: Too much, Too little" to analyse and interpret spatial data, creating maps and visualisations for various applications.</p> <p><b>Natural Resource Manager:</b> Integrating insights from "Rocks Rock!" to manage and sustainably use natural resources, considering geological factors and economic activities in different regions.</p> |
| Links to our Fulston FAMILY values | <p><b>Fortitude:</b> Year 7 Geography cultivates fortitude by engaging students in the study of challenges faced by different regions, fostering resilience and perseverance.</p> <p><b>Ambition:</b> The diverse range of geographical topics in the Year 7 curriculum inspires ambition, encouraging students to think big and aim for positive impacts on the world.</p> <p><b>Mindful:</b> Year 7 Geography promotes mindfulness by developing students' awareness of their surroundings, understanding diverse perspectives, and appreciating the interconnectedness of the world.</p> <p><b>Integrity:</b> Studying global issues in Year 7 Geography instils integrity as students explore ethical considerations and make responsible decisions that consider the well-being of communities and the environment.</p> <p><b>Leadership:</b> Year 7 Geography nurtures leadership qualities through group projects, fieldwork, and discussions, encouraging students to collaborate, communicate, and take initiative.</p> <p><b>Young Citizen:</b> Year 7 Geography empowers students to become informed and responsible global citizens by studying diverse cultures, understanding global inequalities, and exploring sustainable practices.</p>                                                                                                                                                              |

## What my child will learn in Year 8

| Year 8                      | Term 1                                                                                                                                                                                                           | Term 2                                                                                                                                                                                                                                                                                                             | Term 3                                                                                                                                                                                                                                     | Term 4                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Term 5                                                                                                                                                                                                                                                           | Term 6                                                                                                                                                                                                                                                                                                                                                  |
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| Unit Title                  | India                                                                                                                                                                                                            | Migration                                                                                                                                                                                                                                                                                                          | Weather and Climate                                                                                                                                                                                                                        | The Middle East                                                                                                                                                                                                                                                                                                                                                                                                                                        | Africa                                                                                                                                                                                                                                                           | Coasts                                                                                                                                                                                                                                                                                                                                                  |
| Previous knowledge recalled | <ul style="list-style-type: none"> <li>-Basic understanding of India's location and culture</li> <li>-Ability to interpret thematic maps of India</li> <li>-Knowledge of Indian history and landmarks</li> </ul> | <ul style="list-style-type: none"> <li>Basic understanding of migration:</li> <li>- Awareness of the concept of people moving from one place to another.</li> <li>Knowledge of push and pull factors:</li> <li>-Familiarity with reasons that encourage people to leave or settle in a particular area.</li> </ul> | <ul style="list-style-type: none"> <li>- Basic understanding of the Earth's structure, including the role of the atmosphere.</li> <li>- Familiarity with basic meteorological concepts such as temperature, pressure, and wind.</li> </ul> | <ul style="list-style-type: none"> <li>Foundational understanding of global geography, including continents, major countries, and key geographical features, as the scheme frequently refers to locations within the Middle East.</li> <li>- Prior exposure to general global issues, such as conflicts, environmental concerns, and geopolitical events, would be beneficial for students to contextualise and engage with the discussions</li> </ul> | <ul style="list-style-type: none"> <li>- Foundational understanding of basic geography concepts, including latitude and longitude, biomes, and climate zones.</li> <li>- Familiarity with the concept of development indicators, such as GDP and HDI.</li> </ul> | <ul style="list-style-type: none"> <li>- Basic geographical terminology related to coastal environments, such as erosion, deposition, tides, waves, and landforms like bays, caves, arches, stacks, and spits.</li> <li>- Basic knowledge of the processes involved in coastal geography, including erosion, transportation, and deposition.</li> </ul> |



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| New Knowledge | <ul style="list-style-type: none"> <li>- Explore India's diverse geography and culture</li> <li>- Understand India's role in global trade</li> <li>- Study India's historical and cultural heritage</li> <li>- Analyse India's economic activities and development</li> <li>- Investigate India's environmental challenges</li> </ul> | <ul style="list-style-type: none"> <li>- Understanding major migration routes and patterns globally.</li> <li>- Learning about the social, economic, and environmental impacts of migration on both source and host areas.</li> <li>- Exploring methods and policies employed by countries to manage migration.</li> <li>- Analysing specific examples of migration, such as internal migration within a country or international migration between countries.</li> </ul> | <ul style="list-style-type: none"> <li>- Understanding the distinction between weather and climate and how they are measured.</li> <li>- Recognising the factors that contribute to different climates around the world, including latitude and the global atmospheric circulation model.</li> <li>- Exploring the impact of geographical features like mountains, oceans, and wind patterns on local weather conditions.</li> <li>- Analysing the specific weather patterns in the UK and the role of air masses, jet streams, and ocean currents in shaping the climate.</li> <li>- Investigating the causes, characteristics, and impacts of weather phenomena such as depressions, anticyclones, and tropical storms.</li> </ul> | <ul style="list-style-type: none"> <li>- Students will learn to use development indicators, such as GDP and HDI, to make informed comparisons and assessments of the varying levels of development among African countries.</li> <li>- Understanding the economic impact of tourism, particularly focusing on safaris in Kenya, students will analyse trends and impacts through data interpretation.</li> <li>- Exploring the global interconnectedness of African countries, students will analyse trade patterns, comprehend trade deficits, and make informed decisions about the economic prospects of different countries.</li> <li>- Students will acquire a detailed knowledge of the physical and human geography of the Middle East, including its climate, biomes, and distribution of human populations.</li> <li>- Through case studies like the Ilisu Dam and conflicts in Yemen and Israel-Palestine, students will gain</li> </ul> | <ul style="list-style-type: none"> <li>- Students will challenge stereotypes and misconceptions about Africa, fostering a more accurate and nuanced understanding of the continent.</li> <li>- Acquiring comprehensive knowledge, students will explore the diverse physical and human characteristics of Africa, enhancing spatial awareness and appreciation for its complexity.</li> </ul> | <ul style="list-style-type: none"> <li>- Understanding erosion, transportation, and deposition shaping coastal landscapes.</li> <li>- Identifying coastal features like caves, arches, bays, and spits.</li> <li>- Grasping the forces causing erosion and how deposition forms coastal structures.</li> <li>- Knowing soft and hard engineering techniques and evaluating their pros and cons.</li> <li>- Recognizing interactions, including tourism impacts, between human activities and the coastal environment.</li> </ul> |



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|  |  |  |  | <p>insights into how human activities, such as water resource management and geopolitical conflicts, are intimately connected with the physical environment.</p> <ul style="list-style-type: none"><li>- The topic explores cultural differences within the Middle East, focusing on the tensions over resources and the differing perspectives on issues like the construction of dams, providing students with a nuanced understanding of cultural diversity in the region.</li><li>- Students will delve into current affairs by examining topics like the 2022 World Cup in Qatar, allowing them to understand how global events, such as major sports tournaments, can impact and be influenced by regional dynamics.</li><li>- The topic delves into the historical and contemporary significance of oil in the Middle East, providing students with an understanding of its role in shaping the region's development, economic challenges, and geopolitical conflicts.</li></ul> |  |  |
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| Key Knowledge Assessment       | <p>-Midpoint: India's Physical and Human Geography Map Assessment</p> <p>- End-point: DME Should Dharavi Stay or Go?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>- Midpoint: Impacts of Eastern European Migration Exam style answer</p> <p>-End-point: Packing for a Journey Creative Writing piece</p> <p>- Migration Homework Project</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>-Midpoint: Tropical Cyclone Comparison Essay</p> <p>-End-point: DME How would you survive the Climate Crisis?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>-Midpoint: UN Letter Conflict in the Middle East</p> <p>-End-point: The Oil Crisis Exam Style Questions</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>- Midpoint: Journey Across the Diverse Continent Diary entry</p> <p>-End-point: Why Doesn't Kanye Want to Wear His Bling Essay</p> <p>- End of Y8 Exam-</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>- Midpoint: Hard vs Soft Engineering Exam Style Question</p> <p>- End-point: DME Save our Crumbling Coast!</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Links to literacy and numeracy | <p>Through the activities in this unit, students will be able to understand, use, and spell accurately words relating to:</p> <p><b>Human features &amp; processes:</b><br/><i>demographics, society, inhabitants, distribution; cultural diversity</i></p> <p><b>Places:</b><br/><i>major cities in India (Mumbai, Kolkata, New Delhi, Bangalore,, landmarks such as the Thar Desert, the Himalayas;; geographical regions; language diversity</i></p> <p><b>Physical features &amp; processes:</b><br/><i>mountains, rivers, deserts, plateaus; agricultural and industrial activities globalisation MNCs</i></p> <p><b>Reading &amp; writing:</b><br/>descriptive writing, analysing visuals</p> <p><b>Speaking &amp; listening:</b></p> | <p>Through the activities in this unit, students will be able to understand, use, and spell accurately words relating to:</p> <p><b>Human Processes &amp; Migration:</b><br/><i>Push and pull factors Rural-urban migration Asylum seekers Immigration policies</i></p> <p><b>Global Perspectives:</b><br/><i>Impact of migration on different countries The concept of a "migrant crisis" Global migration patterns</i></p> <p><b>Reading &amp; Writing:</b><br/>- Descriptive writing related to migration<br/>- Analysing visual data on migration trends</p> <p><b>Speaking &amp; Listening:</b><br/>- Presentation skills on migration-related topics<br/>- Group discussions on the impacts of migration</p> | <p>Through the activities in this unit, students will be able to understand, use, and spell accurately words relating to:</p> <p><b>Physical features &amp; processes:</b><br/><i>Weather Climate Latitude Insolation Atmospheric pressure Air masses Jet stream Cyclone Anticyclone Depression Low-pressure systems Weather fronts Tropical storms Tropical cyclones Typhoon Hurricane</i></p> <p><b>Human interactions with the environment:</b><br/><i>Greenhouse effect (GHE) Enhanced Greenhouse Effect (EGHE) Climate change Global warming Mitigation and adaptation strategies</i></p> <p><b>Reading &amp; Writing:</b><br/>-Descriptive writing related to weather and climate</p> | <p>Through the activities in this unit, students will be able to understand, use, and spell accurately words relating to:</p> <p><b>Physical features &amp; processes:</b><br/><i>Arabian Desert Tigris and Euphrates Rivers Dead Sea Persian Gulf Zagros Mountains Jordan Rift Valley Anatolian Peninsula Red Sea Caspian Sea Mediterranean Sea</i></p> <p><b>Human interactions with the environment:</b><br/><i>Desertification Water Scarcity Urbanisation Sustainable Development Oil Extraction Deforestation Mining Biodiversity Climate Adaptation</i></p> <p><b>Reading &amp; Writing:</b><br/>- Descriptive writing related to Middle Eastern landscapes<br/>- Analysing visual data on</p> | <p>Through the activities in this unit, students will be able to understand, use, and spell accurately words relating to:</p> <p><b>Physical features &amp; processes:</b><br/><i>Sahara Desert Nile River Congo Basin Great Rift Valley Mount Kilimanjaro Serengeti Plain Sahel Region Kalahari Desert Atlas Mountains Indian Ocean</i></p> <p><b>Human interactions with the environment:</b><br/><i>Desertification Deforestation Urbanisation Sustainable development Biodiversity Conservation Agriculture practices Mining Water scarcity Climate resilience</i></p> <p><b>Reading &amp; Writing:</b><br/>- Descriptive writing related to African landscapes<br/>- Analysing visual data on environmental changes</p> | <p>Through the activities in this unit, students will be able to understand, use, and spell accurately words relating to:</p> <p><b>Physical features &amp; processes:</b><br/><i>Coastal Erosion Deposition Headland Bay Spit Wave Cut Platform Sea Stack Coastal Dune Estuary Coral Reef</i></p> <p><b>Human interactions with the environment:</b><br/><i>Coastal Management Beach Nourishment Sea Walls Groynes Cliff Stabilization Coastal Defences Tourism Impact Marine Conservation</i></p> <p><b>Reading &amp; Writing:</b><br/>- Descriptive writing related to coastal landscapes<br/>- Analysing visual data on coastal changes<br/>- Composing narratives on human-</p> |



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|                                    | presentation skills, oral communication, explaining geographical significance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <p>-Analysing visual data on weather and climate trends</p> <p><b>Speaking &amp; Listening:</b></p> <ul style="list-style-type: none"> <li>- Presentation skills on weather and climate-related topics</li> <li>-Group discussions on the impacts of weather and climate</li> </ul> | <p>environmental changes</p> <ul style="list-style-type: none"> <li>- Composing narratives on human-environment interactions</li> </ul> <p><b>Speaking &amp; Listening:</b></p> <ul style="list-style-type: none"> <li>-Presentation skills on environmental challenges in the Middle East</li> <li>- Group discussions on the impacts of human activities on Middle Eastern ecosystems</li> </ul> | <p>- Composing narratives on human-environment interactions</p> <p><b>Speaking &amp; Listening:</b></p> <ul style="list-style-type: none"> <li>- Presentation skills on environmental challenges in Africa</li> <li>- Group discussions on the impacts of human activities on African ecosystems</li> </ul> | <p>environment interactions</p> <p><b>Speaking &amp; Listening:</b></p> <ul style="list-style-type: none"> <li>- Presentation skills on coastal management strategies</li> <li>- Group discussions on the impacts of human activities on coastal ecosystems</li> </ul> |
| Extra-Curricular opportunities     | <ul style="list-style-type: none"> <li>● Geography in the News: Every minute of every day, Geography happens around us! Natural hazards occur and less extreme natural processes operate. Humans attempt to manage our environment at various scales. The actions that people take have a local impact and a global one. Keep up to date with what is going on by following the news, using a reputable provider! Here are some useful sources of news:</li> <li>● BBC News</li> <li>● Sky News</li> <li>● The Guardian</li> <li>● National Geographic</li> <li>● International News from France 24</li> <li>● Want to dig deeper? Have a look at our <a href="#">Take it Further Sheet</a> for Year 8 to find out how you can explore the Geography from Year 8 at home and further afield!</li> </ul>                                                                                                                                                             |  |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                        |
| Links to careers/aspirations       | <p><b>Cultural Liaison Officer:</b> Building bridges between international entities and communities by fostering communication and understanding of diverse cultures.</p> <p><b>Migration Analyst:</b> Analysing global migration patterns to contribute to policy development and social initiatives.</p> <p><b>Climate Researcher:</b> Conducting research on climate patterns to enhance understanding of climate change and its impacts.</p> <p><b>Conservation Biologist:</b> Working on biodiversity conservation projects in places, such as Africa, to address environmental challenges and preserve unique ecosystems.</p> <p><b>International Relations Specialist:</b> Navigating diplomatic and cultural relations between nations in the Middle East and other regions.</p> <p><b>Coastal Conservation Manager:</b> Managing and preserving coastal environments, addressing issues related to erosion, biodiversity, and sustainable development.</p> |  |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                        |
| Links to our Fulston FAMILY values | <p><b>Fortitude:</b> Appreciating and respecting the diversity of cultures in India, the Middle East and Africa.</p> <p><b>Ambition:</b> Inspiring curiosity and ambition through exploring the process of migration, as well as India, the Middle East and Africa's rich geography.</p> <p><b>Mindful:</b> Developing mindfulness by understanding and respecting cultural differences and empathy towards migrants and people who suffer due to natural hazards.</p> <p><b>Integrity:</b> Fostering integrity through studying the economic and social challenges across different regions.</p> <p><b>Leadership:</b> Nurturing leadership qualities by encouraging students to express their opinions on cultural and geographical topics.</p> <p><b>Young Citizen:</b> Empowering students to become informed global citizens through the study of a range of diverse cultures and geography.</p>                                                               |  |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                        |

### What my child will learn in Year 9

| Year 9     | Term 1 | Term 2 | Term 3    | Term 4              | Term 5                                        | Term 6                                   |
|------------|--------|--------|-----------|---------------------|-----------------------------------------------|------------------------------------------|
| Unit Title | China  | Oceans | Tectonics | Sustainable Tourism | Making Geographical Decisions: People and the | Making Geographical Decisions: Consuming |



|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Biosphere and Forests Under Threat                                                                                                                                                                                                                                                                                                                                                                                                            | Energy Resources                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Previous knowledge recalled | <ul style="list-style-type: none"> <li>- Understanding of basic geographical concepts such as place, space, scale, and interdependence</li> <li>- Familiarity with geographical tools like maps and atlases to locate and identify different places.</li> <li>- Awareness of fundamental economic concepts such as development, trade, and economic growth.</li> </ul>                                                           | <ul style="list-style-type: none"> <li>- Basic understanding of physical geography concepts, including knowledge about different types of ecosystems, particularly aquatic ecosystems. This includes familiarity with concepts like food chains, energy transfer, and the importance of biodiversity.</li> <li>- Awareness of human-environment interactions, including an introductory understanding of human impacts on natural environments.</li> </ul>       | <ul style="list-style-type: none"> <li>- Basic understanding of Earth's structure, including knowledge of the crust, mantle, and core.</li> <li>- Familiarity with natural disasters, specifically what earthquakes and volcanoes are, and a basic understanding of their causes and effects.</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>-Impacts of tourism on physical and human environments</li> <li>-Key development indicators and levels of development</li> <li>-Types of economic activity (primary, secondary, tertiary, quaternary)</li> <li>-Principles of environmental sustainability</li> <li>-Climate zones and global ecosystems</li> <li>-Population pressures and patterns of land use</li> <li>-Map, graph, and data interpretation skills</li> <li>-Strategies to manage tourism sustainably for people, places, and the planet</li> </ul> | <ul style="list-style-type: none"> <li>- Basic understanding of ecological concepts, including ecosystems, food chains, and the role of different species in an ecosystem.</li> <li>- Awareness of environmental issues and human impacts on nature, such as deforestation and climate change.</li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li>- Basic understanding of energy concepts, including types of energy sources (fossil fuels, renewable energy).</li> <li>- Awareness of environmental issues related to energy production and use, such as pollution and climate change.</li> </ul>                                                                                                                                                                 |
| New Knowledge               | <ul style="list-style-type: none"> <li>- Students will gain an understanding of the key economic changes and development patterns in China, including the transition from a primarily agrarian society to a major global economic player.</li> <li>- Students will explore the impacts of economic growth on various aspects of Chinese society.</li> <li>- Students will also examine the consequences of population</li> </ul> | <ul style="list-style-type: none"> <li>- Students will gain an understanding of ocean currents, tides, and how these systems affect global climate and marine life.</li> <li>- They will increase their knowledge of the variety of life in the oceans, including different species, habitats, and the ecological importance of biodiversity.</li> <li>- Students will gain an insight into human-induced threats such as pollution, overfishing, and</li> </ul> | <ul style="list-style-type: none"> <li>- Students will gain a detailed understanding of plate tectonics and the movement of Earth's lithospheric plates.</li> <li>- They will gain insights into the causes and characteristics of different types of earthquakes and volcanic eruptions.</li> <li>- They will increase their knowledge of the impact of tectonic activities on landscapes, ecosystems, and human societies.</li> </ul> | <ul style="list-style-type: none"> <li>-The definition and key principles of sustainable tourism</li> <li>-The concept of the tourist life cycle model (e.g. Butler's model)</li> <li>-Positive and negative impacts of tourism on local communities, economies, and environments</li> <li>-Real-world case studies of sustainable and unsustainable tourism (e.g. Venice, Cornwall, Brazil)</li> <li>-Strategies used to manage tourism</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>- Students will gain an in-depth understanding of biomes, particularly tropical rainforests and taiga, including their distribution, characteristics, and importance.</li> <li>- Students will increase their knowledge of how global and local factors influence biome locations.</li> <li>- Students will gain insight into the goods and services provided by the biosphere and how they</li> </ul> | <ul style="list-style-type: none"> <li>- Students will gain detailed knowledge of different energy classifications: non-renewable, renewable, and recyclable energy sources.</li> <li>- Students will increase their understanding of the environmental impacts of energy extraction and use, including mining, drilling, and renewable energy infrastructure.</li> <li>- Students will gain insight into global disparities in energy access</li> </ul> |



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|                          | <p>control policies such as the One Child Policy and their impact on demographics and societal structures.</p> <ul style="list-style-type: none"> <li>- They will also develop an understanding of the challenges and opportunities associated with China's population trends, including issues related to gender imbalance and an ageing population.</li> <li>- Pupils will be investigating China's role in global trade and its economic interdependence with other countries.</li> <li>- Students will also be analysing patterns of trade, identifying major trading partners, and understanding the implications of China's economic activities on a global scale.</li> <li>- They will also be exploring the environmental consequences of rapid industrialisation and urbanisation in China.</li> <li>- Finally students will be assessing China's energy needs and the challenges associated with its dependence on various energy sources.</li> </ul> | <p>climate change, and their impact on marine ecosystems.</p> <ul style="list-style-type: none"> <li>- Students will also learn about various strategies and initiatives for protecting ocean ecosystems, including marine protected areas and sustainable fishing practices.</li> <li>- From this unit students will gain the ability to assess the global significance of oceans and the local impacts of human activities, fostering an understanding of the interconnectedness of environmental issues.</li> </ul> | <ul style="list-style-type: none"> <li>- Students will further their understanding of earthquake and volcano prediction methods and disaster management strategies.</li> <li>- Students will increase their awareness of case studies of significant tectonic events, such as specific earthquakes or volcanic eruptions, and their global impact.</li> </ul> | <p>sustainably (e.g. eco-tourism, visitor quotas, local ownership)</p> <ul style="list-style-type: none"> <li>-The role of stakeholders in tourism (e.g. governments, tourists, locals, NGOs)</li> <li>-How tourism links to global issues such as climate change, conservation, and inequality</li> <li>-How to evaluate the sustainability of different tourism models and destinations</li> </ul> | <p>support human life.</p> <ul style="list-style-type: none"> <li>- Students will increase their understanding of the causes and effects of threats to tropical rainforests and taiga, including deforestation and climate change.</li> <li>- Students will become aware of conservation and sustainable management practices for these biomes.</li> </ul> | <p>and consumption.</p> <ul style="list-style-type: none"> <li>- Students will increase their awareness of the geopolitical and economic dynamics of oil distribution and consumption.</li> <li>- Students will increase their knowledge of the challenges and potential solutions in reducing reliance on fossil fuels, including energy efficiency and alternative energy sources.</li> </ul> |
| Key Knowledge Assessment | Midpoint: One Child Policy Success or Failure Report                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Midpoint: Firth of Clyde Assessed task<br>Endpoint: Oceans on the                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Midpoint: Tsunami Comparison<br>Endpoint: Terrifying                                                                                                                                                                                                                                                                                                          | Midpoint: MCQ /25<br>Endpoint: DME on sustainable                                                                                                                                                                                                                                                                                                                                                    | Midpoint: End of Year 9 exam<br>Endpoint: People and the                                                                                                                                                                                                                                                                                                   | Midpoint: Forests Under Threat<br>Knowledge Exam                                                                                                                                                                                                                                                                                                                                                |



|                                | Endpoint: China Energy DME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Edge Knowledge Exam                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Tectonics Knowledge Exam                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ways of being a tourist                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Biosphere Knowledge Exam                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Endpoint: Assess questions on impacts of energy sources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| Links to literacy and numeracy | <p>Through the activities in this unit, students will be able to understand, use, and spell accurately words and concepts relating to:</p> <p><b>Economic Transformations :</b></p> <p><i>Economic growth and development</i><br/><i>Industrialisation</i><br/><i>Demographics</i><br/><i>Urbanisation</i><br/><i>Global Trade</i></p> <p><b>Reading &amp; Writing:</b></p> <ul style="list-style-type: none"> <li>- Comprehending and analysing texts on China's economic changes</li> <li>- Crafting descriptive narratives about China's economic transformation</li> <li>- Evaluating and interpreting visual data on China's economic development</li> <li>- Composing reports and essays on global economic interdependence and China's role</li> </ul> <p><b>Speaking &amp; Listening Skills:</b></p> <ul style="list-style-type: none"> <li>- Presenting findings and insights on China's economic shifts</li> <li>- Engaging in group discussions and debates on the impacts of China's economic activities</li> <li>- Participating in class debates about</li> </ul> | <p>Through the activities in this unit, students will be able to understand, use and spell accurately words and concepts relating to:</p> <p><b>Oceanic Vocabulary and Concepts:</b></p> <p><i>Marine ecosystems (eg coral reefs)</i><br/><i>biodiversity</i><br/><i>food chains</i><br/><i>food webs</i><br/><i>El Nino</i><br/><i>ocean currents</i><br/><i>eutrophication</i><br/><i>conservation</i><br/><i>sustainability</i><br/><i>oceanography</i><br/><i>salinity</i><br/><i>and acidification</i></p> <p><b>Reading &amp; Writing:</b></p> <ul style="list-style-type: none"> <li>- Analysing and summarising texts on marine conservation efforts and challenges.</li> <li>- Writing detailed accounts of the impact of human activities on ocean health.</li> <li>- Interpreting and describing data from charts and maps related to oceanic conditions and wildlife.</li> <li>- Developing persuasive essays on the need for ocean conservation and sustainable marine practices.</li> </ul> <p><b>Speaking &amp; Listening Skills:</b></p> <ul style="list-style-type: none"> <li>- Delivering presentations on</li> </ul> | <p>Through the activities in this unit, students will be able to understand, use and spell accurately words and concepts relating to:</p> <p><b>Tectonic Vocabulary and Concepts:</b></p> <p><i>Plate tectonics</i><br/><i>seismic waves</i><br/><i>lithosphere</i><br/><i>epicentre</i><br/><i>magma</i><br/><i>shield/composite</i><br/><i>volcano</i><br/><i>divergent</i><br/><i>convergent</i><br/><i>collision</i><br/><i>conservative</i><br/><i>plate boundaries</i></p> <p><b>Reading &amp; Writing:</b></p> <ul style="list-style-type: none"> <li>- Analysing and summarising texts on tectonic theories and case studies of earthquakes and volcanoes.</li> <li>- Writing reports on the effects of tectonic activities and their management.</li> <li>- Interpreting and explaining data from seismic graphs and volcanic eruption patterns.</li> <li>- Developing essays or presentations on how tectonic activities influence the Earth's surface and human life.</li> </ul> <p><b>Speaking &amp; Listening Skills:</b></p> <ul style="list-style-type: none"> <li>- Presenting findings on</li> </ul> | <p>Through the activities in this unit, students will be able to understand, use, and spell accurately words relating to:</p> <p><b>Sustainability and tourism key concepts:</b></p> <p><i>Sustainability,</i><br/><i>Eco-tourism,</i><br/><i>Carbon footprint,</i><br/><i>Local economy,</i><br/><i>Conservation,</i><br/><i>Community involvement,</i><br/><i>Overtourism,</i><br/><i>Environmental impact,</i><br/><i>Cultural preservation,</i><br/><i>Responsible travel</i></p> <p><b>Reading &amp; Writing:</b></p> <ul style="list-style-type: none"> <li>- Descriptive Writing related to positives and negatives of tourism</li> <li>- Analysing visual data on the increasing number of tourists</li> <li>- Composing narratives on impacts of tourism around the globe</li> </ul> <p><b>Speaking &amp; Listening Skills:</b></p> <ul style="list-style-type: none"> <li>- Presentation Skills on sustainable choices</li> <li>- Group Discussions on the Impacts of Economic Activities in different communities around the world</li> </ul> | <p>Through the activities in this unit, students will be able to understand, use, and spell accurately words relating to:</p> <p><b>Ecological Vocabulary and Concepts:</b></p> <p><i>biomes</i><br/><i>biosphere</i><br/><i>ecosystem</i><br/><i>biotic</i><br/><i>abiotic</i><br/><i>biodiversity</i><br/><i>conservation</i><br/><i>sustainability</i><br/><i>over abstraction</i><br/><i>deforestation</i><br/><i>bitumen</i></p> <p><b>Reading &amp; Writing:</b></p> <ul style="list-style-type: none"> <li>- Analysing and summarising texts on biomes and environmental issues.</li> <li>- Writing reports on the importance of biomes and the threats they face.</li> <li>- Interpreting data and research on ecological topics and human impacts.</li> <li>- Developing persuasive essays on conservation and sustainable practices.</li> </ul> <p><b>Speaking &amp; Listening Skills:</b></p> <ul style="list-style-type: none"> <li>- Presenting findings on biome characteristics and human impacts.</li> <li>- Engaging in discussions and</li> </ul> | <p>Through the activities in this unit, students will be able to understand, use, and spell accurately words relating to:</p> <p><b>Energy Vocabulary and Concepts:</b></p> <p><i>renewable non-renewable</i><br/><i>recyclable energy</i><br/><i>sources</i><br/><i>energy efficiency</i><br/><i>carbon footprint.</i><br/><i>energy consumption</i><br/><i>peak oil</i><br/><i>fragile</i><br/><i>ecosystems</i></p> <p><b>Reading &amp; Writing:</b></p> <ul style="list-style-type: none"> <li>- Analysing and summarising texts on energy resources and their environmental impacts.</li> <li>- Writing reports and essays on energy conservation, efficiency, and the role of alternative energy sources.</li> <li>- Developing arguments and discussions on energy policy and sustainable energy practices.</li> </ul> <p><b>Speaking &amp; Listening Skills:</b></p> <ul style="list-style-type: none"> <li>- Presenting findings on energy resource distribution and consumption.</li> <li>- Engaging in discussions and debates about energy sustainability</li> </ul> |



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|                                    | sustainability and China's environmental challenges                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | the importance of marine biodiversity and conservation.<br>- Participating in discussions and debates about the impact of climate change and pollution on oceans.<br>- Collaborative group work to explore solutions for preserving marine environments. | specific tectonic events or processes.<br>- Participating in discussions and debates on the management of tectonic hazards and their impacts on society.<br>- Collaborative work to explore and propose strategies for disaster preparedness and response. |  | debates about environmental conservation and sustainability.<br>- Collaborating in group work to propose solutions for environmental challenges. | and environmental impacts.<br>- Collaborative group work to propose and evaluate solutions for energy challenges. |
| Extra-Curricular opportunities     | <ul style="list-style-type: none"> <li>Fieldwork based on Forests Under Threat (on site)</li> <li>Geography in the News: Every minute of every day, Geography happens around us! Natural hazards occur and less extreme natural processes operate. Humans attempt to manage our environment at various scales. The actions that people take have a local impact and a global one. Keep up to date with what is going on by following the news, using a reputable provider! Here are some useful sources of news: <ul style="list-style-type: none"> <li>BBC News</li> <li>Sky News</li> <li>The Guardian</li> <li>National Geographic</li> <li>International News from France 24</li> <li>Want to dig deeper? Have a look at our <a href="#">Take it Further Sheet</a> for Year 9 to find out how you can explore the Geography from Year 9 at home and further afield!</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                            |  |                                                                                                                                                  |                                                                                                                   |
| Links to careers/aspirations       | <p><b>Environmental Scientist:</b> Specialising in studying and solving problems in the environment, including ocean conservation, forest management, and energy resource impacts.</p> <p><b>Geologist:</b> Focusing on the Earth's physical structure and substances, particularly relevant to the tectonics and energy resource units.</p> <p><b>Renewable Energy Engineer:</b> Working on the development and implementation of renewable energy sources, aligning with the energy resources unit.</p> <p><b>Conservation Biologist:</b> Focused on the protection and management of biodiversity, particularly related to the biosphere and forest units.</p> <p><b>Marine Biologist:</b> Specialising in the study of marine ecosystems, relevant to the "Oceans on the Edge" SOW.</p> <p><b>Sustainable tourism officer:</b> Works to develop and promote tourism strategies that protect the environment, support local communities, and ensure long-term economic benefits.</p>                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                            |  |                                                                                                                                                  |                                                                                                                   |
| Links to our Fulston FAMILY values | <p><b>Fortitude:</b> Cultivating respect for the planet's diverse ecosystems and understanding the challenges faced by marine life and forests, fostering resilience in facing environmental issues.</p> <p><b>Ambition:</b> Encouraging exploration and ambition by delving into complex geographies, including oceanic systems, tectonic movements, and energy resources, sparking a passion for environmental and earth sciences.</p> <p><b>Mindful:</b> Developing mindfulness through appreciating the delicate balance of ecosystems and the human impact on them, fostering empathy towards communities and species affected by environmental changes.</p> <p><b>Integrity:</b> Promoting integrity by understanding the ethical implications of environmental conservation, energy use, and sustainable practices, highlighting the socio-economic challenges in managing natural resources.</p> <p><b>Leadership:</b> Nurturing leadership by encouraging informed discussions and debates on environmental policies, sustainability, and conservation efforts, empowering students to become proactive in these fields.</p> <p><b>Young Citizen:</b> Empowering students to become informed and responsible global citizens through a comprehensive understanding of the world's diverse ecosystems, energy challenges, and the importance of sustainable living.</p> |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                            |  |                                                                                                                                                  |                                                                                                                   |

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| Extended Learning Opportunities for Key Stage 3 | <p>At Key Stage 3, pupils are encouraged to extend their geographical learning beyond the classroom and develop their curiosity about the world around them. Extended learning opportunities are embedded throughout the curriculum and allow pupils to explore geographical issues in greater depth, make connections between classroom learning and the wider world, and develop their independence.</p> <p>Opportunities include wider reading, documentaries and current geographical news, independent research, enrichment activities and geographical investigations. Pupils are encouraged to apply their knowledge to unfamiliar places and contemporary issues, developing their ability to question, analyse and evaluate geographical information.</p> |
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|  | <p>Where appropriate, pupils are also directed towards extension tasks and resources linked to topics studied in lessons.</p> <p>These opportunities help pupils develop a broader understanding of Geography, strengthen the knowledge and skills required for future study, and encourage them to become informed and engaged global citizens.</p> |
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## Key Stage 4:

### What my child will learn in Year 10

| Year 10                     | Term 1                                                                                                                                                                                             | Term 2                                                                                                                                                                                                                 | Term 3                                                                                                                                                                                                                           | Term 4                                                                                                                                                                                                                      | Term 5                                                                                                                                                                                                                                  | Term 6                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Unit Title                  | Evolving Physical Geography of the UK: Geology                                                                                                                                                     | Evolving Physical Geography of the UK: Coasts                                                                                                                                                                          | Evolving Physical Geography of the UK: Rivers                                                                                                                                                                                    | The UK's Human Landscape                                                                                                                                                                                                    | The UK's Human Landscape and Fieldwork Investigations                                                                                                                                                                                   | Challenges of an Urbanising World                                                                                                                                                                                                                                                                                                                                                                                        |
| Previous knowledge recalled | <ul style="list-style-type: none"> <li>- Understanding of basic rock types and geological processes.</li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>- Basic understanding of geographical features and processes related to coasts.</li> <li>- Familiarity with concepts of erosion, deposition, and coastal landforms.</li> </ul>  | <ul style="list-style-type: none"> <li>- Basic understanding of river features and processes.</li> <li>- Knowledge of the water cycle and river systems.</li> </ul>                                                              | <ul style="list-style-type: none"> <li>- Understanding of basic urban and rural geography concepts.</li> <li>- Awareness of population distribution and demographic changes in the UK.</li> </ul>                           | <ul style="list-style-type: none"> <li>- Basic understanding of urban development and population dynamics.</li> <li>- Familiarity with concepts of urban and rural differences in the UK.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Global development patterns and inequality.</li> <li>Population growth, rural-urban migration, and the DTM.</li> <li>Urbanisation trends in HICs, LICs, and NEEs.</li> <li>Impacts of urban growth on housing, services, and the environment.</li> <li>Basic sustainability in urban planning.</li> <li>Introduction to Mumbai as a rapidly urbanising city in an NEE.</li> </ul> |
| New Knowledge               | <ul style="list-style-type: none"> <li>- Students will conduct a detailed exploration of the UK's geology and the role of past tectonic and glacial processes in shaping the landscape.</li> </ul> | <ul style="list-style-type: none"> <li>- Students will conduct an in-depth study of how geology and physical processes shape distinctive coastal landscapes in the UK.</li> <li>- Students will complete an</li> </ul> | <ul style="list-style-type: none"> <li>- Students will conduct a detailed study of how river landscapes vary from upper to lower courses and the reasons for these differences.</li> <li>- Students will undertake an</li> </ul> | <ul style="list-style-type: none"> <li>- Students will undertake a comprehensive study of the differences between urban and rural areas in the UK, focusing on population, economic activities, and settlements.</li> </ul> | <ul style="list-style-type: none"> <li>- Students will conduct a detailed analysis of social, economic, and environmental challenges in inner-city areas.</li> <li>- Students will undertake an examination of variations in</li> </ul> | <ul style="list-style-type: none"> <li>Causes and consequences of rapid urbanisation globally.</li> <li>Patterns of urban change over time in HICs, LICs, and NEEs.</li> <li>Detailed study of Mumbai: opportunities</li> </ul>                                                                                                                                                                                          |



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|                                | <ul style="list-style-type: none"> <li>- Students will undertake a study of the characteristics and distribution of the UK's main rock types, including sedimentary, igneous, and metamorphic rocks.</li> <li>- Students will undertake an investigation of how physical and human processes work together to create the UK's distinctive landscapes.</li> <li>- Students will develop an understanding of how weathering, climatological factors, and human activities like agriculture and forestry have shaped various landscapes.</li> </ul> | <p>examination of erosional landforms influenced by rock types and geological structures.</p> <ul style="list-style-type: none"> <li>- Students will develop their understanding of the role of UK climate, marine processes, and sub-aerial processes in coastal erosion and deposition.</li> <li>- Students will conduct an exploration of sediment transportation and deposition in forming landforms like spits and bars.</li> <li>- Students will suggest the potential impacts of future climate change on the coastline of the UK and identify areas at risk of coastal flooding.</li> <li>- Students will analyse the costs and benefits of different coastal management strategies.</li> </ul> | <p>exploration of river processes such as erosion, transportation, and deposition and their role in landform formation.</p> <ul style="list-style-type: none"> <li>- Students will develop an understanding of the influence of climate, geology, and slope processes on river landscapes and sediment load.</li> <li>- Students will conduct an analysis of storm hydrographs and factors affecting them.</li> <li>- Students will evaluate various forms of flood management techniques along rivers for sustainability.</li> <li>- Students will conduct a cost benefit analysis of various flood defences and suggest why various stakeholders may value the techniques in different ways.</li> </ul> | <ul style="list-style-type: none"> <li>- Students will examine the impact of national and international migration on the UK's population geography.</li> <li>- Students will conduct an exploration of the UK economy's shift from primary and secondary sectors to tertiary and quaternary sectors.</li> <li>- Students will undertake an analysis of the influence of globalisation, free-trade policies, and privatisation on the UK's economy and the role of transnational corporations (TNCs).</li> </ul> | <p>housing quality, affordability, and levels of deprivation.</p> <ul style="list-style-type: none"> <li>- Students will be involved in a study of environmental quality issues like air pollution, traffic congestion, and derelict land.</li> <li>- Students will develop an understanding of the impacts of regeneration and rebranding of central business districts (CBDs).</li> </ul> | <p>and challenges of growth.</p> <p>Urban economic, social, and environmental inequalities.</p> <p>Urban planning strategies to improve sustainability and quality of life.</p> <p>Role of government and informal sectors in managing urban growth.</p> <p>Future challenges linked to global urbanisation trends.</p> |
| Key Knowledge Assessment       | <p>Knowledge retrieval quizzes</p> <p>End of KEQ 1 test</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Knowledge retrieval quizzes</p> <p>End of KEQ 2 test</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Knowledge retrieval quizzes</p> <p>End of Topic 4 test</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Knowledge retrieval quizzes</p> <p>End of KEQ 1 test</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Knowledge retrieval quizzes</p> <p>Year 10 PPE</p>                                                                                                                                                                                                                                                                                                                                       | <p>Knowledge retrieval quizzes</p> <p>End of KEQ 1 &amp; 2 tests</p>                                                                                                                                                                                                                                                    |
| Links to literacy and numeracy | <p>- Vocabulary: Geology terms such as "sedimentary", "igneous", "metamorphic",</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>- Vocabulary: "longshore drift", "wave cut platforms", "erosion", "deposition",</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>- Vocabulary: "erosion", "deposition", "hydrograph", "sediment load",</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Settlement Vocabulary and Concepts:</b></p> <p><i>urbanisation, migration, economic</i></p>                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Key vocabulary related to urban and rural challenges:</b></p> <p><i>housing policies, sink estates, interdependence, sustainability,</i></p>                                                                                                                                                                                                                                          | <p><b>Literacy:</b></p> <p><b>Reading Skills:</b></p> <p>Interpreting maps, graphs,</p>                                                                                                                                                                                                                                 |



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|  | <p>"glacial erosion", "deposition".</p> <ul style="list-style-type: none"> <li>- Numeracy: Interpreting geological maps, analysing landscape features.</li> <li>- Engaging in discussions about how past geological processes have affected the way people utilise the environment in the UK today.</li> </ul> | <p>"cost-benefit analysis".</p> <ul style="list-style-type: none"> <li>- Numeracy: Interpreting coastal maps, analysing data on coastal erosion rates.</li> <li>- Engaging in discussions about stakeholders and their potential conflicts over how to manage a coastline sustainably.</li> </ul> | <p>"hard and soft engineering".</p> <ul style="list-style-type: none"> <li>- Numeracy: Analysing hydrographs, understanding river gradients and discharge measurements.</li> <li>- Engaging in discussions about stakeholders and their potential disagreements over how to prevent rivers from flooding.</li> </ul> | <p><i>sectors, deindustrialisation, regeneration, suburbanisation, and globalisation.</i></p> <p><b>Numeracy skills:</b></p> <ul style="list-style-type: none"> <li>- Interpreting demographic data, economic statistics, and migration trends.</li> </ul> <p><b>Reading &amp; Writing:</b></p> <ul style="list-style-type: none"> <li>- Analysing and summarising texts on urban change in London over time.</li> <li>- Interpreting data and research on differences in demography across London.</li> <li>- Developing persuasive essays on whether or not regeneration benefits everyone equally.</li> </ul> <p><b>Speaking &amp; Listening Skills:</b></p> <ul style="list-style-type: none"> <li>- Presenting findings on inequalities and deprivation levels in London.</li> <li>- Engaging in discussions and debates about the pros and cons of regeneration.</li> <li>- Collaborating in group work to propose solutions for London becoming more sustainable.</li> </ul> | <p><i>valorisation, environmental quality.</i></p> <p><b>Numeracy skills:</b></p> <ul style="list-style-type: none"> <li>- Analysing statistical data related to urban deprivation, housing markets, and regeneration projects.</li> </ul> <p><b>Reading &amp; Writing:</b></p> <ul style="list-style-type: none"> <li>- Analysing and summarising texts on rural change.</li> <li>- Interpreting data and research on differences in demography across rural areas (Devon, Cornwall).</li> <li>- Developing persuasive essays on how Cornwall should improve its economy.</li> </ul> <p><b>Speaking &amp; Listening Skills:</b></p> <ul style="list-style-type: none"> <li>- Presenting findings on inequalities and deprivation levels in Sittingbourne.</li> <li>- Engaging in discussions of the most effective fieldwork techniques to investigate quality of life.</li> <li>- Collaborating in group work to propose solutions for various risks within urban fieldwork.</li> </ul> | <p>case study texts, and news articles.</p> <p>Skimming/scanning for key information.</p> <p>Inference and analysis of written sources.</p> <p><b>Writing Skills:</b></p> <p>Structured extended answers using PEEL and paragraphing.</p> <p>Using geographical vocabulary accurately in context.</p> <p>Planning and editing exam-style responses.</p> <p><b>Speaking and Listening Skills:</b></p> <p>Group discussions and debates on urban issues (e.g. slums, sustainability).</p> <p>Presenting findings from case studies (e.g. Mumbai).</p> <p>Listening and responding to peers during collaborative tasks.</p> |
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|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  | <p><b>Numeracy:</b></p> <p>Analysing population and development data.</p> <p>Reading and constructing graphs (bar, line, choropleth, etc.).</p> <p>Calculating rates (e.g. birth rate, population growth, percentages).</p> <p><b>Key Terms:</b></p> <p>Urbanisation</p> <p>Megacity</p> <p>Rural-urban migration</p> <p>Informal economy</p> <p>Inequality</p> <p>Sustainability</p> <p>Infrastructure</p> <p>Squatter settlement</p> <p>Quality of life</p> <p>Economic development</p> |
| Extra-Curricular opportunities | <ul style="list-style-type: none"> <li>Fieldwork to Reculver to explore the Winners and Losers of Coastal Management Strategies</li> <li>Fieldwork to Sittingbourne town centre and Eden village to explore differing qualities of life within one urban area</li> <li>Geography in the News: Every minute of every day, Geography happens around us! Natural hazards occur and less extreme natural processes operate. Humans attempt to manage our environment at various scales. The actions that people take have a local impact and a global one. Keep up to date with what is going on by following the news, using a reputable provider! Here are some useful sources of news: <ul style="list-style-type: none"> <li>BBC News</li> <li>Sky News</li> <li>The Guardian</li> <li>National Geographic</li> <li>International News from France 24</li> <li>Want to dig deeper? Have a look at our <a href="#">Take it Further Sheet</a> for KS4 to find out how you can explore the Geography from KS4 at home and further afield!</li> </ul> </li> </ul> |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Links to careers/aspirations   | <p><b>Environmental Scientist:</b> Understanding climate systems and their impact.</p> <p><b>Climatologist or Meteorologist:</b> Focusing on weather patterns and climate change.</p> <p><b>Policy Advisor or Environmental Advocate:</b> Using knowledge of climate change to inform policy or advocacy work.</p> <p><b>Geologist:</b> Studying Earth's structure and processes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



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|                                    | <b>Seismologist or Volcanologist:</b> Specialising in earthquake or volcanic activity.<br><b>Emergency Management Specialist:</b> Focusing on disaster preparedness and response.                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Links to our Fulston FAMILY values | <b>Fortitude:</b> Resilience in understanding and preparing for tectonic hazards.<br><b>Ambition:</b> Critical thinking in analysing tectonic processes and their impacts.<br><b>Mindful:</b> Mindfulness in understanding the global impact of climate change and empathy towards communities affected by tectonic events.<br><b>Integrity:</b> Being honest with our own contributions to climate change and taking ownership of the solutions.<br><b>Leadership:</b> In promoting sustainable practices and environmental stewardship.<br><b>Young Citizen:</b> In advocating for sustainable and equitable development solutions. |

## What my child will learn in Year 11

| Year 11                     | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                           | Term 3                                                                                                                                                                                                                                                                                                                                                                                                               | Term 4                                                                         | Term 5                                         | Term 6                                         |
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| Unit Title                  | Hazardous Earth                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Hazardous Earth                                                                                                                                                                                                                                                                                                                                                                                                                                  | Development Dynamics                                                                                                                                                                                                                                                                                                                                                                                                 | Revision in preparation for Public Examination                                 | Revision in preparation for Public Examination | Revision in preparation for Public Examination |
| Previous knowledge recalled | <ul style="list-style-type: none"> <li>- Basic knowledge of the geological structure of the Earth.</li> <li>- Understanding of basic rock types and geological processes.</li> </ul>                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>- Basic principles of the Earth's geological system.</li> <li>- Fundamental understanding of key tectonic processes.</li> </ul>                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>- Basic understanding of global geography and economic systems.</li> <li>- Familiarity with the concept of development from a social, economic, and political perspective.</li> </ul>                                                                                                                                                                                         | Completing exam paper for all GCSE content in preparation for the summer exams |                                                |                                                |
| New Knowledge               | <ul style="list-style-type: none"> <li>- Students will undertake a detailed study of the Earth's atmospheric circulation, including the three-cell model.</li> <li>- Students will explore the distribution of arid and high rainfall areas based on global atmospheric circulation.</li> <li>- Students will develop an understanding of the natural causes of climate change (such as asteroid collisions, orbital changes, volcanic activity) and their</li> </ul> | <ul style="list-style-type: none"> <li>- Students will undertake a detailed study of Earth's tectonic processes, including plate movements at different boundaries (convergent, divergent, conservative and collision).</li> <li>- Students will conduct an exploration of volcanic activity and earthquake occurrence related to plate boundaries.</li> <li>- Students will develop their understanding of the causes and impacts of</li> </ul> | <ul style="list-style-type: none"> <li>- Students will undertake an in-depth exploration of various definitions and measures of development, including GDP, HDI, and inequality indices.</li> <li>- Students will conduct an examination of demographic data differences between developing, emerging, and developed countries.</li> <li>- Students will develop their understanding of global inequality</li> </ul> | N/A                                                                            |                                                |                                                |



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|                                | <p>impact on the Earth's climate throughout history.</p> <ul style="list-style-type: none"> <li>- Students will undertake an examination of evidence for natural climate change, including ice cores and tree rings.</li> <li>- Students will conduct an analysis of human-induced climate change, focusing on greenhouse gas emissions and their impacts like sea level rise and extreme weather events.</li> <li>- Students will conduct an investigation into future climate change projections and the uncertainties surrounding them.</li> </ul> | <p>tectonic activities such as volcanic eruptions and earthquakes.</p> <ul style="list-style-type: none"> <li>- Students will complete an examination of case studies of major tectonic events and their socio-economic and environmental impacts.</li> <li>- Students will conduct an analysis of management strategies for tectonic hazards.</li> </ul> | <p>causes and consequences, including historical, environmental, economic, and political factors.</p> <ul style="list-style-type: none"> <li>- Students undertake an analysis of development theories like Rostow's modernisation theory and Frank's dependency theory.</li> <li>- Students will conduct an investigation into different development approaches, including top-down and bottom-up strategies, and their impacts.</li> </ul> |                                                                                       |  |  |
| Key Knowledge Assessment       | <p>Knowledge retrieval quizzes</p> <p>End of KEQ 1 test</p> <p>End of KEQ 2 test</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Knowledge retrieval quizzes</p> <p>End of Topic 1 Exam</p>                                                                                                                                                                                                                                                                                             | <p>Knowledge retrieval quizzes</p> <p>End of KEQ 1 test</p> <p>End of Topic test</p>                                                                                                                                                                                                                                                                                                                                                        | <p>Completing exam paper for all GCSE content in preparation for the summer exams</p> |  |  |
| Links to literacy and numeracy | <ul style="list-style-type: none"> <li>- Vocabulary related to climate systems (e.g., "atmospheric circulation", "greenhouse gases", "glacials").</li> <li>- Numeracy skills in graph interpretation and data analysis regarding climate</li> </ul>                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>- Vocabulary: "plate tectonics", "seismology", "volcanology".</li> <li>- Numeracy: Interpreting seismic data, understanding scales of magnitude for earthquakes.</li> <li>- Engaging in discussions and debates about</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>- Vocabulary: "GDP", "HDI", "inequality", "modernisation", "dependency".</li> <li>- Numeracy: Analysing demographic and economic data, interpreting development graphs and charts.</li> </ul>                                                                                                                                                                                                        | N/A                                                                                   |  |  |



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|                                    | <p>patterns and projections.</p> <p>- Engaging in discussions and debates on climate change evidence and predictions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>the best way to prepare for tectonic hazards.</p> | <p>- Engaging in discussions and debates about the most sustainable strategies for development.</p> |  |  |  |
| Extra-Curricular opportunities     | <ul style="list-style-type: none"> <li>Geography in the News: Every minute of every day, Geography happens around us! Natural hazards occur and less extreme natural processes operate. Humans attempt to manage our environment at various scales. The actions that people take have a local impact and a global one. Keep up to date with what is going on by following the news, using a reputable provider! Here are some useful sources of news:</li> <li>BBC News</li> <li>Sky News</li> <li>The Guardian</li> <li>National Geographic</li> <li>International News from France 24</li> <li>Want to dig deeper? Have a look at our <a href="#">Take it Further Sheet</a> for KS4 to find out how you can explore the Geography from KS4 at home and further afield!</li> </ul>                                                                                                                                                                                                                             |                                                      |                                                                                                     |  |  |  |
| Links to careers/aspirations       | <p><b>Urban Planner:</b> Understanding the dynamics of urban development and planning sustainable cities.</p> <p><b>Economist:</b> Analysing economic trends and their impact on society.</p> <p><b>Policy Advisor:</b> Shaping policies related to migration, urbanisation, and economic development.</p> <p><b>Environmental Consultant:</b> Addressing urban environmental challenges.</p> <p><b>Social Worker or Community Organizer:</b> Working on urban social issues and community development.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                      |                                                                                                     |  |  |  |
| Links to our Fulston FAMILY values | <p><b>Fortitude:</b> Cultivating respect for the planet's diverse ecosystems and understanding the challenges faced by forests, fostering resilience in facing environmental issues.</p> <p><b>Ambition:</b> Encouraging exploration and ambition by delving into complex geographies, including interactions between the biosphere and atmospheric systems, and energy resources, sparking a passion for environmental and earth sciences.</p> <p><b>Mindful:</b> Encouraging an understanding of the diverse nature of the UK's human landscape and the factors influencing its evolution.</p> <p><b>Integrity:</b> Fostering a sense of responsibility towards sustainable urban and rural development.</p> <p><b>Leadership:</b> Leading on fieldwork activities and taking an active part in developing the risk assessment for our urban fieldwork experience.</p> <p><b>Young Citizen:</b> Promoting awareness of the interconnectedness of local, national, and global economic and social systems.</p> |                                                      |                                                                                                     |  |  |  |

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| Extended Learning Opportunities for Key Stage 4 | <p><b>Field Trips and Practical Work:</b> Students will undertake 2 field trips to locations that reflect key geographical concepts, such as visits to coastal areas and urban development sites. Practical work includes coastal studies and urban surveys. We also offer a trip to Iceland &amp; New York every 2 years</p> <p><b>Expert Guest Lectures and Workshops:</b> The department invites in experts in fields like climatology, urban planning, environmental science, and disaster management to provide deeper insights and real-world context to the topics studied.</p> <p><b>Participation in Geography Competitions and Challenges:</b> Through the RGS (Royal Geographical Society) pupils are invited to take part Engage students in geography competitions that require applying their knowledge and skills in innovative ways.</p> <p><b>Use of Technology and Software:</b> The department integrates technology by using Geographic Information Systems (GIS) for mapping projects, and simulation software to model environmental and urban planning scenarios.</p> |
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## Key Stage 5:

### What my child will learn in Year 12

| Year 12    | Term 1                                       | Term 2                                       | Term 3                                            | Term 4                                            | Term 5 | Term 6 |
|------------|----------------------------------------------|----------------------------------------------|---------------------------------------------------|---------------------------------------------------|--------|--------|
| Unit Title | Tectonic Processes and Hazards/Globalisation | Tectonic Processes and Hazards/Globalisation | Coastal Landscapes and Change/Regenerating Places | Coastal Landscapes and Change/Regenerating Places | NEA    | NEA    |



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| Previous knowledge recalled | <p><b>Tectonic Processes and Hazards:</b></p> <ul style="list-style-type: none"> <li>- Basic understanding of Earth's structure and plate tectonics, including knowledge of Earth's layers, plate boundaries, and the concept of continental drift.</li> <li>- Familiarity with fundamental concepts in physical geography, such as the formation of different landforms and the natural processes shaping the Earth's surface.</li> </ul> <p><b>Globalisation:</b></p> <ul style="list-style-type: none"> <li>- Basic concepts of economic geography, including an understanding of international trade, economic systems, and the global market.</li> <li>- An awareness of current world events and global issues, which provides context for discussions about global interconnections and the impact of globalisation on different regions and cultures.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Coastal Landscapes and Change:</b></p> <ul style="list-style-type: none"> <li>- Basic understanding of physical geography, including earth surface processes and landforms.</li> <li>- Knowledge of human impact on natural environments and concepts of sustainable management.</li> </ul> <p><b>Regenerating Places:</b></p> <ul style="list-style-type: none"> <li>- Familiarity with urban and rural geography, including social, economic, and environmental aspects of urbanisation and rural development.</li> <li>- An understanding of socio-economic factors that influence the development and change in places, such as employment, demographics, and infrastructure.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | How to conduct different types of fieldwork in different places (eg coastal vs urban).                                                                                | How to analyse results from fieldwork activities.                                                                                                   |
| New Knowledge               | <p><b>Tectonic Processes and Hazards:</b></p> <ul style="list-style-type: none"> <li>- The global distribution and causes of tectonic hazards such as earthquakes, volcanic eruptions, and tsunamis, including the distribution of plate boundaries and the causes of intra-plate earthquakes and volcanoes.</li> <li>- Theoretical frameworks that explain plate movements, including the theory of plate tectonics and its key elements like mantle convection, palaeomagnetism, sea floor spreading, subduction, and slab pull.</li> <li>- Physical processes that determine the magnitude and type of tectonic hazards, including the impact of these processes on the magnitude and type of volcanic eruptions and earthquakes, as well as an understanding of earthquake waves and their effects.</li> </ul> <p><b>Globalisation:</b></p> <ul style="list-style-type: none"> <li>- The causes of globalisation and its acceleration in recent decades, including the roles of developments in transport, communications, and businesses.</li> <li>- The varied impacts of globalisation on countries, different groups of people, cultures, and the physical environment, focusing on the dynamics of global interdependence and shifts in patterns of wealth.</li> <li>- The role of political and economic decision-making in the acceleration of globalisation, including the impact of international political and economic organisations, national governments, and trade blocs in shaping globalisation trends.</li> </ul> | <p>For <b>Coastal Landscapes and Change</b>, students will gain new knowledge on:</p> <ul style="list-style-type: none"> <li>- The dynamic nature of coastal systems and the physical processes that shape coastal landscapes, such as erosion, transportation, and deposition.</li> <li>- How coastal landscapes evolve over time and the factors influencing coastal change, including sea-level rise and human interventions.</li> <li>- Strategies for managing coastal landscapes, balancing environmental sustainability with human needs.</li> </ul> <p>For <b>Regenerating Places</b>, students will learn:</p> <ul style="list-style-type: none"> <li>- The reasons behind the need for regeneration in both urban and rural settings, focusing on economic decline and social challenges.</li> <li>- The variety of strategies used to regenerate places, including economic, social, and environmental interventions, and their impacts.</li> <li>- The role of stakeholders in the regeneration process, including local communities, governments, and private sector entities, and how their interests and involvements shape regeneration outcomes.</li> </ul> | How to design a fieldwork enquiry, including designing a hypothesis, creating a literature review, and developing a comprehensive fieldwork plan and risk assessment. | <p>How to apply a range of statistical analysis tools to fieldwork results.</p> <p>How to present fieldwork results using a range of GIS tools.</p> |



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| Key Knowledge Assessment       | KEQ 1 and 2 tests<br>Tectonics/KEQ 1 and 2 tests<br>Globalisation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Knowledge retrieval quizzes<br>End of Tectonics Exam/End of Globalisation Exam | KEQ 1 and 2 tests<br>Coasts/KEQ 1 and 2 tests<br>Regenerating Places                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | KEQ 3 and 4 tests<br>Coasts/KEQ 3 and 4 tests<br>Regenerating Places | N/A - Non-examined Assessment guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 12 PPE |
| Links to literacy and numeracy | <b>Links to Numeracy:</b><br>- In Tectonic Processes and Hazards, students will engage with statistical data analysis, including interpreting seismic data and hazard risk assessments.<br>- In Globalisation, students will analyse economic data, interpret graphs and charts related to global trade, and understand demographic statistics.<br><b>Links to Literacy:</b><br>- The Tectonic Processes and Hazards topic involves reading and comprehending scientific texts and reports on geological and seismic activities.<br>- For Globalisation, students will develop skills in reading, summarising, and critically evaluating texts on global economic, cultural, and political trends.                                                                                                                                                                                                                                                                                                |                                                                                | <b>Links to Numeracy:</b><br>- Students will engage with data analysis, including interpreting statistical information on coastal erosion rates and demographic changes in regenerating areas.<br>- They'll also work with numerical data to evaluate the effectiveness of management strategies and regeneration projects.<br><b>Links to Literacy:</b><br>- The study involves reading and synthesising complex texts on coastal geography and urban regeneration, writing reports and essays to argue perspectives on management strategies, and critically evaluating sources of information on regeneration initiatives. |                                                                      | <b>Links to Numeracy:</b><br>- Data Collection and Analysis: Students enhance their numeracy skills through the systematic collection, presentation, and analysis of quantitative data.<br>- Statistical Techniques: The use of statistical techniques for data interpretation allows students to apply and understand numerical concepts (eg central tendency, Spearman's Rank correlation, Student's T-test).<br><b>Links to Literacy:</b><br>- Research Skills: Students enhance their literacy through comprehensive research, including reading academic texts and synthesising information from various sources.<br>- Writing Skills: The NEA develops writing skills by requiring students to structure coherent arguments, present clear narratives, and use appropriate geographical terminology.<br>- Critical Thinking and Analysis: Students engage in critical thinking and analysis, interpreting texts, data, and evidence to construct well-reasoned arguments and conclusions.<br>- Evaluation and Reflection: The process involves evaluating the reliability and validity of sources, as well as reflecting on their own findings and the limitations of their research.<br>- Communication: Students learn to communicate complex geographical ideas and findings effectively, adapting their language for different audiences. |             |
| Extra-Curricular opportunities | <ul style="list-style-type: none"><li>Fieldwork within Sittingbourne, London, Whitstable to prepare for the Non-examined assessment.</li><li>External talks by former members of MI6 and war correspondents.</li><li>Geography in the News: Every minute of every day, Geography happens around us! Natural hazards occur and less extreme natural processes operate. Humans attempt to manage our environment at various scales. The actions that people take have a local impact and a global one. Keep up to date with what is going on by following the news, using a reputable provider! Here are some useful sources of news:<ul style="list-style-type: none"><li>BBC News</li><li>Sky News</li><li>The Guardian</li><li>National Geographic</li><li>International News from France 24</li></ul></li><li>Want to dig deeper? Have a look at our <a href="#">Take it Further Sheet</a> for KS5 to find out how you can explore the Geography from KS5 at home and further afield!</li></ul> |                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |



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| Links to careers/<br>aspirations            | <p><b>Environmental Consultant:</b> Specialising in advising on sustainable practices and environmental impacts, particularly relevant for students interested in topics like coastal landscapes and environmental management.</p> <p><b>Urban Planner:</b> Utilising knowledge from regenerating places, students can engage in city planning and development, focusing on sustainable and efficient use of space.</p> <p><b>Geologist or Seismologist:</b> Building on the understanding of tectonic processes, students can pursue careers in studying Earth's structure and natural phenomena like earthquakes and volcanic activity.</p> <p><b>International Development Worker:</b> Leveraging knowledge of globalisation, students can work in international aid, focusing on issues like economic development and global inequalities.</p> <p><b>Climate Change Analyst:</b> Applying an understanding of physical geography and environmental systems to analyse and address global climate change issues.</p> <p><b>Geography Teacher:</b> Inspiring future generations by teaching geography, drawing on comprehensive knowledge gained from various geographical topics studied.</p> |
| Links to our<br>Fulston<br>FAMILY<br>values | <p><b>Fortitude:</b> The study of challenging topics like tectonic processes and globalisation instils resilience and perseverance in facing complex global challenges.</p> <p><b>Ambition:</b> Exploring advanced concepts in geography encourages students to set high academic goals and aspire for excellence in understanding the world.</p> <p><b>Mindful:</b> Topics like coastal landscapes and regenerating places teach students to be considerate of environmental impacts and human geography, fostering a mindful approach to interactions with the natural world and societies.</p> <p><b>Integrity:</b> The curriculum emphasises the importance of ethical considerations and accuracy in data analysis, promoting integrity in academic and field research.</p> <p><b>Leadership:</b> Group projects and discussions on global and environmental issues cultivate leadership skills, encouraging students to take initiative and lead in problem-solving scenarios.</p> <p><b>Young Citizen:</b> The diverse range of geographical topics prepares students to become informed and responsible young citizens, aware of global issues and their role in a globalised world.</p> |

### What my child will learn in Year 13

| Year 13                     | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Term 2                                            | Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Term 4                                                                      | Term 5   | Term 6   |
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| Unit Title                  | The Water Cycle and Water Insecurity/ Superpowers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | The Water Cycle and Water Insecurity/ Superpowers | The Carbon Cycle and Energy Security/ Health, Human Rights and Intervention                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | The Carbon Cycle and Energy Security/ Health, Human Rights and Intervention | Revision | Revision |
| Previous knowledge recalled | <p><b>Water Cycle and Water Insecurity:</b></p> <ul style="list-style-type: none"> <li>- Fundamental concepts of the hydrological cycle, including how water circulates through its various states and locations on Earth.</li> <li>- Basic understanding of human impacts on water systems, such as water usage, pollution, and management strategies.</li> </ul> <p><b>Superpowers:</b></p> <ul style="list-style-type: none"> <li>- An understanding of global political and economic systems, including the concept of superpowers, emerging powers, and their influences on global politics and economics.</li> <li>- Basic knowledge of geopolitical theories and the historical context of superpower dynamics, including colonialism and post-colonial impacts on world order.</li> </ul> |                                                   | <p><b>The Carbon Cycle and Energy Security:</b></p> <ul style="list-style-type: none"> <li>- Basic concepts of the carbon cycle, including understanding carbon stores and flows, and the importance of carbon in Earth's climate system.</li> <li>- Fundamental principles of energy use and its environmental impacts, particularly how fossil fuels and renewable energy sources affect carbon emissions and climate change.</li> </ul> <p><b>Health, Human Rights, and Intervention:</b></p> <ul style="list-style-type: none"> <li>- Basic understanding of global health issues and the various factors that impact health worldwide.</li> <li>- An awareness of human rights principles and how they are applied or violated in different contexts globally.</li> </ul> |                                                                             |          |          |
| New Knowledge               | <p><b>Water Cycle and Water Insecurity:</b></p> <ul style="list-style-type: none"> <li>- The detailed operations of the global hydrological cycle as a closed system, including the processes and factors that control the movement of water through different stores</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                   | <p><b>The Carbon Cycle and Energy Security:</b></p> <ul style="list-style-type: none"> <li>- The detailed mechanisms of the carbon cycle, including the significant stores of carbon and the processes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                             |          |          |



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|                                | <p>(oceans, atmosphere, cryosphere, biosphere).</p> <ul style="list-style-type: none"> <li>- The impact of physical and human activities on water availability and security, exploring concepts like water stress, water management strategies, and the consequences of water insecurity globally.</li> <li>- The relationships between climate change, water cycles, and water security, including how changes in climate can influence hydrological patterns and the global distribution of water resources.</li> </ul> <p><b>Superpowers:</b></p> <ul style="list-style-type: none"> <li>- The evolution and characteristics of superpowers, including the transition from hard to soft power, and how these dynamics shape global politics and economics.</li> <li>- The shifting patterns of global power, from historical empires to the contemporary multipolar world, including the role of emerging superpowers.</li> <li>- The impact of superpowers on global governance, economy, and environmental issues, exploring the influence of international organisations and geopolitical strategies.</li> </ul> |                                                                                        | <p>that transfer carbon between these stores.</p> <ul style="list-style-type: none"> <li>- The impact of human activities on the carbon cycle and how these activities contribute to climate change, with a focus on the reliance on fossil fuels and its effects.</li> <li>- Strategies and challenges related to energy security, including the exploration of renewable energy sources and the socio-economic and environmental implications of different energy choices.</li> </ul> <p><b>Health, Human Rights, and Intervention:</b></p> <ul style="list-style-type: none"> <li>- Complex concepts of human development, including various measures beyond GDP, like the Happy Planet Index and the impact of policies on human welfare.</li> <li>- The variable impacts of geopolitical interventions on health, well-being, and human rights, and how these interventions can lead to inequalities.</li> <li>- The significance of education in economic development and human rights, exploring diverse global perspectives on gender equality in education and its varied standards and access across countries.</li> </ul> |                                                                                      |                                                 |                                                 |
| Key Knowledge Assessment       | KEQ 1 and 2 tests<br>Water/KEQ 1 and 2 tests<br>Superpowers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Knowledge Retrieval quizzes<br>Full Topic exam<br>Water/Full Topic Exam<br>Superpowers | KEQ 1 and 2 test<br>Carbon/ KEQ 1 and 2 tests<br>Health, Human Rights and Intervention<br>Paper 1 and Paper 2(Partial) - PPEs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Full Paper 1 and Full Paper 2<br>Practice Exams<br>Full Paper 3 walking talking mock | Pupils will be preparing for their public exams | Pupils will be preparing for their public exams |
| Links to literacy and numeracy | <p><b>Links to Numeracy:</b></p> <ul style="list-style-type: none"> <li>- Analysing patterns and trends in hydrological data, such as precipitation and evaporation rates, and calculating water stress indicators to assess water insecurity.</li> <li>- Constructing and interpreting power indexes using complex data sets, and mapping past, present, and future spheres of influence using world maps.</li> </ul> <p><b>Links to Literacy:</b></p> <ul style="list-style-type: none"> <li>- Understanding and interpreting complex hydrological data, constructing coherent arguments regarding water management strategies, and evaluating the effectiveness of different water security measures.</li> <li>- Engaging with geopolitical theories, critically analysing the rise and influence of superpowers, and evaluating the effectiveness of soft versus hard power.</li> </ul>                                                                                                                                                                                                                            |                                                                                        | <p><b>Links to Numeracy:</b></p> <ul style="list-style-type: none"> <li>- Engaging with data interpretation and analysis, such as calculating carbon dioxide levels, analysing trends in energy consumption, and understanding the implications of carbon sequestration methods.</li> <li>- Identifying trends using maps, analysis using GIS, and comparison of different measurements of development using ranked data.</li> </ul> <p><b>Links to Literacy:</b></p> <ul style="list-style-type: none"> <li>- Students will develop their ability to critically evaluate the impact of human activities on the carbon cycle, analyse case studies on energy security, and construct arguments regarding climate change and mitigation strategies.</li> <li>- Analysing various types of maps and GIS data, evaluating development statistics of countries, and interpreting texts on human development and rights.</li> </ul>                                                                                                                                                                                                       |                                                                                      |                                                 |                                                 |



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| Extra-Curricular opportunities     | <ul style="list-style-type: none"> <li>Fieldwork on the importance of local parks for carbon sequestration; interaction with citizen science on exploring the local areas biodiversity.</li> <li>External talks by former members of MI6 and war correspondents.</li> <li>Geography in the News: Every minute of every day, Geography happens around us! Natural hazards occur and less extreme natural processes operate. Humans attempt to manage our environment at various scales. The actions that people take have a local impact and a global one. Keep up to date with what is going on by following the news, using a reputable provider! Here are some useful sources of news: <ul style="list-style-type: none"> <li>BBC News</li> <li>Sky News</li> <li>The Guardian</li> <li>National Geographic</li> <li>International News from France 24</li> <li>Want to dig deeper? Have a look at our <a href="#">Take it Further Sheet</a> for KS5 to find out how you can explore the Geography from KS5 at home and further afield!</li> </ul> </li> </ul>                                                                                     |
| Links to careers/aspirations       | <p><b>Public Health and Epidemiology:</b> Understanding global health issues and interventions opens pathways in health services, policy planning, and disease control.</p> <p><b>Human Rights Law and Advocacy:</b> Insights into human rights and interventions inspire careers in law, NGOs, and international organisations focused on advocacy and justice.</p> <p><b>Environmental Consultancy:</b> Studying the carbon cycle and energy security equips students for roles in environmental protection, sustainability consulting, and climate change mitigation.</p> <p><b>Water Resource Management:</b> Knowledge of the water cycle and water insecurity prepares students for careers in water management, conservation, and policy development.</p> <p><b>Urban Planning and Regeneration:</b> Learning about superpowers and global influence informs careers in urban development, planning, and community regeneration projects.</p> <p><b>International Relations and Policy:</b> A deep understanding of global superpowers and geopolitics can lead to careers in diplomacy, international policy, and global trade analysis.</p> |
| Links to our Fulston FAMILY values | <p><b>Fortitude:</b> Tackling complex global issues like climate change and water insecurity requires resilience and perseverance, embodying the value of fortitude.</p> <p><b>Ambition:</b> The exploration of significant topics such as superpowers and global health inspires students to aim high and pursue impactful careers.</p> <p><b>Mindful:</b> Studies on human rights and environmental sustainability encourage mindfulness towards global challenges and the wellbeing of others.</p> <p><b>Integrity:</b> Research and critical analysis of topics like the carbon cycle demand academic honesty and ethical consideration, fostering integrity.</p> <p><b>Young Citizen:</b> Engaging with current global issues prepares students to be informed and responsible global citizens, active in their communities and the world.</p>                                                                                                                                                                                                                                                                                                  |

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| Extended Learning Opportunities for Key Stage 5 | <p><b>Field Trips and Practical Work:</b> Students will undertake 4 field trips to locations that reflect key geographical concepts, such as visits to coastal areas (Whitstable) and urban regeneration sites (Stratford and Sittingbourne). Practical work includes coastal studies and urban surveys. We also offer a trip to Iceland every 2 years</p> <p><b>Expert Guest Lectures and Workshops:</b> The department invites in experts in fields like climatology, urban planning, environmental science, and disaster management to provide deeper insights and real-world context to the topics studied.</p> <p><b>Participation in Geography Competitions and Challenges:</b> Through the RGS (Royal Geographical Society) pupils are invited to take part Engage students in geography competitions that require applying their knowledge and skills in innovative ways.</p> <p><b>Use of Technology and Software:</b> The department integrates technology by using Geographic Information Systems (GIS) for mapping projects, and simulation software to model environmental and urban planning scenarios.</p> |
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| <u>Curriculum Impact</u> | <p>At Fulston Manor School we aim to deliver the following ambitious outcomes for our students through our curriculum. Pupils will:</p> <ul style="list-style-type: none"> <li>Be aspirational and ready for the next step in life</li> <li>Achieve high quality academic outcomes.</li> <li>Develop as effective, efficient, resilient learners who can work independently towards ambitious goals</li> <li>Develop an awareness of their own strengths and acquire effective habits to be successful at school and beyond</li> <li>Develop long term knowledge and skills which can be effectively deployed in new circumstances.</li> <li>Develop the cultural capital to be able to successfully engage with a wide variety of social situations</li> <li>Develop an awareness of their place as a citizen in the school, wider community and the world beyond</li> </ul> |
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