

Year 13 Curriculum Sequencing Grid			
Subject: Geography	Term One	Term Two	Term Three
Unit	Water and Carbon (MST) NEA (MST) Contemporary Urban Environments (SWI)	NEA (MST) Paper 1 Masterclass (MST) Contemporary Urban Environments (SWI) Paper 2 Masterclass (SWI)	Paper 1 Masterclass and Closing the Gap (MST) Paper 2 Masterclass and Closing the Gap (SWI)
Key disciplinary knowledge	<p>Range of quantitative and relevant qualitative skills, within the theme water and carbon cycles. Students must specifically understand simple mass balance, unit conversions and the analysis and presentation of field data.</p> <p>Regular use of exam style questions to upskill exam technique and language.</p> <p>Our whole school oracy focus underpins our vocabulary-rich Geography curriculum, providing opportunities to foster and deepen understanding.</p>	<p>Wide and varied, to include: global distribution understanding and description, key maths skills, data handling, pattern recognition, text analysis</p> <p>Regular use of exam style questions to upskill exam technique and language.</p> <p>Our whole school oracy focus underpins our vocabulary-rich Geography curriculum, providing opportunities to foster and deepen understanding.</p>	<p>To revisit skills from the specification (please see the skills cascade document). Tp practice and become confident learners by practising exam questions.</p> <p>Regular use of exam style questions to upskill exam technique and language.</p> <p>Our whole school oracy focus underpins our vocabulary-rich Geography curriculum, providing opportunities to foster and deepen understanding.</p>

THE HIGHEST STANDARDS

Always set and deliver the highest standards: never settle for less.

INVEST TO ACHIEVE

Care about the now; create the very best for your future.

EVERYONE IS VALUED

We are unique individuals working together to be the best.

NO EXCUSES

Create solutions, not excuses.

NEVER GIVE UP

Resilience is essential; self-belief drives improvement.

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Qualifications open doors; your character gets you through them.

Key substantive knowledge	Focus on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. Systems in physical geography: systems concepts and their application to the water and carbon cycles inputs – outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium.	Full understanding of all key concepts and knowledge of all previous modules as they relate to the non-examined assessment.	Knowledge retrieval of previous units, using a range of strategies to engage all learners.
Key Tier Three Vocabulary	lithosphere, hydrosphere, cryosphere biosphere, atmosphere, precipitation, evapo-transpiration and runoff; stores and flows, to include interception, surface, soil water, groundwater and channel storage; stemflow, infiltration overland flow, and channel flow.	Key terminology as it relates to the non-examined assessment.	Refer to Y12 boxes.
Opportunities for reading	Use of textbooks in lesson and text provided for extra reading. Use of prep style homework.		Students will be provided with additional reading extracts to deepen their understanding and broaden their knowledge. Use of prep style homeworks.
Authentic Connections – Cross Curricular Links	Maths – Graph interpretation and use of Range, Median, Mode and Means. IQR and Spearman Rank.	There may be further links dependent upon the topic selected for the non-examined assessment.	Maths – Graphical and statistical elements.

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Key Assessments	Sharp start knowledge retrieval, iZones and interim assessments, module mock examinations, full mock examinations.	Sharp start knowledge retrieval, iZones and interim assessments, module mock examinations, full mock examinations.	Sharp start knowledge retrieval, iZones and interim assessments, module mock examinations, full mock examinations.

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