



<p><b>Autumn Half Term 2: History or Geography? The study of glaciation</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the processes, key features and landforms caused by glaciation</li> <li>• Students will be able to describe and explain the paths of the most recent ice age and it's impact on the global and UK environment</li> <li>• Students will predict how cold environments will change in the future</li> </ul>	<p>Test on key terms and processes Student created models</p> <p>Assessment will happen continually within lessons through verbal, peer and structured review and feedback. The assessment stated here refers to end of term assessments that will form <i>part</i> of a student's overall grade.</p>
<p><b>Spring Half Term 3: BRICs and MINTs The Geography of Global manufacturing and power</b></p> <ul style="list-style-type: none"> <li>• Students know and can describe the four different sectors or employment</li> <li>• Students can describe and explain the process of globalisation over time and how this influences where our goods are made</li> <li>• Students study one organisation in detail to demonstrate this shift <b>**Fieldwork Opportunity**</b></li> <li>• Students can locate and identify key features of the BRICs and MINTs</li> <li>• Students can predict how shifts in manufacturing and power will influence the economic world of tomorrow</li> </ul>	<p>Student presentations</p>
<p><b>Spring Half Term 4: BRICs and MINTs The Geography of Global manufacturing and power</b></p> <ul style="list-style-type: none"> <li>• Students know and can describe the four different sectors or employment</li> <li>• Students can describe and explain the process of globalisation over time and how this influences where our goods are made</li> <li>• Students study one organisation in detail to demonstrate this shift <b>**Fieldwork Opportunity**</b></li> <li>• Students can locate and identify key features of the BRICs and MINTs</li> </ul>	<p>Student presentations</p>

<ul style="list-style-type: none"> <li>• Students can predict how shifts in manufacturing and power will influence the economic world of tomorrow</li> </ul>	
<p><b>Summer Half Term 5: How many worlds are needed to support us? Use of natural resources</b></p> <ul style="list-style-type: none"> <li>• Students can describe the main natural resource groups and where they are found</li> <li>• Students can describe and explain the concept of a global footprint</li> <li>• Students investigate the environmental impact of the use of natural resources through the study of the Tropical Rainforest</li> <li>• Students work through the stages for SRRC to become an EcoSchool <b>**Fieldwork opportunity**</b></li> </ul>	<p>Eco Schools status</p> <p>Assessment will happen continually within lessons through verbal, peer and structured review and feedback. The assessment stated here refers to end of term assessments that will form <i>part</i> of a student's overall grade.</p>
<p><b>Summer Half Term 6: Geographical Investigation 1</b></p> <ul style="list-style-type: none"> <li>• <b>** Fieldwork Opportunity**</b></li> <li>• Students set geographical investigation with teacher support</li> </ul>	<p>Geographical enquiry write up</p> <p>Assessment will happen continually within lessons through verbal, peer and structured review and feedback. The assessment stated here refers to end of term assessments that will form <i>part</i> of a student's overall grade.</p>
<p><b>Key Skills:</b>  Map reading  Graph making  Interpreting Data  Enquiring Skills  Rationalising skills  Place and locational knowledge  Developing geographical vocabulary  Observational Skills  Measurement</p>	