

CURRICULUM SEQUENCING GRIDS

Subject:	Term One	Term Two	Term Three
Unit (Tablet in 39 week plan)	Natural hazards Changing places	Natural hazards Changing places Glaciation Urban environments	Natural hazards Changing places Glaciation Urban environments
Key Retainable Skills (required for Y13) What How Why	Wide and varied, to include: global distribution understanding and description, key maths skills, data handling, pattern recognition, text analysis	Wide and varied, to include: global distribution understanding and description, key maths skills, data handling, pattern recognition, text analysis	Wide and varied, to include: global distribution understanding and description, key maths skills, data handling, pattern recognition, text analysis
Key Retainable Knowledge (required for Y13) What How Why	Full understanding of all key concepts and knowledge of natural hazard processes. Full understanding of all key concepts and knowledge of economic, social and political change as it relates to the changing places module.	Full understanding of all key concepts and knowledge of natural hazard processes, and those associated with glaciated environments. Full understanding of all key concepts and knowledge of economic, social and political change as it relates to the changing places and urban environments modules.	Full understanding of all key concepts and knowledge of natural hazard processes, and those associated with glaciated environments. Full understanding of all key concepts and knowledge of economic, social and political change as it relates to the changing places and urban environments modules.
Key Technical Vocabulary To be modelled and deliberately practiced in context.	Key terminology relating to natural hazards and changing places modules, including but not limited to the physical and human processes and key examination command words and models of linked statements.	Key terminology relating to natural hazards, glaciation, changing places and urbanisation modules, including but not limited to the physical and human processes and key examination command words and models of linked statements.	Key terminology relating to natural hazards, glaciation, changing places and urbanisation modules, including but not limited to the physical and human processes and key examination command words and models of linked statements.
Opportunities for reading	Regular text analysis and comprehension.	Regular text analysis and comprehension.	Regular text analysis and comprehension.

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Developing Cultural Capital Essential knowledge and skills of educated citizens.	Understanding of social, economic and political systems on macro-, meso- and local-scales.	Understanding of social, economic and political systems on macro-, meso- and local-scales. Underdevelopment and inequality. Democracy and dictatorships. The role of the media.	Understanding of social, economic and political systems on macro-, meso- and local-scales. Underdevelopment and inequality. Democracy and dictatorships. The role of the media.
Authentic Connections – Cross Curricular Links	Science: physical process within lithosphere and asthenosphere Maths: statistical and data handling skills English: text analysis History: development of social and political systems on a global scale	Science: physical process within lithosphere and asthenosphere Science: landform formation Maths: statistical and data handling skills English: text analysis History: development of social and political systems on a global scale	Science: physical process within lithosphere and asthenosphere Science: landform formation Maths: statistical and data handling skills English: text analysis History: development of social and political systems on a global scale
Key Assessment	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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