

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	Introduction to geography	Biomes of the world	Population and settlement	Physical landscapes of the UK	Uk weather and climate	Plastic pollution
<b>Prior knowledge (from previous year/ key stage).</b>	KS2 statistics , measurement, geometry KS2 geography (locational knowledge, place knowledge, geographical skills and fieldwork)	KS2 Living things and their habitats KS2 human and physical geography (biomes and vegetation belts)	KS2 human and physical geography (types of settlement)	KS2 human and physical geography (rivers, mountains) KS2 geography (locational knowledge)	KS2 human and physical geography (water cycle, KS2 geography (locational knowledge, place knowledge)	KS2 human and physical geography
<b>Key skills</b>	<p><b>Students will:</b> Explore the difference between types of geography.</p> <p>Explore the continents, oceans, UK through maps and build map skills.</p> <p>Investigate differences between social, economic and environmental factors within geography and classify countries due to their development.</p>	<p><b>Students will:</b> Explore different biomes around the world.</p> <p>Comment on the adaptations of plants and animals in different biomes.</p> <p>Understand biotic and abiotic factors and their dependence on one another.</p>	<p><b>Students will:</b> Explore the difference between urban and rural settlements.</p> <p>Understand how the planets population has changed and the causes of migration.</p> <p>Comment on the positive and negative impacts of migration around the world and how this influences settlements.</p>	<p><b>Students will:</b> Explore the upland and lowland distributions of physical landscapes.</p> <p>Understand the physical and human factors that influence physical landscapes.</p> <p>Analyse how weathering, erosion, transportation and deposition impact our landscape.</p>	<p><b>Students will:</b> Explore the difference between weather and climate.</p> <p>Understand different elements of the weather and water cycles.</p> <p>To investigation causes and impacts of extreme weather on the UK using case study events.</p>	<p><b>Students will:</b> Explore changing human uses of plastic over times.</p> <p>Evaluated the impact of plastic on planet earth and the contributions humans on this.</p> <p>Explore ways in which humans can reduce plastic pollution in the future.</p>
<b>Assessment</b>	<b>To complete a series of questions testing a range of skills and questions stems relating to the curriculum content.</b>	<b>To complete a series of questions testing a range of skills and questions stems relating to the curriculum content.</b>	<b>To complete a series of questions testing a range of skills and questions stems relating to the curriculum content.</b>	<b>To complete a series of questions testing a range of skills and questions stems relating to the curriculum content.</b>	<b>To complete a series of questions testing a range of skills and questions stems relating to the curriculum content.</b>	<b>To complete a series of questions testing a range of skills and questions stems relating to the curriculum content.</b>
<b>How can you help?</b>	<p><b>Encourage your child to:</b></p> <p>Explore maps and associated geographical skills.</p> <p>Read the news for geographical stories.</p> <p>Practise their understanding of geographical places and landscapes around the world.</p>	<p><b>Encourage your child to:</b></p> <p>Read the news for stories about the planet's ecosystems.</p> <p>Have conversations about geographical environments such as forests.</p>	<p><b>Encourage your child to:</b></p> <p>Read for news for stories and evaluate the message.</p> <p>Have conversations about the themes of migration, population change and the impacts this has on the world</p>	<p><b>Encourage your child to:</b></p> <p>Have conversations about 19<sup>th</sup> Century England (crime rates, poverty, inequality)</p>	<p><b>Encourage your child to:</b></p> <p>Read the news for stories about extreme weather.</p> <p>Have conversations about the weather and the impact this can have.</p>	<p><b>Encourage your child to:</b></p> <p>Explore their own use of plastic within their daily routines.</p> <p>Have conversations about the issues plastic creates.</p>
<b>Reading Pledge</b>	<p>Prisoners of Geography: our world explained in 12 simple maps (Tim Marshall)</p> <p>Mission: Explore (The Geography Collective)</p>	<p>The Boy for biked the world (Alastair Humphries)</p> <p>Mission: Explore national parks (The Geography Collective)</p>	<p>I am Malala (Malala Yousafzai)</p> <p>Refugee Boy (Benjamin Zephaniah)</p>	<p>Maps of the United Kingdom (Rachel Dixon)</p> <p>The world Book (Joe Fullman)</p>	<p>Wicked Weather (Anita Ganeri)</p> <p>Weather (DK eyewitness)</p>	<p>What a waste: Rubbish, Recycling and Protecting our Planet (Jess French)</p> <p>The problem with Plastic (Ruth Owen)</p>

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	Globalisation	Resources	Rapid urban change	Rivers	Coasts	Plate tectonics
Prior knowledge (from previous year/ key stage)	Y7-introduction to geography	Y7-plastic pollution	Y7-population and settlement Y8-globalisation	Y7-UK physical landscapes	Y7-UK physical landscapes Y7-plastic pollution	Y7-introduction to geography
Key skills	<p><b>Students will:</b> Explore the classification of countries by development indicators and economic sectors.</p> <p>Understand the concept of globalisation and factors that impact it.</p> <p>Explore how TNC's influence the world using a case study. .</p>	<p><b>Students will:</b> Explore the three main resources of water, food and energy and their distribution across the world.</p> <p>Understand the concept of renewable and non-renewable resources.</p> <p>Explore the concept of resource security using a case study from around the world.</p>	<p><b>Students will:</b> Explore factors affecting urbanisation including rural-urban-migrations and natural increase.</p> <p>Explore the consequences of rapid urban growth including traffic congestion.</p> <p>Understand the concept of sustainability and how cities can be sustainably developed.</p> <p>Investigation a case study of an urban area.</p>	<p><b>Students will:</b> Explore types of fluvial processes including erosion, transportation and deposition.</p> <p>Investigate the features of a river landscape including one erosion and one depositional feature.</p> <p>To understand what river management is including hard and soft engineering using a UK example.</p>	<p><b>Students will:</b> Explore types of fluvial processes including erosion, transportation and deposition.</p> <p>Investigate the features of a coastal landscape including one erosion and one depositional feature.</p> <p>To understand what coastal management is including hard and soft engineering using a UK example.</p>	<p><b>Students will:</b> Explore the structure of the earth and theories on plate movement.</p> <p>Investigate types of plate margins including constructive, destructive and conservative.</p> <p>To explore analyse the pattern and impacts of natural hazards and formations of earthquakes, volcanoes and tsunamis using a case study.</p>
Assessment	To complete a series of questions testing a range of skills and questions stems relating to the curriculum content.	To complete a series of questions testing a range of skills and questions stems relating to the curriculum content.	To complete a series of questions testing a range of skills and questions stems relating to the curriculum content.	To complete a series of questions testing a range of skills and questions stems relating to the curriculum content.	To complete a series of questions testing a range of skills and questions stems relating to the curriculum content.	To complete a series of questions testing a range of skills and questions stems relating to the curriculum content.
How can you help?	<p><b>Encourage your child to:</b></p> <p>Have conversations about TNC's and how they influence our lives. Read news stories regarding TNC's and evaluate their impact.</p>	<p><b>Encourage your child to:</b></p> <p>Have conversations about the use of resources in daily lives. Read news stories about the impact of resource security across the world.</p>	<p><b>Encourage your child to:</b></p> <p>Have conversations about the urbanisation of the local area of Willenhall. Read news stories about urbanisation across the globe and within the UK.</p>	<p><b>Encourage your child to:</b></p> <p>Have conversations about river landscapes and their features.</p> <p>Read news stories about impacts on and engineering strategies on rivers across the UK.</p>	<p><b>Encourage your child to:</b></p> <p>Have conversations about river landscapes and their features.</p> <p>Read news stories about impacts on and engineering strategies on rivers across the UK.</p>	<p><b>Encourage your child to:</b></p> <p>Have conversations about natural hazards across the world.</p> <p>Read news stories about the impacts and severity of natural hazards looking at development.</p>
Reading Pledge	<p>Kick (Mitch Johnson)</p> <p>Globalisation (Rob Bowden)</p>	<p>Shocking Electricity (Nick Arnold)</p> <p>World without Fish (Mark Kurlansky)</p>	<p>Welcome to nowhere (Elizabeth Laird)</p> <p>Planet of Slums (Mark Davis)</p>	<p>Raging Rivers (Anita Ganeri)</p> <p>The Flow: Rivers, Water and Wilderness (Amy Jane Beer)</p>	<p>Between Sea and Sky (Nicola Penfield)</p> <p>Blue Back (Tim Winton)</p>	<p>Plate Tectonics (Iain Stewart)</p> <p>Solving the Puzzle under the sea (Paul Burleigh)</p>

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	Brazil	Rainforests	Deserts	Africa	Weather and climate	Climate change
Prior knowledge (from previous year/ key stage)	Y7-population and settlement Y8- rapid urban change	Y7-biomes of the world	Y7-biomes of the world	Y7-biomes of the world Y8-globalisation	Y7-UK weather and climate Y8-rivers and coasts	All topics covered in Y7,8 and 9.
Key skills/ powerful knowledge	<p><b>Students will:</b></p> <p>Explore the physical and human aspects of the country of Brazil including the development level.</p> <p>Identify the urban issues within major cities of Brazil including the growth of favelas.</p> <p>Understand the concept of megacities and the impact these can have.</p>	<p><b>Students will:</b></p> <p>Explore the concepts of ecosystems including the nutrient cycle linking this to rainforests.</p> <p>Identify the concept of the GAC model and how this impacts the distribution of ecosystems.</p> <p>Assess the causes and impacts of deforestation and the sustainable management of the rainforest.</p>	<p><b>Students will:</b></p> <p>Explore the means of a desert and identify their locations around the world.</p> <p>Investigate the climate and characteristics of a desert and how humans, animals and plants have adapted to live there.</p> <p>Assess the human use of a desert through a case study and evaluate the impacts.</p>	<p><b>Students will:</b></p> <p>Explore the differing development level of Africa using development indicators.</p> <p>Explore the concept of why Africa should be wealthier than it is and understand the historical and climatic reasons for a lack of development.</p> <p>Explore the country of Nigeria and the impact TNC's have had upon its level of development and regional differences.</p>	<p><b>Students will:</b></p> <p>Explore why the UK climate is changing and how it will change in the future.</p> <p>Understand the concept of high and low pressure and the impact this has on weather.</p> <p>Evaluate the concept of tropical storms and the impacts and responses to these storms using a case study.</p>	<p><b>Students will:</b></p> <p>Students will explore the concept of climate change and the physical and human causes of it.</p> <p>Assess the impacts of climate change on ecosystems across the world looking at case studies of ecological breakdown.</p> <p>Explore how we can combat climate change through mitigation and adaptation techniques.</p>
Assessment	To complete a series of questions testing a range of skills and questions stems relating to the curriculum content. (movement towards GCSE style questions)	To complete a series of questions testing a range of skills and questions stems relating to the curriculum content. (movement towards GCSE style questions)	To complete a series of questions testing a range of skills and questions stems relating to the curriculum content. (movement towards GCSE style questions)	To complete a series of questions testing a range of skills and questions stems relating to the curriculum content. (movement towards GCSE style questions)	To complete a series of questions testing a range of skills and questions stems relating to the curriculum content. (movement towards GCSE style questions)	To complete a series of questions testing a range of skills and questions stems relating to the curriculum content. (movement towards GCSE style questions)
How can you help?	<p><b>Encourage your child to:</b></p> <p>Have conversations about Brazil and the differences in culture to the UK.</p> <p>Read the news for stories on Brazil and its physical and human aspects of society.</p>	<p><b>Encourage your child to:</b></p> <p>Have conversations about the impact of deforestation and how our lives impact upon this.</p> <p>Read news stories about the rates of deforestation around the world and evaluate the messages from these.</p>	<p><b>Encourage your child to:</b></p> <p>Have conversations about the changing landscape of deserts across the world.</p> <p>Read news stories relating to deserts and human uses of them.</p>	<p><b>Encourage your child to:</b></p> <p>Have conversations about the continent of Africa and how it is changing.</p> <p>Read news stories on the impact of oil across the world and upon the changing global stance of African countries.</p>	<p><b>Encourage your child to:</b></p> <p>Have conversations about the weather throughout the year.</p> <p>Read news stories about tropical storms and their impact and responses from across the world.</p>	<p><b>Encourage your child to:</b></p> <p>Follow news stories on climate change impacts from across the world.</p> <p>Discuss climate change accords and the evidence that is taken from them.</p>
Reading Pledge	<p>Brazil (Micheal Palin)</p> <p>Captains of the Sands (Jorge Amado)</p>	<p>The Explorer (Katherine Rundell)</p> <p>The Great Kapok Tree (Lynne Cherry)</p>	<p>Across the desert (Dusti Bowling)</p> <p>Buried beneath the baobab tree (Adobi Tricia Kwaubani)</p>	<p>Africa: Amazing Africa (Anutike)</p> <p>Africa (Anthony Ham)</p>	<p>You wouldn't want to live without extreme weather (Roger Canavan)</p> <p>The Hurricanes book (Jake Landon)</p>	<p>Green Rising (Lauren James)</p> <p>The climate book (Greta Thunberg)</p>

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	Changing economic world  Skills for: Geography Paper 1 8035/1 Geography paper 2 8035/2	The living world  Skills for: Geography paper 1 8035/1	Urban issues and challenges  Skills for: Geography paper 2 8035/2		Rivers  Skills for: Geography paper 1 8035/1	Fieldwork Mock revision  Skills for: Geography paper 3 8035/1
Prior knowledge (from previous year/ key stage)	KS3 – globalisation	KS3 – ecosystems KS3 – biomes of the world KS4-changing economic world	KS3 – population and settlement KS3 – rapid change KS3- Brazil and Africa KS4-changing economic world		KS3 – Rivers KS3 – UK Physical Landscapes	KS3 – introduction to geography (fieldwork) KS4-all topics to date (mock)
Assessment objectives (specific skills and knowledge students are expected to demonstrate)	GCSE Geography Assessment Objectives: <ul style="list-style-type: none"><li>AO1: Demonstrate <b>knowledge</b> of locations, places, processes, environments and different scales (15%).</li><li>AO2: Demonstrate geographical <b>understanding</b> of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</li><li>AO3: Apply knowledge and understanding to <b>interpret, analyse and evaluate</b> geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</li><li>AO4: Select, adapt and use a variety of <b>skills and techniques to investigate questions</b> and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).</li></ul>					
Key skills	AO1-Knowledge AO2-understanding AO3- Application	AO1-Knowledge AO2-understanding AO3- Application	AO1-Knowledge AO2-understanding AO3- Application		AO1-Knowledge AO2-understanding AO3- Application	AO1-Knowledge AO2-understanding AO3- Application AO4-skills (fieldwork)
Assessment	Knowledge quiz.  Mid Unit GCSE style test  GCSE style question (Q2 on paper 2, 8035/2).	Knowledge quiz.  Mid Unit GCSE style test  GCSE style question (Q2 on paper 1, 8035/1).	Knowledge quiz.  Mid Unit GCSE style test  GCSE style question (Q1 on paper 2,8035/1)		Knowledge quiz.  Mid Unit GCSE style test  GCSE style question (Q4 on paper 1, 8035/1).	GCSE Style questions (Q3 on paper 3, 8035/3)  Mocks (Paper 1 Q2, 8035/1 and Q1 and Q2 on 8035/2)
How can you help?	Encourage your child to:  Read current affairs news  Create revision resources  Use online videos to support their revision  Engage with Seneca  Practise questions using the revision workbook	Encourage your child to:  Read current affairs news  Create revision resources  Use online videos to support their revision  Engage with Seneca  Practise questions using the revision workbook	Encourage your child to:  Read current affairs news  Create revision resources  Use online videos to support their revision  Engage with Seneca  Practise questions using the revision workbook		Encourage your child to:  Read current affairs news  Create revision resources  Use online videos to support their revision  Engage with Seneca  Practise questions using the revision workbook	Encourage your child to:  Read current affairs news  Create revision resources  Use online videos to support their revision  Engage with Seneca  Practise questions using the revision workbook
Reading Pledge	The Almighty Dollar (Dharashini David)  50 things that made the modern economy (Tim Harford)  Inequality and the 1% (Danny Dorling)	A short history of nearly everything (Bill Bryson)  Amazon rainforest: deforestation in the lungs of the earth (Ary S Jr)	Displaced (Malala Yousafzai)  Prisoners of Geography (Tim Marshall)  Population 9 Billion (Danny Dorling)		Canoeing the Congo (Phil Harwood)  Rivers (Eric L Shores)	

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	Natural Hazards and Resource management		Coastal Systems	revision and practice Pre release	revision and practice	Exams
Prior knowledge (from previous year/ key stage)	KS3-plate tectonics KS3-weather and climate KS3-climate change KS3-resources		KS3-UK physical landscape KS3-coasts KS3-climate change	KS4-all topics	KS4-all topics	KS4-all topics
Assessment objectives (specific skills and knowledge students are expected to demonstrate)	<b>GCSE Geography Assessment Objectives:</b> <ul style="list-style-type: none"> <li>• <b>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</b></li> <li>• <b>AO2: Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</b></li> <li>• <b>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</b></li> <li>• <b>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).</b></li> </ul>					
Key skills	AO1-Knowledge AO2-understanding AO3- Application		AO1-Knowledge AO2-understanding AO3- Application	AO1-Knowledge AO2-understanding AO3- Application AO4-skills (fieldwork)	AO1-Knowledge AO2-understanding AO3- Application AO4-skills (fieldwork)	AO1-Knowledge AO2-understanding AO3- Application AO4-skills (fieldwork)
Assessment	Knowledge quiz.  Mid Unit GCSE style test  GCSE style question (Q1 paper 1, 8035/1).		Knowledge quiz.  Mid Unit GCSE style test  GCSE style question (Q4 paper 1, 8035/1).	Knowledge quiz.   GCSE style question (all 3 papers)	Exams	Exams
How can you help?	<b>Encourage your child to:</b>  <b>Read current affairs news</b>  <b>Create revision resources</b>  <b>Use online videos to support their revision</b>  <b>Engage with Seneca</b>  <b>Practise questions using the revision workbook</b>		<b>Encourage your child to:</b>  <b>Read current affairs news</b>  <b>Create revision resources</b>  <b>Use online videos to support their revision</b>  <b>Engage with Seneca</b>  <b>Practise questions using the revision workbook</b>	<b>Encourage your child to:</b>  <b>Read current affairs news</b>  <b>Create revision resources</b>  <b>Use online videos to support their revision</b>  <b>Engage with Seneca</b>  <b>Practise questions using the revision workbook</b>	<b>Encourage your child to:</b>  <b>Read current affairs news</b>  <b>Create revision resources</b>  <b>Use online videos to support their revision</b>  <b>Engage with Seneca</b>  <b>Practise questions using the revision workbook</b>	<b>Encourage your child to:</b>  <b>Read current affairs news</b>  <b>Create revision resources</b>  <b>Use online videos to support their revision</b>  <b>Engage with Seneca</b>  <b>Practise questions using the revision workbook</b>
Reading Pledge	Noone is too small to make a difference (Greta Thunberg)  There is no Planet B (Mike Berners-Lee)  When the Rivers run dry (Fred Pearce)		Coastal Systems ( Simon Haslett)			

Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content (Physical) *	Water and Carbon Cycles		Coastal Systems		Fieldwork, NEA and mock exams	
Prior knowledge (from previous year/ key stage)	KS4 The living world		KS4 Uk physical landscapes (coasts) KS4 natural hazards (climate change)		KS4 geographical skills and fieldwork	
Curriculum Content (Human) *	Global Systems and Governance			Changing Places		
Prior knowledge (from previous year/ key stage)	KS4 Economic world KS4 Urban and rural challenges			KS4 Economic world KS4 Urban and rural challenges		
Assessment objectives (specific skills and knowledge students are expected to demonstrate)	<b>A level Geography Assessment Objectives:</b> <ul style="list-style-type: none"><li>AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30–40%).</li><li>AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30–40%).</li><li>AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:<ul style="list-style-type: none"><li>- investigate geographical questions and issues</li><li>-interpret, analyse and evaluate data and evidence</li><li>-construct arguments and draw conclusions (20–30%)</li></ul></li></ul>					
Key skills	AO1-Knowledge AO2-understanding AO3- fieldwork skills		AO1-Knowledge AO2-understanding AO3- fieldwork skills		AO1-Knowledge AO2-understanding AO3- fieldwork skills	
Assessment	Knowledge quiz.  Mid Unit A level style test  A level style questions for the topic covered.		Knowledge quiz.  Mid Unit A level style test  A level style questions for the topic covered.		Knowledge quiz.  Mid Unit A level style test  A level style questions for the topic covered.	
How can you help?	<b>Encourage your child to:</b>  <b>Read current affairs news</b>  <b>Create revision resources</b>  <b>Use online videos to support their revision</b>  <b>Engage with Seneca</b>  <b>Practise questions using the revision workbook</b>		<b>Encourage your child to:</b>  <b>Read current affairs news</b>  <b>Create revision resources</b>  <b>Use online videos to support their revision</b>  <b>Engage with Seneca</b>  <b>Practise questions using the revision workbook</b>		<b>Encourage your child to:</b>  <b>Read current affairs news</b>  <b>Create revision resources</b>  <b>Use online videos to support their revision</b>  <b>Engage with Seneca</b>  <b>Practise questions using the revision workbook</b>  <b>Complete NEA fieldwork data collection and write up.</b>	

\*physical geography and human geography run concurrently with two teachers during year 12 and year 13.

Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content (Physical)	Natural hazards			NEA completion and exam revision		
Prior knowledge (from previous year/ key stage)	KS4 Natural hazards KS4 Uk physical landscapes (coasts) KS4 natural hazards (climate change) KS4 Economic world			All topics to date		
Curriculum Content (Human)	Contemporary Urban Environment			NEA completion and exam revision		
Prior knowledge (from previous year/ key stage)	KS4 Economic world KS4 Urban and rural challenges			All topics to date		
Assessment objectives (specific skills and knowledge students are expected to demonstrate)	<b>A level Geography Assessment Objectives:</b> <ul style="list-style-type: none"><li>• AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30–40%).</li><li>• AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30–40%).</li><li>• AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:<ul style="list-style-type: none"><li>- investigate geographical questions and issues</li><li>-interpret, analyse and evaluate data and evidence</li><li>-construct arguments and draw conclusions (20–30%)</li></ul></li></ul>					
Key skills	AO1-Knowledge AO2-understanding AO3- fieldwork skills		AO1-Knowledge AO2-understanding AO3- fieldwork skills		AO1-Knowledge AO2-understanding AO3- fieldwork skills	
Assessment	Knowledge quiz.  Mid Unit A level style test  A level style questions for the topic covered.			Mock exams questions and revision  Examination period		
How can you help?	Encourage your child to:  Read current affairs news  Create revision resources  Use online videos to support their revision  Engage with Seneca  Practise questions using the revision workbook  Complete NEA fieldwork data collection and write up.		Encourage your child to:  Read current affairs news  Create revision resources  Use online videos to support their revision  Engage with Seneca  Practise questions using the revision workbook  Complete NEA fieldwork data collection and write up.		Encourage your child to:  Read current affairs news  Create revision resources  Use online videos to support their revision  Engage with Seneca  Practise questions using the revision workbook  Complete NEA fieldwork data collection and write up.	
Reading Pledge	Sixth form Reading List: Why study Geography (Alan Parkinson) Prisoners of Geography, Power of Geography, Future of Geography, Divided (Tim Marshall) Beyond the Map (Alastair Bonnet) Ghosts of the Tsunami (Richard Lloyd Parry)					

	<p><b>Homo Deus: A Brief history of tomorrow (Yuval Noah Harari)</b></p> <p><b>Sapiens: A Brief history of Mankind (Yuval Noah Harari)</b></p> <p><b>The Bottom Billion (Paul Collier)</b></p> <p><b>The Cure for Catastrophe (Robert Muir-Wood)</b></p> <p><b>The New Silk Roads (Peter Frankopan)</b></p> <p><b>The New Wild (Fred Pearce)</b></p> <p><b>The Making of the British Landscape (Nicholas Crane)</b></p> <p><b>The Planet Remade (Oliver Morton)</b></p> <p><b>The Volcano: Montserrat and Me (Peter Waite CBE)</b></p> <p><b>The Weather Experiment (Peter Moore)</b></p>
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