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

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum	Globalisation	Resources	Rapid urban change	Rivers	Coasts	Plate tectonics
Content						
Prior knowledge	Y7-introduction to	Y7-plastic pollution	Y7-population and	Y7-UK physical landscapes	Y7-UK physical	Y7-introduction to
(from previous year/	geography		settlement		landscapes	geography
key stage)	.		Y8-globalisation		Y7-plastic pollution	
Key skills	Students will:	Students will:	Students will:	Students will:	Students will:	Students will:
	Explore the classification	Explore the three main	Explore factors affecting	Explore types of fluvial	Explore types of fluvial	Explore the structure of
	of countries by development indicators	resources of water, food	urbanisation including rural-urban-migrations and	processes including erosion, transportation and deposition.	processes including erosion, transportation	the earth and theories or plate movement.
	and economic sectors.	and energy and their distribution across the	natural increase.	transportation and deposition.	and deposition.	plate movement.
	and economic sectors.	world.	naturat increase.	Investigate the features of a	and deposition.	Investigate types of plate
	Understand the concept	world.	Explore the consequences	river landscape including one	Investigate the features	margins including
	of globalisation and	Understand the concept of	of rapid urban growth	erosion and one depositional	of a coastal landscape	constructive, destructive
	factors that impact it.	renewable and non-	including traffic	feature.	including one erosion	and conservative.
		renewable resources.	congestion.		and one depositional	
	Explore how TNC's			To understand what river	feature.	To explore analyse the
	influence the world using	Explore the concept of	Understand the concept of	management is including hard		pattern and impacts of
	a case study	resource security using a	sustainability and how	and soft engineering using a UK	To understand what	natural hazards and
		case study from around the	cities can be sustainably	example.	coastal management is	formations of
		world.	developed.		including hard and soft	earthquakes, volcanoes
					engineering using a UK	and tsunamis using a
			Investigation a case study		example.	case study.
			of an urban area.			
Assessment	To complete a series of	To complete a series of	To complete a series of	To complete a series of	To complete a series of	To complete a series of
	questions testing a	questions testing a range	questions testing a range	questions testing a range of	questions testing a	questions testing a
	range of skills and	of skills and questions	of skills and questions	skills and questions stems	range of skills and	range of skills and
	questions stems relating to the	stems relating to the curriculum content.	stems relating to the curriculum content.	relating to the curriculum content.	questions stems relating to the	questions stems relating to the
	curriculum content.	curriculum content.	curriculum content.	content.	curriculum content.	curriculum content.
How can you help?	Encourage your child to:	Encourage your child to:	Encourage your child to:	Encourage your child to:	Encourage your child	Encourage your child
now our you notp.	Encourage your office to:	Encourage your onite to:	Encourage your onite to:	Encourage your onite to:	to:	to:
	Have conversations	Have conversations about	Have conversations about	Have conversations about	Have conversations	Have conversations
	about TNC's and how	the use of resources in	the urbanisation of the	river landscapes and their	about river landscapes	about natural hazards
	they influence our lives.	daily lives.	local area of Willenhall.	features.	and their features.	across the world.
	Read news stories	Read news stories about	Read news stories about			
	regarding TNC's and	the impact of resource	urbanisation across the	Read news stories about	Read news stories	Read news stories
	evaluate their impact.	security across the world.	globe and within the UK.	impacts on and engineering	about impacts on and	about the impacts and
				strategies on rivers across the	engineering strategies	severity of natural
				UK.		hazards looking at
					UK.	development.
Deeding Dieder	Kiely (Mitch Johnson)	Charling Flashvisins (Nissis	Malaama ta waxdaar-		Bahwaan Caa and Clas	Diete Testenice (I-i-
Reading Pledge	Kick (Mitch Johnson)	Shocking Electricity (Nick	Welcome to nowhere	Raging Rivers (Anita Ganeri)	Between Sea and Sky (Nicola Penfield)	Plate Tectonics (lain
	Globalisation (Rob	Arnold)	(Elizabeth Laird)	The Flow: Rivers, Water and	(Nicola Feillield)	Stewart)
	Bowden)	World without Fish (Mark	Planet of Slums (Mark	Wilderness (Amy Jane Beer)	Blue Back (Tim	Solving the Puzzle
		The second multiplication of the second seco	r tanot or oturno (rial K	machiess (Any Jane Deel)	Blac Back (Tim	000000 0000 00000
		Kurlansky)	Davis)		Winton)	under the sea (Paul

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

Year 10	Autumn 1	Autumn 2	Spring 1 Spring 2	Summer 1	Summer 2
Curriculum	Changing economic world	The living world	Urban issues and challenges	Rivers	Fieldwork
Content					Mock revision
	Skills for:	Skills for:	Skills for:	Skills for:	Skills for:
	Geography Paper 1 8035/1	Geography paper 1 8035/1	Geography paper 2 8035/2	Geography paper 1 8035/1	Geography paper 3 8035/1
	Geography paper 2 8035/2				
Prior knowledge	KS3 – globalisation	KS3 – ecosystems	KS3 – population and settlement	KS3 – Rivers	KS3 – introduction to geography
(from previous year/		KS3 – biomes of the world	KS3 – rapid change	KS3 – UK Physical Landscapes	(fieldwork)
key stage)		KS4-changing economic	KS3- Brazil and Africa		KS4-all topics to date (mock)
		world	KS4-changing economic world		
Assessment	GCSE Geography Assessme	nt Objectives:			
objectives (specific	AO1: Demonstrate	knowledge of locations, places,	processes, environments and different scales (15%).		
skills and	AO2: Demonstrate	geographical understanding of: (concepts and how they are used in relation to places, environr	ments and processes; the interrela	tionships between places,
knowledge students	environments and	processes (25%).		•	• • •
are expected to	 AO3: Apply knowled 	dge and understanding to intern	et, analyse and evaluate geographical information and issue	s to make judgements (35% inclu	ding 10% applied to fieldwork
demonstrate)	context(s)).				
		and use a variety of ekille and to	chniques to investigate questions and issues and communi	cate findings (25% including 5%	sed to respond to fieldwork data
	and context(s)).	and use a variety of Skills allu le			
Key skills	AO1-Knowledge	AO1-Knowledge	AO1-Knowledge	AO1-Knowledge	AO1-Knowledge
	AO2-understanding	AO2-understanding	AO2-understanding	AO2-understanding	AO2-understanding
	AO3- Application	AO3- Application	AO3- Application	AO3- Application	AO3- Application
					AO4-skills (fieldwork)
Assessment	Knowledge quiz.	Knowledge quiz.	Knowledge quiz.	Knowledge quiz.	GCSE Style questions (Q3 on
	0 1	0 1			paper 3, 8035/3)
	Mid Unit GCSE style test	Mid Unit GCSE style test	Mid Unit GCSE style test	Mid Unit GCSE style test	
					Mocks (Paper 1 Q2, 8035/1 and
	GCSE style question (Q2	GCSE style question (Q2 on	GCSE style question (Q1 on paper 2,8035/1)	GCSE style question (Q4 on	Q1 and Q2 on 8035/2)
	paper 2, 8035/2).	paper 1, 8035/1).		paper 1, 8035/1).	
How can you help?	Encourage your child to:	Encourage your child to:	Encourage your child to:	Encourage your child to:	Encourage your child to:
	Read current affairs news	Read current affairs news	Read current affairs news	Read current affairs news	Read current affairs news
	Create revision resources	Create revision resources	Create revision resources	Create revision resources	Create revision resources
	Use online videos to	Use online videos to	Use online videos to support their revision	Use online videos to support	Use online videos to support
	support their revision	support their revision		their revision	their revision
			Engage with Seneca		
	Engage with Seneca	Engage with Seneca	Burneting and attended to state and interview of the state	Engage with Seneca	Engage with Seneca
	Deseties exceptions values		Practise questions using the revision workbook		Due stiele investiging weing the
	Practise questions using the revision workbook	Practise questions using the revision workbook		Practise questions using the revision workbook	Practise questions using the revision workbook
Deading Diadge			Displaced (Malala Vaugafrai)		Tevision workbook
Reading Pledge	The Almighty Dollar (Dharashini David)	A short history of nearly everything (Bill Bryson)	Displaced (Malala Yousafzai)	Canoeing the Congo (Phil Harwood)	
		everything (bitt bryson)	Prisoners of Geography (Tim Marshall)		
	50 things that made the	Amazon rainforest:		Rivers (Eric L Shores)	
	modern economy (Tim	deforestation in the lungs of	Population 9 Billion (Danny Dorling)		
	Harford)	the earth (Ary S Jr)			
	i anoraj				
	Inequality and the 1%				

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum	Natural Hazards and	Resource management	Coastal Systems	revision and practice	revision and practice	Exams
Content				Pre release	Exams	
Prior knowledge	KS3-plate tectonics		KS3-UK physical landscape	KS4-all topics	KS4-all topics	KS4-all topics
from previous year/	KS3-weather and climate		KS3-coasts			
key stage)	KS3-climate change		KS3-climate change			
	KS3-resources					
Assessment	GCSE Geography Assessme	nt Objectives:		·		
objectives (specific	 AO1: Demonstrate 	e knowledge of locations, places	s, processes, environments ar	nd different scales (15%).		
skills and	 AO2: Demonstrate 	e geographical understanding of	concepts and how they are u	sed in relation to places, envi	ronments and processes: the	interrelationships between
knowledge students		ents and processes (25%).		,,,,,,,		
are expected to	• •	edge and understanding to inter	pret, analyse and evaluate ge	ographical information and is	sues to make judgements (35	% including 10% applied to
demonstrate)	fieldwork context(•				
		t and use a variety of skills and t	techniques to investigate que	stions and issues and commu	nicate findings (25% includin	og 5% used to respond to
	fieldwork data and	-	teeninques to investigate que			
	······································					
Key skills	AO1-Knowledge		AO1-Knowledge	AO1-Knowledge	AO1-Knowledge	AO1-Knowledge
-	AO2-understanding		AO2-understanding	AO2-understanding	AO2-understanding	AO2-understanding
	AO3- Application		AO3- Application	AO3- Application	AO3- Application	AO3- Application
	1			AO4-skills (fieldwork)	AO4-skills (fieldwork)	AO4-skills (fieldwork)
Assessment	Knowledge quiz.		Knowledge quiz.	Knowledge quiz.	Exams	Exams
	Mid Unit GCSE style test		Mid Unit GCSE style test			
				GCSE style question (all 3		
	GCSE style question (Q1 pape	er 1, 8035/1).	GCSE style question (Q4	papers)		
	I		paper 1, 8035/1).			
How can you help?	Encourage your child to:		Encourage your child to:	Encourage your child to:	Encourage your child to:	Encourage your child to:
	Read current affairs news		Read current affairs news	Read current affairs news	Read current affairs news	Read current affairs news
	Create revision resources		Create revision resources	Create revision resources	Create revision resources	Create revision resources
	Use online videos to support	t their revision	Use online videos to	Use online videos to	Use online videos to	Use online videos to
	Endede with Concess		support their revision	support their revision	support their revision	support their revision
	Engage with Seneca		Engage with Seneca	Engage with Seneca	Engage with Seneca	Engage with Seneca
	Practise questions using the	revision workbook	Eligage with Selleca	Eligage with Selleca	Eligage with Selleca	Eligage with Selieca
	The the questions using the	Tevision workbook	Practise questions using	Practise questions using	Practise questions using	Practise questions using th
	I		the revision workbook	the revision workbook	the revision workbook	revision workbook
Reading Pledge	Noone is too small to make ;	a difference (Greta Thunberg)	Coastal Systems (Simon			
0	· · · · · · · · · · · · · · · · · · ·		Haslett)			
	There is no Planet B (Mike Be	erners-Lee)	,			
			1			
	When the Rivers run dry (Fre	d Pearce)				

Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum	Water and C	arbon Cycles	Coastal Systems		Fieldwork, NEA and mock exams	
Content						
(Physical) *						
Prior knowledge	KS4 The li	ving world	KS4 Uk physical la	indscapes (coasts)	KS4 geographical	skills and fieldwork
(from previous year/			KS4 natural hazaro	ls (climate change)		
key stage)						
Curriculum	G	lobal Systems and Governance	e		Changing Places	
Content						
(Human) *						
Prior knowledge		KS4 Economic world			KS4 Economic world	
(from previous year/	ŀ	(S4 Urban and rural challenges	5		KS4 Urban and rural challeng	es
key stage)						
Assessment	A level Geography Assessme	nt Objectives:				
objectives (specific	 AO1: Demonstrate k 	nowledge and understanding of	places, environments, concep	ts, processes, interactions and	change, at a variety of scales (3	0–40%).
skills and	 AO2: Apply knowled 	ge and understanding in differer	nt contexts to interpret, analyse	and evaluate geographical info	rmation and issues (30–40%).	
knowledge students		f relevant quantitative, qualitativ		0 0 1	, , , , , , , , , , , , , , , , , , ,	
are expected to		phical questions and issues				
demonstrate)		nd evaluate data and evidence				
		ts and draw conclusions (20–30	%)			
Key skills	AO1-Knowledge		AO1-Knowledge		AO1-Knowledge	
Key Skills	AO2-understanding		AO1-Knowledge AO2-understanding AO3- fieldwork skills		AO1-Knowledge AO2-understanding AO3- fieldwork skills	
	AO3- fieldwork skills					
	A03- Heldwork skills		A03- Inclawork skills		A05- Inclawork skills	
Assessment	Knowledge quiz.		Knowledge quiz.		Knowledge quiz.	
	Mid Unit A level style test	id Unit A level style test		Mid Unit A level style test		
	A level style questions for the t	opic covered.	A level style questions for the topic covered.		A level style questions for the topic covered.	
How can you help?	Encourage your child to:		Encourage your child to:		Encourage your child to:	
	De la companya de la companya		De l'anne de la company		De la companya de la	
	Read current affairs news		Read current affairs news		Read current affairs news	
	Create revision resources		Create revision resources		Create revision resources	
	Use online videos to support	their revision	Use online videos to suppor	t their revision	Use online videos to support their revision	
	Engage with Seneca		Engage with Seneca			
	Engage with Deneod		Engage with General		Engage with Seneca	
	Practise questions using the	revision workbook	Practise questions using the	e revision workbook	Practise questions using the	e revision workbook
					Complete NEA fieldwork da	ta collection and write up.

*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		Natural hazards		NEA completion and exam revision				
Content								
(Physical)								
Prior knowledge		KS4 Natural hazards			All topics to date			
(from previous year/ key stage)		64 Uk physical landscapes (coas 64 natural hazards (climate chan						
Key stage)	KJ	KS4 Economic world	ge)					
Curriculum	C	Contemporary Urban Environme	nt	N	IEA completion and exam revision	on		
Content	_	,,						
(Human)								
Prior knowledge		KS4 Economic world			All topics to date			
(from previous year/		KS4 Urban and rural challenges						
key stage)								
Assessment	A level Geography Assessme	•						
objectives (specific skills and	 AO1: Demonstrate 	• AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30–40%).						
knowledge students	• AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30–40%).							
are expected to	 AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to: 							
demonstrate)	0 0 0	aphical questions and issues						
	-interpret, analyse and evaluate data and evidence -construct arguments and draw conclusions (20–30%)							
	-construct argume	nts and draw conclusions (20–30	/0)					
Key skills	AO1-Knowledge		AO1-Knowledge		AO1-Knowledge			
	AO2-understanding AO3- fieldwork skills		AO2-understanding AO3- fieldwork skills		AO2-understanding AO3- fieldwork skills			
	A03- Heldwork skills		A03- Heldwork skills		AOS- IICIGWOIK SKIIIS			
Assessment	Knowledge quiz.		I	Mock exams questions and r	evision			
	Mid Unit A level style test			Examination period				
	A level style questions for the	topic covered.						
How can you help?	Encourage your child to:		Encourage your child to:		Encourage your child to:			
	Read current affairs news Read current affairs				Read current affairs news			
	Create revision resources Create revision resources				Create revision resources			
	Use online videos to suppor	t their revision	Use online videos to suppor	t their revision	Use online videos to support t	their revision		
	Engage with Seneca		Engage with Seneca		Engage with Seneca			
	Practise questions using the	e revision workbook	Practise questions using the	e revision workbook	Practise questions using the r	evision workbook		
	Opened at a NEA Galder of the		Opened at a NEA Galder of the	en en lle set en en el contes		and the set of the state of the set		
	Complete NEA fieldwork dat	ta collection and write up.	Complete NEA fieldwork da	ta collection and write up.	Complete NEA fieldwork data	collection and write up.		
Reading Pledge	Sixth form Reading List:							
	Why study Geography (Alan	-						
		ver of Geography, Future of Geog	graphy, Divided (Tim Marshall)	1				
	Beyond the Map (Alastair Bo	-						
	Ghosts of the Tsunami (Rich	aru Lloya Parry)						

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