

Courses	A-Levels: Geography, Geology, Sociology, Psychology and Biology. Apprenticeships in Surveying, Horticulture, Agriculture & Engineering. BTEC's in Environmental Sustainability or Environmental Conservation.
Careers	Research, Science, Armed Forces, Services, Law, Business, Architecture, Journalism, Medicine, Tourism and Archaeology.
Skills	Listening, Speaking, Problem Solving, Research, Creativity, Staying Positive, Aiming High, Leadership and Teamwork skills.
Real World	Sense of social responsibility; strong intellectual and practical skills applicable to the real world, understanding of global complexity of social, political, economic and environmental factors that shape and influence the world we live in.

Cycle 2: Urban Issues & Challenges and Geographical Skills & Pre-releases

- UK - London
- Nigeria - Lagos

Cycle 3: Preparation for Examination and Exams

Cycle 1: Living World and Challenge of Resource Management

- UK
- Mali
- Brazil

Year 11

Cycle 3: Physical Landscapes of the UK

- UK – Devon, Dorset and Somerset

Cycle 2: Changing Economic World

Cycle 2: Extreme Environments

- Thar Desert
- Arabian Desert
- Sahel
- Ethiopia
- Las Vegas
- Alaska
- Antarctica
- Everest
- Mariana Trench

Cycle 3: Urban World

- Kibera
- Dharavi
- Jakarta
- London

Cycle 1: Challenge of Natural Hazards

- Haiti
- New Zealand
- Iceland
- Philippines

Year 10

- UK
- Nigeria
- Jamaica

Cycle 1: Globalisation & Superpowers

- UK
- BRICS Countries
- MINT Countries
- USA

Year 9

Cycle 3: Rivers & Synoptic Study - Ethiopia

- UK
- Bangladesh

Cycle 2: Development & Resources

Cycle 2: Population & Migration

- Nigeria
- UK
- China
- Russia
- UAE
- Mexico
- USA
- Syria
- Bangladesh

Cycle 3: Tectonic Hazards

- Nepal
- Haiti
- Japan
- Canary Islands
- South East Asia

Cycle 1: Weather & Climate Change

- UK
- New Orleans
- China

Year 8

- UK
- Uganda
- Kenya
- Zambia
- Middle East
- Russia
- Iceland

Cycle 1: Biomes

- Sahara Desert
- Indonesia
- Arctic
- Great Barrier Reef
- UK

Year 7

**Migration
Rivers
Globalisation**

Year 6

Year 7 & 8

Year 9

Year 10 & 11

Each unit of work plays a proximal and ultimate role. Topics are bound together by concepts and themes – these bring coherence. Units are sequenced in a deliberate way so knowledge is built over time. New knowledge is attached to schema – this speeds the learning process.

Each unit of work follows the principles outlined for Year 7 & 8, meaning that by the time we reach the end of KS3, students have a deep knowledge of our subject. Their deep knowledge means that they know lots of things (declarative knowledge), and they are able to do lots of things with this information (procedural knowledge).

By the time we introduce GCSE content, we are adding to existing frameworks of knowledge (schema). By re-framing KS3 as the intellectual powerhouse of the school, we can easily teach GCSE content by leaning on what students already know.