



Core Aim

Our core aim is to support our students in their pursuit of knowledge and wisdom, allowing them to flourish as lifelong learners seeking to love God and serve the community.

Curriculum Vision

Regardless of prior attainment or circumstances, all students at St Peter's have equal access to a broad curriculum that is knowledge-rich, inclusive and ambitious. Our curriculum will give students the knowledge, skills and experiences to gain qualifications and the social and cultural capital necessary to flourish both individually and in society. Our curriculum should be a joyful experience for students stimulating a life-long love of learning.

Curriculum Plans & Progress Ladders

This document provides an overview of the topics students will study in each curriculum area, along with information on how their progress will be assessed. In Key Stage 3, each department has set the expected standards for students to achieve by the end of the year or the Key Stage. These standards are detailed as progress ladders, explaining what students should have secured at each step and what they can do to further progress. These are broad statements written to summarise the knowledge and skills a student will have acquired at each stage of their learning. Students will be assessed regularly during their learning and departments may use more specific criteria when designing assessments. This document should be read alongside your child's progress report to help you understand their current level of attainment in each subject.



At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.

Autumn	Spring 1	Spring 2	Summer 1	Summer 2
Introduction to Geography and Map Skills Knowledge	The British Isles	Fantastic Places	Weather and Climate	Settlement
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
<p>“Geography is the study of places and the relationships between people and their environments”</p> <p>Students will reflect and build on their prior KS2 knowledge of Geography, and be introduced to the key concepts of secondary Geography. They will explore the following:</p> <ul style="list-style-type: none"> - What is human, physical and environmental geography? - Key Questions in Geography - Identifying key geographical features - Developing place knowledge - Introduction to basic fieldwork techniques - Field Sketches <p>This will build the foundation for the rest of KS3 geography.</p> <p>“Maps help you see where you're going, where you are and where you've been”.</p> <p>Students will learn how to interpret a variety of maps. This will include political, physical and a variety of thematic maps.</p> <p>OS Map interpretation will take centre focus with the foundational knowledge being applicable through to GCSE and A-Level. Place</p> <p>Place knowledge will be developed through the use of local Wolverhampton OS Maps.</p> <p>Quantitative and problem solving will be developed during this topic through a variety of challenges and tasks.</p>	<p>“The British Isles refers to the islands of Great Britain and Ireland – including the Republic of Ireland – and the 5000 or so smaller islands scattered around our coasts.”</p> <p>This unit builds on the foundations that have been introduced in the previous term, as well as in KS2.</p> <p>Students will understand the difference between The British Isles, The UK and Great Britain.</p> <p>The physical and human geography of the British Isles will be explored, focusing on:</p> <ul style="list-style-type: none"> - Topography - Rivers - Seas - Cities - Culture - Population <p>It is crucial that students develop their sense of place and where they are in the world.</p>	<p>“Exploring latitudes can inspire and change attitudes”</p> <p>The purpose of this module is to stimulate an interest in and a sense of wonder about places. As the module name suggests, the main emphasis is the key concept of place, developing students’ ‘geographical imaginations’ of places at a variety of scales and understanding the physical and human characteristics of them.</p> <p>Students will explore a ‘fantastic place’ from each of the seven continents around the world. They will use these places to explore opportunities and challenges within:</p> <ul style="list-style-type: none"> - Rio De Janeiro - Victoria Falls - Mount St Helens - Antarctica - Ganges River - Great Barrier Reef - Peak District 	<p>“It's important that we understand how the climate is changing, so that we can prepare for the future”</p> <p>The initial focus will be on the difference between weather and climate. We will then move on to different types of weather and how atmospheric conditions cause these weather types. Three types of rainfall are investigated</p> <ul style="list-style-type: none"> - Convectonal rainfall - Frontal rainfall - Relief rainfall <p>We finish the module with extreme weather. Students will explore their first real case study with the most expensive natural disaster in history: Hurricane Katrina</p>	<p>“More than half of the world’s population now live in cities. Understanding settlements, allows us to explore the challenges of an increasingly urbanised world”</p> <p>Students will explore the different types of settlement, from single dwellings to conurbations. They will understand why and how settlements have developed over time, as well as be able to identify settlement functions.</p> <p>Classic models will be contrasted and compared:</p> <ul style="list-style-type: none"> - Burgess - Hoyt <p>Students will finish the year with a group challenge of who can design the best settlement, with the option of presenting to the rest of the class.</p>
Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge
- The ability to Identify key geographical features.				

<ul style="list-style-type: none"> - Create a labelled field sketch - 4 and 6 figure grid references - Compass directions - Scale - Distance - Height 	<ul style="list-style-type: none"> - Place and locational knowledge - Map Skills - Data analysis and interpretation using graphs 	<ul style="list-style-type: none"> - Place and locational knowledge - Atlas and Map Skills 	<ul style="list-style-type: none"> - Understanding processes - Place knowledge - Case study analysis 	<ul style="list-style-type: none"> - Using geographical models and theory - Presentation skills reference
Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary
Physical Landscape Human Population Settlement Economic Environmental Fieldwork Relief Direction Scale Grid reference Distance Scale Symbol Map Political Physical	Topography Culture Population density Population distribution	Latitude Longitude Provisional Province Sparse Denseley Bearings	Meteorologist Convectional Rainfall Frontal Rainfall Relief Rainfall Atmosphere Climate	Central Business District (CBD) Burgess Model Hoyt Model Nuclear settlement Linear settlement Dispersed settlement
Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
<ul style="list-style-type: none"> - Mixture of in-class formal and informal assessments - End of unit assessment - Homework booklet 	<ul style="list-style-type: none"> - Homework Booklet - End of unit assessment 	<ul style="list-style-type: none"> - Project on 'My Fantastic Places' 	<ul style="list-style-type: none"> - Mixture of in-class formal and informal assessments 	<ul style="list-style-type: none"> - End of year assessment/presentations



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	Map Skills	British Isles	Fantastic Places	Weather & Climate	Settlement
Mastering	Students have extensive knowledge of Map Skills including: Grid references, scale, contour lines, direction and symbols. They can apply this knowledge to a variety of maps including OS.	Student has extensive knowledge of The British Isles, including its Human and Physical Geography. Place and locational knowledge of the area is understood with named examples.	Students have extensive knowledge of a variety of 'Fantastic Places' from each continent. This includes locational knowledge at a global scale, as well as being able to explain geographical challenges faced in the area.	Students have extensive knowledge of the processes involved in our weather and climate systems. They understand how and why precipitation and temperature change across different regions. They can explore named examples of extreme weather.	Students have extensive knowledge of the different types of settlement. They can explore the history, challenges and opportunities presented by these settlements. They can design their own functioning settlement based on the Burgess Model.
Advancing	Students have a very good understanding of Map skills including: Grid references, scale, contour lines, direction and symbols. They can apply this knowledge to a variety of maps including OS.	Student has a very good understanding of The British Isles, including its Human and Physical Geography. Place and locational knowledge of the area is understood with named examples.	Students have a very good understanding of a variety of 'Fantastic Places' from each continent. This includes locational knowledge at a global scale, as well as being able to explain geographical challenges faced in the area.	Students have a very good understanding of the processes involved in our weather and climate systems. They understand how and why precipitation and temperature change across different regions. They can explore named examples of extreme weather.	Students have a very good understanding of the different types of settlement. They can explore the history, challenges and opportunities presented by these settlements. They can design their own functioning settlement based on the Burgess Model
Securing	Students have a solid understanding of Map skills including: Grid references, scale, contour lines, direction and symbols. They can apply this knowledge to certain maps including OS.	Student has a solid understanding of The British Isles, including its Human and Physical Geography. Place and locational knowledge of the area is understood with some named examples.	Students have a solid understanding of most of the 'Fantastic Places' from each continent. This includes locational knowledge at a global scale, as well as being able to explain some of the geographical challenges faced.	Students have a solid understanding of the processes involved in our weather and climate systems. They understand how and why precipitation and temperature change across different regions. They can explore named examples of extreme weather.	Students have a solid understanding of the different types of settlement. They can explore the history, challenges and opportunities presented by these settlements. They can design their own functioning settlement based on the Burgess Model.
Developing	Students have some understanding of Map skills including: Grid references, scale, contour lines, direction and symbols. They can apply this	Students have some understanding of The British Isles, including its Human and Physical Geography. Place and locational knowledge of the	Students have some understanding of most of the 'Fantastic Places' from each continent. This includes locational knowledge at a global scale, as well as being	Students have some understanding of the processes involved in our weather and climate systems. They understand how and why precipitation	Students have some understanding of the different types of settlement. They can explore some of the history, challenges and opportunities presented by these

	knowledge to certain maps including OS.	area is understood with some examples.	able to explain some of the geographical challenges faced.	and temperature change across different regions. They can explore named examples of extreme weather.	settlements. They can design their own basic settlement based on the Burgess Model.
Emerging	Students have a very basic understanding of Map skills including: Grid references, scale, contour lines, direction and symbols. They can apply this knowledge to only certain maps including OS.	Student has a very basic understanding of The British Isles, including its Human and Physical Geography. Place and locational knowledge of the area is understood but lacks application using examples.	Students have a very basic understanding of some of the 'Fantastic Places' from each continent. This includes basic locational knowledge at a global scale, as well as being able to explain some of the geographical challenges faced there.	Students have a very basic understanding of the processes involved in our weather and climate systems. They struggle to understand how and why precipitation and temperature change across different regions. They can explore a basic example of extreme weather.	Students have a very basic understanding of the different types of settlement. They can explore some of the history, challenges and opportunities presented by these settlements. They can design their own basic settlement based on the Burgess Model.



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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ecosystems	Ecosystems	China	China	Oceans	Development
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
<p>Students will learn the foundational knowledge of what constitutes an 'ecosystem' on both small and large scales. Examining the difference between a biome and an ecosystem.</p> <p>They will learn about the interactions within ecosystems between abiotic and biotic factors and develop their understanding of food webs and food chains.</p> <p>Students will develop their locational knowledge of world maps, by analysing the global distribution of ecosystems.</p> <p>The focus for the first ecosystem is the tropical rainforest (TRF). Exploring the following:</p> <ul style="list-style-type: none"> - Distribution - Food webs/chains - Layers of the rainforest - Plant and animal adaptations - Human impacts on TRF including exploitation of resources and deforestation. 	<p>The latter part of the ecosystems topic will focus on two more contrasting ecosystems. The first being Hot Deserts.</p> <p>Students again begin with the distribution and location of hot deserts, before focusing on how animals and plants adapt. This will allow for a contrast between ecosystems.</p> <p>The focus then shifts towards human survival and lifestyle in the desert. How people survive and have adapted to life in the desert and exploring different desert survival techniques.</p> <p>The final contrasting ecosystem we study is the Tundra. We explore the same areas as the previous two ecosystems to allow students to compare and understand why the location of the ecosystem influences the adaptations needed for survival for plants, animals and people.</p>	<p>The topic is introduced by exploring existing knowledge of China to allow for misconceptions to be addressed.</p> <p>Why study China? Is the initial focus. It allows us to explore the contrasting nature of China's physical and human landscape.</p> <p>From cold desert areas to deciduous forests, to coastal landscapes as well as traditional and modern cities with a vibrant culture and heritage.</p> <p>Students build a wider understanding of why China is such an exciting and unique place to study as geographers.</p> <p>The sub-topics in the first half-term include the following:</p> <ul style="list-style-type: none"> - Mapping the physical characteristics of China - Climate graphs - Population distribution <p>The first half-term sets up the foundational knowledge to allow deeper exploration of issues in the second half of the term.</p>	<p>A deeper exploration of China is undertaken in the second half of the topic. The initial focus is on Chinese culture.</p> <p>This provides an opportunity for students to focus on an area of Chinese culture of their choice, and do a research project over a two week period.</p> <p>China's famous 'one child policy' is explored in depth with social and economic impacts explored.</p> <p>The human geography of China is further explored with the 'globalisation of china' and how the economy has developed over the last half a century.</p> <p>The final part of the topic brings all of the previous elements together as students focus on a comparative study between what life is like in rural and urban china.</p>	<p>Students are introduced to the importance of studying the world's oceans and how they are essential to all life on earth.</p> <p>We start with defining the terms ocean and continent and knowing where the world's oceans and continents are located, before ranking the world's great oceans and continents in order of size.</p> <p>Students explore the following topics within the ocean ecosystem:</p> <ul style="list-style-type: none"> - Origins of the ocean - Structure/layers of the ocean - The importance of maintaining our oceans - The Deep Ocean - Coral Reefs - Solving the ocean plastic problem <p>At this stage students complete a project on how to solve the plastics issue, focusing on the extent of the current crisis, impacts and countries who can do more to solve it. They research current ideas and formulate a strategy to reduce plastic waste.</p> <p>We finish the topic with the following:</p>	<p>The year concludes with the topic of 'Development'. This explores the challenges faced by countries along the economic development spectrum.</p> <p>Questions of 'what is development?' is the initial focus before definitions of LICs through to HICs are solidified.</p> <p>Indicators of development are explored and the effectiveness of them. These are critical skills that will support them through to GCSE and potentially A-Level.</p> <p>Lessons focus on the following:</p> <ul style="list-style-type: none"> - Mapping development - Uneven development - Trade and development - Aid and development - How do we stop world poverty? <p>Students will end the year with a country focused project. This will allow students to use the skills they have learned throughout the year to independently explore the issues created by a lack of development in a chosen LIC of their choice. Possible solutions will also be suggested by students as part of their 'problem-solving' skills</p>

				<ul style="list-style-type: none"> - Overfishing - Climate change and the oceans 	development.
Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge
<ul style="list-style-type: none"> - Map/ atlas skills and developing the understanding of scale and location - Analysis of choropleth and distribution maps. - Understanding the criteria of describing such maps and using data to support descriptions 	<ul style="list-style-type: none"> - Map/ atlas skills and developing the understanding of scale and location - Analysis of choropleth and distribution maps. - Understanding the criteria of describing such maps and using data to support descriptions 	<ul style="list-style-type: none"> - Physical and human maps of China allow for analysis of distribution and comparison. - Students draw and compare climate graphs between two contrasting places in China. 	<ul style="list-style-type: none"> - Analysis of social, economic and environmental issues - Formulation of arguments with supporting evidence - PEEL paragraphs introduced 	<ul style="list-style-type: none"> - Map/ atlas skills and developing the understanding of scale and location - Research and project skills focusing on formulating an evidence-based argument. 	<ul style="list-style-type: none"> - Problem solving skills looking at development - Statistical analysis of small amounts of data - Pro's and con's of different social and economic indicators
Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary
<p>Biome</p> <p>Biotic</p> <p>Abiotic</p> <p>Food Chain</p> <p>Producer</p> <p>Consumer</p> <p>Decomposer</p> <p>Adaptation</p> <p>Equatorial</p> <p>ITCZ</p> <p>Deforestation</p>	<p>Indigenous</p> <p>Xerophytic</p> <p>Cold Blooded</p> <p>Desertification</p> <p>Cacti</p> <p>Succulent</p> <p>Permafrost</p> <p>Carbon Sink</p> <p>Arctic</p> <p>Alpine</p> <p>Growing Season</p>	<p>Physical</p> <p>Human</p> <p>Population Density</p> <p>Ageing Population</p> <p>Resources</p> <p>Policy</p> <p>Sustainability</p> <p>Internal migration</p> <p>Distribution</p>		<p>Overfishing</p> <p>Euphotic zone</p> <p>Dysphotic zone</p> <p>Aphotic Zone</p>	<p>Life expectancy</p> <p>GDP (Gross Domestic Product)</p> <p>Literacy rate</p> <p>Birth rate</p> <p>Death rate</p> <p>HDI (Human Development Index)</p>
Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
<ul style="list-style-type: none"> - Ecosystems assessment at the end of half-term 	<ul style="list-style-type: none"> - Formative assessments throughout the topic including design of animals/plants that would adapt and survive in an ecosystem of choice. 	<ul style="list-style-type: none"> - Formative assessments throughout the topic including low-stakes quizzes and exam practice questions. - Opportunities for peer and self assessment 	<ul style="list-style-type: none"> - Chinese culture project. Variety of options available: - Presentation - Video - Infographic - Build/make something - End of topic written assessment 	<ul style="list-style-type: none"> - Plastics in the ocean project with a variety of formats available. Teacher judgement and predetermined criteria to determine success. 	<ul style="list-style-type: none"> - Development project - End of year assessment



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	Ecosystems	China	Oceans	Development
Mastering	Student has extensive knowledge of a variety of Ecosystems including: Tropical Rainforests and Hot Deserts. They can describe global distribution, analyse data and articulate adaptations of plants and animals.	Student has an extensive knowledge of China and its human and physical geography. This includes locating both on a map, as well as being able to explain the opportunities and challenges faced in modern day China.	Student have extensive knowledge of the world's oceans. They can describe the different layers of the ocean and how plants and animals have adapted to survive. The role oceans play in the world's climate is clearly understood, as are the issues surrounding plastics and climate change.	Students have extensive knowledge of what 'development' means. They understand how to measure a country's level of development using indicators as well as the issues faced by developing countries (LICs). Students also can suggest solutions to some of these challenges.
Advancing	Students have a very good understanding of a variety of Ecosystems including: Tropical Rainforests and Hot Deserts. They can describe global distribution, analyse data and articulate adaptations of plants and animals.	Students have a very good understanding of China and its human and physical geography. This includes locating both on a map, as well as being able to explain the opportunities and challenges faced in modern day China.	Students have a very good understanding of the world's oceans. They can describe the different layers of the ocean and how plants and animals have adapted to survive. The role oceans play in the world's climate is clearly understood, as are the issues surrounding plastics and climate change.	Students have a very good understanding of what 'development' means. They understand how to measure a country's level of development using indicators as well as the issues faced by developing countries (LICs). Students also can suggest solutions to some of these challenges.
Securing	Students have a solid understanding of a variety of Ecosystems including: Tropical Rainforests and Hot Deserts. They can describe global distribution, analyse basic data and articulate some adaptations of plants and animals.	Students have a solid understanding of China and its human and physical geography. This includes locating both on a map, as well as being able to explain the opportunities and challenges faced in modern day China.	Students have a solid understanding of the world's oceans. They can describe the different layers of the ocean and how plants and animals have adapted to survive. The role oceans play in the world's climate is clearly understood, as are the issues surrounding plastics and climate change.	Students have a solid understanding of what 'development' means. They understand how to measure a country's level of development using certain indicators as well as the issues faced by developing countries (LICs). Students also can suggest solutions to some of these challenges.
Developing	Students have some understanding of a variety of Ecosystems including: Tropical Rainforests and Hot Deserts. They can describe global distribution, analyse basic data and articulate some adaptations of plants and animals.	Students have some understanding of China and its human and physical geography. This includes locating some of each on a map, as well as being able to explain the some opportunities and challenges faced in modern day China.	Students have some understanding of the world's oceans. They can describe the different layers of the ocean and how some plants and animals have adapted to survive. The role oceans play in the world's climate is somewhat understood, as are the issues surrounding plastics and climate change.	Students have some understanding of what 'development' means. They understand how to measure a country's level of development using certain indicators as well as the issues faced by developing countries (LICs). Students also can suggest basic solutions to some of these challenges.
Emerging	Students have a very basic understanding of a variety of Ecosystems including:	Students have a very basic understanding of China and its human and physical geography.	Students have a very basic understanding of some of the world's	Students have a very basic understanding of what 'development'

	<p>Tropical Rainforests and Hot Deserts. They can describe global distribution, analyse basic data and articulate some adaptations of plants and animals.</p>	<p>This includes locating some of each on a map, as well as being able to explain the some opportunities and challenges faced in modern day China.</p>	<p>oceans. They can describe the different layers of the ocean and how some plants and animals have adapted to survive. The role oceans play in the world's climate is somewhat understood, as are the issues surrounding plastics and climate change.</p>	<p>means. They understand how to measure a country's level of development using certain indicators as well as the issues faced by developing countries (LICs). Students also can suggest basic solutions to some of these challenges.</p>
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Tourism	Tourism	Risky Places	Energy	Africa	Africa
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
<p>1 in 10 jobs worldwide are related to tourism, so students are introduced to how global this industry is. Throughout the topic, the importance of tourism in terms of impacts are explored. Students expand their understanding of social, economic and environmental issues through the lens of tourism.</p> <p>Initially, the idea of what tourism is and why it is important is introduced.</p> <ul style="list-style-type: none"> - What is tourism? - The growth of tourism - What attracts tourists to different destinations? - British tourism - What are the impacts of tourism in National Parks? - Declining tourism in Britain - History and tourism - The impact of tourism <p>The focus is predominantly on British tourism which allows students to draw on their own experiences and develop their local place knowledge.</p>	<p>The latter half of the topic explores tourism on a more global scale. Investigating different types of tourism from coastal breaks, to ski tourism, to safaris.</p> <p>This lends itself to an exploration of what sustainable tourism is and where such practices take place. The content is as follows:</p> <ul style="list-style-type: none"> - Jobs in the tourist industry - Ski resorts - Tourism in Kenya - Sustainable tourism - Sustainable tourism in Peru - Does tourism cause conflict? <p>Students will have the opportunity to undertake a number of tasks. Group projects designing their own tourism resort based on certain criteria as well as scenario-based decision making exercises.</p>	<p>The purpose of this module is to explore the world of risk from a personal scale to a global scale. The media can seem full of stories about how we are at constant risk from crime, natural disasters, climate change, international terrorism and global epidemics. But who in the world is most at risk from natural or human disasters and is it possible to manage these risks/hazards?</p> <p>This exciting topic gives an initial insight into tectonic activity, with volcanos, earthquakes and tsunamis being explored. Students learn the physical processes behind tectonic movement before moving onto the impacts of them on different 'risky places' around the world.</p> <p>Once the physical geography is explored, the human element of risk becomes the focus. Topics include:</p> <ul style="list-style-type: none"> - Global conflict - Blood Diamonds - Child soldiers - Piracy - Drug cartels - Disease 	<p>At Key Stage 3, students explore the crucial topic of energy, its importance, sources, and global impact. They learn about different energy forms and their role in societal development. Students study various energy sources, categorised into renewable and non-renewable:</p> <p>Renewable Energy:</p> <ul style="list-style-type: none"> • Solar • Wind • Hydroelectric • Geothermal • Biomass <p>Non-Renewable Energy:</p> <ul style="list-style-type: none"> • Coal • Oil • Natural Gas • Nuclear Power <p>The topic covers how energy is produced, transported, and consumed, focusing on infrastructure like power plants and distribution networks. Students investigate the environmental impacts of energy, such as emissions, pollution, and habitat destruction. They also explore social aspects, including energy access, economic benefits, and the</p>	<p>The aim of this module is to introduce students to the huge variation in geography that exists within the complex continent of Africa. Whilst providing a framework for young people to understand what is going on in the continent, the aim of each lesson is to involve them in the lives of people living in Africa, rather than just looking at the continent from the outside.</p> <p>Ultimately, students will learn that improving people's lives in a continent that is often perceived to be a 'hopeless case' is dependent on a range of physical and human factors both within the individual countries, across the continent and on an international scale.</p> <p>The initial topics of focus are as follows:</p> <ul style="list-style-type: none"> • Mapping Physical features • Rainforest climates • The Savannah • Desertification • Development inequality • Accra, Ghana <p>There is a mix of human and physical geography in this topic and the impact of climate change on the region is explored.</p>	<p>As students begin to understand the challenges and opportunities within this diverse and vibrant continent, they move towards the final topics in the module:</p> <ul style="list-style-type: none"> - Health inequality - Nigeria case study - Trading with China - Globalisation in Africa - The true cost of oil - Rich Africa - Is aid dead? <p>There is an emphasis on resources and their management within the latter half of the module. This brings both opportunities and challenges to the continent.</p> <p>Solutions in the form of trade, globalisation and aid are investigated and misconceptions are addressed. Students have the opportunity to choose a country for a focus on a research-based case-study.</p> <p>The idea of 'case-studies' are focused on as a pillar for GCSE foundations. Using statistics and facts to support essays is a skill that is key to developing geography at KS4 and 5.</p>

			<p>geopolitics of energy.</p> <p>This topic emphasises sustainable energy solutions and future trends, covering advancements in renewable technologies, energy efficiency, and the shift towards low-carbon economies. Students analyse case studies of sustainable practices and global efforts to combat climate change.</p> <p>By the end, students understand the role of energy in geography and are prepared to think critically about energy choices and their societal and environmental impacts, promoting sustainable energy use.</p>		
Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge
<ul style="list-style-type: none"> - Graph analysis and data manipulation - Identifying social, economic and environmental factors - PEEL paragraph essay writing skills 	<ul style="list-style-type: none"> - Graph analysis and data manipulation - Identifying social, economic and environmental factors - PEEL paragraph essay writing skills - DME practice 	<ul style="list-style-type: none"> - Independent research skills - Identifying social, economic and environmental factors - Physical processes 	<ul style="list-style-type: none"> - Graph analysis and data manipulation - Identifying social, economic and environmental factors - PEEL paragraph essay writing skills - Climate change knowledge 	<ul style="list-style-type: none"> - Graph analysis and data manipulation - Identifying social, economic and environmental factors - PEEL paragraph essay writing skills - Climate change knowledge 	<ul style="list-style-type: none"> - Graph analysis and data manipulation - Identifying social, economic and environmental factors - PEEL paragraph essay writing skills - Case study research and application to assessment questions
Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary
<p>National Parks</p> <p>Honey Pot Sites</p> <p>Butler Model</p> <p>Decline</p> <p>Sustainability</p> <p>Stagnation</p> <p>Rejuvenation</p>	<p>Mass Tourism</p> <p>Leakage</p> <p>Green Tourism</p> <p>Dependency</p> <p>Exploitation</p> <p>Extreme</p> <p>Safari</p>	<p>Tectonics</p> <p>Plate Boundaries</p> <p>Distribution</p> <p>Globalisation</p> <p>Colonialism</p>	<p>Sustainable</p> <p>Green Energy</p> <p>Climate Change</p> <p>Nuclear waste</p>	<p>Desertification</p> <p>Migration</p> <p>Development</p> <p>Underdevelopment</p> <p>Misconception.</p>	
Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)		Key Assessment Task (KAT)	Key Assessment Task (KAT)
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<ul style="list-style-type: none">- Formative assessments through small quizzes and practice questions- Peer and self assessed	<ul style="list-style-type: none">- End of topic summative assessment- Group projects	<ul style="list-style-type: none">- End of unit assessment- Research project on Conflict		<ul style="list-style-type: none">- Formative practice questions- Peer and self-assessed	<ul style="list-style-type: none">- Case study project- End of unit assessment
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At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.

	Tourism	Risky Places	Africa	Energy
Mastering	Students have an extensive knowledge of tourism. This involves different types of tourism at different scales. Examples range from UK National Parks to skiing holidays. Students can effectively explain the challenges and opportunities created by tourism in different locations around the world.	Students have an extensive knowledge of both the physical processes and human factors that are associated with 'risky places' around the world. Tectonic processes can be thoroughly explained, as can the hazards associated. The impact of human conflict on places is also understood.	Students have extensive knowledge of the opportunities and challenges in Africa. They are able to demonstrate locational knowledge of a variety of regions and describe physical factors such as climate and relief. Students can extensively evaluate opportunities and challenges facing people in poverty, while simultaneously understanding the 'richness' of the continent.	Students have extensive knowledge of the different types of energy. They can articulate the advantages and disadvantages of both renewable and non-renewable energy within the context of an increasing global demand. They can make clear links between energy use and climate change.
Advancing	Students have a clear knowledge of tourism. This involves different types of tourism at different scales. Examples range from UK National Parks to skiing holidays. Students can clearly explain the challenges and opportunities created by tourism in different locations around the world.	Students have a very good knowledge of both the physical processes and human factors that are associated with 'risky places' around the world. Tectonic processes can be explained, as can the hazards associated. The impact of human conflict on places is also understood.	Students have a very clear knowledge of the opportunities and challenges in Africa. They are able to demonstrate locational knowledge of a variety of regions and describe physical factors such as climate and relief. Students can evaluate opportunities and challenges facing people in poverty, while simultaneously understanding the 'richness' of the continent.	Students have a very good knowledge of the different types of energy. They can articulate the advantages and disadvantages of both renewable and non-renewable energy within the context of an increasing global demand. They can make clear links between energy use and climate change.
Securing	Students have a solid understanding of tourism. This involves different types of tourism at different scales. Examples range from UK National Parks to skiing holidays. Students can somewhat explain the challenges and opportunities created by tourism in different locations around the world.	Students have knowledge of both the physical processes and human factors that are associated with 'risky places' around the world. Tectonic processes can be explained, as can the hazards associated. The impact of human conflict on places is also understood.	Students have knowledge of the opportunities and challenges in Africa. They are able to demonstrate locational knowledge of a variety of regions and describe physical factors such as climate and relief. Students can evaluate some opportunities and challenges facing people in poverty, while simultaneously understanding the 'richness' of the continent.	Students have knowledge of the different types of energy. They can articulate the advantages and disadvantages of both renewable and non-renewable energy within the context of an increasing global demand. They can make links between energy use and climate change.
Developing	Students have some knowledge of tourism. This involves different types of tourism at different scales. Examples range from UK National Parks to skiing holidays. Students can explain the basic challenges and opportunities created by tourism in different locations around the world.	Students have some knowledge of the physical processes and human factors that are associated with 'risky places' around the world. Tectonic processes can be somewhat explained, as can the hazards associated. The impact of human conflict on places is also understood.	Students have some knowledge of the opportunities and challenges in Africa. They can demonstrate locational knowledge of a variety of regions and describe physical factors such as climate and relief. Students can describe opportunities and challenges facing people in poverty, while understanding the 'richness' of the continent.	Students have some knowledge of the different types of energy. They can articulate the advantages and disadvantages of both renewable and non-renewable energy within the context of an increasing global demand. They can make basic links between energy use and climate change.

Emerging	Students have a very basic knowledge of tourism. This involves different types of tourism at different scales. Examples range from UK National Parks to skiing holidays. Students can describe some of the challenges and opportunities created by tourism in different locations around the world.	Students have basic knowledge of the physical and human factors that are associated with 'risky places' around the world. Tectonic processes can be somewhat described, as can the hazards associated. The impact of human conflict on places is also understood at a basic level..	Students have basic knowledge of the opportunities and challenges in Africa. They can demonstrate basic locational knowledge of a region and describe physical factors such as climate and relief. Students can describe some opportunities and challenges facing people in poverty..	Students have basic knowledge of the different types of energy. They can articulate the advantages and disadvantages of both renewable and non-renewable energy within the context of an increasing global demand. They can make basic links between energy use and climate change.
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