

Our All-through Geography Offer is enacted through the following topics:



Reception, Year 1, 2, 3

Splendid Safari

Location, Location, Location

To Exeter and Beyond

Wonderful Weather

What a Wonderful World

Lets go to China

Our World our food

Villages, Towns and Cities

Mountains, Volcanoes and Earthquakes

Weather and the Water Cycle

Year 4, 5, 6

Local Fieldwork

Population

Globalisation

Informal Settlements

Earth's Biomes

Energy & Sustainability

Rivers

Human Migration

Natural Resources

Year 7, 8, 9

K33 GEOGRAPHY Biomes

K33 GEOGRAPHY Population & Migration

K33 GEOGRAPHY Tectonic Hazards

K33 GEOGRAPHY Weather & Climate Change

K33 GEOGRAPHY Development & Resources

K33 GEOGRAPHY Rivers

K33 GEOGRAPHY Superpowers

K33 GEOGRAPHY Extreme Environments

K33 GEOGRAPHY Urban World

R54 GEOGRAPHY Pre-Release

AQA GEOGRAPHY Human Fieldwork

AQA GEOGRAPHY Physical Fieldwork

K54 AQA GEOGRAPHY The Living World

K54 AQA GEOGRAPHY Global Resource Management

AQA GEOGRAPHY Paper 2. Urban Issues and Challenges

K54 AQA GEOGRAPHY The Challenge of Natural Hazards

AQA GEOGRAPHY The Changing Economic World

AQA GEOGRAPHY Physical Landscapes of the UK

Year 10 & 11



Year 7 Geography Curriculum

BIOMES, POPULATION & MIGRATION, TECTONICS

	Cycle One: Biomes	Cycle Two: Population & Migration	Cycle Three: Tectonics
Core Content	<ol style="list-style-type: none"> 1. Where is Geography? (<i>Pre-Cycle Assessment</i>) 2. What is Geography? 3. How is Geography connected? 4. How do I study like a Geographer? 5. What are biomes and what factors are affecting their distribution? 6. How can the location of the biomes such as Tropical Rainforests be explained by the atmosphere? 7. How have plants and animals adapted to survive in Tropical Rainforests? 8. How is human activity threatening Tropical Rainforests? 9. How can the location of biomes such as Hot Deserts be explained by the atmosphere? (<i>Mid-Cycle Assessment</i>) 10. What are the characteristics of Hot Deserts? (<i>Whole Class Feedback</i>) 11. How have plants and animals adapted to survive living in Hot Deserts? 12. What is the UK's Biome like? 13. What are the characteristics and threats of Polar Regions? 	<ol style="list-style-type: none"> 1. Where in the world do 8 billion people live? (<i>Pre Cycle Assessment</i>) 2. Where do people live in Russia? 3. How do population pyramids show the structure of a country's population? 4. What are the challenges and opportunities of a youthful population? (<i>Mid Cycle Assessment</i>) 5. What are the challenges and opportunities of an ageing population? (<i>Whole Class Feedback</i>) 6. What does the demographic transition model tell us about population change? 7. To what extent are policies to control population size successful? 8. What can countries do if they have a declining population? 9. How can Lee's model help us to understand why people migrate? 10. How did the Windrush generation influence UK migration? 11. Where do some of the greatest international migrations of people happen? (1) 12. Where do some of the greatest international migrations of people happen? (2) 13. What are the patterns of migration within LICs and NEEs? 	<ol style="list-style-type: none"> 1. (<i>Pre- Assessment</i>) What is the structure of the Earth? 2. What did Alfred Wegener propose in 1912? 3 & 4. What happens where tectonic plates meet? 5. What are earthquakes and how are they measured? 6. What are the causes and consequences of earthquakes in LICs? 7. How do volcanic eruptions vary depending on the plate boundary and what hazards do they cause? 8. Why do people choose to live near active volcanoes? 9. <i>Mid- Cycle Assessment</i> & How is GIS used to monitor and map volcanic eruptions? 10. <i>Whole Class Feedback</i> & What causes Tsunamis? 11. How do the consequences of a Tsunami compare in areas of contrasting wealth? 12. How can the risk of living in tectonically active areas be reduced? 13. & 14. (IL) What evidence is there that the Earth's crust moves? What happened in the 2010 Haiti earthquake?
Case Studies	Indonesia, Sahara, UK, Arctic, Antarctica,	Bangladesh, USA, Mexico, Guatemala, Honduras, El Salvador, Global (Chosen regions), UK, Caribbean, Russia, China, Nigeria, Mozambique, Canada	South East Asia, Japan, La Palma, Nepal
Big concepts	Geography, Biomes, Interconnectedness, Adaptations, Climate	Population, Migration, Demographics, Application of Policies, Interconnection.	Distribution, Formation, Processes, Management, Characteristics,
Rationale	Students have previously been taught the continents in Year 2 and have looked the Earth's Biomes and Natural Resources in Year 4 and 5. This topic builds on and deepens students' understanding these factors by exploring how these areas are under particular stresses. It directly links to GCSE content	Pupils have previously studied 'Villages, Towns and Cities' in year 3, 'Human Migration' in Year 4 and 'Informal settlements' and 'Population' in Year 5 and 6. This topic builds on, broadens and deepens pupils' understanding of threshold concepts. It directly links to GCSE content	Pupils have previously studied 'Mountains, volcanoes and Earthquakes' in Year 3. Pupils have also studies Biomes and Population in Year 7 providing a good grounding to explore the interconnections between natural hazards and the Human and Natural world. This topic builds on, broadens and deepens pupils' understanding of threshold concepts. It directly links to GCSE content.
Assessment	Pre Knowledge Assessment – Multiple Choice Questions. Mid Cycle Assessment – Written Assessment End Cycle Assessment – 2 parts. Cumulative Application of Knowledge from the topic building on extended writing skills in Mid Cycle Assessment & Post Cycle Knowledge Test.	Pre Knowledge Assessment – Multiple Choice Questions. Mid Cycle Assessment – Written Assessment End Cycle Assessment – 2 parts. Cumulative Application of Knowledge from the topic building on extended writing skills in Mid Cycle Assessment & Post Cycle Knowledge Test.	Pre Knowledge Assessment – Multiple Choice Questions. Mid Cycle Assessment – Written Assessment End Cycle Assessment – 2 parts. Cumulative Application of Knowledge from the topic building on extended writing skills in Mid Cycle Assessment & Post Cycle Knowledge Test.

Year 8 Geography Curriculum

WEATHER & CLIMATE CHANGE, DEVELOPMENT & RESOURCES, RIVERS & ETHIOPIA

	Cycle One: Weather & Climate Change	Cycle Two: Development & Resources	Cycle Three: Rivers & Ethiopia Synoptic Study
Core Content	<ol style="list-style-type: none"> 1. What makes it rain? (Pre-Cycle Assessment) 2. What are the factors that affect the UK climate? 3. What are Air masses and how do they influence the UK's weather? 4. What are depressions and how do they affect our weather? 5. How did Storm Desmond affect the UK? 6. How do high pressure systems affect the UK and what are summer and winter anticyclones? 7. What are Hurricanes and how did Hurricane Katrina affect New Orleans? 8. What is the evidence for climate change? (Mid-Cycle Assessment) 9. What are the causes of climate change? (Whole Class Feedback) 10. What does the United Nations IPCC report reveal about the state of our planet? 11. How is climate change affecting the UK and the wider world? 12. How can the impacts of climate change be managed by adaptation and mitigation? 13/ 14. (IL)How do Whales change climate? /Are we in a Climate Emergency? 	<ol style="list-style-type: none"> 1. What is development and how is it measured? (Pre-Cycle Assessment) 2. What does 'Factfulness' teach us about development? 3. What are the causes of uneven development? 4. What does the employment structure of a country tell us about its development? 5. How does quality of life vary in the UK? (Is there a north-south divide?) 6. How do the Sustainable Development Goals aid development? 7. To what extent are top-down aid projects sustainable? (Mid Cycle Assessment) 8. What is the global distribution of energy use and production? (Whole Class Feedback) 9. Are renewable sources of energy the solution to securing global supplies? 10. Why is Iceland able to rely on renewable energy? 11. How is a region's development linked to its natural resources? Oil in the Middle East 12. How can energy supplies be threatened by political tensions? 13. What is the relationship between population and food supply? 	<ol style="list-style-type: none"> 1. What is a Drainage Basin? (Pre-Assessment) 2. What are fluvial processes and how do they change from source to mouth? 3. What are the features of the upper course of a river? 4. What are the features of the middle-lower course? 5. What are the causes of flooding? 6. What is a Hydrograph and how is it used? 7. What happened in Boscastle in August 2004? (Mid-Cycle Assessment) <p>1. Whole Class Feedback & Where is Ethiopia and what is it like?</p> <p>2. What factors are affecting Ethiopia's development?</p> <p>3. What resources does the Danakil Depression provide?</p> <p>4. Why has the Grand Renaissance Dam in Ethiopia caused tension with Egypt?</p> <p>5. (IL) How does Fair Trade Coffee contribute to Ethiopia's economy?</p>
Case Studies	UK, New Orleans, China	UK, Zambia, Uganda, Iceland, Middle EAST, Russia	UK, Ethiopia –Synoptic Study
Big concepts	Weather Patterns, Extreme Weather events, Climate, Climate Change, mitigation, adaptation	Measures of Development, Causes and consequences of Inequality, Resources, exploitation and relationships, Sustainability, Top Dow and Bottom Up Projects.	Landforms, Processes, Flooding, Management, Development, Resources, Sustainability, Fair Trade
Rationale	Students have previously been taught the Weather in Year 1, Weather and the Water Cycle in Year 3. This topic builds on and deepens students' understanding. It directly links to GCSE content and is built on in year 9 to consider wider global relationships.	Pupils have previously studied 'Our Food, Our World' in year 2, 'Natural Resources and Energy' and 'Sustainability' in Year 5, Globalisation in Year 6 and 'Population and Migration' in Year 7 and 'Weather and Climate Change' in Year 8. This topic builds on, broadens and deepens pupils' understanding of threshold concepts. It directly links to GCSE content.	Pupils have previously studied 'Weather and the Water Cycle' in Year 3, 'Rivers' in Year 6 and 'Development and Resources' in Year 8. Pupils have also explored various topics through different case studies, this case study of Ethiopia acts as a synoptic study. The topics build on, broadens and deepens pupils' understanding of threshold concepts and directly links to GCSE content.
Assessment	Pre Knowledge Assessment – Multiple Choice Questions. Mid Cycle Assessment – Written Assessment End Cycle Assessment – 2 parts. Cumulative Application of Knowledge from the topic building on extended writing skills in Mid Cycle Assessment & Post Cycle Knowledge Test.	Pre Knowledge Assessment – Multiple Choice Questions. Mid Cycle Assessment – Written Assessment End Cycle Assessment – 2 parts. Cumulative Application of Knowledge from the topic building on extended writing skills in Mid Cycle Assessment & Post Cycle Knowledge Test.	Pre Knowledge Assessment – Multiple Choice Questions. Mid Cycle Assessment – Written Assessment End Cycle Assessment – 2 parts. Cumulative Application of Knowledge from the topic building on extended writing skills in Mid Cycle Assessment & Post Cycle Knowledge Test.

Year 9 Geography Curriculum

SUPERPOWERS, EXTREME ENVIRONMENTS, URBAN WORLD

	Cycle One: Superpowers	Cycle Two: Extreme Environments	Cycle Three: Urban World
Core Content	1. What are the causes of globalisation? (Pre-Cycle Assessment)	1. Where in the world are the most 'extreme' environments located? (Pre- Assessment)	1. (Pre-Assessment) How is the world's urban population changing?
	2. How did the Suez Canal blockage affect global trade?	2. What are the physical characteristics of hot deserts?	2. What factors are affecting population growth and the rate of urbanisation?
	3. How does globalisation connect countries around the world?	3. What are the causes of desertification and how can the risk be reduced?	3. What are the consequences of urban growth?
	4. What are the advantages and disadvantages of transnational corporations?	4. What are the opportunities and challenges in Hot Environments?	4. How has urban growth effected Jakarta?
	5. What are the characteristics of superpowers, emerging powers and regional powers? (Mid-Cycle Assessment)	5. To what extent have opportunities for economic activity been developed in an Extreme Environment? (Mid-Cycle Assessment)	5. How has urban growth effected Dharavi?
	6. Is the USA losing its superpower strength? (Whole Class Feedback)	6. How are cities in Hot Environments managing their demand for water? Las Vegas (Whole Class Feedback)	6. (Mid Cycle Assessment) Should Dharavi be knocked down?
	7. How are emerging countries becoming increasingly important to the global economy?	7. What are the physical characteristics of cold environments?	7. (Whole Class Feedback) Why is London a world city?
	8. How has the influence of superpowers led to conflict?	8. What are the opportunities and challenges in Cold Environments? (Alaska)	8. What opportunities has urban growth created in London?
	9. How has the relationship between superpowers and LICs been changing?	9. How can cold environments be sustainably managed?	9. What challenges has urban growth created in London?
	10. How has the growth of economic powers led to environmental issues? - Shell	10. How has Mount Everest been affected by tourism?	10. What is urban regeneration?
	11. How has the growth of economic powers led to environmental issues? Food Miles & Carbon Footprints.	11. Why are geographers concerned about the melting of the 'third pole'?	11. How can cities be sustainable?
	12. How is economic power being extended through space exploration?	12. How was the lowest place on Earth formed?	12. To what extent is Masdar City in Abu Dhabi sustainable?
	13. How is the growth of economic powers leading to environmental issues in Indonesia? (IL)		13. (IL)What is it like to live in the world's megacities?
Case Studies	Suex Canal – Egypt, Flip Flop Trail, USA, UK, BRICS, MINTs, South China Sea, China in Africa – Ethiopia, Kenya, Nigeria, India, Indonesia, Kenya,	Sahel, Thar Desert, Las Vegas, Svalbard – Norway, Alaska, Antarctica, Mount Everest, Hindu Kush Himalaya Region, Mariana Trench	Kibera, Jakarta, Dharavi, London, Abu Dhabi,
Big concepts	Globalisation; interdependence; inequality; development; sustainability.	Extreme Environment characteristics, Adaptations, Opportunities, Challenges, Development, Resources, Sustainability.	Megacities, Slums, Sustainability, World Cities, Inequality, Regeneration,
Rationale	Students have previously been taught the factors affecting development in year 8. This topic builds on and deepens students' understanding these factors by exploring how they have enabled countries to reach the stage of being a superpower or emerging superpowers. It does not directly link to GCSE content beyond the breadth of places studied, but globalisation and superpowers does connect to the KS5 curriculum.	Pupils have previously studied 'Weather and the Water Cycle' in Year 3, 'Natural Resources' in year 4, 'Earth's Biomes' in Year 5, 'Biomes' in Year 7 and 'Weather and Climate Change' and 'development and Resources' in Year 8. This topic builds on, broadens and deepens pupils' understanding of threshold concepts. It directly links to GCSE content.	Pupils have previously studied 'Villages, Towns and Cities', 'Informal Settlements' and 'Population' in KS2, 'Population and Migration' in Year and 'Development and Resources' in Year 8. This topic builds on, broadens and deepens pupils' understanding of threshold concepts. It is GCSE content and directly links to A Level.
Assessment	Pre Knowledge Assessment – Multiple Choice Questions. Mid Cycle Assessment – Written Assessment End Cycle Assessment – 2 parts. Cumulative Application of Knowledge from the topic building on extended writing skills in Mid Cycle Assessment & Post Cycle Knowledge Test.	Pre Knowledge Assessment – Multiple Choice Questions. Mid Cycle Assessment – Written Assessment End Cycle Assessment – 2 parts. Cumulative Application of Knowledge from the topic building on extended writing skills in Mid Cycle Assessment & Post Cycle Knowledge Test.	Pre Knowledge Assessment – Multiple Choice Questions. Mid Cycle Assessment – Written Assessment End Cycle Assessment – 2 parts. Cumulative Application of Knowledge from the topic building on extended writing skills in Mid Cycle Assessment & Post Cycle Knowledge Test.

Year 10 Geography Curriculum GCSE GEOGRAPHY

	Cycle One: Challenge of Natural Hazards	Cycle Two: Economic World	Cycle Three: Physical Landscapes of the UK + Physical Fieldwork
Core Content	1. What are natural hazards and how can they be categorized?	1. What does Development mean and how can it be measured?	1. What are the characteristics of the physical landscapes of the UK?
	2. Where do earthquakes and volcanoes happen and why?	2. Can development indicators accurately reflect development?	2. What is a drainage basin and how does the river change from source to mouth?
	3. Why are earthquakes and volcanoes found at constructive and destructive plate boundaries?	3. What are the causes of Uneven Development?	3. What are fluvial processes and how do they change from source to mouth?
	4. What are the causes, effects and responses to volcanoes?	4. What are the consequences of Uneven Development?	4. Why are V-shaped valleys, interlocking spurs and rapids found in the upper course of a river?
	5. What are hot spots and how does liquefaction work?	5. How is Population Change and the Demographic Transition Model linked to Development?	5. How are waterfalls and gorges formed in the upper course of a river?
	6. What are the causes, effects and responses to earthquakes?	6. How can the Development Gap be reduced? -TNCs	6. How are meanders and oxbow lakes formed in the middle course of a river?
	7. What are the causes, effects and responses to earthquakes?	7. How does Debt relief and borrowing link to development?	7. What landforms exist in the lower course of a river and why?
	8. How do the effects and responses of earthquakes compare? Why are they different?	8. How can Fair Trade reduce the Development Gap?	8. What are the causes of flooding?
	9. Why do people live in areas prone to tectonic hazards?	9. How can Tourism reduce the Development Gap?	9. What happened when the Somerset Levels flooded in 2014?
	10. How can the risks of earthquakes and volcanoes be reduced?	10. How important is Nigeria and what is it like?	10. What are the advantages and disadvantages of the approaches to flood management?
	11. What are the features of the Global Atmospheric Circulation Model and how does global pressure and surface winds influence precipitation?	11. How does Nigeria link to the wider world and how does it make its money?	11. What are the characteristics of constructive and destructive waves?
	12. What are tropical storms and where do they occur?	12. How is Nigeria's economy changing?	12. What impact does erosion, transportation and deposition have on the coast?
	13. How do tropical storms form?	13. What roles do TNCs have in Nigeria?	13. What are the characteristics of cliffs and wave cut platforms? How are they formed?
	14. How may climate change affect tropical storms?	14. How are Nigeria's trade relationships changing?	14. What are the characteristics and formation of the deposition landforms; beaches and sand dunes?
	15. What are the effect and responses to tropical storms?	15. Does Nigeria still need Aid?	15. How do spits and bars form and what is the process of Longshore Drift?
	16. What were the causes, effects and responses of Tropical Storm Haiyan?	16. Nigeria: Development for all?	16. What are the different types of coastal management strategies?
	17. How can the effects of tropical storms be reduced and how is the UK effected by extreme weather hazards?	17. How are the UK's relationships with other countries changing?	UK River – GIS Lesson Physical Fieldwork Preparation Lessons – x4
	18. Is extreme weather on the rise in the UK and how is the UK responding?	18. What impact has deindustrialisation had in the North East England?	
	19. What is climate change?	19. What does the post-industrial economy of the UK look like?	
	20. How can climate change be managed through adaptation and mitigation?	20. How are rural areas changing in the UK?	
	21. What is the North-South divide and what strategies are being put in place to reduce it?		
	22. How can transport infrastructure in the UK support economic growth?		
	23. Why are London's ports and airports expanding?		
Case Studies	Japan, Iceland, Mt Kilauaea, Haiti, New Zealand, Haiyan- Philippines, UK	Nigeria, Brazil, Mexico, China, USA, Columbia, Haiti, Jamaica, UK	UK, River Exe, Devon & Dorset Coast.
Big concepts	Capacity to Cope, Vulnerability, Management, Wealth, Climate Change	Development Indicators, Trade, National and International, TNCs, Infrastructure, Rural, Deindustrialisation, Divides	Landforms, Processes, Flooding, Management, Development, Resources, Sustainability
Rationale	Students will build on their learning in KS3, in particular Year 7 Cycle 3 – Tectonics, Year 8 Cycle 1 Weather and Climate and Year 9 Extreme Environments to link directly to the GCSE content	Pupils have previously studied 'Natural Resources' and 'Globalisation' in KS2, 'Population and Migration' in Year 7, 'Development and Resources' in Year 8 and 'Superpowers' in Year 9. This topic builds on, broadens and deepens pupils' understanding of threshold concepts. It is GCSE content and directly links to A Level.	Pupils have previously studied 'Weather and the Water Cycle' in Year 3, 'Rivers' in Year 6 and 'Development and Resources' and 'Rivers' in Year 8. This topic builds on, broadens and deepens pupils' understanding of threshold concepts. It is GCSE content and directly links to A Level.
Assessment	Pre Knowledge Assessment – Multiple Choice Questions. Mid Cycle Assessments – Exam Questions each Lesson. End Cycle Assessment – 2 parts. Cumulative Application of Knowledge from the topic Exam Style Questions & Post Cycle Knowledge Test.	Pre Knowledge Assessment – Multiple Choice Questions. Mid Cycle Assessments – Exam Questions each Lesson End Cycle Assessment – 2 parts. Cumulative Application of Knowledge from the topic Exam Style Questions & Post Cycle Knowledge Test.	Pre Knowledge Assessment – Multiple Choice Questions. Mid Cycle Assessments – Exam Questions each Lesson End Cycle Assessment – 2 parts. Cumulative Application of Knowledge from all topics Exam Style Questions & Post Cycle Knowledge Test.

Year 11 Geography Curriculum GCSE GEOGRAPHY

	Cycle One: Living World & Challenge of Resource Management	Cycle Two: Urban Issues and Challenges + Fieldwork	Cycle Three: Pre-Release & Exam Preparation	
Core Content	<ol style="list-style-type: none"> How are the different parts of an ecosystem linked together and what can affect the balance of an ecosystem? What and where are the world's global ecosystems? What are Tropical Rainforests like and how are plants and animals adapted? 4 & 5. Why are tropical rainforests being destroyed and what are the local and global impacts? How can Tropical Rainforests be managed sustainably? What is the global distribution and characteristics of Hot Desert Environments? How does the climate of Hot Desert Environments impact the biodiversity and physical landscape? What causes desertification on the fringes of Hot Deserts? What strategies can be used to reduce the risk of Desertification? Africa's Green Wall Are resources for economic and social well-being distributed equally? How and why has the UK's demand for food changed? How and why has the UK's demand for water changed? What are the causes and impacts of water pollution in the UK and how is this managed? How and why has the UK's demand for energy changed? What are the economic and environmental issues of different types of energy production? What are the causes and impacts of food surplus and deficit? What strategies are there to increase global food supply? What are the advantages and disadvantages of a large scale agricultural development? How can food be produced sustainably and why is a reduction in food waste important? 	<ol style="list-style-type: none"> How is the world's urban population changing? (Pre-Cycle Assessment) What is Lagos like and how is it growing? How has Lagos' growth lead to Social opportunities and challenges? How has Lagos' growth created more inequality? How has Lagos' growth lead to economic opportunities and challenges? How has Lagos' growth lead to environmental opportunities and challenges? Where are squatter settlements found in Lagos? Should they be demolished? How is regeneration supporting Lagos' economic, social and environmental development? Why is traffic congestion a problem in Lagos and how is this being improved? How is urban planning improving life in Lagos? What are the UK's Major cities and how is the population distributed? Where is London and why is it important? How has the population of London changed to create social opportunities and challenges? How has migration to London created opportunities? How have employment patterns in London changed over time? Why is there a need for transport to be improved in London? What strategies could make London greener in order to manage the problem of pollution? Why is inequality still a challenge in London? Why is there a shortage of homes in London and what is the solution? What is urban regeneration and how was this carried out in the Lower Lea Valley? What makes BedZed a sustainable community? How can transport be made more sustainable in London? 	Physical Fieldwork – 4 Lessons + 1 Day off site Human Fieldwork – 4 lessons + 1 Day off site Pre-Release – 6 Lessons	
	Case Studies	Haldon Forest – Devon, Amazon – Brazil, Sahel, Thar Desert, UK, Mali	Lagos, London	
	Big concepts	Biomes, Interdependence, Management, Exploitation, Adaptation Inequality, Resource, Wellbeing, Quality of Life, Sustainable	Urbanisation, Inequality, Sustainability, Governance, Globalisation	
	Rationale	Students will build on their learning in KS3, in particular Year 7 Cycle 1 – Biomes, Year 8 Cycle 1 & 2 Weather and Climate and Development and Resources and Year 9 Extreme Environments to link directly to the GCSE content	Pupils have previously studied 'Villages, Towns and Cities', 'Informal Settlements' and 'Population' in KS2, 'Population and Migration' in Year 7, 'Development and Resources' in Year 8, 'Urban World' in Year 9 and 'Economic World' in Year 10. This topic builds on, broadens and deepens pupils' understanding of threshold concepts. It is GCSE content and directly links to A Level.	
	Assessment	Pre Knowledge Assessment – Multiple Choice Questions. Mid Cycle Assessments – Exam Questions each Lesson End Cycle Assessment – 2 parts. Cumulative Application of Knowledge from all topics Exam Style Questions & Post Cycle Knowledge Test.	Pre Knowledge Assessment – Multiple Choice Questions. Mid Cycle Assessments – Exam Questions each Lesson End Cycle Assessment – 2 parts. Cumulative Application of Knowledge from all topics Exam Style Questions & Post Cycle Knowledge Test.	