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| **Bridgewater High Key Stage 3 Curriculum Map** |
| Subject – Year 7 |



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| **Intent:6 key principles** | **Implementation** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | **OS Maps** | **Geographic skills** | **Weather and Climate** | **Globalisation of the Fashion Industry** | **Settlement** | **The Growth of Warrington** |
| **Key Knowledge & Concepts** | Grid referencesCompass directionHeight and relief  | Drawing field sketchesUsing an atlasInterpreting data | Types of rainfallBritain’s climateAnticyclones and depressions | Process of globalisationChain of productionImpacts of TNCs | Location of settlementsSettlement patternsChanges in settlements | Growth of WarringtonIssues affecting the local area |
| **Clarity around Sequencing** | **Main links across the curriculum** | Orienteering, Yr7 Weather, Yr8 Coasts, Yr8 Sport Locating a stadium | Yr7 Weather Climate graphs & Types of rainfall, Yr8 Coasts British Isles | Yr8 Rivers Water cycle, Yr8 Brazil climate, Yr9 Ecosystems | Yr7 Geographical skills, Yr7 Weather and climate, Yr8 Development, Yr9 China | Yr7 OS maps, Yr7 weather and climate, Yr9 hazards | Yr7 OS maps, Yr8 rivers and flooding, Yr9 environmental issues |
| **Cross – curricular / Authentic Links** | Maths – scale and distance (Yr8) | Art – sketching (Yr7), landscape (Yr9)Maths – data analysis (Yr7), Graphs (Yr8) | Science – types of rainfall and climate (Yr7 Physics)Food – producing food and where from (Yr9) | D&T designing clothes and materials used (Yr7 Art & Textiles), Computer Science branding – (Yr7) | History – settlement sites (yr7 British settlement, Yr10 American West).Art – architecture (Yr7), urban art (yr9) | Science – environmental impacts (Yr8) |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Research, Text books, Love of Reading  | Research, Text books, Love of Reading  | Research, Text books, Love of Reading  | Research, Text books, Love of Reading  | Research, Text books, Love of Reading  | Research, Text books, Love of Reading  |
| **Ext. Writing** | Describing a route | A trip of a lifetime | Weather forecast | Why is Rosa doing Annie’s job? | Choosing a location site | Where should the bypass go? |
| **Key****Vocabulary** | Knowledge organiserKey terms (Back of Books) | Knowledge organiserKey terms (Back of Books) | Knowledge organiserKey terms (Back of Books) | Knowledge organiserKey terms (Back of Books) | Knowledge organiserKey terms (Back of Books) | Knowledge organiserKey terms (Back of Books) |
| **Memory & Cognition** | **Retrieval/ Formative Assessment** | **Start** | Definition of wordsProcess Diagrams | Definition of wordsProcess Diagrams | Definition of wordsProcess DiagramsBrain dump | Definition of wordsProcess DiagramsInstructional scaffolding | Definition of wordsProcess DiagramsThought shower | Definition of wordsProcess DiagramsMaps  |
| **On going** | Revisiting words/definitions concepts/processes | Revisiting words/definitions concepts/processes | Revisiting words/definitions concepts/processes | Revisiting words/definitions concepts/processes | Revisiting words/definitions concepts/processes | Revisiting words/definitions concepts/processes |
| **End** | SMHW Spelling testsSMHW Quizzes  | SMHW Spelling testsSMHW Quizzes  | SMHW Spelling testsSMHW Quizzes  | SMHW Spelling testsSMHW Quizzes  | SMHW Spelling testsSMHW Quizzes  | SMHW Spelling testsSMHW Quizzes  |
| **Assessment** | **Summative****Assessment** | OS maps QMA46 Marks | Skills SMHW Quiz | Weather Forecast QMA | Fashion QMAExtended Writing Task | Settlement SMHW quiz | SMHW quiz |
| **Possible misconceptions** | Map reading skills are no longer required | Labels and annotations are the same thing | Weather and climate are the same thing | Clothes are all made in the country on the label | All settlements have the same layout/pattern | Warrington has no function |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | DofEGiving directions, Walking/hiking | Tourism – location of countries | Understanding weather forecasts | Costs of livingWorkplace conditions and workers’ rights | Urban planning | Environment agencyUrban planning |

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| **Bridgewater High Key Stage 3 Curriculum Map** |
| Subject – Year 8 |



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| **Intent:6 key principles** | **Implementation** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | **World Sport** | **Rivers** | **Brazil as a NEE** | **Development** | **Coasts** | **Japan** |
| **Key Knowledge & Concepts** | Impact of Sport GlobalisationStadium Location  | Weather /water cycleRiver processesFlood management | Regional Knowledge Issues facing BrazilFuture importance | Measures of Development Middle East Aid | British Isles KnowledgeCoastal ProcessesCoastal Management | Regional KnowledgeImportance of JapanIssues facing Japan |
| **Clarity around Sequencing** | **Main links across the curriculum** | Yr7 World of fashion, yr7 Settlement, yr8 Brazil, GCSE Urbanisation | Yr7 Weather, yr7 Settlement, yr9 China, GCSE Rivers | Yr7 Weather, yr7 Settlement, yr8 Development, GCSE Urbanisation , Ecosystems | Yr7 World of fashion, yr7 map skills, yr9 China, GCSE Urbanisation, Resources | Yr7 Weather, yr7 Settlement, yr8 Japan, GCSE Coasts  | Yr7 World of fashion, yr7 Settlement, yr8 Brazil, yr9 China, GCSE Urbanisation |
| **Cross – curricular / Authentic Links** | Maths – grid references/ scale -proportional reasoning, algebraPE/CEIAG – invasion sportHistory – local -industrial revolution | Maths – hydrograph – reasoning with dataSCIENCE – environmental chemistryHistory – local – industrial revolution | Maths – climate graph, lat/long – reasoning with data History – global -British expansionLanguages CIEAG - culture | Maths – HDI, pie chart – reasoning with data, developing numbersRS History – global – British expansion, Middle East | Maths - DME – reasoning with data SCIENCE – Gravity & motion Technology – model – design & modelling | Maths – cost of living, lat/long – reasoning with data Languages RS – culture, Art – zines (manga) History - Global |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Mystery Cards, Text books, Love of Reading | Newspaper – floodingLove of Reading | Research, Text books, Love of Reading  | ResearchLove of Reading | DMELove of Reading | ResearchLove of Reading |
| **Ext. Writing** | Explaining location &Impact of stadiums | Affects & management of flooding | Conclusion to project | Quality of life in Saudi Arabia  | Affects & manage-ment of coasts | Is Japan an Important country? |
| **Key****Vocabulary** | Knowledge organiserKey terms (Back of Books) | Knowledge organiserKey terms (Back of Books) | Knowledge organiserKey terms (Back of Books) | Knowledge organiserKey terms (Back of Books) | Knowledge organiserKey terms (Back of Books) | Knowledge organiserKey terms (Back of Books) |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Definition of wordsProcess Diagrams | Definition of wordsProcess Diagrams | Definition of wordsProcess Diagrams | Definition of wordsProcess Diagrams | Definition of wordsProcess Diagrams | Definition of wordsProcess DiagramsMaps  |
| **On going** | Revisiting words/definitions concepts/processes | Revisiting words/definitions concepts/processes | Revisiting words/definitions concepts/processes | Revisiting words/definitions concepts/processes | Revisiting words/definitions concepts/processes | Revisiting words/definitions concepts/processes |
| **End** | SMHW Spelling testsSMHW Quizzes  | SMHW Spelling testsSMHW Quizzes  | SMHW Spelling testsSMHW Quizzes  | SMHW Spelling testsSMHW Quizzes  | SMHW Spelling testsSMHW Quizzes  | SMHW Spelling testsSMHW Quizzes  |
| **Assessment** | **Summative****Assessment** | Warrington Wolves QMA | Flooding QMA | Brazil QMA | SMHW Quiz | Coasts DME | Map of Japan test |
| **Possible misconceptions** | Local sport is not affected by globalisation | Flooding is just natural | All Brazil is poor | No rich/successful people in Africa | Waves are caused by the tide | Japan and China are the same |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | Sponsorship Healthy Lifestyle | Insurance - Responding to disasters Environment Agency | Brazilian cultureDeforestation Exploitation | PovertyGlobal AidFemale rights | Environment Agency | Asian CulturesCost of living |
| **Bridgewater High Key Stage 3 Curriculum Map** |
| Subject – Year 9 |



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| **Intent:6 key principles** | **Implementation** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | **Tourism** | **Volcanoes** | **Earthquakes** | **Changing China** | **World Climates** | **Environmental Issues** |
| **Key Knowledge & Concepts** | Changes in TourismEffects of TourismConflicts within Tourism | The structure of the EarthThe Formation and typeMain case-studies LIC HIC | Type and OriginCase studies LIC HICPredict, Protect, Prepare | Regional KnowledgeImportance of ChinaIssues facing China | Location of Biomes Characteristics Adaptations | Past, Present, Future, Regional and Global importance |
| **Clarity around Sequencing** | **Main links across the curriculum** | Globalisation, Development | Settlement, Development, Japan, Weather | Volcanoes, Settlement, Development, Japan | Development, Rivers, Brazil,  | Brazil, Development, Weather | Brazil, World Climates, Weather,  |
| **Cross – curricular / Authentic Links** | English DME YR 7 (PEE analysis, I am Malala) | English YR 9 (war poetry) Volcano Poem Science YR8(heat transfer) | Science/Maths Waves, YR 7 forces) (portional reasoning) | History (Mao) , RS Yr9 What does it mean to be human (abortion), Art | Biology YR 7 (Ecology, YR10 (ecosystems), Yr11 (ecosystems), Maths (year 10 using data) | Science (YR11 Biology Ecosystems, Yr8 Environmental Chemistry) |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Love of readingResearch, Text books | Love of readingResearch, Text books | Love of readingResearch, Text books | Love of readingResearch, Text books | Love of readingResearch, Text books | Love of readingResearch, Text books |
| **Ext. Writing** | DME Castleton | Describe the sequence of an eruption. | Why were there so many deaths in Kobe? | How has China Changed? | Who killed Chico Mendes | Renewables vs non-renewables |
| **Key****Vocabulary** | Knowledge organiserKey terms (Back of Books) | Knowledge organiserKey terms (Back of Books) | Knowledge organiserKey terms (Back of Books) | Knowledge organiserKey terms (Back of Books) | Knowledge organiserKey terms (Back of Books) | Knowledge organiserKey terms (Back of Books) |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Definition of wordsQuestion Matrices | Definition of wordsProcess Diagrams | Definition of wordsProcess Diagrams | Definition of wordsQuestion Matrices | Definition of wordsProcess Diagrams | Definition of wordsQuestion Matrices, maps |
| **On going** | Revisiting words/definitions concepts/processes | Revisiting words/definitions concepts/processes | Revisiting words/definitions concepts/processes | Revisiting words/definitions concepts/processes | Revisiting words/definitions concepts/processes | Revisiting words/definitions concepts/processes |
| **End** | SMHW Spelling testsSMHW Quizzes | SMHW Spelling testsSMHW Quizzes | SMHW Spelling testsSMHW Quizzes | SMHW Spelling testsSMHW Quizzes | SMHW Spelling testsSMHW Quizzes | SMHW Spelling testsSMHW Quizzes |
| **Assessment** | **Summative****Assessment** | Castleton QMA | Volcano QMA | Earthquake QMA Kobe | How is China Changing QMA | SMHW quiz | Environmental survey |
| **Possible misconceptions** | All tourism is good. People don’t live in Nat Parks. | Large populations do not live near volcanoes. | UK cannot have earthquakes | There is no poverty in China | All deserts are hot. | Land, Air and Water are the only types of Pollution. |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | Impact of holidays, Ecotourism National park Conflict  | Mount Etna, continually erupting, (live stream videos.) Volcanology, careers | Seismology, on average a magnitude 5 every day somewhere in the world.  | International relations. Politics, Environmental issues, economic growth | Deforestation, resource managementClimate change | Climate change, Global awareness, Global Citizenship, Conservation |

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| **Bridgewater High Key Stage 4 Curriculum Map** |
| Subject – Year 10 |



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| **Intent:6 key principles** | **Implementation** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** |

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| Urban issues and challenges | Salford Quays Fieldwork | Physical Landscapes in UK | Resource Management | River Wyre Fieldwork |
| Urbanisation, Mumbai and Dharavi, Manchester and sustainable cities | Urban Landuse, Data Collection, Presentation and analysis | River & Coastal Landforms, Processes and management | Food, Water and Energy issues | River Processes, Data Collection, Presentation and analysis |
| Yr 7 Settlement, Yr Warrington, Yr 8 Brazil, Yr 9 China | Yr 7 Settlement, Yr 8 Location of Stadiums, Yr 7 microclimate Yr 8 soil infiltration | Yr 8 Rivers, Yr 8 Coasts, Yr 7 OS Maps | Yr 9 Environmental Issues Yr8 Middle East | Yr 8 Rivers, Yr 8 Coasts, Yr 7 microclimate Yr 8 soil infiltration |
| Yr8 Maths – ratio & scale (Maps). Y11 History – Slums and shanty towns Depression and appeal of Nazis.Yr8 History – Industrial revolution | Science – Methodology. Yr 8 Maths – representing data, Yr11 Maths Graphs. | Yr 11 Maths - hydrograph Yr8 Maths – ratio & scale (Maps).  | Yr10 Science – 4.1 energy stores & systems. | Science – Methodology, Yr 8 Maths Data handling. Yr11 Maths Graphs. |
| Love of reading task each half -term | Love of reading task each half -term | Love of reading task each half -term | Love of reading task each half -term | Love of reading task each half -term |
| 6 and 9 mark questions (Curitiba, Transport Strategies, Case studies Mumbai / Manchester) | Fieldwork project & 9 mark question | Boscastle case study. | Microhydro case study (Nepal or Peru) | Fieldwork project & 9 mark question |
| Knowledge organiserKey terms (Back of Books | Knowledge organiserKey terms (Back of Books | Knowledge organiserKey terms (Back of Books | Knowledge organiserKey terms (Back of Books | Knowledge organiserKey terms (Back of Books |
| Definition of wordsProcess Diagrams | Definition of wordsProcess Diagrams | Definition of wordsProcess Diagrams | Definition of wordsProcess Diagrams | Definition of wordsProcess Diagrams |
| Starter Quizzes, Revisiting words/definitions concepts/processes | Starter Quizzes, Revisiting words/definitions concepts/processes | Starter Quizzes, Revisiting words/definitions concepts/processes | Starter Quizzes, Revisiting words/definitions concepts/processes | Starter Quizzes, Revisiting words/definitions concepts/processes |
| SMHW Spelling tests, SMHW Quizzes, linking to actual Exam questions, Parts of past Questions (CW / HW) | SMHW Spelling tests, SMHW Quizzes, linking to actual Exam questions | SMHW Spelling tests, SMHW Quizzes, linking to actual Exam questions | SMHW Spelling tests, SMHW Quizzes, linking to actual Exam questions | SMHW Spelling tests, SMHW Quizzes, linking to actual Exam questions |
| QMA1a, QMA 1b (both full past paper questions) | Salford Quays Investigation and past paper Question (9 mark QMA)  | QMA2 (full past paper question) | 30 Mark SMHW Test and QMA 3 (full past paper question) | River Wyre Investigation (Project) |
| Urbanisation definition, | Residential is largest landuse | Coastal defences have no wider impacts. | All food is grown in UK or food is grown all year round. London has lots of water. | Velocity decreases downstream. |
| Health and Wellbeing – Dharavi Slums | Write Risk Assessment for Fieldwork | Boscastle flood Holidays to coasts and uplands Reservoir safety  | Modern World – Food, Water and Energy Food miles and carbon footprint | Write Risk Assessment for Fieldwork |

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| **Key Knowledge & Concepts** |  |  |  |  |  |  |
| **Clarity around Sequencing** | **Main links across the curriculum** |  |  |  |  |  |  |
| **Cross – curricular / Authentic Links** |  |  |  |  |  |  |
| **Vocabulary / Literacy** | **Literacy** | **Reading** |  |  |  |  |  |  |
| **Ext. Writing** |  |  |  |  |  |  |
| **Key****Vocabulary** |  |  |  |  |  |  |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** |  |  |  |  |  |  |
| **On going** |  |  |  |  |  |  |
| **End** |  |  |  |  |  |  |
| **Assessment** | **Summative****Assessment** |  |  |  |  |  |  |
| **Possible misconceptions** |  |  |  |  |  |  |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** |  |  |  |  |  |  |

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| **Bridgewater High Key Stage 4 Curriculum Map** |
| Subject – Year 11 |



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| **Intent:6 key principles** | **Implementation** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** |  |

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| **The Living World** | **The Changing Economic World**  | **The Challenge of Natural Hazards** | **Issues Evaluation (DME)** |
| Ecosystems, Tropical Rainforests and Tundra | World Development, Case Study India as a NEE country and changes in the economy of the UK | Tectonic and Atmospheric hazards  | Material Issued by AQA |
| Yr 9 World ClimatesYr 8 BrazilYr 9 Antarctica | Yr 10 Urbanisation, Yr 8 Brazil, Yr 9 China | Yr 9 Earthquakes, Yr 9 Volcanoes, Yr 10 Flooding | Depends on topic issued by AQA |
| Biology – yr 7 adaptations, Yr 8 photosynthesis, Yr 10/11 deforestation/biodiversity/biomassTechnology labels on food and packaging Yr 9 | Manufacturing processes- technology Yr 8. Industrial revolution History Yr 8.Development of Empire /colonialism- History Yr 8Line graphs Yr9/11 maths | Science chemistry – greenhouse effect climate change Yr 10/11Technology - adaptive strategiesWorld stewardship R.S Yr 11- climate changeLine graphs Yr9/11 maths | Depends on topic issued by AQA |
| Love of reading task each half -termResearch, Text books, | Love of reading task each half -term, Research, Text books, | Love of reading task each half -termResearch, Text books, | Reading Advanced Information Booklet |
| 6 and 9 mark questions  | 6 and 9 mark questions | 6 and 9 mark questions (??????) | 6 and 9 mark questions (??????) |
| Knowledge organiserKey terms (Back of Books) | Knowledge organiserKey terms (Back of Books) | Knowledge organiserKey terms (Back of Books) | Produce after topic issued by AQA |
| Definition of wordsProcess Diagrams | Definition of wordsProcess Diagrams | Definition of wordsProcess Diagrams | Definition of wordsProcess Diagrams |
| Starter Quizzes, Revisiting words/definitions concepts/processes | Starter Quizzes, Revisiting words/definitions concepts/processes | Starter Quizzes, Revisiting words/definitions concepts/processes | Revisiting words/definitions concepts/processes |
| SMHW Spelling tests & Quizzes, linking to actual Exam questions, Parts of past Questions (CW / HW) | SMHW Spelling tests & Quizzes, linking to actual Exam questions, Parts of past Questions (CW / HW) | SMHW Spelling tests & Quizzes, linking to actual Exam questions, Parts of past Questions (CW / HW) | Construct likely actual Exam questions. Mock |
| QMA4a and 4b (both full past paper questions) | QMA5 (full past paper question) | QMA6 (full past paper question) | Practice paper based on collaboration across Warrington Schools |
| Rainforest soils are fertile,  | All aid is useful. There is no difference between North and South. | Tornadoes are hurricanes. Ozone hole and global warming are the same. | Depends on topic issued by AQA |
| Sustainable forestrySustainable Management of Rainforest at International Vs Local Level | Hi tec industry, UK place in the worldImpact of colonialism on modern world | Mitigation and adaption strategies | Depends on topic issued by AQA |

 |  |  | **Revision** |  |
| **Key Knowledge & Concepts** |  |  |  |  |  |  |
| **Clarity around Sequencing** | **Main links across the curriculum** |  |  |  |  |  |  |
| **Cross – curricular / Authentic Links** |  |  |  |  |  |  |
| **Vocabulary / Literacy** | **Literacy** | **Reading** |  |  |  |  |  |  |
| **Ext. Writing** |  |  |  |  |  |  |
| **Key****Vocabulary** |  |  |  |  |  |  |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** |  |  |  |  |  |  |
| **On going** |  |  |  |  |  |  |
| **End** |  |  |  |  |  |  |
| **Assessment** | **Summative****Assessment** |  |  |  |  |  |  |
| **Possible misconceptions** |  |  |  |  |  |  |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** |  |  |  |  |  |  |