

Year 7 Programme of Study 2025 - 2026

Assessments will all follow an exam booklet structure and will contain a mixture of point marked/levelled responses. Questions will cover knowledge and understanding of processes, place knowledge and geographical skills.

Unit of work	Time	National curriculum links
Unit 1 What is Geography? 1.1 What is geography? 1.2 How can we use compass directions? 1.3 How do I find locations? 1.4 What are 4 figure grid references? 1.5 How do we use 6 figure grid references? 1.6. Mid Topic Retrieval & Careers 1.7. How can we use scale? 1.8 How can we show height on a map? 1.9 Assessment 1.10 MAD time.	10 hours	Competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). (A3b) Geographical skills and fieldwork - Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.(SC4a)
Unit 2 What is weather and climate? 2.1 What is weather and climate? 2.2 How do we measure weather? 2.3 How do we record weather? 2.4 Why does it rain? 2.5 Mid Topic Retrieval and Careers 2.6 What are depressions and anticyclones? 2.7 How would you characterise the UK's climate? 2.8 Why do places have different climates? 2.9 Assessment 2.10 MAD time.	10 hours	Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. (A2) Competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). (A3b) Competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.(A3c) Human and Physical Geography - Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography (SC3ai) Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. (SC3b) Geographical skills and fieldwork - Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.(SC4a)
Unit 3 Is the Earth running out of natural resources? 3.1 What is a natural resource?	10 hours	Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. (A2)

3.2 What are rocks? 3.3 Why is soil important? 3.4 How does the biosphere provide natural resources? 3.5 Mid Topic Retrieval and Careers. 3.6 How does the hydrosphere provide us with a natural resource? 3.7 How do we use natural resources to provide us with energy? 3.8 Can we use natural resources sustainably? 3.9 Assessment 3.10 MAD time		Human and Physical Geography - Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts. (SC3ai) Competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). (A3b) Competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.(A3c) Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. (SC3b) Geographical skills and fieldwork - Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.(SC4a)
Unit 4 Should we build a wind turbine? 4.1 Why do we need wind turbines? 4.2 How do we plan a geographical enquiry? 4.3 Fieldwork Lesson 4.4 How can we present our data? 4.5 What do our results show?	5 hours	Competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.(A3c) Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs (SC4b) Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. (SC4d)
Unit 5 What is globalisation? 5.1 What is an economy? 5.2 What are primary sector jobs? 5.3 Where should a factory locate? 5.4. Why did Nissan locate in the UK? 5.5 Mid-topic Retrieval and Careers 5.6 How does the UK trade with the rest of the world? 5.7 Is the world becoming more interdependent? 5.8 How has containerisation accelerated globalisation? 5.9 Assessment 5.10 MAD time.	10 hours	Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.(A2) Competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). (A3b) Competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.(A3c) Locational knowledge - extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. (SC1) Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.(SC3aii) Geographical skills and fieldwork - Build on their knowledge of globes, maps and atlases and apply and develop

		this knowledge routinely in the classroom and in the field.(SC4a)
Unit 6 Is Russia's geography a blessing or a curse? 6.1 Where is Russia? 6.2 What is the physical landscape of Russia? 6.3 What biomes are there in Russia? 6.4 Where do people live in Russia? 6.5 Mid-topic Retrieval and Careers 6.6 What happened at Chernobyl? 6.7 Why is there conflict between Russia and Ukraine? 6.8 What Russia like today? 6.9-6.10 Russia - DME.	10 hours	Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. (A1) Competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). (A3b) Locational knowledge - extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. (SC1) Place Knowledge - understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.(SC2) Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.(SC3aaii) Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. (SC3b)

Year 8 Programme of Study 2025 - 2026

Assessments will all follow an exam booklet structure and will contain a mixture of point marked/levelled responses. Questions will cover knowledge and understanding of processes, place knowledge and geographical skills.

Unit Of Work	Time	National Curriculum Links
Unit 1 Why are rivers important? 1.1 What are rivers? 1.2 How does water flow into rivers? 1.3 What is a drainage basin? 1.4 How do rivers erode and transport material? 1.5 Mid-topic Retrieval and Careers 1.6 How do rivers shape the upper course? 1.7 How do rivers shape the middle/lower course? 1.8 Why do rivers flood? 1.9 Assessment 1.10 MAD time.	10 hours	Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. (A1) Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.(A2) Competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). (A3b) Human and Physical Geography - Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.(SC3ai)
Unit 2 What is the development gap? 2.1 What is development? 2.2 How is wealth spread around the world? 2.3 What are the causes of poverty? 2.4 How does gender affect development? 2.5 Mid-topic Retrieval and Careers 2.6 Is migration caused by uneven development? 2.7 How does fair trade close the development gap? 2.8 What is aid? 2.9 Assessment 2.10 MAD time.	10 hours	Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.(A2) Competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.(A3c) Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.(SC3aii) Geographical skills and fieldwork - Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.(SC4a)
Unit 3 What is it like to live in the world's most populated continent? 3.1 Where is Asia and why is it so diverse? 3.2 How does Asia's environment shape where people live?	15 hours	Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. (A1) Understand the processes that give rise to key physical and human geographical features of the world, how these

3.3 Why do people rely on the monsoon? 3.4 How and why is Asia's population changing? 3.5 How do governments manage population growth? 3.6 How do governments manage population decline? 3.7 How does development vary across Asia? 3.8 Mid-topic Retrieval and Careers 3.9 What are the causes and consequences of urbanisation? 3.10 What is life like in India's megacities? 3.11 How did China become a global superpower? 3.12 What challenges does China face as a superpower? 3.13 What does the future hold for Asia? 3.14 Assessment 3.15 MAD time		are interdependent and how they bring about spatial variation and change over time.(A2) Competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.(A3c) Locational knowledge - extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. (SC1) Place Knowledge - understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.(SC2) Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.(SC3aii) Geographical skills and fieldwork - Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.(SC4a) Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs (SC4b)
Unit 4 Can 2 degrees destroy our planet? 4.1 What is climate change? 4.2 What is the greenhouse effect? 4.3 What are tipping points? 4.4 Is the Amazon Rainforest dying? 4.5 Mid-topic Retrieval 4.6 Is the Arctic ice disappearing? 4.7 What are the impacts for the UK? 4.8 Is there a solution? 4.9 Assessment 4.10 MAD time	10 hours	Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. (A1) Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.(A2) Competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). (A3b) Human and Physical Geography - Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.(SC3ai) Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.(SC3aii)
Unit 5 Should we protect the coastline? 5.1 What is the coastline? 5.2 What landforms will you see at the coast?	10	Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. (A1)

5.3 What evidence is there that the coastline is disappearing (GIS)? 5.4 Why is the coastline disappearing in the UK? 5.5 Mid-topic Retrieval 5.6 How can we use hard engineering to protect the coastline? 5.7 How can we use soft engineering to protect the coastline? 5.8 – 5.10 DME – Should we protect the coastline?		Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.(A2) Competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). (A3b) Human and Physical Geography - Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.(SC3ai)
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Year 9 Programme of Study 2025 - 2026

Assessments will all follow an exam booklet structure and will contain a mixture of point marked/levelled responses. Questions will cover knowledge and understanding of processes, place knowledge and geographical skills.

Unit Of Work	Time	National Curriculum Links
Unit 1 Can we live safely with tectonic hazards? 1.1 What are natural hazards? 1.2 Do the continents fit together? 1.3 What are tectonic plates? 1.4 What is happening at plate margins? 1.5 Mid-topic Retrieval and Careers 1.6 What do we know about earthquakes? 1.7 Why do volcanoes erupt? 1.8 How can we manage tectonic hazards? 1.9 Assessment. 1.10 MAD time.	10 hours	Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. (A1) Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.(A2) Competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). (A3b) Human and Physical Geography - Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.(SC3ai) Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.(SC3aii)
Unit 2 What is threatening our oceans? 2.1 Why are oceans important? 2.2 Is plastic pollution the biggest threat to our oceans? 2.3 How do oil spills damage ocean ecosystems? 2.4 Is climate change destroying our oceans? 2.5 Mid-topic Retrieval and Careers 2.6 Why is over-fishing threatening our oceans? 2.7 Should whaling be banned? 2.8 Can we save our oceans before it's too late? 2.9 Assessment 2.10 MAD time.	10 hours	Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. (A1) Competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). (A3b) Competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. (A3c) Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. (SC3b)
Unit 3 Why is the Middle East an important region? 3.1 Where is the Middle East? (GIS)	10 hours	Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. (A1)

3.2 Where do people live in the Middle East? 3.3 Is oil a source of power for the Middle East? 3.4 How has the UAE developed? 3.5 Mid-topic Retrieval and Careers 3.6 Is Dubai a sustainable city? 3.7 Why is Yemen the poorest country in the Middle East? 3.8 Why is there ongoing conflict in the Middle East? 3.9 Assessment 3.10 MAD time		Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. (A2) Competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). (A3b) Competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. (A3c) Locational knowledge - extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. (SC1) Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. (SC3ca(ii)) Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems (SC3b) Use Geographical Information Systems (GIS) to view, analyse and interpret places and data. (SC4c)
Unit 4 What are the challenges and opportunities for Africa? 4.1 What is Africa really like? 4.2 What is the physical landscape of Africa? 4.3 How has Africa's past shaped it's present? 4.4 How developed is Africa? 4.5 Mid-topic and Careers 4.6 Is there a future for the Sahel region? 4.7 How is Africa's population changing? 4.8 Why is China investing in Africa? 4.9 Assessment 4.10 MAD time.	10 hours	Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. (A1) Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. (A2) Competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). (A3b) Competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. (A3c) Locational knowledge - extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. (SC1) Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. (SC3ca(ii))

		Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems (SC3b)
Unit 5 How does ice shape the land? 5.1 Where can glaciers be found? 5.2 How do glaciers move? 5.3 How do glaciers shape the landscape? 5.4 What erosional landforms do glaciers create? 5.5 What depositional landforms do glaciers create? 5.6. What evidence is there that the Lake District was glaciated? 5.7. Assessment and Careers 5.8 MAD time	8 hours	Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. (A1) Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.(A2) Competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). (A3b) Human and Physical Geography - Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.(SC3ai) Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.(SC3aii)
Unit 6 Fieldwork Opportunity 6.1 Introduction to fieldwork 6.2 Introduction to fieldwork 6.3 Fieldwork – Primary Data 6.4 Fieldwork – Secondary Data 6.5 Data presentation 6.6 Conclusions 6.7 Evaluations	7 hours	Competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.(A3c) Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs (SC4b) Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. (SC4d)