

Curriculum Overview - Geography

	Autumn	Spring	Summer
Year 7	Weather, Climate & Map Skills Students build foundational geographical skills by studying atmospheric processes, weather measurement, and climate patterns. They transition into essential cartographic skills, including 4 and 6-figure grid references, map symbols, scale, distance, contour lines, and sketch mapping to build spatial awareness.	Settlements & World Cities Exploring human geography, students investigate how settlements form, function, and change over time, using Newcastle as a local case study. They then examine global urbanisation, factors driving city growth, megacities, and the opportunities and challenges of informal settlements through a case study of Dharavi in Mumbai.	Basics of the Economy & Regional Study (Asia / Japan) Students learn about primary, secondary, tertiary, and quaternary economic sectors, industrial location, and UK employment changes, featuring local manufacturing at Nissan. They conclude Year 7 with a regional study of Asia and Japan, evaluating its physical landscapes, climate, hazards, and culture.
Year 8	Ecosystems & Cold Environments Students explore global biomes, food webs, and ecosystem interdependence. They examine tropical rainforests, plant and animal adaptations, causes and impacts of deforestation, and sustainable management in the Amazon, followed by a study of polar and tundra environments, indigenous lifestyles.	Coasts & Rivers A deep dive into physical landscape processes, covering weathering, erosion, transportation, and deposition. Students learn how coastal waves shape landforms (headlands, stacks, spits) and evaluate management strategies, before exploring river profiles, landforms (waterfalls, meanders), and local features along the River Tees.	Glaciation & Regional Study (Africa / Kenya) Students investigate how ice shapes landscapes through glacial erosion, transport, and deposition, using the Lake District as a UK case study. They end the year by challenging misconceptions about Africa, exploring Kenya's diverse biomes, savannah adaptations, desertification (The Great Green Wall), and economic sectors like tourism.
Year 9	Population & Development Students analyse global demographic patterns, birth and death rates, the Demographic Transition Model, population pyramids, ageing populations, and management policies (e.g., China and France). They then investigate economic and social measures of development (GNI, HDI), the development gap, strategies to reduce inequality, and the impacts of globalisation and TNCs.	Natural Hazards Covering physical hazard processes, students examine plate tectonics, Earth's internal structure, continental drift, and volcano dynamics. They explore earthquake causes, seismic measurement, and tsunamis using case studies (such as Iceland) to evaluate cause, effect, response, and the 3Ps (Prediction, Protection, Planning).	Climate Change & Synoptic Geography ("Prisoners of Geography") Students evaluate natural and human causes of climate change, global and UK impacts, and management strategies (mitigation vs. adaptation). They finish KS3 with a synoptic unit using <i>Prisoners of Geography</i> to explore how physical geography, location, and resources influence geopolitics and development in regions like Russia, China, the USA, and the Middle East.

Year 10 AQA GCSE	Urban Issues and Challenges (Paper 2) Students examine global rates of urbanisation, factors driving urban growth, and megacities. They study two major in-depth case studies: an NEE city (Lagos, Nigeria) focusing on economic development, opportunities, and informal settlement challenges, and an HIC city (Newcastle upon Tyne) exploring social, economic, and environmental opportunities, regeneration, and urban sustainability (Freiburg, Germany).	Physical Landscapes of the UK (Paper 1) & The Living World (Paper 1) Students investigate UK physical geography, focusing on coastal processes, landforms, and management (Holderness Coast case study), alongside river basin processes, landform formation, and flood risk management (River Tees case study). In <i>The Living World</i> , they cover ecosystem components, global biomes, and tropical rainforest dynamics (Malaysia case study).	The Changing Economic World (Paper 2) & Fieldwork Overview (Paper 3) Students study economic development indicators, the Demographic Transition Model, causes of uneven global wealth, and strategies to bridge the development gap. They complete an in-depth case study of an NEE (Nigeria), examine TNCs and foreign aid, and prepare for Paper 3 by reviewing compulsory physical and human fieldwork enquiry skills.
Year 11 AQA GCSE	Natural Hazards (Paper 1) Students begin Paper 1 physical hazards, covering plate boundary processes, tectonic case studies (Japan vs. Haiti), global atmospheric circulation, tropical storms (Typhoon Haiyan), UK extreme weather (Beast from the East), and climate change. In 2026/27 students will complete fieldwork in the September of year 11.	The Living World (Hot Deserts) Paper 1) & Resource Management (Paper 2) Students complete <i>The Living World</i> section by studying hot desert ecosystems, plant and animal adaptations, development opportunities/challenges in the Thar Desert, and solutions to desertification in the Sahel. They then study global resource distribution (food, water, energy) with a specialist focus on global water deficit, demand, and sustainable water transfer projects (Lesotho and Wakal River Basin).	Synoptic Revision, Skills & Exam Preparation Students focus on comprehensive revision across Paper 1 (Physical Geography), Paper 2 (Human Geography), and Paper 3 (Geographical Applications). They refine cartographic, graphical, statistical, and map-reading skills, practice pre-release issue evaluation materials (released by AQA in March), and work on exam technique for extended evaluative writing. GCSE Examinations Final revision sessions leading directly into the external AQA GCSE Geography examinations.
Y12 (AQA A-Level)	Hazards (Paper 1) & Changing Places (Paper 2) In physical geography, students study volcanic, seismic, and storm hazards, examining perception, risk, management, and mitigation. In human geography, they explore the concept of place, investigating media representations, insider/outsider perspectives, economic change, and	Coastal Systems and Landscapes (Paper 1) & Water and Carbon Cycle (Paper 1) Students examine coasts as open systems, analyzing wave energy, sediment budgets, erosional/depositional landforms, and coastal management strategies. They also explore the global water and carbon cycles, examining store-and-flux mechanics, land-use impacts, climate change feedback loops,	Introduction to NEA Fieldwork. Students transition into independent geographical enquiry by designing a individual Non-Examined Assessment (NEA) investigation proposal. They complete training across primary qualitative and quantitative methodologies, sampling strategies, and rigorous data collection techniques. Students also learn how to apply statistical analysis and

	local/contrasting place studies.	and water/carbon management.	presentation methods to evaluate their findings and structure their coursework report.
Y13 (AQA A-Level)	Population and the Environment (Paper 2), Global Systems and Global Governance (Paper 2) & NEA Students investigate population dynamics, food production, environmental disease, and health vectors alongside global trade, economic interdependence, TNC operations, and global commons governance (Antarctica). Concurrently, students complete data collection and write up their independent NEA project.	Continuation of Population and the Environment (Paper 2), Global Systems and Global Governance (Paper 2) & NEA	A-Level Examinations Final revision and external AQA A-Level Geography exam.