



Subject Curriculum – Year 7

	Autumn Term	Spring Term	Summer Term
Big Ideas & Purpose	<p>Pupils will begin by learning exactly what geography is. Pupils will start to learn the different types of geography we study and how they can impact ourselves and the environment around us. Map skills will be introduced to allow pupils to understand some of the basic skills required in geography to understand how we can explain, describe and interpret information.</p> <p>Pupils will begin to learn and understand the basics of river systems around the world and in the UK. Pupils will use knowledge and geographical skills to explain what rivers are, how they are formed, how they can be different depending on their location and what features/process can be found.</p>	<p>Pupils will learn the causes of the world’s population boom and how populations migrate around the world, including impacts and causes.</p>	<p>Pupils will learn about the diversity of the planet and how and why ecosystems vary around the world, focusing on rainforests and deserts. Pupils will see the links between the physical environment and humans, looking at how these ecosystems are fragile, and people can have both positive and negative effects on the environment.</p>
Programme of Study	<p>HT1</p> <p>HT1 – What is Geography</p> <ul style="list-style-type: none"> • Intro to Geography • Human and physical geography • Environmental geography • Sustainable geography • Uneven world and Continents and Oceans • British Isles <p>HT2</p> <ol style="list-style-type: none"> 1. Rivers, flooding and glaciers 2. River Basin 3. Map Skills Intro 4. Water cycle 5. Water cycle developed 6. River processes 7. River profile 8. V-shaped valleys 9. Water falls 10. Meanders 11. Types of Rock and Rock cycle 12. Types of Soil 13. Causes of Flooding 14. Case Study of Floods 15. Case Study 2 of Floods 16. Impacts to flooding 17. Climate Change impact on Flooding 	<p>HT3 and 4 – Population, Migration and Settlement</p> <ol style="list-style-type: none"> 1. World Population 2. Population BOOM 3. Population Pyramids 4. DTM 5. Migration 6. PUSH AND PULL FACTORS 7. Impacts of migration 8. 	<p>HT5 and 6</p> <ol style="list-style-type: none"> 1. Introduction into Tropical Rainforests 2. Location of tropical rainforests 3. Climate in tropical Rainforests 4. Structure of the rainforest 5. Plant adaptations 6. Animal adaptations 7. Tribal life in tropical rainforests 8. Deforestation and threats to the rainforest/ value of our rainforests. 9. Location of hot deserts 10. Climate of hot deserts 11. Plant adaptations 12. Animal adaptations 13. People living in the desert 14. Developments in the desert – opportunities/ challenges
Key Assessments	<ul style="list-style-type: none"> • There will be 1 key words test comprising of 10 points.; 	<ul style="list-style-type: none"> • There will be 1 key words test comprising of 10 points.; 	<ul style="list-style-type: none"> • There will be 1 key words test comprising of 10 points.;

- A POP Task (Proof of Progress) will be carried out mid term, which will be one extended writing question
- Finally a Summative Assessment will be given at the end of the Term which will be a variety of questions covering both skills and knowledge
- All scores for the Key words test, POP task and Summative Assessment will be recorded in the Departmental Tracker.

- A POP Task (Proof of Progress) will be carried out mid term, containing either a single or series of exam style questions.
- Finally a Summative Assessment will be given at the end of the Term
- All scores for the Key words test, POP task and Summative Assessment will be recorded in the Departmental Tracker.

- A POP Task (Proof of Progress) will be carried out mid term, containing either a single or series of exam style questions.
 - Finally a Summative Assessment will be given at the end of the Term
- All scores for the Key words test, knowledge test, POP task and Summative Assessment will be recorded in the Departmental Tracker

Key Skills

- Written – Introducing GCSE Command words used and longer prose questions developed – AO4 skill from EDUCAS exam board
- Statistic/ map skills – introducing Graph, map and diagram work based on interpretation and analysis of data – AO4 skill from GCSE exam board

Links to Careers

- After each summative assessment for each topic a short 20 minute session on the careers available in that topic will be given.



Subject Curriculum – Year 8

	Autumn Term	Spring Term	Summer Term
Big Ideas & Purpose	<p>Pupils will begin to look at the difference between weather and climate within the UK and around the world. How we can measure weather/climates and be able to describe it.</p> <p>Pupils will learn about how the world is complex and interconnected. They will learn about the interdependence of different countries and reasons and consequences of the global shift. They will learn how we are all global citizens and have a responsibility to care for our planet. There is no Planet B.</p>	<p>Pupils will then look at coastlines around the UK. What processes occur at the coastline and what features are therefore found as a consequence? Pupils will learn about how to we can protect our coastline from being destroyed and how human influence can affect our coastlines and their natural environment.</p>	<p>Pupils will use their knowledge of population and migration and global responsibility to look at where there are different levels of development around the world. They will study the challenges and improvements at closing the development gap.</p>
Programme of Study	<p>HT1</p> <ol style="list-style-type: none"> Intro to weather and climate Measuring weather How does it impact people Intro to climate Climates of the world British weather FIELDWORK – Solar panel and wind turbine <p>HT2</p> <ol style="list-style-type: none"> Globalisation and Global Responsibility Factors of globalisation The global shift Impacts of the global shift to NICs and HICs Trade Global governance Global issues – pollution, environmental disasters and migration Climate change 	<p>HT3 and HT4</p> <ol style="list-style-type: none"> Waves Coastal erosion Headlands and bays Wave cut platforms Cave, arch, stack and stumps Coastal deposition Spits Coastal defences 	<p>HT5 & HT6 Development</p> <ol style="list-style-type: none"> Decision making exercise – protecting the coastline from cliff collapse. Social development indicators Child education International refugee movements Sea Level rise and climate change The Continuum of social development (HDI) UN Research
Key Assessments	<ul style="list-style-type: none"> In addition to extended writing activities. There will be 1 key word test comprising of 10 points. A POP Task (Proof of Progress) will be carried out midterm, containing either a single or series of exam style questions. Finally, a Summative Assessment will be given at the end of the Term 	<ul style="list-style-type: none"> In addition to spaced extended writing activities. There will be 1 key word test comprising of 10 points A POP Task (Proof of Progress) will be carried out mid term, containing either a single or series of exam style questions. Finally a Summative Assessment will be given at the end of the Term 	<ul style="list-style-type: none"> In addition to spaced extended writing activities. There will be 1 key word test comprising of 10 points A POP Task (Proof of Progress) will be carried out mid term, containing either a single or series of exam style questions. Finally a Summative Assessment will be given at the end of the Term

- All scores for the POP task and Summative Assessment will be recorded on Pupil Progress.

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Key Skills

- Written – Introducing GCSE Command words used and longer prose questions developed – AO3 skill from GCSE exam board
- Statistic/ map skills – introducing Graph, map and diagram work based on interpretation and analysis of data – AO4 skill from GCSE exam board

Links to Careers

- Reference of careers of being a meteorologist and working with the Met office/environment agency as well as emergency response workers/governmental officials when dealing with natural hazards.
- After each summative assessment for each topic a short 20 minute session on the careers available in that topic will be given.



Subject Curriculum – Year 9

	Autumn Term			Spring Term			Summer Term		
Big Ideas & Purpose	<p>Students will learn about natural hazards at the start of this year as it is too complex for earlier years and is a very engaging topic to encourage students to take it at GCSE. Pupils will then use their knowledge from weather in Year 8 to explain the distribution and causes of wildfires and hurricanes. This is a good hook for the start of the year and provides essential knowledge.</p>			<p>Students then move on to this contemporary topic that allows them to use knowledge from their previous three years of geography to explain different factors that affect population around the world. It is used as a hook as students are interested in the impacts of health around the globe and this differs depending on a countries economic development. Students are able to compare these issues different scales from global to their local context (obesity in the North East and Covid 19 responses) This topic is extremely relevant to the students' lives and studying it will make them more knowledgeable of the economy, society, the environment and the interconnectedness of these factors. It also directly prepares them for the social development module at the start of Year 10.</p>			<p>Students are studying this module at the end of year 9 as it is a contemporary topic that requires students to draw on knowledge and skills from the previous human geography topics. Students need an understanding of global governance, population and migration and issues linked to conflict to understand the process of urbanisation. Students will also use knowledge from physical topics to be able to comment on migration patterns, allowing them to see the interconnectedness of the topic. This will be engaging to students as they will be able to learn about different cities in the world and why they are the way they are. Within this, they are able to learn about their capital city of London.</p>		
Programme of Study	<p>HT1</p> <p>Topic 1: Natural Hazards</p> <ol style="list-style-type: none"> 1. Introduction into natural hazards and definitions 2. Structure of the earth and convection currents 3. Alfred Wegeners Theory of Continental drift 4. Plate boundaries 5. Earthquakes 6. Earthquake case study 	<p>HT2</p> <ol style="list-style-type: none"> 7. Tsunamis 8. Tsunami case study 9. Managing Tectonic hazards 10. Atmospheric hazards 11. Hurricanes 12. Hurricane case study 13. Wildfires 14. Wildfire case study 15. Natural hazards and climate change 	<p>HT3</p> <p>Topic 2: Population and the environment</p> <ol style="list-style-type: none"> 1. Factors that affect population distribution 2. Contemporary issues in population 3. Overpopulation and carrying capacity 4. Food security and climate change 5. Food production and the environment 	<p>HT4</p> <ol style="list-style-type: none"> 6. Famine 7. Obesity 8. Global patterns of health 9. Diseases linked to the environment (water and air quality) 10. Malaria 11. Global responses to health 12. Covid 	<p>HT5</p> <p>Topic 3: Urban and Rural Links</p> <ol style="list-style-type: none"> 1. Global urbanisation trends 2. Rural to urban migration 3. Consequences of rural to urban migration case studies 4. Management of rapid urbanisation 5. HICs – global cities 6. London case study 	<p>HT6</p> <ol style="list-style-type: none"> 7. Urban sustainability 8. Ethnic population London 9. Urban traffic management 10. HIC and LIC problems 11. Rural sustainability 12. Counter urbanisation 13. Remote rural depopulation 			
Key Assessments	<ul style="list-style-type: none"> • In addition to extended writing activities. • There will be 1 key word test compromising of 10 points. 			<ul style="list-style-type: none"> • In addition to extended writing activities. • There will be 1 key word test compromising of 10 points. 			<ul style="list-style-type: none"> • In addition to extended writing activities. • There will be 1 key word test compromising of 10 points. 		

- Two POP Tasks (Proof of Progress) will be carried out midterm, containing either a single or series of exam style questions.
- Finally, a Summative Assessment will be given at the end of the Term
- All scores for the POP tasks and Summative Assessment will be recorded on Pupil Progress.

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Key Skills

- Written – Introducing GCSE Command words used and longer prose questions developed – AO3 skill from GCSE EDUCAS exam board
- Statistic/ map skills – introducing Graph, map and diagram work based on interpretation and analysis of data – AO4 skill from GCSE EDUCAS exam board

Links to Careers

- Reference of careers of being a meteorologist and working with the Met office/environment agency as well as emergency response workers/governmental officials when dealing with natural hazards. Town planners
- After each summative assessment for each topic a short 20 minute session on the careers available in that topic will be given.



Subject Curriculum – Year 10

	Autumn Term		Spring Term		Summer Term	
Big Ideas & Purpose	<p>Students are studying social development at the beginning of Year 10 because an understanding of levels of development and how this affects social, economic and environmental issues is a core element of all topics in the GCSE. This will allow students to be synoptic in future topics as they will be able to link the level of social development to different ideas such as the impacts of typhoons or population change in a country. This is a core topic that will enhance their understanding of Geography and also how the world works. Students then move on to economic development. This topic leads on from social development, allowing students to develop their knowledge on what makes a country developed. They will be able to use their knowledge about the HDI and social indicators to link this to economic indicators and development allowing them to see connections and relationships between the two. Students consider trade, tourism and water security in terms of how this affects economic development in a country. Students get the chance to develop their knowledge of their own country in terms of the factors that affect development and regional divides and regions like this This is the most difficult human topic in the GCSE so doing it at this point in Year 10 allows us dedicate enough lesson time to it. This topic will allow students to investigate and analyse factors at different temporal and spatial scales. It will play a large role in developing students knowledge about countries of the world.</p>		<p>Students are now starting their first big physical topic. Weather, Climate and ecosystems is chosen now as it is a complex topic, so students need time to revisit it, however, we leave it until half-way through Year 10 so that students are used to the GCSE style approach and exam questions. We begin by looking at how the climate has changed in the past and present and evidence for this. It will introduce students to the topic and remove the common misconception that the climate is warmer now than it ever has been. Students then move on to look at different weather around the world to increase their understanding of the climate. The topic ends by applying physical and human interactions to different ecosystems. This also allows for the completion of Paper 2, allowing mocks to be a full past paper.</p>		<p>We then move on to physical landscapes and processes. This is a core geographical topic, focusing on key processes that students will have visited throughout key stage 3. It is left until the end of Year 10 as student’s prior knowledge enables the quick pace of these lessons. Students will be able to apply their knowledge of physical geography to the wider world. . This module will add complexity to their vocabulary and allow students to see how these processes interconnect.</p>	
	Programme of Study	HT1 Module: - Paper 2: Theme 7: Social Development	HT2 1. Paper 2: Theme 6: Economic	HT3 & 4 Paper 2: Theme 6: Economic Development and Resource Issues	HT4 Module: Conflict and Tension 1894-1918 1. The UK weather	HT5 & 6 14. Paper 1: Physical Landscapes and Physical Processes

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| <ul style="list-style-type: none"> • Indicators of social development <ul style="list-style-type: none"> • HDI • Child labour • Education for girls • International refugee movements <ul style="list-style-type: none"> • Health – malaria • Health – HIV / Aids • Global responses to health • Water security | <p>Development and Resource Issues</p> <ol style="list-style-type: none"> 2. Measuring economic development 3. Globalisation 4. The causes and consequences of uneven development 5. The global shift 6. The impacts of the global shift 7. Trade 8. Tourism 9. Impacts of tourism in a NIC 10. Impacts of tourism in a LIC 11. Development goals 12. Long term aid 13. Fair trade 14. Water resources 15. Management of water resources 16. Rainwater harvesting 17. Regional inequality development 18. Regional inequality development – UK 19. Regional inequality development – India | <ul style="list-style-type: none"> • Completion of theme 6 <p>HT3 & 4 Paper 2: Theme 5, Weather, Climate and Ecosystems</p> <ul style="list-style-type: none"> • Climate change and evidence • Natural causes of climate change • Human causes of climate change • Global atmospheric circulation • Low pressure hazards • High pressure hazards • Causes and consequences and responses to high pressure hazards | <ol style="list-style-type: none"> 2. Pressure systems in the UK 3. Micro-climates 4. Ecosystems locations 5. The tropical rainforest 6. Processes in the tropical rainforest 7. Human activity in the tropical rainforest 8. Management of tropical rainforests 9. The Savanna Grassland 10. Processes in the Savanna Grassland 11. Human activity in the Savanna Grassland 12. Management of the Savannah Grassland 13. Small scale ecosystems | <ol style="list-style-type: none"> 15. River processes and features 16. Waterfalls 17. Meanders and floodplains 18. Water stores in the drainage basin 19. Causes of flooding 20. Storm hydrographs 21. Geology and flows of water 22. Flooding impacts 23. Flood management | <ol style="list-style-type: none"> 25. Wave cut platforms, headlands and bays, stacks and stumps 26. Beaches and spits 27. Rock type 28. Extreme weather 29. Hard and Soft engineering 30. Landscapes in the UK 31. Tourism in distinctive landscapes 32. Managing landscapes in the UK. |
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Key Assessments

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There will be end of unit tests which will be past exam questions

- All scores for the POP task and Summative Assessment will be recorded on PP.

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Key Skills

- Written – GCSE Command words used and longer prose questions developed – AO3 skill from GCSE EDUCAS exam board
- Statistic/ map skills – Graph, map and diagram work based on interpretation and analysis of data – AO4 skill from GCSE EDUCAS exam board

Links to Careers

- Town planner, Architect, builders, Local and national government, Emergency services and disaster response teams, Economist, Journalist, travel and tourism, scientists in the field of environmental development, sustainability, developments in medicine, development in deserts and energy production.



Subject Curriculum – Year 11

	Autumn Term	Spring Term	Summer Term
Big Ideas & Purpose	Year 11 sees an increase in the difficulty of the topic, starting with The Living World, followed by natural hazards which is a physical topic and the largest of all of them.	Spring will begin with finishing off Natural Hazards, before starting Changing Economic World in HT4.	Revision and exam practice
Programme of Study	<p>HT1 and 2 - Paper 1: Challenges in the Physical Environment- 1 hour 30 minutes- 35% of overall GCSE Section A: The challenge of natural hazards (30 marks) Natural Hazards: Definitions, Types of natural hazards, Factors affecting hazard risk. Tectonic Hazards: Plate tectonics theory, Global distribution of earthquakes and volcanic eruptions Physical processes taking place at different types of plate margin. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth Primary and secondary effects, Immediate and long term responses <u>Case Studies: Italy earthquake and Pakistan earthquake.</u> Management can reduce the effects of a tectonic hazard: Reasons why</p>	<p>HT3 and 4</p> <ol style="list-style-type: none"> HT3 - Section B: The Changing Economic World (30 marks) Classifying the World in terms of economic development & quality of life. Measuring levels of development, Development and the Demographic Transition Model, Causes and consequences of uneven development ,Development Gap, Growth of tourism to reduce development gap in LIC or NEE: Kenya example . Case Study: Nigeria - Location & Importance of Nigeria on a regional and global scale. Political, social, cultural and environmental context of Nigeria. Changing industrial structure and growth of manufacturing sector. Role of 	<p>HT5</p> <ul style="list-style-type: none"> Revision and consolidation This half term will focus on fieldwork retrieval, content revision and exam question practice No new knowledge will be taught here. -ll content will be completed and students will now focus on Paper 3 – A pre release document and practice fieldwork questions as well as <p>HT6</p>

people continue to live in areas at risk from a tectonic hazard.
 How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.
 Weather Hazards: Global atmospheric circulation: Tropical storms develop as a result of physical conditions:

Evidence that weather is becoming more extreme in the UK.
 Climate Change: natural and human factors, Quaternary period to present day.
 Evidence that weather is becoming more extreme in the UK.
 Climate Change: natural and human factors, Quaternary period to present day.

transnational corporations in Nigeria (TNCs); advantages and disadvantages. Political and trading relationships of Nigeria with the rest of the world. International aid and Nigeria – types of aid & impacts of aid. Environmental impacts of economic development. Effects of economic development and the quality of life for the people of Nigeria

communication. Economic & political links with the European Union (EU) and the Commonwealth countries
 Impacts of industry on the environment & how industrial development can become more sustainable: Example Nissan Sunderland.

Key Assessments

- In addition to spaced exam style questions and extended writing activities.
- There will be 1 key words test compromising of 10 points.;
- A POP Task (Proof of Progress) will be carried out mid term, containing either a single or series of exam style questions.
- November Mocks
- A 10 question knowledge test will be given in addition.
- All scores for the, POP task and Summative Assessment will be recorded on PP

- **PRE PUBLIC MOCKS**
- In addition to spaced exam style questions and extended writing activities.
- There will be 1 key words test compromising of 10 points.;
- A POP Task (Proof of Progress) will be carried out mid term, containing either a single or series of exam style questions.
- A 10 question knowledge test will be given in addition.
- All scores for the POP task and Summative Assessment will be recorded on PP.

- Summer examinations

Key Skills

- Written – GCSE Command words used and longer prose questions developed – AO3 skill from GCSE AQA exam board
- Statistic/ map skills – Graph, map and diagram work based on interpretation and analysis of data – AO4 skill from GCSE AQA exam board (10% of marks from this paper come from skills related questions).

Links to Careers

- Reference to job roles and future possibilities using skill sets gained throughout teaching e.g. sustainable energy researcher, Town planner, Agribusiness.