



Geography

Subject: Geography	Year Group: 7	Key Stage: 3
Links to prior learning: Students arrive at Queensmead with widely differing levels of knowledge of Geography. In Year 7 students build up their understanding of map skills and basic geographic skills. In Years 8 and 9 the topics covered are all in line with the GCSE specification for Edexcel so that students are familiar with the topics when they are retaught them in Years 10 and 11.	Retrieval Practice: Regular use of mini-whiteboards for formative assessment. Use of “Golden Nuggets” at the start of every lesson for retrieval purposes. Cold calling is regularly used during lessons.	Adaptive teaching strategies: Use of Mini Whiteboards at the start of each lesson helps to identify misconceptions and poor retrieval. Teachers can then ensure any gaps in the students’ knowledge are addressed. Half termly formative assessments. Feedback is targeted to the individual. Questioning is often targeted and cold calling is used regularly. Sentence starters are often used to support students with written work.

Literacy: Vocabulary development: New vocabulary is introduced regularly and definitions are recorded in exercise books. The lessons all include definitions of key terms. Reading Students are provided with extended reading opportunities with support to help their comprehension.	Oracy: Students are encouraged to explain their plan for a written answer before they attempt to write it in full. Verbal questioning and answering is used every lesson to encourage students to develop their oracy skills.	Numeracy: Data analysis of graphs is a key skill that is taught regularly in class. Students are taught to identify the trend, refer to the data and then highlight any anomalies.
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Writing Extended answers are scaffolded to support the students initially. Over time, as their knowledge and confidence grows, the support is gradually removed.	Peer feedback is occasionally used to test the understanding of key geographical vocabulary.	Simple techniques such as working out percentage changes and ratios are taught when required. Links to Maths lessons are highlighted at these points.
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Careers across the Curriculum: When teaching certain topics, careers with a Geographical theme are highlighted. Careers in conservation, sustainability consultancy and teaching are discussed. When teaching Urban Geography, careers in urban planning and environmental science are highlighted.	Wider Curriculum opportunities: A number of trips are available to Geography students in KS3. Visits to Cadbury World, The Natural History Museum and Kew Gardens are great opportunities to become more engaged with the subject. . There are significant cross curricular links with Science with regard to Climate Change and its impacts.	Super Curriculum: Geography is often in the news and students are encouraged to take an interest in world events. Geography - Super Curriculum Topical natural disasters are often referred to in class to keep the subject relevant. Topics such as Energy Resources are particularly topical as various national governments change their policies on “Green Energy” and commitments to Climate Change adaptation and mitigation.
Assessment and feedback: Written assessments are conducted every half term and summative and formative feedback is provided to students. . Feedback is provided verbally and in writing to students. Students use their Green pens to address any issues with their responses and improve their answers.		



Geography

Subject: Geography	Year Group: 8	Key Stage: 3
Links to prior learning: Students start Year 8 having studied a range of mapping skills in Geography in Year 7. In Year 7 students build up their understanding of coasts, rainforests and economic development as well as focusing on global issues such as climate change. In Years 8 the topics covered are all in line with the GCSE specification for Edexcel so that students are familiar with the topics when they are retaught them in Years 10 and 11.	Retrieval Practice: Regular use of mini-whiteboards for formative assessment. Use of “Golden Nuggets” at the start of every lesson for retrieval purposes. Cold calling is regularly used during lessons.	Adaptive teaching strategies: Use of Mini Whiteboards at the start of each lesson helps to identify misconceptions and poor retrieval. Teachers can then ensure any gaps in the students’ knowledge are addressed. Half termly formative assessments. Feedback is targeted to the individual. Questioning is often targeted and cold calling is used regularly. Sentence starters are often used to support students with written work.

Literacy: Vocabulary development: New vocabulary is introduced regularly and definitions are recorded in exercise books. The lessons all include definitions of key terms. Reading Students are provided with extended reading opportunities with support to help their comprehension.	Oracy: Students are encouraged to explain their plan for a written answer before they attempt to write it in full. Verbal questioning and answering is used every lesson to encourage students to develop their oracy skills.	Numeracy: Data analysis of graphs is a key skill that is taught regularly in class. Students are taught to identify the trend, refer to the data and then highlight any anomalies.
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Writing Extended answers are scaffolded to support the students initially. Over time, as their knowledge and confidence grows, the support is gradually removed.	Peer feedback is occasionally used to test the understanding of key geographical vocabulary.	Simple techniques such as working out percentage changes and ratios are taught when required. Links to Maths lessons are highlighted at these points.
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Careers across the Curriculum: When teaching certain topics, careers with a Geographical theme are highlighted. Careers in conservation, sustainability consultancy and teaching are discussed. When teaching Urban Geography, careers in urban planning and environmental science are highlighted.	Wider Curriculum opportunities: A number of trips are available to Geography students in KS3. Visits to Cadbury World, The Natural History Museum and Kew Gardens are great opportunities to become more engaged with the subject. . There are significant cross curricular links with Science with regard to Climate Change and its impacts.	Super Curriculum: Geography is often in the news and students are encouraged to take an interest in world events. Geography - Super Curriculum The first topic in Year 8 is Natural Hazards and then the focus turns to Global Conflicts. Both of these themes refer to topical case studies and students are taught to follow news stories closely.
Assessment and feedback: Written assessments are conducted every half term and summative and formative feedback is provided to students. . Feedback is provided verbally and in writing to students. Students use their Green pens to address any issues with their responses and improve their answers.		



Geography

Subject: Geography	Year Group: 9	Key Stage: 3
Links to prior learning: In Years 9 the topics covered are all in line with the GCSE specification for Edexcel so that students are familiar with the topics when they are retaught them in Years 10 and 11. Topics such as Global Conflicts and Natural Hazards are taught in line with GCSE expectations to help students prepare for Years 10 and 11.	Retrieval Practice: Regular use of mini-whiteboards for formative assessment. Use of “Golden Nuggets” at the start of every lesson for retrieval purposes. Cold calling is regularly used during lessons.	Adaptive teaching strategies: Use of Mini Whiteboards at the start of each lesson helps to identify misconceptions and poor retrieval. Teachers can then ensure any gaps in the students’ knowledge are addressed. Half termly formative assessments. Feedback is targeted to the individual. Questioning is often targeted and cold calling is used regularly. Sentence starters are often used to support students with written work.

Literacy: Vocabulary development: New vocabulary is introduced regularly and definitions are recorded in exercise books. The lessons all include definitions of key terms. Reading Students are provided with extended reading opportunities with support to help their comprehension.	Oracy: Students are encouraged to explain their plan for a written answer before they attempt to write it in full. Verbal questioning and answering is used every lesson to encourage students to develop their oracy skills.	Numeracy: Data analysis of graphs is a key skill that is taught regularly in class. Students are taught to identify the trend, refer to the data and then highlight any anomalies.
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Writing Extended answers are scaffolded to support the students initially. Over time, as their knowledge and confidence grows, the support is gradually removed.	Peer feedback is occasionally used to test the understanding of key geographical vocabulary.	Simple techniques such as working out percentage changes and ratios are taught when required. Links to Maths lessons are highlighted at these points.
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Careers across the Curriculum: When teaching certain topics, careers with a Geographical theme are highlighted. Careers in conservation, sustainability consultancy and teaching are discussed. When teaching Urban Geography, careers in urban planning and environmental science are highlighted. Students are encouraged to choose Geography as a GCSE option as it is a subject that appeals to students with a science background as well of those who consider themselves more suited by the arts. As a subject it can be studied at university either as a Bachelor of Arts or Science. This makes it a good fit with other subjects at GCSE and A Level.	Wider Curriculum opportunities: A number of trips are available to Geography students in KS3. Visits to Cadbury World, The Natural History Museum and Kew Gardens are great opportunities to become more engaged with the subject. . There are significant cross curricular links with Science with regard to Climate Change and its impacts.	Super Curriculum: Geography is often in the news and students are encouraged to take an interest in world events. Geography - Super Curriculum Topics such as People and the Biosphere, Global Superpowers are full of topical material and students are expected to follow news stories carefully.
Assessment and feedback: Written assessments are conducted every half term and summative and formative feedback is provided to students. . Feedback is provided verbally and in writing to students. Students use their Green pens to address any issues with their responses and improve their answers.		



GCSE Geography

Subject: Edexcel B GCSE Geography	Year Group: 10 and 11	Key Stage: 4
Links to prior learning: Builds on content from KS3. All units have been taught in KS3 and are revisited at KS4. Students are reminded about when they were taught topics previously.	Retrieval Practice: Regular use of mini-whiteboards for formative assessment. Use of “Geog your memory” at the start of every lesson for retrieval purposes. (Similar to the Golden Nuggets technique used at KS3). Repeated reference to Revision guides.	Adaptive teaching strategies: Use of Mini Whiteboards at the start of each lesson helps to identify misconceptions and poor retrieval. Teachers can then ensure any gaps in the students’ knowledge are addressed. Regular formative assessments (largely using examination questions). Feedback is targeted to the individual. Questioning is often targeted.
Literacy: Vocabulary development: Use of glossary booklets as well as Revision guides and Revision work books Reading Exposure to exam style questions every lesson and exemplar answers.	Oracy: Students are encouraged to explain their plan for an 8 mark written answer before they attempt to write it in full.	Numeracy: Data analysis of graphs is a key skill that is taught regularly in class. Students are taught to identify the trend, refer to the data and then highlight any anomalies.

Writing 8 mark answers are scaffolded to support the students initially. Over time, as their knowledge and confidence grows, the support is gradually removed.	Peer feedback is occasionally used to test the understanding of key geographical vocabulary.	Simple techniques such as working out percentage changes and ratios are required at GCSE so these are taught when required.
Careers across the Curriculum: When teaching certain topics, careers with a Geographical theme are highlighted. Careers in conservation, sustainability consultancy and teaching are discussed. When teaching Urban Geography, careers in urban planning and environmental science are highlighted.	Wider Curriculum opportunities: Geography field trips are a compulsory part of the course at GCSE. Students conduct urban fieldwork in Brick Lane and Spitalfields in East London. They collect data on the Quality of Life and consider the ongoing changes in Land Use in the area. Students also conduct a river study of the River Tillingbourne in Surrey. They collect data on river discharge, velocity and flood risk in two locations to compare the long profile of the river. There are significant cross curricular links with Science with regard to Climate Change and its impacts. We also foster links with Economics and Business in terms of Globalisation and Trade.	Super Curriculum: Geography is often in the news and students are encouraged to take an interest in world events. Geography - Super Curriculum Topical natural disasters are often referred to in class to keep the subject relevant. Topics such as Energy Resources are particularly topical as various national governments change their policies on “Green Energy” and commitments to Climate Change adaptation and mitigation.

Assessment and feedback:

Written assessments are conducted every half term and summative and formative feedback is provided to students. .

Feedback is provided verbally and in writing to students.

Students use their Green pens to address any issues with their responses and improve their answers.



A Level Geography

Subject: Edexcel Geography	Year Group: 12 and 13	Key Stage: 5
Links to prior learning: Builds on content from KS4. The themes of coasts, tectonic hazards, urban regeneration and globalisation are familiar to the students as they have covered them at GCSE. Students are reminded about when they were taught topics previously.	Retrieval Practice: Regular use of mini-whiteboards for formative assessment. Links to previous lessons are highlighted at the start of every lesson. Retrieval practice takes place regularly. Repeated reference to Revision guides.	Adaptive teaching strategies: Use of Mini Whiteboards at the start of each lesson helps to identify misconceptions and poor retrieval. Teachers can then ensure any gaps in the students' knowledge are addressed. Regular formative assessments (largely using examination questions). Feedback is targeted to the individual. Questioning is often targeted.
Literacy: Vocabulary development: Definitions are included whenever new vocabulary is introduced. Students are then tested on their knowledge of key terminology as required. Reading Exposure to exam style questions	Oracy: Students are encouraged to explain their plan for extended written answers before they attempt to write it in full.	Numeracy: Data analysis of graphs is a key skill that is taught regularly in class. Students are taught to identify the trend, refer to the data and then highlight any anomalies.

every lesson and exemplar answers.		
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Writing Extended answers are scaffolded to support the students initially. Over time, as their knowledge and confidence grows, the support is gradually removed.	Peer feedback is occasionally used to test the understanding of key geographical vocabulary.	Simple techniques such as working out percentage changes and ratios are required at GCSE so these are taught when required.
Careers across the Curriculum: When teaching certain topics, careers with a Geographical theme are highlighted. Careers in conservation, sustainability consultancy and teaching are discussed. When teaching Urban Geography, careers in urban planning and environmental science are highlighted. Many of our students go on to study Geography at University and they are encouraged to attend open days at universities with a good reputation for Geography including Oxford, Cambridge, LSE, Birmingham and Durham.	Wider Curriculum opportunities: Geography field trips are a compulsory part of the course at A Level. Students conduct urban fieldwork in Brick Lane and Spitalfields in East London. They collect data on the Quality of Life and consider the ongoing changes in Land Use in the area. They may use this data when completing their NEA which is a compulsory part of their A Level. Students also conduct a coastal study of Hengistbury Head in Dorset. They collect data on coastal erosion, deposition and investigate the impact of the coastal management techniques used along this section of coastline. There are significant cross curricular links with Science with regard to Climate Change and its impacts. We also foster links with Economics and	Super Curriculum: Geography is often in the news and students are encouraged to take an interest in world events. Geography - Super Curriculum Topical natural disasters are often referred to in class to keep the subject relevant. Topics such as Energy Resources are particularly topical as various national governments change their policies on “Green Energy” and commitments to Climate Change adaptation and mitigation.

	Business in terms of Globalisation and Trade.	
Assessment and feedback: Written assessments are conducted every half term and summative and formative feedback is provided to students. . Feedback is provided verbally and in writing to students. Students use their Green pens to address any issues with their responses and improve their answers.		

Unit	Sequence (placement and reason)	Why? (overview of learning)	What? (overview of disciplinary skills and knowledge)	Links? (To prior and forward feed)	Potential cross-curriculum links
Year 7 Introduction to Geography	Useful for bridging the gap between KS2 and KS3. Reinforces knowledge.	Understanding of main geographical concepts such as human and physical features of an environment.	Map skills and key geographical terminology.	KS2 map skills. Physical and Human geography. Locational knowledge at KS3/4 and 5.	History - change in places over time. Maths - Coordinates and Scale.
UK Geography	Building on from core understanding of Geography at KS3. Building on prior knowledge of UK Geographical Landscape.	To be able to describe and locate main human and physical features of the UK. To be able to explain how the UK Landscape has evolved	Map/Atlas Skills to identify the different countries within the UK as well as major cities/rivers. Introduction to OS Maps Use of Key Geographical terms to understand changes in the physical landscape such as weathering and erosion. To understand the impact of tourism on the UK.	KS 1/2 UK Geography. Links to GCSE Topic 4/5 looking at the evolving UK human and physical landscape.	Science - rock types and erosion. Maths - Coordinates and grid references
Pole to Pole	Focussed Geographical area that they have familiarity with. Focus on human and physical features of the Arctic and Antarctica. Building on maps skills and introducing maths skills	Focus on the main Geographical features of the polar regions. Applying existing knowledge of these areas to explain changes over time.	Looking at the key features of the Arctic and Antarctica such as its varying population, climate, animal adaptations. Introduction of climate graphs and understanding the varying climates between the poles. Longitude and Latitude - further atlas skills.	KS1/2 Locational Knowledge Biomes and Ecosystems (Topic 9 GCSE) Cold Environments Y9	Science - Food webs/chains. Animal Adaptations Maths - Climate Graphs History - Arctic/Antarctic Explorers.
Coasts	Key Geographical Concept that is integral at all Key Stages. Can build on previous knowledge of the physical landscape and apply it.	Coastal Processes and how it shapes our physical landscape. Understanding of how these processes influence people's lives as well as the environment.	Understanding the key coastal processes such as erosion, transportation and deposition. Different wave types. Introduction to coastal landforms and defences. Key Case Study: Holderness (UK's fastest	Links to KS1/2 UK Geography Core concept at GCSE and A Level (Holderness is a key case study at both levels)	Science - Rock types/erosion. Maths - Angles (Longshore Drift).

			eroding coastline)		
Rainforests	Interaction of Physical and Human Geography. Understanding the value of the biome, as well as the threats it faces.	Understand the importance of tropical rainforests as a biome and the value to people and the environment. A focus on the threats to this biome due to climate change and other human activity.	To be able to locate and describe the key characteristics of the tropical rainforests globally. Plant and Animal Adaptations. Nutrient Cycle and its importance in this biome. Who lives in the tropical rainforests and what are the threats?	Links to Topic 8 at GCSE - Forests Under Threat. Links to A Level - Carbon and Water Cycle. Climate Change threats - Year 9.	Science - Nutrient Cycle, plant and animal adaptations. Economics/Business - value of tourism.
Development	Human Geography focus. Introduction to development and how different countries are at different stages.	Important to understand that all countries are at different levels of development and how this impacts their economy, population and environment.	Define development and introduce terms of HIC, LIC and NEE. Understand how development varies across the world and the reasons for this. Measuring development and understanding that there is a gap. Explaining sustainable development and its role in the world.	Year 8 - Global Conflicts and Natural Hazards Year 9 - Superpower Geographies GCSE - Development A Level - Globalisation/Superpowers	History - Colonialism and Industrial Revolution Maths - Percentage Change
Global Issues	Final unit in Year 7 to tie up all the concepts introduced to students this year. Applying knowledge from across the units and adding a global perspective.	A focus on issues that are affecting people globally, such as resources, food, water, climate change and conflict.	Introduction to resource management and the global distribution of resources. Explain how resources can lead to conflicts. How human activity is affecting the availability of resources.	Year 8 - Global Conflicts and Population Year 9 - Superpower Geographies GCSE - Topic 9 Consuming Energy Resources Links to A Level - Carbon and Water Cycle.	Science - Fossil Fuels and Water History - Conflicts

Unit	Sequence (placement and reason)	Why? (overview of learning)	What? (overview of disciplinary skills and knowledge)	Links? (To prior and forward feed)	Potential cross-curriculum links
Year 8 Natural Hazards	Introduction to Tectonics - a core component of the Geography GCSE and A level. Introduction of key terminology.	To understand how earthquakes, volcanic eruptions and tsunamis occur and the impacts of them. Understanding that there are different types of hazards with various causes.	Introduction to Natural Hazards - tectonic and atmospheric. Looking at the structure of the Earth and understanding how this affects the distribution of hazards. Looking at impacts and causes of tectonic hazards. How to manage the impacts of tectonic events using technology. Understanding why people continue to live in areas that are at risk.	Links to tectonics and hazards at GCSE and A Level Weather and Climate - Year 8 Year 9 - Extreme Weather and Hazards	Science - Water Cycle, rock composition.
Global Conflicts	Focus on Human geography concepts and how certain issues can lead to conflict.	Focus on the causes and consequences of conflict around the world and how this has changed over time. Using historical data and maps to look at the distribution of conflicts.	To be able to define what conflicts are and how they are different to wars. To examine the causes of conflict such as resources, ideologies etc. To assess the consequences of conflict, with a focus on refugees.	Year 7 - Global Issues Year 8 - Globalisation Year 9 - Superpower Geographies	History - Wars/Conflicts
Rivers	Introduction to a physical geographical concept that is key throughout the geography curriculum.	Explores the key features of rivers and the processes involved. Focus on the UK's landscape.	To be able to identify the key features of a river landscape. To look at the impacts of flooding on the UK. To describe the river processes and landforms.	GCSE - UK's Physical Landscape A Level - Water Cycle, Coasts	Science - rock properties
Globalisation and the Global Economy	The core concept of Globalisation introduced and a further focus on the development of global economies.	To be aware of the different sectors of the economy and how this is evolving around the world with the growth of technology and globalisation.	To be able to differentiate between the economic sectors and how the UK has changed over time. To be able to define globalisation and have an understanding of the impact globalisation has around the world. To look at the growth of TNCs and assess the impacts of them on the developing world. Evaluating the positives and negatives of	Year 7 - Global Issues/Development Year 8 - Population Year 9 - Superpower Geographies/Development Dynamics Year 10 - UK's Human Landscape	Economics - GDP Maths - Graph Skills

			globalisation.	A Level - Globalisation, Superpowers, Migration	
Weather and Climate	Building on knowledge regarding the UK's physical landscape.	To be able to differentiate the difference between weather and climate and see how this varies across the UK but also the world.	To be able to define weather and climate and provide examples. To be able to describe the UK's climate and explain why it varies. To identify microclimates and investigate this around the school. Case Study - Hurricane Katrina (Weather Hazard)	Year 7 - UK Geography Year 8 - Natural Hazards Year 9 - Hazardous Earth - Extreme Weather/ Hot and Cold deserts Year 10 - UK's Physical Landscape. Fieldwork Skills Year 11 - People and Biosphere A Level - Carbon and Water Cycle	Maths - Wind speeds and climate graphs Science - Composition of the atmosphere History - looking at past evidence of natural hazards.
Population	Building on the human geography concept of population growth and its impacts.	Focussing on the challenges of an ever growing population on Earth and the solutions to this.	To be able to describe the distribution of the population around the world. Introduction to population pyramids and understanding the structure of the population. - Demographic Transition Models. Assessing the methods to controlling a population that is shrinking or growing. Looking at the reasons for migration - particularly to the UK and understanding how this impacts our population.	Year 7 - Introduction to Geography / Global Issues Year 8 - Global conflicts and globalisation. Year 9 - Superpower Geographies Year 10 - UK's Physical Landscape Year 11 - Consuming Energy	History - Windrush Communities Maths - Population Pyramids - percentage change Science - Extraction of fossil fuels.

Unit	Sequence (placement and reason)	Why? (overview of learning)	What? (overview of disciplinary skills and knowledge)	Links? (To prior and forward feed)	Potential cross-curriculum links
Year 9 Superpower Geographies	Building on existing knowledge from Year 7 on Global Issues and Year 8 on Globalisation and seeing how this has led to a growth in superpower countries.	To understand how globalisation has encouraged the rapid growth of certain countries, such as China and USA, and this has changed the relationships between countries.	What has caused globalisation and why is the world shrinking? Introduction to global trade and how important it is to global economy. Differentiating between superpower, emerging and regional powers. Focus on the BRICs/MINTs and the USA as competing powers, and how sometimes this can lead to conflict.	Year 8 - Global Economy and Globalisation/Global Conflicts Year 9 - Development Dynamics Year 11 - Consuming Energy Resources A Level - Carbon Cycle, Superpowers, Migration and Globalisation.	History - Past and current conflicts Economics - GDP, global economy
Hot/Cold Deserts	Looking at different physical environments in more detail.	Focus on the characteristics of hot and cold deserts, plant and animal adaptations, benefits and challenges of living in such regions. Main focus on Thar Desert/Antarctica and Russia	Locational descriptions of hot and cold deserts around the world. Looking at plant and animal adaptations to the relevant locations. Opportunities and challenges of using the deserts for tourism, natural resources and farming. Evaluate the threats these areas deal with and how they manage them.	Year 7 - Pole to Pole Year 8 - Weather and Climate Year 9 - Hazardous Earth Year 11 - People and the Biosphere A Level - Water Cycle	Science - Plant and Animal adaptations
Biomes		1. Global Biomes & Ecosystems - Learn the distribution and characteristics of major biomes: tropical, temperate, boreal forests, grasslands, deserts, tundra. - Understand how climate (temperature, rainfall,	- Compare climate graphs across different biomes. - Use global maps to plot biome locations. - Interpret line graphs for future population and resource availability projections	Year 11 - People and the Biosphere A Level - Water Cycle Year 8 - Weather and Climate	Science - Plant and Animal adaptations

		sunshine) determines biome location globally. - Explore local factors—altitude, geology, drainage—that influence biomes at a smaller scale and how biotic (plants, animals) and abiotic (soil, water, atmosphere) elements interact 2. Biosphere as a Vital Support System - Identify goods (food, medicine, fuel, building materials) provided by the biosphere—used by both indigenous and global communities. - Recognise ecosystem services: regulating atmosphere composition, preserving soil fertility, maintaining the hydrological cycle 3. Human Demand & Theories of Resource Use - Investigate drivers increasing resource demand: population growth, rising wealth, urbanisation, industrial development. - Compare Malthusian (population will outstrip resources) vs Boserup's (population stimulates innovation) theories			
Forests Under Threat SOW		1. Introduction to Forests - Importance of forests globally (biodiversity, carbon storage, resources). - Types of forests: tropical rainforests, temperate forests, boreal forests	Map skills related to forest distribution and deforestation rates. Analysis of graphs and data on forest loss. Evaluation of strategies to manage forest threats.		

Consuming Energy Resources SOW		Types of Energy Non-renewable: coal, oil, gas Renewable: solar, wind, hydro Recyclable: nuclear, biofuels Global Energy Use • Demand rising due to population and development. • Unequal access = energy insecurity. • Energy security = reliable, affordable supply. Energy Futures • Shift towards renewables, but fossil fuels still dominate. • Tech: fracking, deep oil, renewables. • Issues: cost, environment, politics. Attitudes to Energy • Case Study (e.g. UK or Iceland) • Energy mix, impacts, and management strategies	• Use and interpret data (e.g. energy mix charts). • Evaluate pros/cons of energy sources. • Understand and explain global and local energy issues.		
Year 10 Topic 3 Challenges of an Urban World	GCSE Topic 3 builds on prior knowledge of Emerging countries and the impacts of rapid growth.	Global Trends in Urbanisation • Study the patterns and pace of urban growth since 1980 and into the future. • Compare how urbanisation differs across world regions (developed vs. developing). • Identify major megacities, their locations, growth, and global influence	• Recognising and describing patterns of urban growth and land use on maps at different scales (global, national, local) • Drawing, labeling, and annotating sketch maps and transects—especially useful in urban fieldwork. • Using quantitative data (e.g., population numbers, density, growth rates) to reveal socio-economic trends in cities .	Year 8 Population Year 7 - Development and Global Issues Year 8 - Globalisation and Global Economy Year 9 Superpower Geographies	History • Urban development over time • Industrialisation – Links to the Industrial Revolution • Migration and empire – Reasons behind rural–urban migration and historical movements of people. Economics / Business Studies • Urban economic growth – Role

			Calculations and comparisons, such as rates of growth, percentages and interpreting population pyramids or flow-line maps showing migration		of cities in national economies, informal vs. formal sector
Topic 5	Building on prior knowledge of UK Geography, links with the fieldwork study for their Urban area- London. Fieldtrip planned in line with the teaching of the London Case Study	Why are places and people changing in the UK? - Differences in population density, age structure, and economic sectors between urban cores & rural areas - Government policies (Enterprise Zones, transport infrastructure) aimed at reducing regional imbalance 2. How migration has shaped the UK - National & international migration over the past 50 years - Impact on population numbers, distribution, age, and increased ethnic and cultural diversity 3. Changing economic structure - Decline in primary/secondary sectors; growth in tertiary/quaternary sectors - Effects on urban vs rural employment patterns 4. Globalisation, trade, and foreign investment - Role of free-trade agreements, EU/UK policies, privatisation, and TNCs - Rise in foreign direct investment (FDI) and its influence on the UK economy	Use UK population pyramids to interpret age structure changes over time Analyse census data to track migration patterns Explore Eurostat data on FDI and immigration	Year 8 Population Year 7 UK Geography Year 8 Globalisation	History- How places change over time Economins- North -North-South Divide

Topic 4	This unit focuses on physical UK Geography, and it is sequenced after the Human UK topic, so students have a better understanding of the UK. This unit also has physical fieldwork on Rivers built into the end of the topic.	1. Why UK Physical Landscapes Vary - Geology & past processes Upland vs lowland landscapes are shaped by tectonic and glacial erosion/deposition. Main rock types: sedimentary (e.g., chalk, limestone), igneous, metamorphic - Interactions of processes Physical processes like weathering, post-glacial rivers, and slope action work with geology. Human influences—settlement, farming, forestry—also shape landscapes 2. Coastal Change & Conflict - Formation of coastal landforms Erosional features: headlands, bays, cliffs, caves, arches, and stacks due to wave action on different rock types. Depositional features: spits, beaches, bars through longshore drift and constructive waves Processes Driving Coastal Change Climate (seasonality, storms), marine energy (destructive waves), mass movements. These determine erosion and retreat rates Human impact & management Settlements, agriculture, and industry modify coastlines—planned and unplanned. Management strategies vary: hard engineering (groynes, sea walls), soft measures (beach replenishment, managed	- Map & photo interpretation: identify glacial, fluvial, and coastal features and cross-sections - OS Map skills: interpret human and physical features on different scales - Map plotting: locational understanding of upland, lowlands, and rivers across the UK		

		realignment), and do-nothing approaches 3. River Processes & Pressures River landscape variation Upper, middle, and lower courses differ in channel shape, valley form, sediment, velocity, discharge Fluvial processes and features Erosion (hydraulic action, abrasion, attrition, solution), transport mechanisms, and deposition shape meanders, oxbow lakes, floodplains, levees, waterfalls Natural influences Climate, geology, slopes, and soil affect sediment load and flood hydrographs. Lag time and peak discharge are influenced by basin shape/drainage characteristics Human impacts & flood management Urbanisation and land use change affect river response and hydrographs. Flood management may involve engineering (dams, levees), soft interventions (afforestation), or relocation strategies			
Unit	Sequence (placement and reason)	Why? (overview of learning)	What? (overview of disciplinary skills and knowledge)	Links? (To prior and forward feed)	Potential cross-curriculum links
Year 11					

Hazardous Earth - Extreme Weather and Tectonics	Building on previous knowledge of weather and climate and introducing GCSE skills.	Global Atmospheric Circulation - Explains how heat is distributed around the Earth. - Creates climate zones and links to tropical storms and deserts. Tropical Cyclones Formation: Warm ocean water, low wind shear, Coriolis effect. Impacts: Social, economic, environmental – vary by development level. Management: Forecasting, planning, preparedness. Case Studies: Cyclone Nargis (Myanmar), Hurricane Katrina (USA). Tectonic Hazards - Caused by plate movement at different boundaries. Hazards: Earthquakes, volcanoes, tsunamis. Impacts & Responses: Vary by development; include prediction and risk reduction. Case Studies: Haiti (2010), Japan (2011). Climate Change Natural Causes: Volcanic activity, solar variation, orbital changes. Human Causes: Greenhouse gases, enhanced greenhouse effect. Impacts: Ice melt, sea level rise, extreme weather. Evidence & Uncertainty	Data Interpretation Reading and analysing: - Climate graphs - Tropical storm maps - Earthquake/volcano distribution maps - Satellite images - Interpreting patterns, trends, and anomalies in climate and hazard data.	Year 8 - Weather and Climate Year 9 - Hot/Cold Deserts Year 11 - People and the Biosphere A Level - Tectonic Hazards and Processes	Maths - Climate Graphs Economics - GDP, global economy History - Past geopolitical relations Economics - GDP, global economy
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		- Evidence: Ice cores, tree rings, historical records. - Climate models help predict future change but have uncertainties.			
Development Dynamics	Building on previous knowledge of development and global economies and introducing GCSE skills.	What is Development? Development: Improving living standards (economic, social, political). Measures: GDP, HDI, GNI, literacy, life expectancy, gender equality. Types: Top-down (large-scale, gov-led) vs Bottom-up (local, community-based). Global Inequalities - Development is uneven: richer countries (global North) vs poorer (global South). - Causes: colonial history, trade, conflict, climate, governance. - The Rostow Model: stages of economic growth. Frank's Dependency Theory: global inequalities maintained by rich countries exploiting poor ones. Changing Geopolitics and Globalisation - How globalisation (trade, TNCs, migration) impacts development. - Role of international organisations (e.g. World Bank, IMF). - Importance of trade, investment, aid, and debt. Case Study: India (Emerging Country)	Use of development indicators and population data to look at different stages of development. Looking at the limited development of Malawi and understanding why there is global inequality. Assessing development theories and using them to understand how and why development varies around the world. Evaluate top-down and bottom-up strategies. Locational and demographic descriptions of India. Describe how India's economy has changed over time. Role of globalisation in India's development. How India's role globally has evolved. Data Analysis - Interpreting graphs, development indicators, and population pyramids. Map & Spatial Skills - Identifying development patterns	Year 7 - Development and Global Issues Year 8 - Globalisation and Global Economy Year 9 Superpower Geographies	History - Past and current conflicts Economics - GDP, global economy History - Past geopolitical relations Economics - GDP, global economy

		• Development Context: Fast-growing economy, regional and global influence. • Causes of Growth: Outsourcing, manufacturing, services, FDI. • Impacts of Growth: ○ Social: rising middle class, urbanisation, inequality. ○ Economic: job creation, regional differences. ○ Environmental: pollution, resource use. • Uneven Development: Between rural/urban and different states. • Development Strategies: Top-down (e.g. large dam) vs Bottom-up (micro-loans, education).	on global and regional maps. Decision-Making & Evaluation • Comparing development strategies and justifying the most effective.		
Unit	Sequence (placement and reason)	Why? (overview of learning)	What? (overview of disciplinary skills and knowledge)	Links? (To prior and forward feed)	Potential cross-curriculum links
Year 12 Topic 1: Globalisation Topic 2: Tectonic Processes and Hazards	This follows the A level sequence of covering all Paper 1 Topics in Year 12 and all Paper 2 content in Year 13. Synoptic links are then built in across both years to access Paper 3	– Autumn Term 1. Topic 1: Globalisation (Human Geography) • What is globalisation and what drives it? • The role of TNCs, technology, and global institutions • Global shift and economic change • Winners and losers – environmental, economic, and social impacts • Cultural impacts and anti-globalisation movements 2. Topic 2: Tectonic Processes and Hazards (Physical Geography) • Plate tectonic theory and processes • Earthquake, volcanic and tsunami hazards • Disaster risk equation • Responses and management: mitigation,	Key Skills: • Data interpretation: Reading trade flows, migration patterns, and global economic data • Critical thinking: Assessing the benefits and costs of globalisation for different groups • Evaluative writing: Judging the success of globalisation policies • Decision-making: Understanding stakeholder perspectives (e.g. TNCs, governments, local communities) Key Skills: • Hazard mapping: Understanding and interpreting risk zones • Process understanding: Explaining tectonic mechanisms and hazard formation	This course builds on all prior content for GCSE.	History Politics Economics

		adaptation, resilience	• Analysis: Comparing hazard responses in LICs vs HICs • Case study evaluation: Applying models like PAR, hazard profiles, and disaster risk equation		
Unit	Sequence (placement and reason)	Why? (overview of learning)	What? (overview of disciplinary skills and knowledge)	Links? (To prior and forward feed)	Potential cross-curriculum links
Topic 3: Regenerating Places (Human Geography)		Topic 3: Regenerating Places (Human Geography) • Changing places and function over time • Measuring change and deprivation • Rebranding and regeneration strategies • Players and stakeholders in regeneration • Case studies of urban and rural regeneration	Key Skills: • Fieldwork and primary data collection: Surveys, environmental quality assessments, interviews • Quantitative analysis: Interpreting IMD data, census statistics, and crime rates • Stakeholder evaluation: Analysing competing interests in regeneration projects • Place analysis: Understanding identity, perception, and sense of place	This course builds on all prior content for GCSE.	History Politics Economics
Topic 4: Coastal Landscapes and Change (Physical Geography)		4. Topic 4: Coastal Landscapes and Change (Physical Geography) • Coastal processes and landforms • Sediment cells and coastal systems • Management of coasts and the challenges of coastal erosion • Case studies: hard vs soft engineering approaches	Key Skills: • Systems thinking: Understanding coastal systems, sediment cells, feedback loops • Geomorphological analysis: Landform development over time • Map/photograph interpretation: Using OS maps, GIS, and aerial photos • Decision-making: Evaluating coastal management strategies and stakeholder conflicts		

		NEA Preparation: Independent Investigation - Fieldwork skills and enquiry approach - Selection of topic linked to taught content - Data collection, analysis, and project planning	Independent Investigation (NEA / Coursework) Key Skills: Research design: Framing a question and hypothesis Fieldwork methodology: Primary data collection and sampling techniques Statistical analysis: Spearman's rank, chi-square, standard deviation Report writing: Structured analysis, synthesis, and evaluation		
Year 13 Topic 5: The Water Cycle and Water Insecurity (Physical Geography) Topic 6: The Carbon Cycle and Energy Security (Physical Geography)		Year 13 – Autumn Term 6. Topic 5: The Water Cycle and Water Insecurity (Physical Geography) - Global water cycle processes and stores - River regimes, droughts, and floods - Water insecurity: causes and consequences - Water management and sustainability 7. Topic 6: The Carbon Cycle and Energy Security (Physical Geography) - Carbon stores and transfers - Fossil fuels vs renewable sources - Climate change and feedback mechanisms - Managing carbon emissions and energy futures	Topic 5: The Water Cycle and Water Insecurity (Physical Geography) Key Skills: Systems analysis: Water cycle stores and flows (local and global scale) Hydrograph interpretation: Understanding river discharge and storm events Conflict evaluation: Water security issues and transboundary conflict Sustainability analysis: Assessing management strategies (e.g. IWRM) Topic 6: The Carbon Cycle and Energy Security (Physical Geography) Key Skills Scientific reasoning: Understanding feedback mechanisms in carbon systems Graph and data analysis: CO₂		

Topic 7:
Superpowers

Year 13 – Spring Term

8. Topic 7: Superpowers (Human Geography)

- What makes a superpower?
- Changing global influence (BRICs, emerging powers)
- Geopolitical impacts of superpower actions
- Military, economic, and cultural influence

trends, energy consumption, emissions profiles

- **Evaluative argument:** Debating renewable vs non-renewable futures
- **Synoptic linking:** Climate change impacts on human and physical systems

Topic 7: Superpowers (Human Geography)

Key Skills:

- **Geopolitical analysis:** Assessing the rise and decline of powers over time
- **Power classification:** Understanding hard vs soft power
- **Resource evaluation:** Assessing superpower impact on global resources
- **Critical argument:** Analysing global influence of powers using case studies

Topic 8: Migration, Identity and Sovereignty (Human Geography)		9. Topic 8: Migration, Identity and Sovereignty (Human Geography) • Global migration patterns and causes • Nation states and national identity • The role of borders and global governance (e.g. EU, UN) • Challenges to sovereignty: conflict, terrorism, and globalisation Year 13 – Summer Term 10. Revision and Exam Practice • Synoptic links between topics (e.g. Globalisation and Migration; Water and Carbon cycles) • Past paper practice • Essay writing and evaluation skills • Targeted revision for Papers 1, 2, and 3	Topic 8: Migration, Identity and Sovereignty (Human Geography) Key Skills • Map and pattern analysis: Migration flows, refugee movements • Geopolitical evaluation: Challenges to national sovereignty • Conceptual understanding: Nationalism, globalisation, identity • Ethical reasoning: Debating border controls, citizenship, global governance		
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