ST BERNARD'S
HIGH SCHOOL

Curriculum Guide
Geography
2026 - 27





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Curriculum Intent

The intent of the Geography curriculum is to inspire awe and wonder about the world, encouraging students to recognise its beauty, complexity, and fragility. Through the study of both physical and human Geography, pupils develop a deep understanding of the environment and the intricate relationships between people and places. We aim to cultivate a sense of responsibility and care for the natural world, helping students to reflect on how human actions impact the planet and to consider how they can contribute to its protection. In doing so, we nurture both curiosity and respect for the world that surrounds us.

Geography equips students to explore and make sense of the global challenges shaping our lives today. Whether considering the effects of climate change, patterns of migration, or disparities in access to resources, pupils are encouraged to think critically and compassionately. By examining how different communities experience and respond to these challenges, learners develop a sense of justice and fairness. They begin to understand the importance of shared responsibility and thoughtful decision-making, and how individual choices can influence wider societal outcomes.

A key part of our curriculum is encouraging students to value every person and community they study. Lessons highlight a range of lived experiences from around the world, promoting empathy, understanding and respect. Enquiry-based learning and fieldwork give students the chance to engage with real-world issues and take ownership of their learning, while collaborative tasks promote cooperation and meaningful dialogue. In this way, we help pupils to grow not only in knowledge and skill, but also in character encouraging them to be active participants in their learning and in society.

Ultimately, Geography supports the formation of globally aware, ethically minded individuals who are ready to make a positive contribution to the world. Our students leave with a strong understanding of how places are shaped and connected, and a firm belief in the importance of acting with integrity, compassion and care. By fostering a thoughtful awareness of global issues and an appreciation for the diversity and dignity of all people, our curriculum prepares learners to engage with the world around them with confidence, purpose and hope.

Head of Humanities Faculty

Mr J Toms

Head of Geography Department

Mrs S Armstrong

Year 7

Number of lessons per fortnight: 2

Skills developed: Students develop locational knowledge and map skills, they develop geographical curiosity, understanding the difference between human and physical Geography, reading graphs, empathy for others around the world, and decision making based on the critical thinking that will be vital to independent learning.

Classes: Students are taught in mixed ability classes.

Essential equipment: Black/blue pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator and glue stick

Extracurricular and enrichment opportunities: Sustainability/Geography club

Careers curriculum: The Year 7 Geography careers curriculum is designed to introduce students to diverse opportunities from the beginning. Through engaging activities and topic-based links, students explore real-world applications of geographical skills. These can be used in careers such as cartography, environmental science, flood risk management, and international development. This early exposure nurtures curiosity, raises aspirations, and highlights how Geography equips young people to tackle both local and global challenges.

	Content studied	Literacy focus	What parents can do to help
Autumn Term	Autumn 1: Introduction to Geography – the difference between different types of Geography and how can we apply some of these ideas to the British Isles. Autumn 2: Maps and mapping skills – compass points, scale and grid references.	Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the classroom through the Geography Literacy mats, vocabulary lists are included on each learning journey.	Discuss places you visit as a family. Are they natural landscapes (physical Geography), built environments (human Geography), or affected by environmental issues? When planning a day out look online or at printed maps together. Try and point out grid references and compass points Use board games like Ordnance Survey Map Skills for Kids, or apps like Google Earth, or try geocaching at www.geocaching.com/play.
Spring Term	Spring 1: Biomes and ecosystems - how have plants and animals adapted to survive in the different environments? Spring 2: Settlements – why do people choose to live in certain areas?	Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the classroom through the Geography Literacy mats, vocabulary lists are included on each learning journey.	Talk about places and environments when watching TV or reading. Nature documentaries (e.g. David Attenborough's series) or travel shows are great for spotting different biomes and ecosystems. Visit a local park, woodland, nature reserve or coastal area and talk about the ecosystem there – what animals eat and who eats them, how the environment changes through the seasons and how people can impact local

			ecosystems (e.g. litter, footpath erosion). Walk around your local town or village and notice the settlement patterns. Where are houses built, where do roads go, or where shops are located? Use google Earth or old images to compare how areas have developed over time.
Summer Term	Summer 1: Rivers – where do they start and finish and how change along their journey. Summer 2: Africa – where is Africa and what are the misconceptions around it? How do the people and the landscape interact.	Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the classroom through the Geography Literacy mats, vocabulary lists are included on each learning journey.	Visit a local river or stream and look for features like bends (meanders) or riverbanks. Go in summer and winter and compare the differences. Programmes like 'Simon Reeves Sacred Rivers' – looks and the relationship between the number of rivers and the people in that area. Use a map and trace rivers like the Thames, Severn or Nile. Identify their source and mouth, and spot any major cities along them. Talk about current events – if there is flooding in the news, use it as a discussion point: Why did it happen? Who was affected? How could it be prevented?

Helpful books/websites:

An atlas.

"The Drop in My Drink" by Meredith Hooper

"Earth's Incredible Places" series by Lonely Planet Kids

National Geographic Kids

Ordnance Survey Mapzone – Fun activities, games, and lessons on map skills

Opportunities for wider reading/research:

Students can explore engaging resources like What's Where on Earth? Atlas and National Geographic Kids to understand physical and human Geography. For map skills, websites like Ordnance Survey's MapZone and apps such as Google Earth offer interactive learning. Documentaries like Planet Earth and Africa with Ade Adepitan help bring ecosystems and global regions to life, while books such as Africa, Amazing Africa and River Story provide accessible insights into key topics. While activities like comparing old and new maps, creating biome posters, or researching rivers and countries deepen understanding and encourage independent enquiry.

Year 8

Number of lessons per fortnight: 2

Skills developed: students develop a range of analytical and enquiry skills as they explore the physical processes shaping the planet. They need to interpret diagrams, maps and case studies to understand the structure of the Earth, tectonic plate movements, and the causes and impacts of earthquakes and volcanoes. In the Weather and Climate topic, students have to distinguish between key concepts, explain meteorological processes like types of rainfall and pressure systems, and begin to interpret weather data and patterns. These topics build critical thinking, map-reading, and explanation skills essential for geographical understanding.

Classes: Students are taught in mixed ability classes.

Essential equipment: Black/blue pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator and glue stick

Extracurricular and enrichment opportunities: Sustainability/Geography club

Careers curriculum: The Year 8 Geography careers curriculum is designed to introduce students to diverse opportunities from the beginning. Through engaging activities and topic-based links, students explore real-world applications of geographical skills. These can be used in careers such as cartography, environmental science, flood risk management, and international development. This early exposure nurtures curiosity, raises aspirations, and highlights how Geography equips young people to tackle both local and global challenges.

	Content studied	**Literacy focus**	**What parents can do to help**
Autumn Term	Autumn 1: Hazardous Earth – how is the Earth structured and how does this link to earthquakes and volcanoes? Autumn 2: Weather and climate – how does the hydrological (water) cycle influence rainfall? Also, other metrological factors that influence the weather and climate are explored.	Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the classroom through the Geography Literacy mats, vocabulary lists are included on each learning journey.	Watch educational videos, the news or documentaries together about natural hazards, such as those by BBC Earth or National Geographic. Discuss real-life examples like the eruption of Mount Etna or earthquakes in Japan to make links between class learning and the real world. Talk about daily weather patterns and encourage them to observe and record changes in rainfall, wind or temperature. Simple activities like checking weather forecasts, using a rain gauge, or discussing how different seasons feel can help reinforce classroom learning.
Spring Term	Spring 1: Coasts – how rock type and wave action shape the coastline, how the physical and human interact together, and the reasons why people work to protect coastal areas. Spring 2: Climate change – what are the natural and human causes of climate change? How do we	Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the classroom through the Geography Literacy mats, vocabulary lists are included on each learning journey.	Visit local coastal areas or using online resources like Google Earth explore different types of coastlines. Try and identify different features like headlands or bays. Discuss how people use the coast; for tourism, housing, or industry and identify the different

	measure this? Why it is important? What can we do to help the climate emergency?		ways it can be protected, such as sea walls or beach nourishment. Watch documentaries, reading age-appropriate news articles, or exploring websites like WWF or NASA Climate Kids can provide useful information. Consider what you can do and what you already to as a family to protect the planet like recycling, saving energy, or reducing car use.
Summer Term	Summer 1: Globalisation – how is the world becoming smaller and is this helping the world to become more developed? Summer 2: Asia with a focus on India – what are the different countries in the continent and how do they differ. Where is India and how do the people and the physical environment interact.	Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the classroom through the Geography Literacy mats, vocabulary lists are included on each learning journey.	Discuss how the world is more connected through trade, travel, technology, and communication. Talk about everyday items like food or clothes and find out where they come from. Explore maps to locate the different countries within Asia and discuss how they vary in terms of climate, culture, and development. When focusing on India consider how they physical environment (such as rivers, mountains, and monsoons) affects how and where people live. Watch travel or cultural documentaries, cooking traditional dishes, or reading about Indian traditions and lifestyles to bring the topic to life.

Helpful books/websites:

An Atlas

BBC Bitesize – Earthquakes and Volcanoes

National Geographic Kids – Natural Disasters

Horrible Geography: Stormy Weather by Anita Ganeri

Met Office – Education for Kids

Geography Matters: Coasts by Izzi Howell

WWF – Climate Change Explained

BBC Bitesize – India Case Study

National Geographic Kids – India

What opportunities for wider reading/research:

Students can deepen their understanding of Geography topics through wider reading and research at home. They can explore recent natural disasters, case studies and use websites such as BBC Bitesize or National Geographic Kids to learn about hazards and coasts. Keeping a weather diary, watching weather forecasts, and using the Met Office website can support their learning. To understand climate change, students can read books like Climate Rebels, explore WWF or NASA Climate Kids, and research how different countries are affected. Globalisation can be investigated by tracing the origin of everyday items, exploring fair trade, and watching short documentaries. When studying Asia, particularly India, students can use maps, watch travel programmes, and read about cultural traditions.

Year 9

Number of lessons per fortnight: 2

Skills developed: In Year 9 Geography, students develop a range of key skills including data analysis, critical thinking, and decision-making. Through topics such as development and consuming energy resources, they learn to evaluate global inequalities and sustainability issues. Studying people in the biosphere and forests under threat builds their understanding of human-environment interactions, while the Antarctica unit enhances map, data interpretation, and enquiry skills through the study of climate, ecosystems, and global cooperation.

Classes: Students are taught in mixed ability classes.

Essential equipment: Black/blue pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator and glue stick

Extracurricular and enrichment opportunities: Sustainability/Geography club

Careers curriculum: The Year 9 Geography careers curriculum is designed to introduce students to diverse opportunities from the beginning. Through engaging activities and topic-based links, students explore real-world applications of geographical skills. These can be used in careers such as cartography, environmental science, flood risk management, and international development. This early exposure nurtures curiosity, raises aspirations, and highlights how Geography equips young people to tackle both local and global challenges.

	Content studied	**Literacy focus**	**What parents can do to help**
Autumn Term	Autumn 1: Development – what is development, how is it measured and what does it look like in different types of countries? Autum 2: People in the biosphere – concentrating on where the biomes are in the world, looking at the different characteristics of each biome and how the plants and animals adapt to survive in each environment.	Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the classroom through the Geography Literacy mats, vocabulary lists are included on each learning journey.	Discuss differences between countries in terms of wealth, education, and healthcare. Watch news stories identifying global inequalities so students can relate to the ideas. Research words like recession, boom and gross national product (GDP). Explore maps to locate major biomes such as rainforests, deserts, and tundra. Watch nature documentaries, reading about different environments, or researching how plants and animals adapt to extreme climates can bring the topic to life.
Spring Term	Spring 1: People in the biosphere – how do the living and non-living components of the biosphere interact? How do humans use the biosphere and what happens if it is over exploited? Spring 2: Forests Under Threat – What are the climate conditions of two forests? How does the nutrient cycle look in each one?	Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the classroom through the Geography Literacy mats, vocabulary lists are included on each learning journey.	Discuss how people depend on and use the natural environment for resources like food, water and medicine. Should, however, the biosphere be conserved or exploited? Discuss real-life issues such as deforestation, overfishing, or pollution and highlight the impact of overusing natural resources.

	What threats do they suffer with and how are they protected.		Review the news to build connections with real-world Geography. Research the characteristics of tropical rainforests and taiga/boreal forests, including their climate and unique plant and animal life. Watch nature documentaries about these forests. Discuss threats like deforestation and climate change. Explore how forests are protected through conservation and international agreements.
Summer Term	Summer 1: Consuming Energy Resources – how are energy resources classified and where are they found? Consider both conventional and unconventional sources, the pros and cons of renewable energy, and how different groups may have varying attitudes towards energy use. Summer 2: Antarctica – who lives there? Who owns it under the Antarctic Treaty? What animals that inhabit the continent and how have they adapted? What are the stories of early explorers.	Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the classroom through the Geography Literacy mats, vocabulary lists are included on each learning journey.	Discuss how your household uses energy and looking at utility bills together to explore energy sources. Visit a local wind farm, hydroelectric dam, or energy exhibition (many science museums have them) to see renewable energy in action. Watch documentaries like Planet Earth or Our Planet to explore global energy use and sustainability. Encourage discussions about the benefits and drawbacks of renewable vs. non-renewable energy. Discuss how animals survive extreme conditions (penguins, seals, whales) and why Antarctica is protected by an international agreement. Family documentaries like Frozen Planet can prompt discussion about climate change, wildlife adaptations, and the importance of preserving remote environments.

Helpful books/websites:

Gapminder.org – interactive graphs and visuals that help explain global development trends using real-world data.

Biomes: Discover the Earth's Ecosystems by Karen Romano Young

Bioregions | One Earth – for a look at different biomes

Home. | Rainforest Alliance - up-to-date information on rainforest threats, protection efforts, and biodiversity.

Energy Island by Allan Drummond

Cool Antarctica, pictures of Antarctica, facts and travel guide

Opportunities for wider reading/research:

To deepen geographical understanding, students are encouraged to read widely, explore interactive websites, and watch documentaries that link classroom learning to the real world. These resources help students visualise distant places, connect complex topics like development or energy use to everyday life, and build vocabulary through engaging content. Whether exploring global inequalities, ecosystems, forests, or Antarctica, wider reading helps embed knowledge and inspire curiosity beyond the classroom.

Year 10

This subject can be chosen as an option for GCSE.

Number of lessons per fortnight: 3

Skills developed: Throughout the year, students develop a wide range of geographical skills across both physical and human Geography topics. In the Autumn term, they build analytical and interpretation skills by studying the UK's coastal and river landscapes. Students use diagrams, and OS maps to understand processes like erosion, transportation, and deposition, and they evaluate human responses such as coastal management and flood defences using case studies. In the Spring term, students analyse patterns of urban growth and regeneration through the Birmingham case study. They interpret data such as land-use maps and population pyramids and develop extended writing and decision-making skills. By the Summer term, they explore global development, comparing countries using indicators and examine the factors that influence development. Across all units, students consistently strengthen their ability to evaluate, compare, and interpret data, use geographical terminology accurately, and apply their knowledge to real-world examples

Classes: Students are taught in mixed ability classes.

Essential equipment: Black/blue pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator and glue stick

Extracurricular and enrichment opportunities: As part of the course, students take part in two compulsory fieldtrips: one to Walton-on-the-Naze to investigate coastal processes and management, and another to Stratford to assess the success of urban regeneration following the 2012 Olympics. During both trips, students will collect data to help answer an enquiry question developed in class. This fieldwork is essential preparation for the final topic assessed in Paper 2 of the GCSE exam.

Careers curriculum: The Year 10 Geography careers curriculum is designed to introduce students to diverse opportunities from the beginning. Through engaging activities and topic-based links, students explore real-world applications of geographical skills. These can be used in careers such as cartography, environmental science, flood risk management, and international development. This early exposure nurtures curiosity, raises aspirations, and highlights how Geography equips young people to tackle both local and global challenges.

	Content studied	**Literacy focus**	**What parents can do to help**
Autumn Term	Autumn 1: The UK's evolving physical landscape: Overview and coastal change and conflict. Autumn 2: The UK's evolving physical landscape: River Processes and Pressures	Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the classroom through the Geography Literacy mats, vocabulary lists are included on each learning journey.	Visit UK coastlines such as the Jurassic Coast, or a managed river like the Thames or Severn. The Thames Barrier Information Centre has a small exhibition about the Thames and flooding. Discuss how coasts and rivers are changing and what impacts storms, flooding, and sea-level rise are having. Discuss real-life examples of erosion, flooding, and hard vs. soft engineering solutions. Watch local or national news when flooding events occur. Check BBC Bitesize and the Environment Agency website for flood management updates. BBC business news can be found on

			iPlayer and regularly covers these topics.
Spring Term	Spring 1: The UK's evolving Human Landscape – including the start of a case study on Birmingham. Spring 2: The UK's evolving human landscape – complete the case study on Birmingham.	Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the classroom through the Geography Literacy mats, vocabulary lists are included on each learning journey.	Use online street views or virtual city tours to help visualise urban change. Focus on areas like the Bullring and the regeneration of the Longbridge site to see how parts of Birmingham have been transformed. Research how industry has changed in the north of the country and explore the reasons behind this shift, such as globalisation and deindustrialisation. Discuss what makes a city successful and how urban areas have changed over time. Consider how London has evolved by looking at places like Shoreditch and Hackney, and how regeneration has impacted these communities. Also explore examples of urban decline, such as Detroit, to understand the challenges some cities face. Read articles on urban regeneration or housing issues from sources like BBC News and The Guardian Cities section and link them to what's being studied in class. Watch BBC Business Today on iPlayer, which often covers urban development topics both in the UK and around the world.
Summer Term	Summer 1: Development Dynamics Summer 2: Development Dynamics – Case Study on India	Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the classroom through the Geography Literacy mats, vocabulary lists are included on each learning journey.	Explore exhibitions at science or development museums like the Science Museum (London) that show global links and inequality. Discuss how development is measured, why some countries are wealthier than others, and how global events (conflicts, pandemics, climate change) can affect development. Compare conditions in different countries using news stories. Use news channels like BBC News, Al Jazeera, or The

			Economist's education section to explore global development stories. Gapminder.org offers engaging visual tools for comparing development indicators.

Helpful books/websites:

GCSE (9-1) Geography specification B: Investigating Geographical Issues (Edexcel Geography GCSE Specification B 2016) – this book is excellent. All students have access to copies in school; however, they may find it beneficial to have a copy for themselves to revise from. Some sites like world of books sell these at a reduced price.

BBC Bitesize – Coastal Landscapes (GCSE Geography)

Environment Agency – Flood and Coastal Erosion Risk Management

Gapminder.org – interactive graphs and visuals that help explain global development trends using real-world data.

BBC News – Education & Economy sections

Opportunities for wider reading/research:

To enrich learning and deepen understanding, students are encouraged to explore a wide range of resources beyond the classroom. Books and websites tailored to the Edexcel B course provide clear case study knowledge, while news platforms such as BBC, The Guardian, and Al Jazeera connect geographical theory to current events. Interactive tools like Gapminder and virtual tours help students visualise changes in both urban and physical landscapes. Visiting relevant UK sites, watching documentaries, and discussing local or global development challenges at home all contribute to meaningful real-world engagement with the subject.

Year 11

This subject can be chosen as an option for GCSE.

Number of lessons per fortnight: 3

Skills developed: In Autumn, students continue to build analytical and interpretive skills by studying climate and tectonic hazards, including the ability to describe global atmospheric circulation, explain causes and impacts of tropical cyclones and earthquakes, and assess responses to these hazards. Map interpretation, diagram analysis, and extended writing are also key skills practised. In the Spring term, the focus shifts to urbanisation, where students enhance their ability to interpret data, maps, and graphs to understand patterns of urban growth, especially in emerging and developing countries. They use case study evidence (Mumbai) to evaluate urban challenges and solutions, strengthening decision-making, comparison, and explanation skills.

Classes: Students are taught in mixed ability classes.

Essential equipment: Black/blue pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator and glue stick

Extracurricular and enrichment opportunities: As part of the course, students take part in two compulsory fieldtrips: one to Walton-on-the-Naze to investigate coastal processes and management, and another to Stratford to assess the success of urban regeneration following the 2012 Olympics. During both trips, students will collect data to help answer an enquiry question developed in class. This fieldwork is essential preparation for the final topic assessed in Paper 2 of the GCSE exam.

Careers curriculum: The Year 11 Geography careers curriculum is designed to introduce students to diverse opportunities from the beginning. Through engaging activities and topic-based links, students explore real-world applications of geographical skills. These can be used in careers such as cartography, environmental science, flood risk management, and international development. This early exposure nurtures curiosity, raises aspirations, and highlights how Geography equips young people to tackle both local and global challenges.

	Content studied	**Literacy focus**	**What parents can do to help**
Autumn Term	Autumn 1: Hazardous Earth - Climate. Autumn 2: Hazardous Earth – Tectonics	Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the classroom through the Geography Literacy mats, vocabulary lists are included on each learning journey.	Explore interactive weather and climate tools, with the student, on the Met Office or NASA Earth Observatory websites. Use news articles and programmes to discuss recent extreme weather events such as storms, floods, or droughts, heatwaves and their causes. Discuss climate change: what is causing it, how it affects different parts of the world, and what governments and individuals can do. Watch BBC Climate Change: The Facts or read articles on the BBC Weather or Science and Environment pages. Students can explore current climate-related issues on National Geographic,

			The Guardian Environment section, or Sky News Climate. Visit the Natural History Museum (London) to explore exhibits on volcanoes and earthquakes. Use Google Earth to locate and explore tectonic plate boundaries and famous volcanoes/ earthquake zones. Use BBC News, Al Jazeera, or The New York Times to find articles on recent tectonic events. Then discuss where they happened, what caused them, and how have people responded.
Spring Term	Spring 1: Challenges of an urbanising world Spring 2: Challenges of an urbanising world – Case Study Mumbai	Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the classroom through the Geography Literacy mats, vocabulary lists are included on each learning journey.	Explore cities using Google Earth, focusing on patterns of growth, transport networks, and urban layout. Compare UK cities to megacities in Asia using online resources like Gapminder or Our World in Data. Talk about the push and pull factors that cause rural-to-urban migration. Discuss the challenges growing cities face, such as housing shortages, traffic, and access to services. Watch news features on rapid urbanisation (BBC or Al Jazeera) and how different governments are managing it. Watch documentaries such as Slumming It with Kevin McCloud, India's Megacities, or clips from BBC's Mumbai series. Use Google Street View to explore Mumbai's contrasting areas from Dharavi to the Bandra Kurla Complex. How rapid population growth affects both the environment and people's lives in cities like Mumbai.
Summer Term	Revision for GCSE examinations		

Helpful books/websites:

GCSE (9-1) Geography specification B: Investigating Geographical Issues (Edexcel Geography GCSE Specification B 2016) – this book is excellent. All students have access to copies in school; however, they may find it beneficial to have a copy for themselves to revise from. Some sites like world of books sell these at a reduced price.

Gapminder.org – interactive graphs and visuals that help explain global development trends using real-world data.

Our World in Data – interactive graphs and visuals that help to explain global issues covering several topics.

National Geographic – Environment – articles and videos on global climate impacts.

Sky News Climate – climate-focused news and features.

USGS Earthquake Hazards – real-time data on global tectonic activity.

Google Earth – explore tectonic boundaries and volcano locations.

BBC News – World – global earthquake and volcano coverage.

Al Jazeera Environment – articles and reports from tectonic zone

YouTube – Slumming It with Kevin McCloud / India's Megacities (BBC)] – accessible visual introductions to the city's issues.

Opportunities for wider reading/research:

To extend learning beyond the classroom, students should regularly engage with Geography-related news, documentaries, data platforms, and case study materials. Resources like BBC Bitesize, Gapminder, Our World in Data, and National Geographic allow students to visualise complex patterns in climate change, tectonics, and urban growth. Watching news clips and Geography documentaries, reading articles from trusted sources like the BBC, The Guardian, and Al Jazeera. Whilst exploring virtual tools such as Google Earth can help students make real-world connections. Encouraging independent reading, discussion of current events, and the use of interactive tools will not only deepen understanding but also build confidence and curiosity in applying geographical knowledge to the world around them.

Year 12

Number of lessons per fortnight: 5

Skills developed: Through studying these topics, students develop a wide range of geographical skills including data interpretation, critical thinking, and evaluation. They learn to analyse physical and human processes, assess change over time, and apply both qualitative and quantitative data. Case studies from the UK and beyond help them understand complex systems such as coasts, urban environments, hazards, and place identity, while also enhancing their ability to compare, evaluate, and communicate geographical information effectively.

Essential equipment: Black/blue pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator and glue stick

Extracurricular and enrichment opportunities: there is a compulsory fieldtrip that supports the independent investigation (NEA), a core element of the AQA specification. This trip offers the opportunity to focus on either human or physical Geography, depending on the student's area of interest. During the trip, students will collect primary data and develop fieldwork skills to support their chosen enquiry question. This experience is essential for planning and completing the non-examined assessment, which is worth 20% of the final A Level grade.

Careers curriculum: The Year 12 Geography careers curriculum is designed to introduce students to diverse opportunities from the beginning. Through engaging activities and topic-based links, students explore real-world applications of geographical skills. These can be used in careers such as cartography, environmental science, flood risk management, and international development. This early exposure nurtures curiosity, raises aspirations, and highlights how Geography equips young people to tackle both local and global challenges.

	Content studied	Literacy focus	What parents can do to help
Autumn Term	Coastal systems and landscapes - how coastal landscapes function as natural systems, how they change over time and how they are managed. A range of geographical skills are required which are applied using case studies from the UK and beyond.	Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the classroom through the Geography Literacy mats, vocabulary lists are included on each learning journey.	Discussions about how natural processes like erosion, deposition, and longshore drift shape the coastline. Visit a local beach or using online maps and virtual tours observe features such as cliffs, spits, or beaches and research how these change over time. Explore news articles or documentaries about coastal management strategies, such as sea walls or managed retreat, and discuss the impact of these on people and the environment. Visit Wallasea Island and investigate the 'Wild Coast Restoration Project'
Spring Term	Contemporary urban environments - explores the challenges and opportunities facing cities today, including urban growth, sustainability, and regeneration. It examines how urban areas are shaped by social, economic, and environmental	Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the classroom through the Geography Literacy mats, vocabulary lists are included on each learning journey.	Discuss the challenges cities face today, such as traffic congestion, housing shortages, and pollution, as well as opportunities like green spaces and regeneration projects. Watch documentaries or read news stories about urban

	processes, using case studies from the UK and globally. Changing places - how places are shaped by people, perceptions, and experiences over time. The topic contrasts local and distant places, using qualitative and quantitative sources to explore identity, attachment, and change.		development, both in the UK and globally. Visit a local city to observe examples of urban change or sustainable design, for example Stratford. Examine how places change over time and how people's experiences and feelings shape their identity. Talk about how their local area has changed, through new buildings, migration, or regeneration. Explore maps, old photos, or census data and compare where you live with a distant place. This develops an understanding of place meaning and attachment.
Summer Term	Hazards - examines natural hazards including tectonic activity, storms, and wildfires. Students study the causes, impacts, and management of these hazards, supported by case studies at a range of scales and in different development contexts.	Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the classroom through the Geography Literacy mats, vocabulary lists are included on each learning journey.	Discuss recent events such as earthquakes, hurricanes, or wildfires featured in the news, and exploring their causes and effects. Watch documentaries or read case studies to help students understand how different countries prepare for and respond to hazards depending on their level of development. Talk about how people adapt to living in hazard-prone areas can also encourage critical thinking about risk and resilience.

What to read:

The Power of Geography – Tim Marshal

Prisoners of Geography – Tim Marshal

Disaster through choice – Ilan Kelman

The Container that Changed the World – New York Times

This is Not Your Goldmine; this is Our Mess – Fast Fashion and the Circular Economy

The country disappearing under rising tides – BBC

Images reveal how coastal erosion could dramatically change Greece landscape – The Independent

Coastal erosion threatens Senegal's rock-climbing clique – The Independent

Forget dogs: These rats could be the future of search and rescue – Science

Haiti: A long descent to hell – The Guardian

Japan's earthquake preparation has spared it from a far worse fate – The Guardian

What to watch:

Michael Palin in North Korea – Channel 5

Blue Planet II: Coasts – BBC

The Impossible – Netflix (Based on events of 2004 Boxing Day Tsunami)

Inside the Aftermath of China's Disastrous Earthquake – YouTube

MegaQuake: Hour that Shook Japan – YouTube

What to listen to:

Disasterology with Samantha Montano – What is a disaster vs. a catastrophe? Who makes it their life's work to go help?

Volcanology with Jess Phoenix – Learn how hot magma is, how volcanoes are formed and what thrills Jess about volcanoes.

The Migration Podcast – Migration research from around the world

Globalisation, Migration, and the Future of the Middle Classes – London School of Economics

Opportunities for wider reading/research:

Students can extend their understanding through wider reading and research by exploring news articles, documentaries, and case studies related to coastal landscapes, natural hazards, contemporary urban environments, and changing places. For coasts and hazards, they can investigate real-life examples such as coastal erosion in the UK or recent earthquakes and wildfires globally. Urban topics can be enriched by looking into regeneration projects, sustainability initiatives, and city life around the world. Researching how places change over time through maps, historical photos, or interviews can also help students connect personally with the concept of place identity and transformation.

Year 13

Number of lessons per fortnight: 5

Skills developed: Through studying Global Systems and Global Governance and the Water and Carbon Cycles, students develop key geographical skills such as data analysis, critical thinking, and systems understanding. They explore complex global issues like trade, migration, climate change, and human rights, while also examining the movement of water and carbon through natural systems. These topics enhance their ability to interpret data, evaluate real-world case studies, and understand the interactions between physical and human processes on both local and global scales.

Essential equipment: Black/blue pen, green pen, pencil, colour pencils, rubber, ruler, highlighter, calculator and glue stick

Extracurricular and enrichment opportunities: there is a compulsory fieldtrip that supports the independent investigation (NEA), a core element of the AQA specification. This trip offers the opportunity to focus on either human or physical Geography, depending on the student's area of interest. During the trip, students will collect primary data and develop fieldwork skills to support their chosen enquiry question. This experience is essential for planning and completing the non-examined assessment, which is worth 20% of the final A Level grade.

Careers curriculum: The Year 13 Geography careers curriculum is designed to introduce students to diverse opportunities from the beginning. Through engaging activities and topic-based links, students explore real-world applications of geographical skills. These can be used in careers such as cartography, environmental science, flood risk management, and international development. This early exposure nurtures curiosity, raises aspirations, and highlights how Geography equips young people to tackle both local and global challenges.

	Content studied	**Literacy focus**	**What parents can do to help**
Autumn Term	Global systems and global governance - examines global interdependence through trade, migration, and international organisations. It explores how global governance addresses issues like human rights and environmental threats, using examples such as the global commons and Antarctica.	Students learn new words and ideas by explicit teaching of vocabulary during lessons. Literacy support is available in the classroom through the Geography Literacy mats, vocabulary lists are included on each learning journey.	Discuss how countries are connected through trade, migration, and global organisations like the UN or WTO. Talk about current global issues such as climate change, human rights, or refugee movements to help understand global interdependence. Visit places like the Royal Geographical Society or local museums with exhibits on global challenges can bring these topics to life. Watch documentaries like *Our Planet* or *The True Cost*, or short videos from the UN or World Economic Forum. These can help students understand how global governance works and why the protection of areas like Antarctica matters.
Spring Term	Water and carbon cycles - explores the movement of water and carbon through stores and flows, and how they interact with	Students learn new words and ideas by explicit teaching of vocabulary during lessons.	Research how carbon is stored and transferred through natural and human processes.

	climate, human activity, and ecosystems. Data and models are used to understand feedback and change.	Literacy support is available in the classroom through the Geography Literacy mats, vocabulary lists are included on each learning journey.	Discuss issues like deforestation, climate change, or fossil fuel use to link the science to real-world examples. Visit places like the Eden Project, a local river, or a science museum to see these systems in action. Watching documentaries such as Before the Flood, Frozen Planet II, or short BBC clips on the water cycle can reinforce classroom learning.
Summer Term	Revision for A level examinations		

What to read:

The Power of Geography – Tim Marshal

Prisoners of Geography – Tim Marshal

Carbon colonialism – Decolonising Geography

Antarctica and Climate Change – ArcGIS Story Map

Dozens dead, millions stranded as floods ravage Bangladesh and India – The Guardian

How India will consume in 2030: 10 mega trends – WEF

What is China's belt and road initiative – The Guardian

What to watch:

Air Pollution in Delhi – YouTube

Why nations should pursue "soft" power – Shashi Tharoor – YouTube

Theories of Development – RGS Website

Explained: World's Water Crisis – Netflix / YouTube

What to listen to:

What's up with Water? Series – Circle of Blue provides relevant, reliable, and actionable on the ground information about the world's resource crises.

50 Things that Made the Modern Economy – Shipping Containers

Thinking Allowed – Skill – Laurie Taylor explores the social construction of the notion of skilled work.

Opportunities for wider reading/research:

Students can extend their understanding of global systems, governance, and environmental processes through wider reading and research. Articles from sources such as The Guardian, Vox, and the World Economic Forum provide real-world insight into topics like flooding in South Asia, energy conflicts, and global initiatives like China's Belt and Road. Interactive resources such as the Antarctica and Climate Change ArcGIS Story Map help students explore global environmental challenges in a visual way. These materials, along with classroom vocabulary support and discussions about current global events, help students connect complex geographical concepts to the real world and strengthen their understanding.