STJ Long-Term Plan: Geography 25/26

Department Curriculum Overview Document				
	At the end of each cycle, what knowledge and skills do students need to be secure with to make progress to the next stage of their learning in your subject?			
Year 7	**Cycle 1**	**Cycle 2**	**Cycle 3**	**TRANSFER skills/links to end points**
What do students need to know and understand by the end of each cycle to progress to the next stage?	***Focus: Water on the land*** Building on students' knowledge in KS2, we study drainage basins and their characteristics; the water cycle; river processes and how these create distinctive landforms in the UK; glacial processes and landforms; and causes and impacts of flooding using the Toon Monsoon as a local case study.	***Focus: Changing population*** Students learn how and why population has changed over time. They study the demographic transition model which enables them to describe population change and look at countries with both ageing and youthful populations, comparing the advantages and disadvantages of both. Causes and consequences of migration are studied, and students also compare two contrasting population control strategies.	***Focus: Water at the coast*** Students begin the cycle by learning how waves are formed and comparing the different types, before moving on to discover how destructive waves erode the coastline into distinctive costal landforms. They then look at depositional landforms and coastal transportation and finish the cycle by exploring the ways in which coastal erosion affects the UK and the different ways it can be managed.	• Students can contrast why places differ. • Students can interpret/evaluate numeracy, graphs and figures. • Students can make appropriate links between topics • Students can discuss the interrelationship between physical processes and landforms. • Students can make balanced and supported judgments about physical processes and landforms. • Students can apply knowledge and understanding of physical processes and landforms.
Ambition for all: what non-negotiable knowledge must all students learn, regardless of their starting points?	• Drainage basin: Main features • Water cycle: Main features • River processes: Erosion, transportation and deposition • River landforms: Waterfalls, meanders & oxbow lakes • Glacial processes: Erosion and transportation • Glacial erosion landforms: Corries, aretes, pyramidal peaks • Toon monsoon: Causes, impacts and responses	• 5 stages of the demographic transition model • Population pyramids • Causes, advantages & disadvantages of ageing populations • Causes, advantages & disadvantages of youthful populations • Migration: push/pull factors • Migration: Positives and negatives on host countries • China vs India population management strategies	• Formation/features of destructive and constructive waves • Coastal erosion and weathering processes • Coastal erosion landforms • Coastal transportation (longshore drift) and deposition • Coastal deposition landforms • Impacts of costal erosion • Coastal erosion management strategies	**Skills incorporated into lessons/skills assessment:** Scale and distance, Proportion/ratio, Use of data tables, Mean, Median, Mode, Range, Line of best fit, Proportional symbols, Cross section, Transects, 4 figure grid reference, Describe location, Describe distribution, Bar chart, Line graph, Population pyramid, Choropleth map.
Assessment	**AO1**: Core knowledge check **AO2**: Water cycle - 'explain' **AO2**: River landforms - 'explain' **AO3**: Toon monsoon impacts - 'discuss' **AO4**: Skills assessment	**AO1**: Core knowledge check **AO2**: Demographic transition model - 'compare' **AO2**: Migration push/pull factors - 'explain' **AO3**: China vs India population management - 'evaluate' **AO4**: Skills assessment	**AO1:** Core knowledge check **AO2:** Headlands and bays - 'explain' **AO2:** Longshore drift and spits - 'explain' **AO3:** Hard vs soft engineering - 'compare' **End of year exam**	
Faith	***Learning***	***Attitude***	***Mutual Respect***	***Enrichment***

STJ Long-Term Plan: Geography 25/26

Year 8	Cycle 1	Cycle 2	Cycle 3	TRANSFER skills/links to end points
What do students need to know and understand by the end of each cycle to progress to the next stage?	***Focus: Our shrinking world*** Students learn how the development of technology, transport and political links ('globalisation') have made the world more connected but has also led to a development continuum between countries. They study how MNCs have both benefits and negatives on developing countries and explore the impacts of development on social and environmental sustainability.	***Focus: Our varied weather*** In this study of the atmosphere students explore why the UK's weather and climate varies locationally and temporally. We look at how different air masses affect the UK and how high- and low-pressure systems change our weather. We also study microclimates and finish the cycle studying the most important geographical issue of our time: climate change.	***Focus: Changing places*** Students learn how settlements in the UK have changed over time and how different physical and human factors have helped shape them. They learn about land use and debate the use of greenfield vs brownfield sites for new development. They then compare UK settlements to those in LIC/NIC countries and explore the problems and solutions of slums.	• Students can make balanced and supported judgements about places. • Students can contrast why places differ. • Students can infer characteristics about places based on a range of figures, photographs and graphs and discuss bias. • Students can make balanced judgments about human processes, land use and human interaction with the environment. • Students can apply knowledge and understanding of human interactions and land use with the environment.
Ambition for all: what non-negotiable knowledge must all students learn, regardless of their starting points?	• Globalisation: Causes • HIC/NIC/LIC: Differences and similarities • Absolute vs relative poverty • Child labour: Causes/effects/responses • MNCs: Advantages and disadvantages on LIC/NIC countries • Sustainability: Causes/effects/responses to plastic pollution	• Air masses that affect the UK's weather • High pressure: Causes and conditions of anticyclones • Low pressure: Causes and condition of depressions • Microclimates: Factors affecting small scale climates • Climate change: Evidence and causes • Climate change: Effects and solutions	• Factors affecting settlement locations • Settlement hierarchy • Urbanisation: definition and causes (push/pull factors) • Land use: Burgess model and greenfield vs brownfield • Slums: Causes and consequences of slum challenges • Slums: Short- and long-term responses to slum challenges	**Skills incorporated into lessons/skills assessment:** Scale and distance, Proportion/ratio, Use of data tables, Mean, Median, Mode, Range, Line of best fit, Proportional symbols, Cross section, Transects, 4 figure grid reference, Describe location, Describe distribution, Bar chart, Line graph, Population pyramid, Choropleth map, Percentage change, Positive/negative correlation, Weather (synoptic) charts, 6 figure grid reference.
Assessment	**AO1**: Core knowledge check **AO2**: Absolute vs relative poverty - 'describe' **AO2**: Responses to child labour - 'explain' **AO3**: MNC advantages vs disadvantages - 'discuss' **AO4**: Skills assessment	**AO1:** Core knowledge check **AO2:** High pressure systems - 'describe' **AO2:** Low pressure systems - 'explain' **AO3:** Climate change social vs environmental effects - 'compare' **AO4:** Skills assessment	**AO1**: Core knowledge check **AO2**: Settlement factors – 'describe' **AO2:** Greenfield vs brownfield sites – 'explain' **AO3:** Social vis economic challenges in slums – 'compare' **End of year exam**	
	Faith	***Learning***	***Attitude***	***Mutual Respect*** ***Enrichment***

STJ Long-Term Plan: Geography 25/26

Year 9	Cycle 1.1	Cycle 1.2	Cycle 2.1	Cycle 2.2	Cycle 3.1	Cycle 3.2	TRANSFER skills/links to end points
What do students need to know and understand by the end of each cycle to progress to the next stage?	***Focus: The Development Gap (Africa)*** Students study the continent of Africa and explore why many African countries remain poor. They consider the climate of Africa and how that creates both challenges and opportunities for countries and people and then explore the future of Africa as it develops.	**Focus: Tectonics** Students study how the earth is structured and explore the role of convection currents in the movement of plates. They then learn about how volcanoes, earthquakes and tsunamis are formed before considering the impacts of and responses to these earth major changing events.	***Focus: No Planet B*** This topic focusses on the environmental impacts of humans on the planet, looking at the evidence, causes and effects of climate change on people and nature. Students also consider how we can slow down or reverse climate change and what economic and political barriers may prevent this.	**Focus: Natural resources** Students will learn about the planet's dwindling natural resources such as water, energy and food. They will explore the reasons why there is a shortage of resources in certain parts of the world and consider what could be done to increase access in LICs, NICs and HICs.	***Focus: Ecosystems*** Students will learn what ecosystems are and the global distribution of the main biomes. They will explore the interdependence within and between ecosystems by studying food webs and chains. They will understand how ecosystems interact and understand why biomes are important at local and global scales.	**Focus: Issue evaluation – Resources** In this final topic of Year 9 students will build critical thinking skills by using their geographical knowledge, evidence and reasoning to make an informed judgement about food resources in Africa. Students will analyse a range of resources to reach a decision about the issue and justify their reasons in detail.	• Students can make balanced and supported judgements about places. • Students can compare and contrast why places differ. Students can infer characteristics about places based on a range of evidence. • Students can interpret and evaluate maps, graphs and figures. • Students can make appropriate links between topics • Students can discuss the interrelationship between physical processes and landforms. • Students can make balanced and supported judgments about physical processes and landforms. • Students can apply knowledge and understanding of physical processes and landforms. •
Ambition for all: what non-negotiable knowledge must all students learn, regardless of their starting points?	• Describe Africa's location • Causes of poverty • Causes & effects of drought • Causes & effects of food insecurity • Causes and effects of desertification • Desertification management strategies • Opportunities and challenges in the Sahara • Causes and effects of urbanisation in Kenya • Opportunities in Kenya	• Describe the 4 layers of the earth • List evidence for plate tectonics • Explain convection currents • Describe the 3 main plate boundaries • Describe volcanoes • Explain how earthquakes occur • Explain how tsunamis occur • Describe MP3 strategies	• Describe human environmental impacts • Explain evidence for climate change • Explain human causes of climate change • Explain impacts of climate change on people, ecosystems and economies • Compare ways of responding to climate change	• Know what resources are • Understand the different types of resource (natural, human and capital). • Describe the global distribution of resources • Explain why access to resources is uneven. • Understand impacts of resource use.	• Know the definition of ecosystems/biomes • Understand the different components of ecosystems • Describe global biome distribution • Describe TRF characteristics • Understand how plants and animals adapt in the TRF • Explain how TRF processes affect local /global climate	• Understand the context of the issue • Analyse a range of resources • Consider social, economic, environmental and political impacts • Evaluate options and solutions • Reach a balanced conclusion, supported by evidence	**Skills incorporated into lessons/skills assessment:** Scale and distance, Proportion/ratio, Use of data tables, Mean, Median, Mode, Range, Line of best fit, Proportional symbols, Cross section, Transects, 4 figure grid reference, Describe location, Describe distribution, Bar chart, Line graph, Population pyramid, Choropleth map, Percentage change, Positive/negative correlation, Weather (synoptic) charts, 6 figure grid reference.
Assessment	**AO1**: Knowledge check **AO2**: Impacts of desertification 'explain' **AO2**: Living conditions in a Kenyan slum 'explain' **AO3**: Strategies for Kenya's future 'justify' **AO4**: Skills assessment	**AO1**: Knowledge check **AO2**: Plate margins 'compare' **AO3**: MP3 'evaluate' **AO4**: Skills assessment	**AO1**: Knowledge check **AO2**: Causes of climate change 'compare' **AO3**: Impacts of climate change 'evaluate' **AO4**: Skills assessment	**AO1**: Knowledge check **AO2**: Distribution of resources 'describe' **AO2**: Uneven access to resources 'explain' **AO3**: Impacts of resource use 'evaluate' **AO4**: Skills assessment	**AO1**: Knowledge check **AO2**: Distribution of biomes 'describe' **AO3**: TRF processes 'compare' **AO4**: Skills assessment	**AO1**: Knowledge check **AO2**: Social, economic and environmental impacts 'describe' **AO3**: Should Cape Town invest in large-scale desalinisation plants – evaluation. **End of year exam**	

Faith ***Learning*** ***Attitude*** ***Mutual Respect*** ***Enrichment***

STJ Long-Term Plan: Geography 25/26

Year 10	Cycle 1.1	Cycle 1.2	Cycle 2.1	Cycle 2.2	Cycle 3.1	Cycle 3.2	7+ skills/links to GCSE specification
What do students need to know and understand by the end of each cycle to progress to the next stage?	***Focus: Weather & climate (CT5)*** Students will understand the difference between weather and climate before exploring how and why air moves around earth's atmosphere. Using this knowledge, they will then explain the UK's climate and why we get anticyclones, depressions and microclimates before explaining where and why global extreme weather events such as tropical storms and droughts occur, as well as their consequences and our responses. Finally, students study evidence and causes of climate change, as well as its impacts on weather hazards.	**Focus: Rivers & distinctive landscapes (CT1)** Students start with an overview of distribution and types of distinctive landscapes in the UK before studying how and why river landforms change over time, linking this to the water cycle and drainage basin flows and stores. They will be able to explain how upper, middle and lower-course landforms are formed through river processes and why the rate of change varies in rivers. They will also explore how and why rivers flood, how this can be shown on a hydrograph, and how flooding can be managed in rivers.	***Focus: Rural-urban links (CT2)*** Students are introduced to the idea of a rural-urban continuum and consider how the sphere of influence of towns and cities can impact surrounding rural areas and lead to rural poverty, deprivation and depopulation. Students consider how and why the UK's population is changing and what the consequences are, before studying how rural and urban areas could be made more sustainable. They look at local case studies in Newcastle and Gateshead to consider how urban areas are changing over time and how retail has changed over time.	**Focus: Development and resource issues (CT6)** Students learn how measures of development vary in reliability and study the development continuum between the world's richest and poorest countries. They consider the causes and consequences of uneven development at a global and local scale, using the UK, India and Malawi as case studies of countries with very different levels of development. Students consider the impact of MNCs and how tourism, aid and fairtrade can help to close the 'development gap' between countries.	***Focus: Coasts / fieldwork (CT1)*** Students start this topic by learning the different types of waves found at the coast, and consider how coastal weathering, erosion, transportation and deposition work together to create distinctive landforms which they can then explain in detail. Students also look at the reasons for different rates of change at the coast. Students then move on to considering how they can complete a geographical enquiry in two contrasting locations. They create an enquiry question and then consider how data can be collected to answer it.	**Focus: Fieldwork / Paper 3** In their final half term, students carry out the fieldwork experiences in two contrasting environments and collect a range of primary and secondary data. This is then presented and analysed before a conclusion is made as to whether the enquiry question has been successfully answered. An evaluation of the overall geographical enquiry is then undertaken. Students finish the year by putting their knowledge and skills into practice, looking at past examples of the Paper 3 exam and developing their exam technique.	• Thorough understanding of key geographical concepts of place, scale, space and interdependence • Be able to recall and apply detailed case study knowledge from each topic • Write synoptically by connecting all themes together in extended writing • Accurately interpret a wide range of geographical sources, including OS maps, photographs, graphs, charts, diagrams and data tables. • Structure extended responses with clear points, evidence and explanations (PEE paragraphs) • Understand the AO1-AO4 assessment objectives.
Ambition for all: what non-negotiable knowledge must all students learn, regardless of their starting points?	• Difference between weather and climate • GAC • High/low pressure distribution • UK climate factors • UK depressions • UK anticyclones • UK microclimates • Typhoon Haiyan: Causes, consequences, responses • California droughts: Causes, consequences, responses • Climate change evidence & causes • High/low pressure hazards changing patterns over time	• Distribution and factors of distinctive landscapes • Drainage basins – flows and stores • River processes • Upper, middle and lower-course landforms • Factors affecting rate of change in rivers • Factors affecting flood risk • Hydrographs • Cumbrian floods – causes and effects • Flood management strategies • Conflicting views over flood management	• The rural-urban continuum • Sphere of influence • Counter-urbanisation: reasons and impacts • Commuting and second homes • Service provision in rural areas • Rural poverty, deprivation and depopulation • Sustainable rural communities • Tourism in the Lake District – impacts and management (CT1) • UK population change: causes and consequences • Egan's wheel: urban sustainability (brownfield vs greenfield) • UK retail changes and responses • North-South Divide: evidence, causes, consequences and strategies (CT6)	• Development indicators • The development gap • Uneven development: Causes and consequences • Malawi case study • India case study • Causes of regional inequality in India • Consequences of regional inequality in India • Globalisation and MNCs • Advantages and disadvantages of MNCs in UK and India • Globalisation of tourism • Tourism in Malawi: Positives and negatives • Tourism in India: Positives and negatives • International aid in Malawi • Fairtrade in Malawi	• Types of waves • Coastal erosion processes • Coastal weathering • Landslides, rock falls and slumping • Coastal transportation and deposition processes • Landforms: Cliffs in hard/soft rock • Landforms: Wave cut notches and platforms • Landforms: Headlands and bays • Landforms: Stacks • Landforms: Beaches, spits and bars • Landforms: Smaller-scale features • Factors affecting rate of change • The geographical enquiry process • How evidence is collected	• How can evidence be analysed? • What conclusions can be drawn? • What evaluative techniques should be applied?	**Skills incorporated into lessons/skills assessment:** Scale and distance, Quantitative statements, Sampling strategies, Sketch map, Field sketch, Proportion/ratio, Magnitude, Frequency, Use of data tables, Mean, Median, Mode, quartiles/interquartile, range, Percentage change, Histogram, Line of best fit, Positive/negative correlation, Strength of correlation, Gradients, Contours, Spot heights, Isoline map, Proportional symbols, Weather (synoptic) charts, Cross section, Transects, 4 figure grid reference, 6 figure grid reference, Estimate area, Describe location, Describe distribution, Bar chart, Line graph, Climate graph, Hydrograph, Pie chart, Proportional circles, Pictograms, Histogram, Star graph, Radial graph, Kite diagram, Triangular graph, Dispersion graph, Scatter graph, Population pyramid, Choropleth map, Flow line maps
Assessment	**AO1**: Knowledge check 1 **AO1**: Knowledge check 2 **AO2**: Low pressure 'explain' **AO2**: UK climate 'explain' **AO2**: GAC 'Explain' **AO2**: Microclimates 'suggest' **AO3**: Haiyan consequences 'evaluate' **AO3**: California responses 'to what extent' **AO4**: Low pressure distribution 'describe' **AO4**: High pressure distribution 'describe' **AO4**: Skills assessment	**AO1**: Knowledge check 1 **AO1**: Knowledge check 2 **AO2**: Drainage basins 'describe' **AO2**: Waterfalls 'explain' **AO2**: Floodplains 'explain' **AO2**: Factors affecting flooding 'suggest' **AO3**: Rate of change 'evaluate' **AO3**: Flood management 'to what extent' **AO4**: Highland/lowland distribution 'describe' **AO4**: Hydrographs 'describe' **AO4**: Skills assessment	**AO1**: Knowledge check 1 **AO1**: Knowledge check 2 **AO2**: Counter-urbanisation 'describe' **AO2**: Rural deprivation 'explain' **AO2**: Consequences of UK population change 'explain' **AO2**: UK retail changes 'suggest' **AO3**: Service provision in rural areas 'to what extent' **AO3**: North-south divide 'evaluate' **AO4**: Commuter towns distribution 'describe' **AO4**: UK retail change graph 'describe' **AO4**: Skills assessment	**AO1**: Knowledge check 1 **AO1**: Knowledge check 2 **AO2**: GNI vs HDI 'explain' **AO2**: MNCs positive vs negative 'suggest' **AO2**: Development gap 'explain' **AO2**: Tourism in India 'suggest' **AO3**: Consequences of regional inequality in India 'to what extent' **AO3**: Fairtrade in Malawi 'to what extent' **AO4**: Development indicators 'describe' **AO4**: Globalisation 'describe' **YEAR 10 MOCK – Combined Paper 1 & 2**	**AO1**: Knowledge check 1 **AO1**: Knowledge check 2 **AO2**: Coastal weathering 'describe' **AO2**: Headlands and bays 'explain' **AO2**: Wave cut notches 'explain' **AO2**: Longshore drift 'explain' **AO3**: Rate of change 'evaluate' **AO3**: Data collection 'to what extent' **AO4**: Primary data 'describe' **AO4**: Data collection methods 'describe' **AO4**: Skills assessment	**AO1:** Lesson retrieval activities **AO2**: Primary / secondary data 'explain' **AO3**: Analyse and evaluate **AO4**: Data presentation and analysis	

Faith ***Learning*** ***Attitude*** ***Mutual Respect*** ***Enrichment***

STJ Long-Term Plan: Geography 25/26

Year 11	Cycle 1	Cycle 2	Cycle 3	7+ skills/links to GCSE specification
What do students need to know and understand by the end of each cycle to progress to the next stage?	***Focus: Weather, climate and ecosystems*** Students begin the cycle by evaluating evidence for and causes of climate change before learning about how atmospheric circulation of air create global high- and low-pressure systems and hazards. They then study what factors affect the weather and climate of the UK and how high- and low-pressure systems affect us. Study then moves on to the location and characteristics of global biomes, with a focus on tropical rainforests and savannah ecosystems before concluding with consequences and solutions to human impacts on these biomes.	***Focus: Development and resource issues*** In this topic, students consider what development is and how it is measured before studying why global development remains unequal across the world. They then explore ways that countries can increase their levels of development through strategies such as aid, tourism and Fairtrade. Students then move on to considering how water supplies can be managed in areas of water scarcity before finishing the cycle by looking at regional inequalities in India and the UK and the strategies that can help to reduce these inequalities.	***Focus: Social development issues*** In this final cycle of KS4, students consolidate their knowledge of development and consider alternative ways to measure development by looking at health and quality of life. They compare social development factors across a range of countries and consider the causes, consequences and solutions to child labour. They also study causes and consequences of migration before considering how HIV and malaria can limit a country's development.	• Thorough understanding of key geographical concepts of place, scale, space and interdependence • Be able to recall and apply detailed case study knowledge from each topic • Write synoptically by connecting all themes together in extended writing • Accurately interpret a wide range of geographical sources, including OS maps, photographs, graphs, charts, diagrams and data tables. • Structure extended responses with clear points, evidence and explanations (PEE paragraphs) • Understand the AO1-AO4 assessment objectives.
Ambition for all: what non-negotiable knowledge must all students learn, regardless of their starting points?	• Climate change: Evidence and causes • Global atmospheric circulation: What causes high/low pressure? • Global atmospheric circulation: Distribution of high/low pressure • Low pressure: Impacts and responses to Typhoon Haiyan • High pressure: Impacts and responses to California drought • UK climate: Factors affecting the UK's weather • UK climate: Causes/consequences of depressions/anticyclones • UK climate: Microclimates • Location and characteristics of global biomes • TRF: Local/regional/global-scale processes • TRF: Human activity and impacts • TRF: Sustainable management • Savanna: Local/regional/global-scale processes • Savanna: Human activity and impacts • Savanna: Sustainable management • Key services in ecosystems • Small-scale UK ecosystem • Marine energy production	• Measures of development • Physical/economic/historical causes of uneven development • MNCs: Impacts on the UK • MNCs: Impacts on LICs/NICs • Tourism: Causes of growth and impacts on LICs/NICs • Responses to the development gap • Water resources: Causes of increasing demand • Water resources: Management • Regional inequality: India • Regional inequality: UK (North-South Divide) • Regional inequality: Strategies to reduce	• Measures of social development • Population structures/pyramids in SS-Africa • Child labour in SS-Africa • Refugees: causes/consequences/solutions • Challenges of HIV • Challenges of Malaria • Local/global solutions to HIV/malaria • Top-down/bottom-up development	**Skills incorporated into lessons/skills assessments:** Scale and distance, Quantitative statements, Sampling strategies, Sketch map, Field sketch, Proportion/ratio, Magnitude, Frequency, Use of data tables, Mean, Median, Mode, quartiles/interquartile, range, Percentage change, Histogram, Line of best fit, Positive/negative correlation, Strength of correlation, Gradients, Contours, Spot heights, Isoline map, Proportional symbols, Weather (synoptic) charts, Cross section, Transects, 4 figure grid reference, 6 figure grid reference, Estimate area, Describe location, Describe distribution, Bar chart, Line graph, Climate graph, Hydrograph, Pie chart, Proportional circles, Pictograms, Histogram, Star graph, Radial graph, Kite diagram, Triangular graph, Dispersion graph, Scatter graph, Population pyramid, Choropleth map, Flow line maps
Assessment	**AO1**: Knowledge check – Climate change / GAC / UK climate **AO1**: Knowledge check – Global biomes / TRF / Savanna **AO2**: Distribution of high/low pressure - 'describe' **AO2**: UK depressions - 'explain' **AO2**: TRF processes – 'explain' **AO2**: Savanna human activity – 'compare' **AO3**: TRF human impacts – 'to what extent' **AO3**: Savanna sustainable management - 'evaluate' **INTERIM ASSESSMENT – Combined Paper 1 & 2** **MOCK 1 – Full Paper 1 & full Paper 3**	**AO1**: Knowledge check – Measures of development / causes of & responses to development gap / MNCs / tourism **AO1**: Knowledge check – Water resources demand & management / regional inequality in India & UK **AO2**: Causes of uneven development – 'explain' **AO2**: Impacts of MNCs on LICs/NICs – 'explain' **AO2**: Responses to the development gap – 'compare' **AO2**: Consequences of UK regional inequality UK – 'explain' **AO3**: Tourism in LICs/NICs – 'Evaluate' **AO3**: Management of water resources – 'to what extent' **MOCK 2 – Full Paper 2**	**AO1**: Knowledge check **AO2**: Causes of refugees – 'explain' **AO2**: Solutions to malaria – 'explain' **AO3**: Challenges of HIV – 'analyse' **Shortened Paper 3 (sat in lessons)**	

STJ Long-Term Plan: Geography 25/26

Year 12 – Physical	Cycle 1	Cycle 2	Cycle 3	Exceptional performance/links to end points
What do students need to know and understand by the end of each cycle to progress to the next stage?	*Focus:*	*Focus:*	*Focus:*	
Ambition for all: what non-negotiable knowledge must all students learn, regardless of their starting points?				Skills incorporated into lessons:
Assessment				
	Faith	*Learning*	*Attitude*	*Mutual Respect* *Enrichment*

Year 12 - Human	Cycle 1	Cycle 2	Cycle 3	Exceptional performance/links to end points
What do students need to know and understand by the end of each cycle to progress to the next stage?	*Focus:*	*Focus:*	*Focus:*	
Ambition for all: what non-negotiable knowledge must all students learn, regardless of their starting points?				Skills incorporated into lessons:
Assessment				
	Faith	*Learning*	*Attitude*	*Mutual Respect* *Enrichment*

STJ Long-Term Plan: Geography 25/26

Year 13 – Physical	Cycle 1	Cycle 2	Cycle 3	Exceptional performance/links to end points
What do students need to know and understand by the end of each cycle to progress to the next stage?	***Focus:***	***Focus:***	***Focus:***	
Ambition for all: what non-negotiable knowledge must all students learn, regardless of their starting points?				**Skills incorporated into lessons:**
Assessment				

Faith Learning Attitude Mutual Respect Enrichment

Year 13 - Human	Cycle 1	Cycle 2	Cycle 3	Exceptional performance/links to end points
What do students need to know and understand by the end of each cycle to progress to the next stage?	**Focus: Component 4 – Independent Investigation (NEA)** Students complete an independent geographical investigation that follows the full enquiry process: from identifying a question or issue for study through to collecting, analysing and interpreting data, drawing evidenced conclusions, and critically evaluating their research. The focus can be drawn from any part of the specification, and both human and physical geography topics are permitted. The investigation must be between 3000–4000 words and include both primary and secondary data. Teacher guidance is limited to ensuring authenticity and appropriate support. **What do students need to know and understand by the end of the Cycle?** How to construct a focused, geographical question or hypothesis linked to the specification How to design an investigation methodology, including sampling strategies and risk assessment How to collect valid, ethical and meaningful primary data, supported by secondary sources How to use relevant geographical and statistical techniques to process and analyse data How to present data using maps, graphs, GIS and descriptive statistics How to write up a clear and evaluative report using the correct structure and terminology The importance of critical reflection, source evaluation and referencing	**Focus: Economic Growth and Challenge in India** Students explore India's complex development story by examining its physical geography, demographic structure, cultural and political characteristics. They then assess the country's economic trajectory and growing global influence, while critically evaluating the environmental consequences of growth and the strategies used to promote sustainability. The cycle culminates in extended written assessments that require students to synthesise key ideas, data, and case-specific evidence to reach evaluative conclusions. **What do students need to know and understand by the end of the Cycle?** How India's physical characteristics (e.g. monsoons, water resources, relief) affect development India's demographic profile: population structure, urbanisation, and spatial inequalities The cultural and political context of India, including caste, gender, and governance India's economic development since 1990, including MNCs, outsourcing, and internal inequality India's role in the global economy and political systems (e.g. BRICS, soft power) Environmental consequences of rapid development: water stress, climate vulnerability, pollution Sustainable development strategies: EFT, PES, REDD+, urban planning solutions Ability to discuss and evaluate India's development using multiple perspectives and data	**Focus: Revision** This cycle focuses on consolidating knowledge, refining exam technique, and revisiting key content from both Year 12 and Year 13. Students will revise physical and human themes, develop synoptic thinking, practise extended responses, and address areas of personal weakness identified through mocks and assessments. Skills in data analysis, evaluation, and structured writing will be embedded throughout. **What do students need to know and understand by the end of the Cycle?** Comprehensive understanding of all Component 1, 2 and 3 topics (Year 12 + Year 13 content) How to apply knowledge to a range of question types, from 6-mark AO2 tasks to 45-mark essays How to approach synoptic-style questions that link human and physical geography How to interpret and analyse a variety of qualitative and quantitative sources How to plan, structure and write high-quality responses under timed conditions How to manage exam timings, command words, and question-specific expectations How to evaluate and improve their performance using feedback and mark schemes	• Demonstrates deep understanding of complex geographical concepts and confidently applies them across topics. • Makes sophisticated, synoptic links between physical, human, and environmental systems. • Analyses and evaluates data and sources with precision, questioning reliability and drawing well-supported conclusions. • Communicates clearly in extended writing using accurate geographical terminology and well-structured arguments. • Conducts independent investigation with rigour, applying appropriate methods and critically reflecting on findings. • Engages with wider geographical issues and current events, showing curiosity and global awareness.
Ambition for all: what non-negotiable knowledge must all students learn, regardless of their starting points?	The six-stage geographical enquiry process: **question → method → data → analysis → conclusion → evaluation** How to apply appropriate fieldwork and sampling techniques How to select and justify a methodology linked to geographical theory How to present and analyse data using correct statistical and graphical techniques How to draw conclusions that are supported by evidence How to critically evaluate methods, data reliability and outcomes Understanding the ethical and safety responsibilities of fieldwork Full understanding of what constitutes **plagiarism and malpractice**	Key physical systems: ITCZ, monsoons, tectonic context Definitions and consequences of demographic trends in India Political and cultural factors affecting population structure (e.g. GII, caste) Characteristics of India's economic transformation: sector shifts, globalisation impacts Environmental risks: aquifer depletion, climate change, urbanisation impacts Sustainable development frameworks: EFT, PES, REDD+ Confident use of case-specific vocabulary and data to support geographical argument Ability to write 45-mark essays that evaluate geographical change	Core physical processes: systems, cycles, landforms, weather/climate, coastal and water cycles Core human processes: urban change, development, inequality, globalisation Case study depth: ability to recall detailed, place-specific evidence to support arguments Geographical terminology and conceptual understanding: scale, place, flows, systems, feedback Full command of exam structure, AOs, and how to address different mark tariffs Fluent use of key geographical skills (graphs, maps, data, statistics, GIS, qualitative sources)	**Skills incorporated into lessons:** Interpretation of statistical data (e.g. population figures, water stress, environmental impacts) Use and analysis of graphs, charts and tables (e.g. fishbone/spider diagrams, development indicators) Sketch mapping and annotation (e.g. physical features and population patterns of India) Interpretation of thematic and spatial maps (e.g. relief, monsoon patterns, population distribution) Use of online geospatial data tools (e.g. India Water Tool for analysing water stress)

STJ Long-Term Plan: Geography 25/26

Assessment	Proposal Form & Title Approval – AO2 (applying understanding to formulate a focused investigation) Annotated Methodology Plan – teacher feedback provided – AO2 / AO3 (designing and justifying methods; planning data collection) Draft Data Presentation & Preliminary Analysis – teacher reviewed – AO3 (data processing and presentation using appropriate techniques) Full Draft Section Submission – general feedback on analysis, structure and evaluation – AO2 / AO3 (analysis, drawing conclusions, critical evaluation) Final Submission: 3000–4000 word report, internally marked and externally moderated – AO1 / AO2 / AO3 (all strands assessed holistically) Ongoing: short formative check-ins, action planning and writing workshops Year 13 Mock 1– AO1 / AO2 / AO3	Peer-marked extended response (Lesson 3): impacts of demographic change – AO1 / AO2 Key Assessment 1 (Lesson 5): 45-mark essay on population and development – AO1 / AO2 / AO3 Peer-marked extended response (Lesson 10): India's global significance – AO1 / AO2 Key Assessment 2 (Lesson 13): 45-mark essay evaluating global and environmental impacts – AO1 / AO2 / AO3 Exam-style mini-essays (on sustainability, environmental threats) – AO2 / AO3 Year 13 Mock 2– AO1 / AO2 / AO3	Past paper questions under timed conditions (multiple 6-, 15-, and 45-mark questions) – AO1 / AO2 / AO3 Walking/talking mocks using live exam questions – AO2 / AO3 Teacher and peer-marked essays with WWW/EBI and improvement tasks – AO1 / AO2 / AO3 Personalised revision plans based on performance in Mock outcomes – AO1 / AO2 / AO3 Final in-class timed assessments covering full specification breadth – AO1 / AO2 / AO3 Support sessions focused on key gaps (lunchtimes, after school, Easter revision) – Targeted AO1 / AO2 / AO3 depending on focus Ongoing: short formative check-ins, action planning and writing workshops – Mixed: formative support across AO1 / AO2 / AO3	Interpretation of qualitative sources (e.g. BBC articles, REDD+ video, cultural/political texts) Structured enquiry and extended writing (e.g. 15- and 45-mark essays with evaluation and synthesis) AO1: Retrieval of detailed knowledge and place-specific content AO2: Structured, analytical and evaluative writing AO3: Source analysis including maps, charts, tables, photos, diagrams, and statistics Exam technique: planning responses, using mark schemes, managing time Essay writing: structure, clarity, judgement and substantiation
	Faith	***Learning***	***Attitude***	***Mutual Respect***	***Enrichment***