



Geography Curriculum Map

Curriculum Intent Overview

Aims

The Geography curriculum aims to ensure that all students develop a secure understanding of globally significant places, environments and processes at a range of scales. Students build contextual knowledge of both physical and human geography and understand how geographical processes interact to create spatial patterns and change over time.

Students are supported to:

- develop and extend knowledge of locations, places, environments and processes in local, national and global contexts
- understand interactions between people and environments and think critically like geographers
- become competent in geographical skills including fieldwork, map skills, GIS, interpretation of data and use of secondary evidence
- communicate geographical information effectively through extended writing, numerical skills, maps and data presentation
- apply geographical knowledge and understanding to contemporary real-world issues and develop well-evidenced arguments

The curriculum is designed to develop confident, analytical and informed geographers who can engage critically with the world around them.

Subject Specific Curriculum Narrative (Including Relevance and Sequencing)

The Geography curriculum is carefully sequenced to ensure students develop both broad geographical overview and detailed geographical depth over time. Topics are introduced through large-scale contextual understanding before students apply knowledge to specific places and case studies.

At KS3, students study a broad and balanced curriculum that develops core geographical knowledge, understanding and skills. Topics are designed to promote curiosity, critical thinking and engagement with a wide range of physical and human geography themes. Units such as *Aspiring Asia*, *Amazing Africa* and *The British Isles* encourage students to explore concepts of place, identity, migration, diversity and global development while drawing on students' own experiences and backgrounds.

The KS3 curriculum is intentionally linked to KS4 to ensure progression in knowledge, geographical thinking and disciplinary skills. Students are regularly assessed through four key strands:

- geographical knowledge
- geographical understanding
- geographical application
- geographical skills

Feedback from feeder primary schools supports curriculum planning to build on prior learning whilst providing suitable challenge for all learners. Literacy, numeracy and oracy are embedded throughout the curriculum to support students in communicating geographical ideas confidently and accurately.

At KS4, the curriculum follows the Edexcel B Geography specification and is sequenced to build understanding logically across topics. For example, Topic 2 (Development Dynamics – India) is taught before Topic 3 (Challenges of an Urbanising World – Mumbai) so students understand the national development context before applying knowledge to the megacity case study.

Students study three in-depth case studies:

- development in an emerging country
- a megacity in a developing or emerging country
- change in a major UK city

Throughout the course, students also use a range of located examples to strengthen contextual understanding at national and global scales. Fieldwork is carefully sequenced after relevant content teaching to ensure students have the necessary background knowledge to complete investigations successfully. Coastal fieldwork is undertaken during Year 10 to maximise opportunities for effective data collection and geographical enquiry.

The curriculum remains as broad as possible while ensuring students develop secure understanding of key GCSE concepts and processes. Career links are integrated throughout the curriculum to expose students to a wide range of geography-related pathways and applications beyond the classroom.

Retrieval and Review

Retrieval practice is embedded into every lesson to strengthen long-term memory and support students in retaining and recalling previously taught knowledge. Retrieval activities revisit learning from:

- the previous lesson
- previous weeks
- previous topics
- prior key stages

This consistent review supports students in connecting new learning with prior knowledge and improves confidence, fluency and long-term understanding.

Principles of Effective Instruction

Schemes of learning are designed using evidence-informed pedagogical approaches that support students in efficiently acquiring, rehearsing and connecting knowledge over time. Instruction is carefully structured through:

- retrieval and review
- presenting new material in small steps
- modelling and worked examples
- frequent checking for understanding
- scaffolding and guided practice
- opportunities for independent application

Assessment for Learning opportunities are embedded throughout lessons and topics to identify misconceptions and address gaps in understanding. Mid-topic and end-of-topic assessments support progress monitoring and ensure students are well prepared for future learning and examination success.

	HT1	HT2	HT3	HT4	HT5	HT6	Assessment Criteria
Year 7	Unit: The British Isles Knowledge: Students are given the opportunity to explore their place in the world through location knowledge and a deeper understanding of place. This unit challenges stereotypes and perception and celebrates multiculturalism and diversity in the British Isles. Skills: LOCATION KNOWLEDGE	Unit: Epic Ecosystems Knowledge: A general overview of the location of world biomes is provided at the start of the unit. From here more depth is given to the tropical rainforest and desert biomes. Students learn about the interactions between physical and human geography to shed light on key environmental issues facing the tropical rainforest. Students are required to consider the future of the tropical rainforest, the importance of	Unit: Fantastic Maps Knowledge: This unit aims to build on students' knowledge of globes, maps and atlases in order for them to apply and develop their location knowledge routinely in the classroom and in the field. They will interpret Ordnance Survey maps in the classroom through the use of grid references, symbols and scale as well as topographical and other thematic mapping. Skills:	Unit: Wild Weather Knowledge: Students are able to identify and describe different types of weather, as well as acknowledge the difference between weather and climate. Students will also be able to consider how weather can be measured and why predictions are useful in terms of daily life. Finally, students will be able to link types of weather to air masses and describe the formation of different types of air masses. Skills: GEOGRAPHICAL SKILL	Unit: Impossible Places Knowledge: Students are directed to use their enquiry skills to assess how 'impossible' certain locations around the world really are. This provides students with the opportunity to learn about a number of locations, applying their understanding of physical and human geography to come to their decisions. Locations explored are The Arctic, Las Vegas, the Sahara, Tropical Rainforest and Chernobyl Skills: LOCATION KNOWLEDGE	Unit: Going Green Knowledge: Students are introduced to the concept of sustainability through the issues of waste and water use. Students will use their numeracy and literacy skills to explore sustainability at different scales e.g. local, national and global. Student's will complete their own geographical enquiry in the summer term, investigating the sustainability of Bishop	By end of Year 7, pupils can... • Demonstrate secure knowledge of key locations, places and biomes. Use accurate geographical vocabulary in written and verbal responses. • Explain interactions between physical and human geography. • Compare places and environments at different scales. • Interpret maps, climate graphs, weather forecasts and geographical data confidently.

	<u>Identify</u> the nations of the British Isles. GEOGRAPHICAL KNOWLEDGE <u>Identify</u> key human and physical features of the British Isles. GEOGRAPHICAL UNDERSTANDING <u>Compare</u> the characteristics of rural and urban Britain. GEOGRAPHICAL APPLICATION <u>Evaluate</u> the impact of migration in the British Isles. BUG, BLT, CLOCC, SHEEP, TEA structured answers Prior/Future links: Links to future learning including comparison to other locations in Brilliant Brazil, Aspiring Asia, Amazing Africa and to the KS4 specifications, as Paper 2 deals with the UK's physical & human landscape.	its services and the factors threatening these ecosystems. Skills: LOCATION KNOWLEDGE Identify and recall the location of specific biomes. GEOGRAPHICAL UNDERSTANDING Explain the key characteristics of rainforest biomes. GEOGRAPHICAL APPLICATION Assess the threats facing the tropical rainforest biome. GEOGRAPHICAL SKILL Analyse climate graphs and patterns BUG, BLT, CLOCC, SHEEP, TEA structured answers Prior/Future links: Links to Wild Weather; equator, biomes, climate Links to KS4 Paper 3; People & The Biosphere, Forests Under Threat, Consuming Energy Resources	<u>Interpret</u> OS maps using grid references and compass directions. <u>Interpret</u> OS maps using Scale, Symbols and Contour Lines. <u>Identify</u> the importance of the key features on OS Maps. BUG, BLT, CLOCC, SHEEP, TEA structured answers Prior/Future links: Links to Impossible Places; locations and places and all other geographical units	Search for and analyse a weather forecast and interpret a climate graph. Students can also calculate annual data, calculate ranges and find averages. Prior/Future links: Links to Epic Ecosystems, Impossible Places, Impossible Places, Climatic Hazards and Atmospheric Pressure (KS4)	Identify and recall the location of a variety of different places in the world. GEOGRAPHICAL UNDERSTANDING Explain the physical and human factors that contribute to making a place 'impossible'. GEOGRAPHICAL APPLICATION Evaluate the factors that make a different places 'impossible' GEOGRAPHICAL SKILL Analyse climate graphs and patterns BUG, BLT, CLOCC, SHEEP, TEA structured answers Prior/Future links: Links to Epic Ecosystems, Aspiring Asia, Frozen Planet & Fantastic Maps. Also links to Brilliant Biomes.	Challoner School. They will complete every stage of a geographical enquiry from data collection and presentation to analysis and conclusions. Skills: GEOGRAPHICAL KNOWLEDGE To define sustainability. GEOGRAPHICAL UNDERSTANDING To be able to explain how we can live more sustainably. GEOGRAPHICAL APPLICATION To apply geographical knowledge and skills to be able to complete the geographical enquiry 'How sustainable is Bishop Challoner School?' GEOGRAPHICAL SKILL To be able to plan and carry out a geographical enquiry. To collect, present, analyse and evaluate data. BUG, BLT, CLOCC, SHEEP, TEA structured answers Prior/Future links: Links to Epic Ecosystems, Impossible Places, Serious Sustainability, Population and Development and Age of Stupid	• Apply geographical understanding to unfamiliar places and issues. • Evaluate issues such as migration, sustainability and environmental threats. • Complete geographical calculations accurately using data and evidence. • Plan, carry out and evaluate an independent geographical enquiry. • Construct detailed extended answers using geographical writing structures • Make links between Year 7 learning and future geography topics.
	Assessment: End of Unit Assessment Mid-Year/End of Year Exam Regular Self/Peer Assessment opportunities Teachers live marking and whole class feedback						
Year 8	Unit: Plate Tectonics Knowledge: Students delve into the Earth's interior and learn	Unit: Population and Development Knowledge: A human geography based unit studying our rapidly changing	Unit: Dynamic Coasts Knowledge: <i>How are our coastlines changing?</i>	Unit: Aspiring Asia Knowledge: This unit gives students the opportunity to explore a country	Unit: Frozen Planet Knowledge: Students explore the poles, previous ice ages and locations	Unit: Factfulness Knowledge: A SOW based on Hans Rosling's Factfulness	By end of Year 8, pupils can... • Demonstrate secure knowledge of tectonic hazards, population change, development,

about its tectonic plates and their movements, and discover how volcanoes, earthquakes and tsunamis are formed. They consider the social, economic and environmental impacts (SEEP) of tectonic hazards and explore a range of management strategies. Skills: GEOGRAPHICAL KNOWLEDGE <u>Identify</u> the causes of tectonic hazards. GEOGRAPHICAL UNDERSTANDING <u>Explain</u> the human and physical factors affecting the impacts of different tectonic hazards. GEOGRAPHICAL APPLICATION <u>Assess</u> the social, economic and environmental impacts of earthquakes. <u>Evaluate</u> the management of tectonic hazards. BUG, BLT, CLOCC, SHEEP, TEA structured answers Prior/Future links: Links to Map Skills; placement of continents, development units in Year 9 and beyond, KS4 Paper 1; Hazardous Earth	world. This unit explores the impacts (SEEP) of a rapidly growing world population and strategies for managing the disparities between countries. Students will also learn about global inequality and the problems and solutions associated with these. Skills: GEOGRAPHICAL UNDERSTANDING <u>Compare</u> the levels of development of two contrasting case studies; Malawi and Singapore. GEOGRAPHICAL APPLICATION <u>Evaluate</u> the success of Population Policies. <u>Assess</u> the winners and losers of globalisation. GEOGRAPHICAL SKILL <u>Interpret</u> global population data. BUG, BLT, CLOCC, SHEEP, TEA structured answers Prior/Future links: Links to Epic Ecosystems; loss of habitats, urbanisation, inequality, KS4 Paper 2; Development Dynamics, KS4 Paper 2; Challenges of an Urbanising World	Key physical processes are taught during this unit through the use of key geographical skills (OS maps, satellite imagery, GIS). Students can apply previously learnt skills to help them understand how our coastlines are changing. Students consider key players in the management of our coastlines and how certain pressures might be set to change in the future. Skills: GEOGRAPHICAL UNDERSTANDING <u>Explain</u> the formation of a range of coastal landforms. GEOGRAPHICAL APPLICATION <u>Assess</u> the role of coastal processes along the Holderness Coast <u>Justify</u> the importance of the coastline to various stakeholders <u>Evaluate</u> the effectiveness of coastal management strategies GEOGRAPHICAL SKILL <u>Interpret</u> mapping resources to evaluate changes to the coastline BUG, BLT, CLOCC, SHEEP, TEA structured answers Prior/Future links: Links to The British Isles; Physical Geography, Fantastic Maps; Map skills, GIS, Tourism; Blackpool Case Study, KS4 Paper 2; UK's Evolving Physical Landscape	of their choice and build on the knowledge and understanding of this place through applying their existing understanding of physical, human and environmental geography. Skills: LOCATION KNOWLEDGE <u>Identify and recall</u> the location of the continent of Asia and one Asian country of my choice. GEOGRAPHICAL UNDERSTANDING <u>Explain</u> the physical and human factors making my chosen Asian country an interesting place GEOGRAPHICAL APPLICATION <u>Assess</u> the factors that make Asia a diverse continent GEOGRAPHICAL SKILL I can <u>analyse</u> a population graphs and patterns BUG, BLT, CLOCC, SHEEP, TEA structured answers Prior/Future links: Links to Epic Ecosystems; tropical rainforests, biomes, Fantastic Maps; atlas skills, Population, Globalisation & Development; population growth, causes for inequality, KS4 Paper 1; Hazardous Earth, Development Dynamics and Challenges of an Urbanising World, KS4 Paper 3; People & the Biosphere, Forests Under Threat	of cold environments. This topic involves a focus on adaptations of animals. Students also learn about the continent of Antarctica, focussing on the Antarctic Treaty and sustainable tourism. Skills: GEOGRAPHICAL UNDERSTANDING <u>Locate</u> cold environments and understand why they are located there <u>Explain</u> adaptations of flora and fauna GEOGRAPHICAL APPLICATION <u>Evaluate</u> ownership of land and effectiveness of agreements in promoting sustainability <u>Analyse</u> the impacts of human activity on the environment on a global scale GEOGRAPHICAL SKILL <u>Interpret</u> changes to cold environments due to natural causes and human activities BUG, BLT, CLOCC, SHEEP, TEA structured answers Prior/Future links: Links to Epic Ecosystems; Flora and fauna adaptations, Fantastic Maps; latitude, Age of Stupid; impacts of climate change, KS4 Paper 3; People & The Biosphere	guiding students to question their preconceptions and misconceptions of the world. Students are encouraged to question their world view whilst being presented with economic data, considering what the 'gap instinct' means and how it is impacted by the media. Finally, students recognise that demographics, countries and cultures are subject to positive change on a global scale. Skills: GEOGRAPHICAL UNDERSTANDING <u>Reflect</u> on existing world view regarding physical, human and environmental geography <u>Explain</u> how populations have grown and changed over the last few centuries GEOGRAPHICAL APPLICATION <u>Evaluate</u> how income levels can impact quality of life <u>Analyse</u> the 'gap instinct' and consider how this impacts geographical study in an anthropological context GEOGRAPHICAL SKILL <u>Interpret</u> economic and demographic data to draw both qualitative and quantitative conclusions on world issues BUG, BLT, CLOCC, SHEEP, TEA structured answers Prior/Future links: Links to Human Geography, Globalisation & Development, Amazing Africa, Population, Urbanisation, KS4 Paper 1;	coastal processes, cold environments and Asian geography using accurate geographical vocabulary in written and verbal responses. • Explain interactions between physical and human geography, including how people both influence and are affected by natural processes and global change. • Compare places and environments at different scales, including countries at contrasting levels of development and diverse environments across Asia and polar regions. • Interpret and analyse a range of geographical data confidently, including maps, GIS, satellite imagery, population pyramids, climate graphs and economic data. • Apply geographical understanding to unfamiliar places, issues and case studies, using evidence to explain patterns, impacts and processes. • Assess and evaluate geographical issues such as tectonic hazards, coastal management, globalisation, sustainability and inequality using social, economic and environmental evidence (SEEP). • Use structured geographical writing to construct detailed explanations, assessments and
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						Development Dynamics & Challenges of an Urbanising World, KS4 Paper 3; People & the Biosphere	evaluations using frameworks such as BUG, BLT, CLOCC, SHEEP and TEA. • Make supported judgements about the effectiveness of management strategies and the impacts of human activity at local, national and global scales. • Draw qualitative and quantitative conclusions from geographical evidence and data accurately.
	Assessment: End of Unit Assessment Mid-Year/End of Year Exam Regular Self/Peer Assessment opportunities Teachers live marking and whole class feedback						
Year 9	Unit: Amazing Africa Knowledge: Key themes will explore Africa by way of its human, physical and environmental geography through the use of in depth case studies and location knowledge. Skills: GEOGRAPHICAL UNDERSTANDING <u>Identify</u> the countries and capital cities of Africa's different regions. <u>Describe</u> and <u>explain</u> the population density of Africa. <u>Explain</u> the diversity of Africa's physical geography and challenges for the future e.g. The Sahel GEOGRAPHICAL APPLICATION <u>Assess</u> the common misconceptions about Africa. GEOGRAPHICAL SKILLS <u>Map skills</u> and location knowledge of countries,	Unit: Urbanisation Knowledge: This unit considers how urbanisation has become a global phenomenon and affected developing, emerging and developed countries. Students study specific focus locations such as hyper-urbanised Tokyo and sustainable Masdar. Knowledge is built up in order to identify the challenges of urbanisation, as well as possible solutions. Skills: GEOGRAPHICAL UNDERSTANDING <u>Explain</u> the growth of urban areas and the challenges associated. GEOGRAPHICAL APPLICATION <u>Evaluate</u> the benefits and problems associated with megacities <u>Analyse</u> methods by which to make urban areas more sustainable GEOGRAPHICAL SKILL	Unit: Age of Stupid Knowledge: <i>Do we live in the age of stupid?</i> Students are introduced to a range of environmental issues, with a large focus on climate change and energy consumption. They will consider the importance of interactions between physical and human processes in shaping our world today and in the future. Skills: GEOGRAPHICAL KNOWLEDGE <u>Identify</u> the difference between the natural and enhanced greenhouse effect. GEOGRAPHICAL APPLICATION <u>Evaluate</u> alternative sources of energy and future solutions to climate change. <u>Assess</u> the impacts of climate change in contrasting regions of the world. GEOGRAPHICAL SKILL <u>Interpret</u> a range of graphs relating to long and short term climate change.	Unit: Brilliant Biomes Knowledge: Students expand their basic knowledge of world biomes by investigating the roles of biomes within human lives. Students will continue by studying what goods are provided by a variety of global biomes. Skills: GEOGRAPHICAL UNDERSTANDING <u>Explain</u> how flora and fauna have adapted to extreme environments GEOGRAPHICAL APPLICATION <u>Examine</u> how climate change threatens people who live in extreme environments <u>Evaluate</u> the effectiveness of local actions to achieve sustainability and protect extreme environments GEOGRAPHICAL SKILL <u>Interpret</u> a range of graphs and maps relating the location and climates of biomes Prior/Future links: Links to Epic Ecosystems; adaptations, deserts, consuming	Unit: Serious Sustainability Knowledge: Students are introduced to the three pillars of sustainability and consider how it is difficult to balance all three in modern society. They explore consequences of unsustainable behaviour on an individual, community, regional, national and global scale. The unit also considers the impacts of human activities on ecosystem services, whilst applying their analysis to how best to reach a 'just' transition with real world case studies. Students also create their own Sustainable School Project, as well as designing a city that meets all three pillars. Skills: GEOGRAPHICAL UNDERSTANDING <u>Define</u> sustainability and the three pillars with supporting examples and possible tensions <u>Understand</u> the roles of individuals, communities and	Unit: Fascinating Forests Knowledge: This topic focuses on two forest biomes, their structure, biodiversity and key threats. Students will consider how flora, fauna and humans must adapt as a result of human activities. Students also explore how forest biomes can be managed and protected from threats in the future. Skills: GEOGRAPHICAL UNDERSTANDING <u>Explain</u> how these key biomes flora and fauna have adapted to extreme environments GEOGRAPHICAL APPLICATION <u>Examine</u> how climate change threatens people who live in <u>Evaluate</u> the effectiveness of local actions to achieve sustainability and protect extreme environments	By end of Year 9 pupils can... • Demonstrate secure knowledge of urbanisation, sustainability, climate change, biomes, forests and the human, physical and environmental geography of Africa using accurate geographical vocabulary in written and verbal responses. • Explain complex interactions between human and physical geography, including how population growth, industrialisation, energy use and climate change shape environments and societies at local, national and global scales. • Compare places and environments at different scales, including contrasting urban areas, biomes, regions of Africa and

	capitals and human and physical features. BUG, BLT, CLOCC, SHEEP, TEA structured answers Prior/Future links: Links to Epic Ecosystems; Flora and fauna adaptations, Fantastic Maps; latitude & atlas skills, Tourism; Gambia & Tunisia, Globalisation, Population & Development; barriers to development, Age of Stupid; impacts of climate change, KS4 Paper 2; Development Dynamics, KS4 Paper 3; People & The Biosphere	<u>Interpret</u> locate megacities around the world BUG, BLT, CLOCC, SHEEP, TEA structured answers Prior/Future links: Links to The British Isles; location and growth of urban areas, Serious Sustainability; urban sustainability, Globalisation, Population & Development; population growth, rural-urban migration, disparities in urban areas, KS4 Paper 2; Development Dynamics, KS4 Paper 3; People & The Biosphere	BUG, BLT, CLOCC, SHEEP, TEA structured answers Prior/Future links: Links to Epic Ecosystems; loss of habitats, biodiversity, impact of climate change, Impossible Places; climate change, resource exploitation, energy consumption, Wild Weather; changing climate, habitat loss, KS4 Paper 1; Hazardous Earth	energy resources, KS4 Paper 1; Development Dynamics, KS4 Paper 3; People & The Biosphere, Forests Under Threats and Consuming Energy Resources	governments in meeting sustainability goals GEOGRAPHICAL APPLICATION <u>Explain</u> how industrialisation and population growth makes it difficult to balance the three pillars <u>Analyse</u> what makes a positive sustainable project; both within a school and across a city Prior/Future links: Links to Age of Stupid, Epic Ecosystems, Population & Globalisation, Urbanisation, KS4 Paper 1; Hazardous Earth, KS4 Paper 3 Synopticity	Prior/Future links: Links to Epic Ecosystems; adaptations, deserts, consuming energy resources; Age of Stupid; climate change, impacts on society, Serious Sustainability; impacts on biodiversity and habitat loss, KS4 Paper 1; Development Dynamics, KS4 Paper 3; People & The Biosphere, Forests Under Threats and Consuming Energy Resources	countries at different levels of development. • Interpret and analyse a wide range of geographical data confidently, including maps, GIS, climate graphs, population data, satellite imagery and sustainability indicators. • Apply geographical understanding to unfamiliar case studies and contemporary global issues, using evidence to explain patterns, processes, impacts and future challenges. • Assess and evaluate geographical issues such as urban growth, climate change, biodiversity loss, sustainability and inequality using social, economic and environmental evidence (SEEP). • Use structured geographical writing to construct detailed explanations, assessments and evaluations using frameworks such as BUG, BLT, CLOCC, SHEEP and TEA. • Make supported judgements about the effectiveness of sustainability strategies, urban planning, environmental protection and responses to climate change at a range of scales. • Draw accurate qualitative and quantitative conclusions from geographical evidence and critically
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							analyse misconceptions, bias and differing viewpoints about the world.
	Assessment: End of Unit Assessment Mid-Year/End of Year Exam Regular Self/Peer Assessment opportunities Teachers live marking and whole class feedback						
Year 10	Unit: Hazardous Earth (1.1-1.9) 15 hours Knowledge: How does the world's climate system function, why does it change and how can this be hazardous for people? How are extreme weather events increasingly hazardous for people? Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location? Skills: <i>Assessment Objectives</i> AO1 - Demonstrate knowledge of locations AO2 - Demonstrate geographical understanding of: • concepts and how they are used in relation to places, environments and processes • the inter-relationships between places, environments and processes AO3 - Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements AO4 - Select, adapt and use a variety of skills and	Unit: Development Dynamics (2.1-2.7) 15 hours Knowledge: What is the scale of global inequality and how can it be reduced? How is ONE of the world's emerging countries managing to develop? What are the causes and challenges of rapid urban change? Skills: <i>Assessment Objectives</i> AO1 - Demonstrate knowledge of locations AO2 - Demonstrate geographical understanding of: • concepts and how they are used in relation to places, environments and processes • the inter-relationships between places, environments and processes AO3 - Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements AO4 - Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings <i>Geographical Skills & Application</i>	Unit: Challenges of an Urbanising World (3.1-3.7) 15 hours Knowledge: Students apply their knowledge linked to the causes and challenges of urbanisation to contextualise why the quality of life can vary so greatly in cities. The unit intends to establish a case study of significant detail through focusing on: The location and context of Mumbai influences its growth, function and structure Reasons for past and present trends in population growth Rapid population growth creates opportunities and challenges for people living in Mumbai Quality of life in Mumbai can be improved by different strategies for achieving sustainability Skills: <i>Assessment Objectives</i> AO1 - Demonstrate knowledge of locations AO2 - Demonstrate geographical understanding of: • concepts and how they are used in relation to places, environments and processes • the inter-relationships between places, environments and processes AO3 - Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements	Unit: UK Physical Landscapes, Rivers & Coasts (4.1-4.7) 18 hours Knowledge: Students study how the UK's landscape varies from place to place by considering: Geology and past processes have influenced the physical landscape of the UK A number of physical and human processes work together to create distinct UK landscapes This topic then focuses upon the changes to the UK's dynamic coasts and how processes change these: Distinctive coastal landscapes are influenced by geology interacting with physical processes Distinctive coastal landscapes are modified by human activity interacting with physical processes The interaction of human and physical processes present challenges along coastlines and there are a variety of management options Finally students study the UK's rivers landscapes and how these have been created and changed through human and natural processes over time. Skills: <i>Assessment Objectives</i> AO1 - Demonstrate knowledge of locations	Unit: Geographical Investigations (Topic 6): Coasts, Walton-On-The-Naze Knowledge: Students must investigate the impact of coastal management on coastal processes and communities through: Formulating enquiry questions Selecting fieldwork methods Evaluating secondary data sources Skills: <i>Assessment Objectives</i> AO1 - Demonstrate knowledge of locations AO2 - Demonstrate geographical understanding of: • concepts and how they are used in relation to places, environments and processes • the inter-relationships between places, environments and processes AO3 - Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements AO4 - Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	Unit: UK Human Landscape (5.1-5.8) 18 hours Knowledge: This unit focuses on how people and places are changing in the UK. Required knowledge includes: Population, economic activities and settlements are key elements of the human landscape The UK economy and society is increasingly linked and shaped by the wider world London is the primary case study for how a major UK city has changed. Students will be required to understand: How the context of London influences its functions and structure How London has changed through employment, services and the movement of people How changes in London has led to both challenges and opportunities How strategies can be used to improve life in London How London is interdependent with rural areas leading to changes in these	By end of year pupils can... • explain increasingly complex geographical processes and interactions clearly. • apply geographical understanding to unfamiliar places and issues. • analyse information from different geographical sources and identify patterns and relationships • use evidence to support balanced geographical arguments • compare differing viewpoints on geographical issues. • interpret and evaluate data, maps, and graphical information with growing confidence. • use relevant examples and case studies to support analysis. • make supported judgements that consider social, economic, and environmental factors. • complete independent geographical enquiries using

	techniques to investigate questions and issues and communicate findings <i>Geographical Skills & Application</i> Structured answers and investigative skills exhibited using <u>BUG</u> (Box, Underline, Go over) and <u>BLT</u> (Because, Leads to, Therefore) – AO1, AO3 & AO4 Graphical skills, information research and data analysis using <u>TEA</u> – Trends, Evidence, Anomaly – AO3 & AO4 Analysis, evaluation and judgements created using <u>SEEP</u> – Social, Economic, Environmental, Political – AO2, AO3 Location knowledge, atlas and map skills exhibited using <u>CLOCC</u> – Continent, Latitude, Oceans, Country, Compass – AO1, AO2 & AO4 Prior/Future links: Links to KS3 Age of Stupid, Wild Weather, Sustainability, Plate Tectonics, Fantastic Maps, Going Green, Population and Development Links to KS4, Paper 3: Synopticity	Structured answers and investigative skills exhibited using <u>BUG</u> (Box, Underline, Go over) and <u>BLT</u> (Because, Leads to, Therefore) – AO1, AO3 & AO4 Graphical skills, information research and data analysis using <u>TEA</u> – Trends, Evidence, Anomaly – AO3 & AO4 Analysis, evaluation and judgements created using <u>SEEP</u> – Social, Economic, Environmental, Political – AO2, AO3 Location knowledge, atlas and map skills exhibited using <u>CLOCC</u> – Continent, Latitude, Oceans, Country, Compass – AO1, AO2 & AO4 Prior/Future links: Links to KS3 Factfulness, Impossible Places, Population and Development, Aspiring Asia, Amazing Africa, Sustainability Links to KS4, Paper 1: Challenges of an Urbanising World Links to KS4, Paper 3: Synopticity	AO4 - Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings <i>Geographical Skills & Application</i> Structured answers and investigative skills exhibited using <u>BUG</u> (Box, Underline, Go over) and <u>BLT</u> (Because, Leads to, Therefore) – AO1, AO3 & AO4 Graphical skills, information research and data analysis using <u>TEA</u> – Trends, Evidence, Anomaly – AO3 & AO4 Analysis, evaluation and judgements created using <u>SEEP</u> – Social, Economic, Environmental, Political – AO2, AO3 Location knowledge, atlas and map skills exhibited using <u>CLOCC</u> – Continent, Latitude, Oceans, Country, Compass – AO1, AO2 & AO4 Prior/Future links: Links to KS3 Brilliant Brazil; urbanisation, inequality, sustainability, favelas Links to KS3, Globalisation, Population and Development; population increase Links to KS3, Urbanisation; global changes to urban areas, challenges, spatial growth and reasons Links to KS4, Paper 1; Development Dynamics Links to KS4, Paper 2; UK's Changing Human Landscape	AO2 - Demonstrate geographical understanding of: • concepts and how they are used in relation to places, environments and processes • the inter-relationships between places, environments and processes AO3 - Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements AO4 - Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings <i>Geographical Skills & Application</i> Structured answers and investigative skills exhibited using <u>BUG</u> (Box, Underline, Go over) and <u>BLT</u> (Because, Leads to, Therefore) – AO1, AO3 & AO4 Graphical skills, information research and data analysis using <u>TEA</u> – Trends, Evidence, Anomaly – AO3 & AO4 Analysis, evaluation and judgements created using <u>SEEP</u> – Social, Economic, Environmental, Political – AO2, AO3 Location knowledge, atlas and map skills exhibited using <u>CLOCC</u> – Continent, Latitude, Oceans, Country, Compass – AO1, AO2 & AO4 Prior/Future links: Links to KS3 The British Isles; physical geography of the British Isles Links to KS3 Changing Coasts Links to KS3 Rivers Links to KS4, Paper 2; Geographical Investigations	<i>Geographical Skills & Application</i> Structured answers and investigative skills exhibited using <u>BUG</u> (Box, Underline, Go over) and <u>BLT</u> (Because, Leads to, Therefore) – AO1, AO3 & AO4 Graphical skills, information research and data analysis using <u>TEA</u> – Trends, Evidence, Anomaly – AO3 & AO4 Analysis, evaluation and judgements created using <u>SEEP</u> – Social, Economic, Environmental, Political – AO2, AO3 Location knowledge, atlas and map skills exhibited using <u>CLOCC</u> – Continent, Latitude, Oceans, Country, Compass – AO1, AO2 & AO4 Prior/Future links: Links to KS3 Changing Coasts Links to KS4 Paper 2; UK's Evolving Physical Landscape	and subsequent challenges and opportunities Skills: <i>Assessment Objectives</i> AO1 - Demonstrate knowledge of locations AO2 - Demonstrate geographical understanding of: • concepts and how they are used in relation to places, environments and processes • the inter-relationships between places, environments and processes AO3 - Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements AO4 - Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings <i>Geographical Skills & Application</i> Structured answers and investigative skills exhibited using <u>BUG</u> (Box, Underline, Go over) and <u>BLT</u> (Because, Leads to, Therefore) – AO1, AO3 & AO4 Graphical skills, information research and data analysis using <u>TEA</u> – Trends, Evidence, Anomaly – AO3 & AO4 Analysis, evaluation and judgements created using <u>SEEP</u> – Social, Economic, Environmental, Political – AO2, AO3 Location knowledge, atlas and map skills exhibited using <u>CLOCC</u>	appropriate methods. • communicate geographical understanding through clear, structured extended writing. • use accurate geographical terminology consistently. • begin to link ideas across different topics and scales to show wider geographical understanding.
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						CC – Continent, Latitude, Oceans, Country, Compass – AO1, AO2 & AO4 Prior/Future links: Links to KS3 The British Isles; physical geography of the British Isles Links to KS3 Globalisation, Population & Development Links to KS3 Tourism Links to KS3 Urbanisation	
	Assessment: End of Unit Assessment Mid-Year/End of Year Exam Regular Self/Peer Assessment opportunities Teachers live marking and whole class feedback						
Year 11	Unit: Geographical Investigations (Topic 6): Urban, Stratford People and the Biosphere (7.1-7.2) Knowledge: Topic 6 Students must investigate the how and why quality of life varies within urban areas through: 1. Formulating enquiry questions 2. Selecting fieldwork methods 3. Evaluating secondary data sources Topic 7 Students will be studying why the biosphere is so important to human wellbeing and investigating how humans use and modify it to obtain resources. Lessons will focus on: The Earth is home to a number of very large ecosystems (biomes) the distribution of which is affected by climate and other factors The biosphere is a vital life-support system for people	Unit: Forests Under Threat (8.1-8.6) Knowledge: This topic focusses on the threats to forest biomes and how these can be reduced. Key elements include: Tropical rainforest Structure, functioning and adaptations reflecting the equatorial climate Direct threat of deforestation and indirect threat of climate change Conservation and sustainable management are essential to ensure goods and services are not lost for future generations Taiga Different characteristics reflect the extreme and highly seasonal climate Commercial development is an increasing threat Overexploitation is the greatest challenge and requires protection methods Skills:	Unit: Forests Under Threat (8.1-8.6) Consuming Energy (9.1-9.6) Knowledge: This topic focusses on the threats to forest biomes and how these can be reduced. Key elements include: Tropical rainforest Structure, functioning and adaptations reflecting the equatorial climate Direct threat of deforestation and indirect threat of climate change Conservation and sustainable management are essential to ensure goods and services are not lost for future generations Taiga Different characteristics reflect the extreme and highly seasonal climate Commercial development is an increasing threat Overexploitation is the greatest challenge and requires protection methods Topic 9	REVISION			By end of year pupils can... explain complex physical and human geographical processes clearly and accurately using precise geographical terminology. apply geographical knowledge confidently to familiar and unfamiliar contexts. use detailed and well-selected case study evidence to support explanation, analysis, and comparisons. analyse patterns, relationships, and trends shown in a wide range of geographical data and sources. interpret maps, graphs, GIS, photographs, and statistical

as it provides both goods and services Skills: <i>Assessment Objectives</i> AO1 - Demonstrate knowledge of locations AO2 - Demonstrate geographical understanding of: • concepts and how they are used in relation to places, environments and processes • the inter-relationships between places, environments and processes AO3 - Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements AO4 - Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings <i>Geographical Skills & Application</i> • Structured answers and investigative skills exhibited using <u>BUG</u> (Box, Underline, Go over) and <u>BLT</u> (Because, Leads to, Therefore) – AO1, AO3 & AO4 • Graphical skills, information research and data analysis using <u>TEA</u> – Trends, Evidence, Anomaly – AO3 & AO4 • Analysis, evaluation and judgements created using <u>SEEP</u> – Social, Economic, Environmental, Political – AO2, AO3 • Location knowledge, atlas and map skills exhibited using <u>CLOC</u> – Continent, Latitude, Oceans, Country, Compass – AO1, AO2 & AO4 Prior/Future links: <i>Topic 6</i>	<i>Assessment Objectives</i> AO1 - Demonstrate knowledge of locations AO2 - Demonstrate geographical understanding of: • concepts and how they are used in relation to places, environments and processes • the inter-relationships between places, environments and processes AO3 - Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements AO4 - Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings <i>Geographical Skills & Application</i> • Structured answers and investigative skills exhibited using <u>BUG</u> (Box, Underline, Go over) and <u>BLT</u> (Because, Leads to, Therefore) – AO1, AO3 & AO4 • Graphical skills, information research and data analysis using <u>TEA</u> – Trends, Evidence, Anomaly – AO3 & AO4 • Analysis, evaluation and judgements created using <u>SEEP</u> – Social, Economic, Environmental, Political – AO2, AO3 • Location knowledge, atlas and map skills exhibited using <u>CLOC</u> – Continent, Latitude, Oceans, Country, Compass – AO1, AO2 & AO4 Prior/Future links: Links to KS3 Epic Ecosystems; tropical rainforests Links to KS3 Brazil; stakeholders and threats to tropical rainforests	This topic looks into how growing energy demands can be met without serious environmental consequences. Students will look into classifying types of energy resources, how they are extracted and the environmental consequences of extraction and use. Lessons cover energy distribution on a global scale whilst considering how supply is uneven despite increasing global demand. Trends in fossil fuel use and increasing pressure on the environment creates challenges that have resulted in changes in attitudes towards and energy and the environment. Skills: <i>Assessment Objectives</i> AO1 - Demonstrate knowledge of locations AO2 - Demonstrate geographical understanding of: • concepts and how they are used in relation to places, environments and processes • the inter-relationships between places, environments and processes AO3 - Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements AO4 - Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings <i>Geographical Skills & Application</i> • Structured answers and investigative skills exhibited using <u>BUG</u> (Box, Underline, Go over) and <u>BLT</u> (Because, Leads to, Therefore) – AO1, AO3 & AO4 • Graphical skills, information research and data analysis using <u>TEA</u> –			information accurately and independently. • use geographical skills fluently, including map interpretation, data analysis, and fieldwork techniques. • draw well-supported conclusions from evidence. • evaluate geographical strategies, viewpoints, and responses in a balanced and reasoned way. • make substantiated judgements using evidence and clear reasoning. • assess the reliability and limitations of geographical evidence and enquiry methods. • complete fieldwork enquiries independently, including evaluation and interpretation of findings. • write detailed, well-structured extended answers that address command words precisely. • sustain logical chains of reasoning throughout extended responses.
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Links to KS3 The British Isles Links to KS3 Urbanisation Links to KS4 Paper 2; UK's Evolving Human Landscape <i>Topic 7</i> Links to KS4 Paper 3; Forests Under Threat Links to KS4 Paper 3; Consuming Energy Resources	Links to KS3 Tourism; sustainability, ecotourism Links to KS3 Age of Stupid; impacts of climate change Links to KS4 Paper 3; People & The Biosphere Links to KS4 Paper 3; Consuming Energy Resources Synoptic paper	Trends, Evidence, Anomaly – AO3 & AO4 - Analysis, evaluation and judgements created using <u>SEEP</u> – Social, Economic, Environmental, Political – AO2, AO3 - Location knowledge, atlas and map skills exhibited using <u>CLOC</u> <u>C</u> – Continent, Latitude, Oceans, Country, Compass – AO1, AO2 & AO4 Prior/Future links: Links to KS4 Paper 3; People & The Biosphere Synoptic paper			- demonstrate independent geographical thinking across physical, human, and fieldwork topics. - show synoptic understanding by linking processes, places, and issues across the specification.
Assessment: End of Unit Assessment Mid-Year/End of Year Exam Regular Self/Peer Assessment opportunities Teachers live marking and whole class feedback					