

T e r m	Year 7			Year 8			Year 9		
	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment
JULY TERM (4 WEEKS)				Environmental Issues	Students will explore key environmental challenges affecting our planet, including pollution, habitat destruction, and waste management. The lessons focus on understanding these issues and exploring sustainable solutions to protect the environment.	Describe, explain, evaluate. <i>GCSE style exam questions and retrieval practice from previous topics included throughout.</i>	Changing Economies: UK	Following on from the topic they have just completed in Year 8. Students will focus on how the UK's economy has evolved, including shifts from manufacturing to service industries and recent economic changes.	Describe, explain, locational/map skills. <i>GCSE style exam questions and retrieval practice from previous topics included throughout.</i>
Term 1	Skills	Students will learn about the three types of Geography – human, physical and environmental, examples of each and the relevance of learning about them in everyday life. We then do some global locational knowledge followed by carrying out field work around the school.	Spatial awareness, fieldwork technique, data presentation.	Power of Water	Students will start by learning about the different parts of the river drainage basin; then how fluvial landforms are created. Finally, we look at the causes and solutions to river flooding through a case study. Students will then move on to learning about the power of ice. This will include lessons on how glaciers form and move as	Describe, explain, graph types. Key physical processes.	Tectonic Hazards	Students learn about the physical processes which cause hazards including the types and location of plate boundaries. Through case studies, they study the causes and consequences of hazards in countries of differing levels of economic development and their responses.	Key physical processes. Locational knowledge. Describe, explain, evaluate. Assessment Point 1: <i>Students will be assessed on content covered in Y9 so far alongside key content/skills from Y7 and Y8. GCSE style assessment – 1-6 markers.</i>

<p>Global Citizens</p>	<p>In this unit, Year 7 students will explore what it means to be a global citizen and how our actions impact the world around us. They will learn about natural resources, their importance, and how human activities are affecting them. Through examining the environment, biodiversity, and global issues, students will develop a deeper understanding of their role in caring for the planet and making sustainable choices. By the end of the unit, students will have begun to develop the tools to think critically about their own choices and consider solutions to these challenges.</p>	<p>Interpreting data, problem solving, reaching valid conclusions, justifying idea.</p> <p>Assessment Point 1: <i>Students will be assessed on content/skills covered in Y7 so far. GCSE style assessment – 1-4 markers.</i></p>	<p>Africa</p>	<p>well as the landforms glaciers create as well. Next students will look at the impact climate change is having on glaciers before finishing off the topic with a case study.</p> <p>This topic aims to provide students with an in depth understanding of Africa and challenge misconceptions about the continent. The topic starts with an introduction to Africa, which then follows an overview of Africa’s physical location, resources, energy, food and population. Students will then focus on water</p>	<p>Assessment Point 1: <i>Students will be assessed on content covered in Y8 so far alongside key content/skills from Y7. GCSE style assessment – 1-6 markers.</i></p> <p>Describe, explain.</p> <p><i>GCSE style exam questions and retrieval practice from previous topics included throughout.</i></p>	<p>Russia</p>	<p>Within this topic, students will gain insight into the human and physical geography of this area, including climate, biomes and population. We will consider the natural environment and the connections to levels of development across the country.</p>	<p><i>GCSE style exam questions and retrieval practice from previous topics included throughout.</i></p> <p>Locational knowledge. Describe, explain, evaluate.</p> <p><i>GCSE style exam questions and retrieval practice from previous topics included throughout.</i></p>
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				and learn key geographical skills as they map water scarcity. Students will then look at Uganda and how the country has developed. After that lessons will be spent exploring tourism and migration.				
Term 2	Urban Environments	<p>During this topic, students will explore the concept of urban environments, focusing on how cities develop, change, and grow. Students will learn about early settlements, how cities are structured, the challenges that come with urbanisation, and the ways in which cities can become more sustainable. Through exploring real-world examples like Singapore, students will see how innovative solutions can</p>	<p>Identify, describe, explain.</p> <p><i>GCSE style exam questions and retrieval practice from previous topics included throughout.</i></p>	<p>Middle East</p> <p>This topic gives students an overview about the importance of the Middle East. Students will consider both the human and physical geography of the area, including the opportunities and challenges for development here and the impacts on the rest of the world.</p>	<p>Identify, describe, explain, location.</p> <p><i>GCSE style exam questions and retrieval practice from previous topics included throughout.</i></p>	Rainforests vs. Savannah	<p>Students will learn the location, characteristics, adaptations and the development and management of Tropical rainforests (including the Amazon and SE Asia) and Savannah ecosystems.</p>	<p>Physical processes. Climate graphs. Describe, explain.</p> <p><i>GCSE style exam questions and retrieval practice from previous topics included throughout.</i></p> <p>Assessment Point 2: Students will be assessed on content covered in Y9 so far alongside key content/skills from Y7 and Y8. <i>GCSE style assessment – 1-9 markers.</i></p>
				Power of Weather	<p>Describe, explain, evaluation. Key physical processes.</p> <p><i>GCSE style exam questions and retrieval practice</i></p>			

	Map Skills	<p>address urban issues.</p> <p>Students will develop key map skills that are essential for understanding and interpreting the world around them. Students will develop a strong understanding of basic map skills, including how to use grid references, relief and scale in order to interpret data, and understand physical features of the landscape. These skills will be essential for their future studies in geography and will help them interpret maps and data more effectively in the real world.</p>	<p>OS map skills, choropleth mapping, identify, describe, explain, evaluate, location, climate graph.</p> <p><i>Map skills consolidation assessment.</i></p>		<p>After that students will focus on extreme weather, what it is, as well as examples using specific case studies. Finally, the topic will end with a focus on climate change and the impact it has on weather.</p>	<p><i>from previous topics included throughout.</i></p>	Tourism	<p>This topic explores the connections between the human and physical attractions of different areas around the world. Within this topic, students will also discover how tourism can link to levels of development alongside considering the impacts of tourism.</p>	<p>Scale, identify, describe, explain, evaluate.</p> <p><i>GCSE style exam questions and retrieval practice from previous topics included throughout.</i></p>
Term 3	Countries of Contrast	<p>Students will explore and compare two contrasting countries: Japan and Kenya. Students will</p>	<p>Locational skills. Comparative skills between areas of contrast. Graphs.</p> <p>Assessment Point 2: <i>Students will be</i></p>			<p>Assessment Point 2: <i>Students will be assessed on content covered in Y8 so far alongside key content/skills from Y7. GCSE</i></p>	Coasts	<p>Students learn about the physical processes which occur at coasts including erosion, transportation, deposition and the</p>	<p>Describe, explain, evaluation. Key physical processes.</p>

examine the unique physical, human, and environmental features of each country, as well as their populations, economies, and urban development. Through this comparison, students will develop a deeper understanding of how geography, climate, and culture influence the way people live in different parts of the world.

assessed on content/skills covered in Y7 so far – GCSE style assessment – 1-4 markers. Retrieval questions from previous topics.

Changing Economies: China

Students will be introduced to the different industrial sectors and their roles in the economy. The topic then explores how China's economy has transformed over time, highlighting key changes in industry and development.

style assessment – 1-6 markers.

Describe, explain, locational/map skills.

GCSE style exam questions and retrieval practice from previous topics included throughout.

Urbanisation and Development

resulting landforms. We look at the interaction between coasts and humans and how they are managed through hard and soft engineering.

Students end their KS3 course by considering levels of economic development and the impacts of this. Students will do a recap of what is meant by development before looking at the global distribution of natural resources and the relationship of this with development. Students then will look at levels of development in Ghana before considering what could be done to reduce the development gap.

GCSE style exam questions and retrieval practice from previous topics included throughout.

Locational knowledge. Describe, explain, evaluate.

GCSE style exam questions and retrieval practice from previous topics included throughout.

Geography – Key Stage 4

Term	Year 10			Year 11		
	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment
Term 1	<p>To Introduce the GCSE, we start with The Living World (Paper 1). This incorporates ecosystems and biomes with a focus on tropical rainforest and hot deserts. Students will focus on specific case study examples such as the Malaysian Rainforest and Thar Desert.</p>	<p>After the introduction of ecosystems, students will learn about tropical rainforests; the characteristics, threats and management of these fragile environments is researched and debated. Hot deserts are also covered, and this includes opportunities, challenges and management.</p>	<p>Assessment Point 1: <i>Students will be assessed on content covered in the GCSE so far, including key geographical skills. Past exam papers will be used.</i></p> <p>Throughout the topic, students will complete several exam questions. Time is built into lessons/ homework to allow students to fully reflect and respond to their feedback.</p>	<p>Completion of The Changing Economic World (Paper 2) – UK Section.</p> <p>The Challenge of Natural Hazards, (Paper 1). This includes an overview to what a hazard is, the causes of and different examples.</p>	<p>See Y10.</p> <p>Students will build on their knowledge from Year 9 and study the causes, effects and management of earthquakes and tropical storms in more detail using contrasting HIC and LIC case studies. Students will take a detailed look into the evidence and causes of climate change before then learning about the management strategies to try and reduce the impacts of climate change. The topic ends by looking into extreme weather in the UK, again using case studies to embed knowledge.</p>	<p>Throughout the topic, students complete several exam questions. Time is built into lessons/homework to allow students to fully reflect and respond to their feedback.</p>
	<p>Next, we study Urban Issues and Challenges (Paper 2). Here we compare rates of urbanisation in countries of differing economic development.</p>	<p>Student's will study contrasting areas in a city in a NEE (Mumbai) and in a UK City (Leeds) focusing on opportunities, challenges and management of these areas. The issue of urban sustainable living is studied using Freiburg as a case study. Students end the topic by looking at how urban transport can be made more sustainable.</p>	<p>Throughout the topic, students will complete several exam questions. Time is built into lessons/ homework to allow students to fully reflect and respond to their feedback.</p>			<p>Assessment Point 1: <i>Mock exams – students will be assessed on content covered in the GCSE so far. A mixture of past exam papers will be used.</i></p>

Completion of **Urban Issues and Challenges (Paper 2)** topic.

The **UK's Physical Landscapes (Paper 1)**. This topic focuses on coastal and fluvial processes as well as landforms and management.

Students will learn about the physical processes which occur at coasts and rivers including erosion, transportation, deposition and the resulting landforms. We look at the interaction between coasts and humans and how they are managed through hard and soft engineering, as well as management strategies to reduce the impacts of river flooding. Students will apply this knowledge to the specific case studies of the Holderness Coast and York for river flooding.

Throughout the topic, students complete several exam questions. Time is built into lessons/homework to allow students to fully reflect and respond to their feedback.

Assessment Point 2:
Students will be assessed on content covered in the GCSE so far. Past exam papers will be used

The next topic is **Resource Management, (Paper 2)**. This covers the global distribution of resources and is followed up by the management of energy on a global scale.

Geographical Applications, Issue Evaluation (Paper 3). In March the pre-release resource booklet is available and lessons are spent preparing students for this part of the Paper 3 exam.

Students will learn about the global distribution of resources then the characteristics, trends and management of water, energy and food in the UK. This is followed up by the management of energy on a global scale.

We receive the pre-release resource booklet for the Issue Evaluation 12 weeks before the exam. Resources and activities are planned and made when the resources are available. As a class we will dissect the booklet, figure by figure, to develop the students understanding of the content. This knowledge will be strengthened by the use of a questions booklet to test the students understanding of issue

Throughout the topic, students complete several exam questions. Time is built into lessons/homework to allow students to fully reflect and respond to their feedback.

Assessment Point 2:
Mock exams – students will be assessed on all GCSE content. Full mock papers. A mixture of past exam papers will be used.

Students' complete activities based on the pre-release resources to practise skills required for the exam which assess AO1-AO4.

Changing Economic World (Paper 2). In this topic, we cover the global variations in economic development and quality of life.

During this topic, students will learn about the causes and consequences of uneven development. Students will learn about strategies used to reduce the development gap. We study Nigeria and the UK as contrasting case studies in the changing world. The economic and social importance of the country is covered and the changes it is experiencing economically, as well as the impacts of this.

Throughout the topic, students will complete several exam questions. Time is built into lessons/ homework to allow students to fully reflect and respond to their feedback.

Having covered the content of the course for Geography GCSE we complete the year by offering structured revision sessions for our pupils and help with exam questions. This includes both content and exam technique. This practice ensures that our pupils enter the exam period prepared and ready to achieve their potential, **(Papers 1, 2 and 3).**

Question/answer analysis taken from the mock will inform revision topics.

Students will complete various structured revision activities and exam questions.

Geographical Applications, Fieldwork (Paper 3). At the start of term, we complete the fieldwork element of the course by visiting Hornsea to conduct both our human and physical enquiries.

Students will learn how to structure, plan, carry out and write up the following enquiry questions:
 PHYSICAL - *'is longshore drift taking place along the coastline?'*
 and
 HUMAN - *'does tourism have a positive impact on Hornsea?'*

Fieldwork assessment questions taken from past AQA papers which will assess AO1-AO4.