Year Group	YEAR 7					
Subject intent	The Geography curriculum is designed to give all students the confidence and experience to help inform and shape ideas; investigating human and physical strands of the multi-faceted subject. This will enable students to become global citizens and have the cultural literacy to be role models for the future and set a trail for others to emulate. Considering themes such as sustainability, development and climate change in their everyday lives. Geography offers the opportunity to study a range of topics that investigate the physical processes of our planet, human societies and the economic and environmental challenges within the local, national and global context. This gives students the confidence to interact with the wider world, leading to fulfilled and positive life experiences. The curriculum encourages students to ask questions, develop critical thinking skills, and layer a deeper understanding of complex concepts as the course navigates through the curriculum. Geographical skills are embedded within units of work throughout all key stages. Students develop their cartographic, graphical, ICT and GIS skills. Fieldwork enquiries enable students to apply their skills, knowledge and understanding within both human and physical Geography. Geography bridges the curriculum from the physical process in Science, creativity in English to the quantitative skills of Mathematics. Students are able to use these connections to excel in the wider world.					
Subject Implementation	**Autumn 1:** **Our Island Home**	**Autumn 2**	**Spring 1:** **Awakening Africa**	**Spring 2**	**Summer 1:** **Impossible Places**	**Summer 2**

Knowledge	❏ Introduction to Geography
	 ❏ Continents and Oceans
	 ❏ UK Geography: compass points, rivers, mountains and cities
	 ❏ Six-figure grid references
	 ❏ Contour lines and relief on OS Maps
	 ❏ Site and settlement of London
	 ❏ Settlement Hierarchy in the UK
	 ❏ Settlement Structure in the UK
			❏ Physical Geography of Africa (inc. rivers, mountains and biomes)
			 ❏ Equatorial Rainforest Biome
			 ❏ Savannah Grasslands Biome
			 ❏ Historical factors impacting Africa's development (inc. colonisation and slavery)
			 ❏ Introduction Kenya (inc. human and physical features)
			 ❏ Population of Kenya
			 ❏ Urbanisation of Kenya
			 ❏ Slum Settlements in Nairobi (Kibera)
			 ❏ Improving Slum Settlements
			 ❏ Tourism in Kenya (inc. opportunities and challenges)
					❏ What is an Impossible Place?
					 ❏ **Spotlight: Antarctica**
					   ❏ Introduction to Antarctica (inc. climate)
					   ❏ Antarctic Exploration and Survival
					   ❏ Animal Adaptations to Polar Biomes
					   ❏ Protecting Polar Environments
					 ❏ **Spotlight: Dubai**
					   ❏ Location of Dubai
					   ❏ Hot Desert Biome (inc. animal and plant adaptations)
					   ❏ Dubai's Economic Development
					   ❏ Dubai's Sustainability
					 ❏ **Fieldwork Opportunity**	

Skills	❏ Four and six-figure grid references ❏ Map reading ❏ Direction ❏ Map skills (OS Map symbols and		❏ Map reading ❏ Atlas skills ❏ Decision-making exercise ❏ Climate graphs		❏ Map reading ❏ Atlas skills ❏ Bar charts ❏ Climate graphs	

	contour lines) ❏ Decision-making exercise.	❏ Photographic inference	❏ Extended writing ❏ Photographic inference ❏ Extended writing ❏ Fieldwork design ❏ Data collection
Subject Impact	Pupils have a secure understanding of: ❏ The key ideas taught within the module ❏ Linking each topic to prior learning, are self-reflective and resilient in learning ❏ Demonstrating key themes within the curriculum ❏ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❏ They can analyse strengths and weaknesses of arguments and form their own judgment. ❏ They can make reference to external sources to support their arguments.	Pupils have a secure understanding of: ❏ The key ideas taught within the module ❏ Linking each topic to prior learning, are self-reflective and resilient in learning ❏ Demonstrating key themes within the curriculum ❏ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❏ They can analyse strengths and weaknesses of arguments and form their own judgment. ❏ They can make reference to external sources to support their arguments.	Pupils have a secure understanding of: ❏ The key ideas taught within the module ❏ Linking each topic to prior learning, are self-reflective and resilient in learning ❏ Demonstrating key themes within the curriculum ❏ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❏ They can analyse strengths and weaknesses of arguments and form their own judgment. ❏ They can make reference to external sources to support their arguments.
Assessment	❏ Formative and summative assessments. ❏ Memory Platforms for retrieval practice. ❏ End of Topic tests.	❏ Formative and summative assessments. ❏ Memory Platforms for retrieval practice. ❏ End of Topic tests.	❏ Formative and summative assessments. ❏ Memory Platforms for retrieval practice. ❏ End of Topic tests.

Year Group	YEAR 8					
Subject intent	The Geography curriculum is designed to give all students the confidence and experience to help inform and shape ideas; investigating human and physical strands of the multi-faceted subject. This will enable students to become global citizens and have the cultural literacy to be role models for the future and set a trail for others to emulate. Considering themes such as sustainability, development and climate change in their everyday lives. Geography offers the opportunity to study a range of topics that investigate the physical processes of our planet, human societies and the economic and environmental challenges within the local, national and global context. This gives students the confidence to interact with the wider world, leading to fulfilled and positive life experiences. The curriculum encourages students to ask questions, develop critical thinking skills, and layer a deeper understanding of complex concepts as the course navigates through the curriculum. Geographical skills are embedded within units of work throughout all key stages. Students develop their cartographic, graphical, ICT and GIS skills. Fieldwork enquiries enable students to apply their skills, knowledge and understanding within both human and physical Geography. Geography bridges the curriculum from the physical process in Science, creativity in English to the quantitative skills of Mathematics. Students are able to use these connections to excel in the wider world.					
Subject Implementation	Autumn 1A: **Business Boom**	Autumn 2	Spring 1A: **Raging Rivers**	Spring 2	Summer 1A: **Collapsing Coasts**	Summer 2
Knowledge	❑ Introduction to the UK Economy (inc. sectors of industry) ❑ Farming in the UK ❑ Intensive Farming in the UK ❑ Building a New Factory ❑ Tourism in the UK ❑ Trading with the world ❑ Heathrow Airport Expansion ❑ Globalisation and TNCs		❑ Introduction to Rivers and their importance ❑ Hydrological Cycle ❑ Drainage Basins ❑ Fluvial Processes ❑ Waterfalls ❑ Meanders ❑ Causes of River Flooding ❑ Impacts of River Flooding ❑ **Fieldwork:** Infiltration Investigation		❑ Introduction to the UK Coastline ❑ Constructive and Destructive Waves ❑ Coastal Processes ❑ Headlands and Bays ❑ Headland Features of Erosion ❑ Longshore Drift and Spits ❑ Managing the UK Coastline ❑ Rising Sea Levels and Coastal Flooding	
Skills	❑ Map reading ❑ OS Map skills ❑ Decision-making exercise ❑ Interpreting graphs ❑ Photographic inference ❑ Interpreting pie charts ❑ Extended writing		❑ Map reading ❑ OS Map skills ❑ Decision-making exercise ❑ Interpreting graphs ❑ Photographic inference ❑ Fieldwork ❑ Data collection ❑ Data presentation ❑ Designing a methodology		❑ Map reading ❑ OS Map skills ❑ Decision-making exercise ❑ Interpreting graphs ❑ Photographic inference ❑ Extended writing	

Subject Impact	Pupils have a secure understanding of: ❏ The key ideas taught within the module ❏ Linking each topic to prior learning, are self-reflective and resilient in learning ❏ Demonstrating key themes within the curriculum ❏ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❏ They can analyse strengths and weaknesses of arguments and form their own judgment. ❏ They can make reference to external sources to support their arguments.		Pupils have a secure understanding of: ❏ The key ideas taught within the module ❏ Linking each topic to prior learning, are self-reflective and resilient in learning ❏ Demonstrating key themes within the curriculum ❏ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❏ They can analyse strengths and weaknesses of arguments and form their own judgment. ❏ They can make reference to external sources to support their arguments.		Pupils have a secure understanding of: ❏ The key ideas taught within the module ❏ Linking each topic to prior learning, are self-reflective and resilient in learning ❏ Demonstrating key themes within the curriculum ❏ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❏ They can analyse strengths and weaknesses of arguments and form their own judgment. ❏ They can make reference to external sources to support their arguments.	
Assessment	❏ Formative and summative assessments. ❏ Memory Platforms for retrieval practice. ❏ End of Topic tests.		❏ Formative and summative assessments. ❏ Memory Platforms for retrieval practice. ❏ End of Topic tests.		❏ Formative and summative assessments. ❏ Memory Platforms for retrieval practice. ❏ End of Topic tests.	
Subject Implementation	**Autumn 1B:** **Hurricane Havoc**		**Spring 1B:** **Crime and Conflict**		**Summer 1B:** **Global Issues**	
Knowledge	❏ Formation and Distribution of Tropical Storms ❏ Measuring Hurricane Intensity (inc. Saffir-Simpson Scale) ❏ Impacts of Typhoon Haiyan ❏ Impacts of Hurricane Katrina ❏ Management of Tropical Storms		❏ Introduction to the Geography of Crime ❏ Mapping and Monitoring of Crime (inc. GIS focus) ❏ **Fieldwork**: Crime Investigation ❏ Afghanistan and the Global Drugs Trade (Focus: Development) ❏ Piracy in Somalia (Development) ❏ Crime in the Tropical Rainforest (Development and Sustainability) ❏ Syrian Civil War (Migration and Superpowers).		❏ Plastic in the Oceans ❏ Reducing Plastic Waste ❏ Climate Change ❏ Impacts of Climate Change ❏ Managing Climate Change ❏ Growth of Global Tourism ❏ Benefits and Problems of Mass Tourism ❏ Sustainable Tourism in Jordan	
Skills	❏ Interpreting satellite imagery ❏ Photographic inference ❏ Drawing diagrams ❏ Interpreting bar charts		❏ Map reading ❏ Choropleth maps ❏ Atlas skills ❏ Photographic inference		❏ Map reading ❏ Atlas skills ❏ Bar charts ❏ Climate graphs	

	❏ GIS ❏ Data presentation	❏ GIS ❏ Data presentation ❏ Data analysis ❏ Fieldwork ❏ Data collection	❏ Extended writing ❏ Photographic inference ❏ Extended writing ❏ Fieldwork design ❏ Data collection
Subject Impact	Pupils have a secure understanding of: ❏ The key ideas taught within the module ❏ Linking each topic to prior learning, are self-reflective and resilient in learning ❏ Demonstrating key themes within the curriculum ❏ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❏ They can analyse strengths and weaknesses of arguments and form their own judgment. ❏ They can make reference to external sources to support their arguments.	Pupils have a secure understanding of: ❏ The key ideas taught within the module ❏ Linking each topic to prior learning, are self-reflective and resilient in learning ❏ Demonstrating key themes within the curriculum ❏ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❏ They can analyse strengths and weaknesses of arguments and form their own judgment. ❏ They can make reference to external sources to support their arguments.	Pupils have a secure understanding of: ❏ The key ideas taught within the module ❏ Linking each topic to prior learning, are self-reflective and resilient in learning ❏ Demonstrating key themes within the curriculum ❏ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❏ They can analyse strengths and weaknesses of arguments and form their own judgment. ❏ They can make reference to external sources to support their arguments.
Assessment	❏ Formative and summative assessments. ❏ Memory Platforms for retrieval practice. ❏ End of Topic tests.	❏ Formative and summative assessments. ❏ Memory Platforms for retrieval practice. ❏ End of Topic tests.	❏ Formative and summative assessments. ❏ Memory Platforms for retrieval practice. ❏ End of Topic tests.

Year Group	YEAR 9					
Subject intent	The Geography curriculum is designed to give all students the confidence and experience to help inform and shape ideas; investigating human and physical strands of the multi-faceted subject. This will enable students to become global citizens and have the cultural literacy to be role models for the future and set a trail for others to emulate. Considering themes such as sustainability, development and climate change in their everyday lives. Geography offers the opportunity to study a range of topics that investigate the physical processes of our planet, human societies and the economic and environmental challenges within the local, national and global context. This gives students the confidence to interact with the wider world, leading to fulfilled and positive life experiences. The curriculum encourages students to ask questions, develop critical thinking skills, and layer a deeper understanding of complex concepts as the course navigates through the curriculum. Geographical skills are embedded within units of work throughout all key stages. Students develop their cartographic, graphical, ICT and GIS skills. Fieldwork enquiries enable students to apply their skills, knowledge and understanding within both human and physical Geography. Geography bridges the curriculum from the physical process in Science, creativity in English to the quantitative skills of Mathematics. Students are able to use these connections to excel in the wider world.					
Subject Implementation	**Autumn 1A:** **Restless Earth**	**Autumn 2**	**Spring 1A:** **Russia's Geography**	**Spring 2**	**Summer 1:** **Advancing Asia**	**Summer 2**
Knowledge	❑ Geological Time and Continental Drift ❑ Structure of the Earth ❑ Plate Boundaries ❑ Earthquakes ❑ Case Study: 2011 Japan Earthquake and Tsunami ❑ Volcanoes ❑ Case Study: Mt St Helens Eruption ❑ Living in Tectonic Areas ❑ Managing Tectonic Hazards		❑ Physical and Human Features of Russia ❑ Population of Russia ❑ Biomes of Russia ❑ Taiga Forest Biome ❑ Threats to Taiga Forests ❑ Mineral Extraction in the Tundra ❑ Russia's Energy Market and Europe ❑ Russia and the Crimea conflict		❑ Introduction to China ❑ China's Mountain Biome ❑ Yangtze River: China's 'Superhighway' ❑ DME: Three Gorges Dam ❑ China's Economic Boom ❑ China's Belt and Road Initiative ❑ China's Population ❑ Population Control: One Child Policy ❑ Xinjiang Province ❑ Uyghur Muslims in Xinjiang ❑ India's Global Cities ❑ Opportunities and Challenges of Mumbai ❑ India, Globalisation and TNCs ❑ India's Health Crisis ❑ India's Space Programme	
Skills	❑ Map reading ❑ Decision-making exercise ❑ Interpreting graphs ❑ Photographic inference		❑ Map reading ❑ Decision-making exercise ❑ Interpreting graphs ❑ Photographic inference		❑ Map reading ❑ OS Map skills ❑ Decision-making exercise ❑ Satellite imagery inference	

	❏ Interpreting pie charts ❏ GIS ❏ Drawing diagrams ❏ Line graph inference	❏ Data collection ❏ Data presentation ❏ Designing a methodology	❏ Drawing pie charts ❏ Decision-making exercise ❏ Interpreting graphs ❏ Photographic inference ❏ Extended writing ❏ Drawing diagrams
Subject Impact	Pupils have a secure understanding of: ❏ The key ideas taught within the module ❏ Linking each topic to prior learning, are self-reflective and resilient in learning ❏ Demonstrating key themes within the curriculum ❏ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❏ They can analyse strengths and weaknesses of arguments and form their own judgment. ❏ They can make reference to external sources to support their arguments.	Pupils have a secure understanding of: ❏ The key ideas taught within the module ❏ Linking each topic to prior learning, are self-reflective and resilient in learning ❏ Demonstrating key themes within the curriculum ❏ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❏ They can analyse strengths and weaknesses of arguments and form their own judgment. ❏ They can make reference to external sources to support their arguments.	Pupils have a secure understanding of: ❏ The key ideas taught within the module ❏ Linking each topic to prior learning, are self-reflective and resilient in learning ❏ Demonstrating key themes within the curriculum ❏ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❏ They can analyse strengths and weaknesses of arguments and form their own judgment. ❏ They can make reference to external sources to support their arguments.
Assessment	❏ Formative and summative assessments. ❏ Memory Platforms for retrieval practice. ❏ End of Topic tests.	❏ Formative and summative assessments. ❏ Memory Platforms for retrieval practice. ❏ End of Topic tests.	❏ Formative and summative assessments. ❏ Memory Platforms for retrieval practice. ❏ End of Topic tests.
Subject Implementation	**Autumn 1B:** **Reliable Resources?**	**Spring 1B:** **Ice Everywhere!**	
Knowledge	❏ Energy Usage ❏ Renewable Energy Sources ❏ DME: Building a New Wind Farm ❏ Non-Renewable Resources ❏ Reducing Energy Consumption ❏ Future of Energy in the UK	❏ Glaciers and Locations of Glaciers ❏ Glacial Processes ❏ Landforms of Glacial Erosion ❏ Landforms of Glacial Deposition ❏ Glaciated Upland Landscapes in the UK.	

Skills	- Interpreting satellite imagery - Map reading - OS Maps - Photographic inference - Decision-making exercise - Interpreting bar charts - GIS - Data presentation		- Graph inference - Photographic inference - Drawing diagrams - OS Maps - Four and six-figure grid references - Sketch drawings - Decision-making exercise - Extended writing		
Subject Impact	Pupils have a secure understanding of: - The key ideas taught within the module - Linking each topic to prior learning, are self-reflective and resilient in learning - Demonstrating key themes within the curriculum - How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. - They can analyse strengths and weaknesses of arguments and form their own judgment. - They can make reference to external sources to support their arguments.		Pupils have a secure understanding of: - The key ideas taught within the module - Linking each topic to prior learning, are self-reflective and resilient in learning - Demonstrating key themes within the curriculum - How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. - They can analyse strengths and weaknesses of arguments and form their own judgment. - They can make reference to external sources to support their arguments.		
Assessment	- Formative and summative assessments. - Memory Platforms for retrieval practice. - End of Topic tests.		- Formative and summative assessments. - Memory Platforms for retrieval practice. - End of Topic tests.		

Year Group	YEAR 10				
Subject intent	The Geography curriculum is designed to give all students the confidence and experience to help inform and shape ideas; investigating human and physical strands of the multi-faceted subject. This will enable students to become global citizens and have the cultural literacy to be role models for the future and set a trail for others to emulate. Considering themes such as sustainability, development and climate change in their everyday lives. Geography offers the opportunity to study a range of topics that investigate the physical processes of our planet, human societies and the economic and environmental challenges within the local, national and global context. This gives students the confidence to interact with the wider world, leading to fulfilled and positive life experiences. The curriculum encourages students to ask questions, develop critical thinking skills, and layer a deeper understanding of complex concepts as the course navigates through the curriculum. Geographical skills are embedded within units of work throughout all key stages. Students develop their cartographic, graphical, ICT and GIS skills. Fieldwork enquiries enable students to apply their skills, knowledge and understanding within both human and physical Geography. Geography bridges the curriculum from the physical process in Science, creativity in English to the quantitative skills of Mathematics. Students are able to use these connections to excel in the wider world.				
Subject Implementation	Autumn 1: Development Dynamics	Autumn 2: UK's Evolving Physical Landscape	Spring 1: UK's Evolving Physical Landscape	Spring 2: Challenges of an Urbanising World	Summer 1: UK's Evolving Human Landscape	Summer 2: Geographical Investigations
Knowledge	❏ Measuring Development ❏ Demographics and Development ❏ Theories of Development ❏ Top-Down and Bottom-Up Development ❏ Introduction to Nigeria ❏ Historical Factors on Nigeria's Development ❏ Economic Change in Nigeria ❏ TNCs in Nigeria ❏ Demographic Change in Nigeria ❏ Environmental Impacts of Development on	❏ Physical Geography of the UK. ❏ Landscapes of the Past ❏ Geology and Physical Processes ❏ Human Processes ❏ Waves ❏ Marine Processes and Geology ❏ Erosional Landforms ❏ Sub-Aerial Processes and Mass Movements ❏ Transportation and Landforms of Deposition ❏ Human Activities at the Coastline ❏ Emerging Threats to the UK Coastline	❏ Hydrological Cycle and Drainage Basin ❏ Long Profile of Rivers ❏ River Processes ❏ Upper Course ❏ Middle Course ❏ Lower Course ❏ Case Study: River Tees ❏ Storm Hydrographs ❏ Human Causes of Flooding ❏ Physical Causes of Flooding ❏ Flooding in Sheffield ❏ Flood Management	❏ Urbanisation ❏ Cities in Developing, Emerging and Developed Countries ❏ Cities Changing over Time ❏ Location of Mumbai ❏ Mumbai's Structure ❏ Mumbai's Growth ❏ Opportunities and Challenges of Living in Mumbai ❏ Differences in the Quality of Life in Mumbai ❏ Improving Mumbai	❏ UK Population Distribution ❏ Rural UK Regions ❏ UK Population Change ❏ Changing UK Economy ❏ Globalisation of the UK Economy ❏ London's Site and Situation ❏ London's Structure ❏ London's Population ❏ Inequality in London ❏ London's Decline ❏ Reversing London's Decline ❏ Case Study: London Olympic Park ❏ Improving London ❏ London's Urban-Rural	❏ Introduction to Fieldwork ❏ Producing a Hypothesis and Choosing a Site ❏ Risk Assessment ❏ Methodology ❏ Fieldwork ❏ Data Presentation ❏ Data Analysis ❏ Conclusions ❏ Evaluation of Investigation

	Nigeria ❏ Nigeria's Political and Trading Relationships	❏ Protecting the UK Coastline			Fringe	
Skills	❏ Map reading ❏ Data analysis ❏ Mathematical skills ❏ Statistics ❏ Population pyramids ❏ Photographic inference ❏ Extended writing	❏ Map reading ❏ Data analysis ❏ Mathematical skills ❏ Statistics ❏ Photographic inference ❏ Extended writing ❏ Geology maps ❏ OS Maps ❏ Four and six figure grid references ❏ Compass points and directions	❏ Map reading ❏ Data analysis ❏ Mathematical skills ❏ Statistics ❏ Photographic inference ❏ Extended writing ❏ Geology maps ❏ OS Maps ❏ Four and six figure grid references ❏ Compass points and directions	❏ Map reading ❏ Data analysis ❏ Mathematical skills ❏ Statistics ❏ Population pyramids ❏ Photographic inference ❏ Extended writing	❏ Map reading ❏ Data analysis ❏ Mathematical skills ❏ Statistics ❏ Photographic inference ❏ Extended writing ❏ Geology maps ❏ OS Maps ❏ Four and six figure grid references ❏ Compass points and directions	❏ Map reading ❏ Data analysis ❏ Mathematical skills ❏ Statistics ❏ Photographic inference ❏ Extended writing ❏ Geology maps ❏ OS Maps ❏ Four and six figure grid references ❏ Compass points and directions ❏ Fieldwork ❏ Data presentation ❏ Data analysis ❏ Methodology ❏ Risk Assessment
Subject Impact	Pupils have a secure understanding of: ❏ The key ideas taught within the module ❏ Linking each topic to prior learning, are self-reflective and resilient in learning ❏ Demonstrating key themes within the curriculum ❏ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❏ They can analyse strengths and weaknesses of arguments and form their own judgement.	Pupils have a secure understanding of: ❏ The key ideas taught within the module ❏ Linking each topic to prior learning, are self-reflective and resilient in learning ❏ Demonstrating key themes within the curriculum ❏ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❏ They can analyse strengths and weaknesses of arguments and form their own judgement.	Pupils have a secure understanding of: ❏ The key ideas taught within the module ❏ Linking each topic to prior learning, are self-reflective and resilient in learning ❏ Demonstrating key themes within the curriculum ❏ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❏ They can analyse strengths and weaknesses of arguments and form their own judgement.	Pupils have a secure understanding of: ❏ The key ideas taught within the module ❏ Linking each topic to prior learning, are self-reflective and resilient in learning ❏ Demonstrating key themes within the curriculum ❏ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❏ They can analyse strengths and weaknesses of arguments and form their own judgement.	Pupils have a secure understanding of: ❏ The key ideas taught within the module ❏ Linking each topic to prior learning, are self-reflective and resilient in learning ❏ Demonstrating key themes within the curriculum ❏ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❏ They can analyse strengths and weaknesses of arguments and form their own judgement.	Pupils have a secure understanding of: ❏ The key ideas taught within the module ❏ Linking each topic to prior learning, are self-reflective and resilient in learning ❏ Demonstrating key themes within the curriculum ❏ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❏ They can analyse strengths and weaknesses of arguments and form their own judgement.

	❑ They can make reference to external sources to support their arguments.	❑ They can make reference to external sources to support their arguments.	❑ They can make reference to external sources to support their arguments.	❑ They can make reference to external sources to support their arguments.	❑ They can make reference to external sources to support their arguments.	❑ They can make reference to external sources to support their arguments.
Assessment	❑ Formative and summative assessments. ❑ Memory Platforms for retrieval practice. ❑ End of Topic tests.	❑ Formative and summative assessments. ❑ Memory Platforms for retrieval practice. ❑ End of Topic tests.	❑ Formative and summative assessments. ❑ Memory Platforms for retrieval practice. ❑ End of Topic tests.	❑ Formative and summative assessments. ❑ Memory Platforms for retrieval practice. ❑ End of Topic tests.	❑ Formative and summative assessments. ❑ Memory Platforms for retrieval practice. ❑ End of Topic tests.	❑ Formative and summative assessments. ❑ Memory Platforms for retrieval practice. ❑ End of Topic tests.

Year Group	YEAR 11				
Subject intent	The Geography curriculum is designed to give all students the confidence and experience to help inform and shape ideas; investigating human and physical strands of the multi-faceted subject. This will enable students to become global citizens and have the cultural literacy to be role models for the future and set a trail for others to emulate. Considering themes such as sustainability, development and climate change in their everyday lives. Geography offers the opportunity to study a range of topics that investigate the physical processes of our planet, human societies and the economic and environmental challenges within the local, national and global context. This gives students the confidence to interact with the wider world, leading to fulfilled and positive life experiences. The curriculum encourages students to ask questions, develop critical thinking skills, and layer a deeper understanding of complex concepts as the course navigates through the curriculum. Geographical skills are embedded within units of work throughout all key stages. Students develop their cartographic, graphical, ICT and GIS skills. Fieldwork enquiries enable students to apply their skills, knowledge and understanding within both human and physical Geography. Geography bridges the curriculum from the physical process in Science, creativity in English to the quantitative skills of Mathematics. Students are able to use these connections to excel in the wider world.				
Subject Implementation	Autumn 1: UK's Evolving Human Landscape	Autumn 2: People and the Biosphere and Fieldwork	Spring 1: Forests under Threat	Spring 2: Consuming Energy Resources	Summer 1: Revision / Summer 2: Revision
Knowledge	❑ UK Population Distribution ❑ Rural UK Regions ❑ UK Population Change ❑ Changing UK Economy ❑ Globalisation of the UK Economy ❑ London's Site and Situation ❑ London's Structure ❑ London's Population ❑ Inequality in London ❑ London's Decline ❑ Reversing London's Decline ❑ Case Study: London Olympic Park ❑ Improving London ❑ London's Urban-Rural Fringe	❑ Introduction to Biomes ❑ Local Factors affecting Biomes ❑ Goods and Services in Biomes ❑ Biomes and Global Services ❑ Malthus and Boserup ❑ Introduction to Fieldwork ❑ Producing a Hypothesis and Choosing a Site ❑ Risk Assessment ❑ Methodology ❑ Fieldwork ❑ Data Presentation ❑ Data Analysis ❑ Conclusions ❑ Evaluation of Investigation	❑ Location and Characteristics of the Tropical Rainforests ❑ Threats to the Tropical Rainforests ❑ Sustainable Management of the Tropical Rainforest ❑ Characteristics of the Taiga ❑ Direct Threats to the Taiga ❑ Indirect Threats to the Taiga ❑ Protecting the Taiga	❑ Global Access and Consumption of Energy ❑ Rising Demand for Oil ❑ Geopolitics and Oil ❑ Exploiting Ecologically Sensitive Areas for Oil ❑ Energy Efficiency ❑ Alternatives to Fossil Fuels ❑ Attitudes to Energy and the Environment	Revision of topics in preparation for GCSE examinations. / Revision of topics in preparation for GCSE examinations.

Skills	❑ Map reading ❑ Data analysis ❑ Mathematical skills ❑ Statistics ❑ Photographic inference ❑ Extended writing ❑ Geology maps ❑ OS Maps ❑ Four and six figure grid references ❑ Compass points and directions	❑ Map reading ❑ Data analysis ❑ Mathematical skills ❑ Statistics ❑ Photographic inference ❑ Extended writing ❑ Geology maps ❑ OS Maps ❑ Four and six figure grid references ❑ Compass points and directions ❑ Fieldwork ❑ Data presentation ❑ Data analysis ❑ Methodology ❑ Risk Assessment	❑ Map reading ❑ Data analysis ❑ Mathematical skills ❑ Statistics ❑ Photographic inference ❑ Extended writing ❑ Compass points and directions ❑ Literacy ❑ Inference ❑ Decision making	❑ Map reading ❑ Data analysis ❑ Mathematical skills ❑ Statistics ❑ Photographic inference ❑ Extended writing ❑ Compass points and directions ❑ Literacy ❑ Inference ❑ Decision making	❑ Map reading ❑ Data analysis ❑ Mathematical skills ❑ Statistics ❑ Photographic inference ❑ Extended writing ❑ Compass points and directions ❑ Literacy ❑ Inference ❑ Decision making	❑ Map reading ❑ Data analysis ❑ Mathematical skills ❑ Statistics ❑ Photographic inference ❑ Extended writing ❑ Compass points and directions ❑ Literacy ❑ Inference ❑ Decision making
Subject Impact	Pupils have a secure understanding of: ❑ The key ideas taught within the module ❑ Linking each topic to prior learning, are self-reflective and resilient in learning ❑ Demonstrating key themes within the curriculum ❑ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❑ They can analyse strengths and weaknesses of arguments and form their own judgment. ❑ They can make reference to external sources to support their arguments.	Pupils have a secure understanding of: ❑ The key ideas taught within the module ❑ Linking each topic to prior learning, are self-reflective and resilient in learning ❑ Demonstrating key themes within the curriculum ❑ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❑ They can analyse strengths and weaknesses of arguments and form their own judgment. ❑ They can make reference to external sources to support their arguments.	Pupils have a secure understanding of: ❑ The key ideas taught within the module ❑ Linking each topic to prior learning, are self-reflective and resilient in learning ❑ Demonstrating key themes within the curriculum ❑ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❑ They can analyse strengths and weaknesses of arguments and form their own judgment. ❑ They can make reference to external sources to support their arguments.	Pupils have a secure understanding of: ❑ The key ideas taught within the module ❑ Linking each topic to prior learning, are self-reflective and resilient in learning ❑ Demonstrating key themes within the curriculum ❑ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❑ They can analyse strengths and weaknesses of arguments and form their own judgment. ❑ They can make reference to external sources to support their arguments.	Pupils have a secure understanding of: ❑ The key ideas taught within the module ❑ Linking each topic to prior learning, are self-reflective and resilient in learning ❑ Demonstrating key themes within the curriculum ❑ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❑ They can analyse strengths and weaknesses of arguments and form their own judgment. ❑ They can make reference to external sources to support their arguments.	Pupils have a secure understanding of: ❑ The key ideas taught within the module ❑ Linking each topic to prior learning, are self-reflective and resilient in learning ❑ Demonstrating key themes within the curriculum ❑ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ❑ They can analyse strengths and weaknesses of arguments and form their own judgment. ❑ They can make reference to external sources to support their arguments.

Assessment	❏ Formative and summative assessments. ❏ Memory Platforms for retrieval practice. ❏ End of Topic tests.	❏ Formative and summative assessments. ❏ Memory Platforms for retrieval practice. ❏ End of Topic tests.	❏ Formative and summative assessments. ❏ Memory Platforms for retrieval practice. ❏ End of Topic tests.	❏ Formative and summative assessments. ❏ Memory Platforms for retrieval practice. ❏ End of Topic tests.	❏ Formative and summative assessments. ❏ Memory Platforms for retrieval practice. ❏ End of Topic tests.	❏ Formative and summative assessments. ❏ Memory Platforms for retrieval practice. ❏ End of Topic tests.