

Geography should inspire pupils to ask questions about the world they live in and their role within it. Places are studied, at a variety of different scales, by looking at the human and physical processes that shape and change them. Geographical skills are developed to enhance and deepen geographical thinking, enabling learners to analyse and form conclusions about a range of issues and processes that affect people, the environment, and the natural landscape. Pupils should develop their Geography learning beyond the classroom, to help them make sense of the world they live in and to support the geographical knowledge, understanding and skills they have acquired in the classroom, so they can think like a geographer.

At KS3, and beyond, the intent of the Geography curriculum is to inspire pupils to ask questions about the world they live in, the human and physical processes that shape and change it and, ultimately, their role in the modern world. Pupils are supported in developing both their geographical skills and their geographical thinking within and beyond the classroom, to help them to make sense of the world they live in. The synoptic nature of the Geography curriculum provides pupils with the opportunity to become more confident in analysing information from a variety of sources to form conclusions about a range of issues and processes that affect people, the environment, and the natural landscape at a variety of scales and across a range of places. Through the enquiry-based approach to lessons, pupils are also given the opportunity to question, investigate and critically analyse key concepts such as sustainability and interdependence through topics such as 'Oceans', 'Globalisation', 'Climate Change' and 'The Geography of Health' to allow pupils the chance to draw upon their own experiences of life in modern Britain and the wider world to consider the social, moral, cultural and ethical issues associated with their actions and the impacts these have over space and time.

At KS4, pupils further develop their geographical thinking and their geographical skills they began to cultivate at KS3 to deepen their geographical understanding of key concepts (place, scale, space, interdependence, human and physical processes, and sustainability) with a higher level of independence. The AQA specification provides pupils in Year 10 and 11 with the opportunity to regularly question how physical processes (Paper 1) and human processes (social, economic, and political factors) (Paper 2) play a key role in shaping and changing places at a variety of scales. In both Year 10 and 11, pupils gain an awareness and build confidence in applying their knowledge to GCSE questions through regular practice questions and discussion; use of modelled answers; and application of this knowledge to a new context. Paper 3, in particular, allows pupils to 'think like geographers' and to investigate the world around them. As part of this, pupils are required to complete both a human and physical fieldwork investigation. They are then asked to demonstrate an understanding of their findings and methods, whilst also showing an understanding of fieldwork processes in general. Pupils are encouraged to develop their synopticity through the 'issue evaluation' part of Paper 3, which provides pupils with a variety of unseen sources which they will have to interpret and to which they apply their geographical understanding and skills.

At KS5, pupils continue to increasingly develop their independence in preparation for further education and later life. There is an emphasis on pupils 'thinking like a geographer' as they mature in their geographical thinking and use of geographical skills that they have fostered since KS3. They continue to extend their geographical understanding of the key concepts (place, scale, space, interdependence, human and physical processes, and sustainability) underpinning geography, whilst growing in confidence making synoptic links between these. The AQA curriculum allows pupils to continue to investigate the human and physical processes shaping a variety of places on a variety of scales in greater depth. The independence of pupils is developed through the expectation to 'read-around' the subject; research a variety of real-life examples independently; and look for opportunities to apply their deepened knowledge to their classroom learning. This will enhance pupils' ability to discuss, critically evaluate and take into further consideration the social, moral, cultural, and ethical issues associated with global and individual actions over space and time. This independence also facilitates the opportunity for pupils to put their learning into practice and complete an individual fieldwork investigation through a Non-Examined Assessment (NEA), which

underpins the knowledge, understanding, skills and level of independence in research required by further education and employers. These valuable transferrable skills that A Level Geography offers can be applied to their future educational and career choices, whatever they may be.

Geography Curriculum Map 2026–27 — populated working draft

Knowledge, prior learning, skills, concepts, vocabulary and communication are drawn from the supplied Years 7–9, KS4 and A-level maps. Assessments/KPIs, adaptive teaching and progression links are proposed planning additions for departmental review, not confirmed school practice. KPIs describe observable learning; local assessment thresholds remain to be set.

Sources: corrected Geography_Termly_Curriculum Year 7(1); Year 8 CM 2026(1); Year 9 CM 2026(1); KS4_Geography_AQA_8035_Curriculum_Overview(1); A_Level_Geography_AQA_7037_Curriculum_Overview(1). Year 8 Earthquakes is grouped provisionally with Term 2 by row position. School-selected landscape/environment options, named case studies and GCSE resource specialism remain to be confirmed. Tourism's copied river concepts are omitted; unrecorded source fields are identified.

Both supplied KS5 tables are retained as alternate templates. A-level units follow the provided term sequence: Hazards and Contemporary Urban Environments are specified options; the physical landscape remains school-selected. Global Systems and Global Governance appears in the source assessment summary but is absent from its termly rows: its teaching allocation needs confirmation and has not been invented. The source places NEA in Year 13 Term 3; confirm the centre's actual fieldwork and submission schedule. KS4 is prerequisite learning for Years 12–13; future links are within KS5 or beyond.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
7 Term 1	Introduction to Geography, OS Map Skills	Basic maps and local geography	Map reading, scale, distance, grid references, direction, symbols. Longitude and latitude Atlas skills Mapping continents	Geographical skills – pupils will be able to make use of OS maps to navigate places and describe the characteristics of places. Human and physical geography - pupils will be able to identify that geography is made up of human and physical features. They will be able to identify a number of these features and begin to use them to describe place. Locational knowledge- pupils will be able to use, maps, atlases and longitude to describe the location of places and to locate continents and cities.	Ordnance Survey Map Scale Grid References Contours Spot Heights Legend Environmental Physical Geography Latitude Longitude	Describing routes using an OS map Being able to describe the human and physical characteristics of places. Using Atlases and maps to locate places to describe their characteristics.
7 Term 2	Weather and Climate,	Basic weather patterns	Pupils will be able to make use of weather maps and describe weather by using weather stations.	Physical geography – pupils will be able to recognise the main processes involved in shaping the UK's weather and climate. Pupils will be able to differentiate between weather and climate. Locational knowledge- pupils will recognise how local and global factors can influence the UK's weather and climate. Pupils will recognise the world's main global climates.	Climate Weather Synoptic Chart Isotherms Isohyets Microclimate Relief rainfall Convection rainfall Frontal rainfall Precipitation Beaufort Scale	Describing different types of weather. Being able to describe synoptic chart.

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	Ecosystems	Pupils should be able to suggest how climate can create different biomes and ecosystems	Maps to describe the distribution of biomes. Pupils will be able to interpret food chains and food webs.	Location knowledge: the world is made up of large ecosystems called biomes.	Biome Rainforest Food Chain Food Web Interdependence Vegetation Adaptation Infiltration Sustainability Producer Consumer	Pupils will be able to describe the main features of a small scale and large-scale ecosystem i.e. the tropical rainforest.
8 Term 1	Extreme Weather	Extreme Weather: Basic understanding of weather and climate; use of weather symbols and maps; awareness that different parts of the world experience different climates; understanding of the water cycle and seasonal weather patterns.	Extreme Weather: Use maps and atlases to identify patterns of extreme weather e.g. location of hurricanes Use of satellite images to show weather patterns.	Extreme Weather: Locational Knowledge Know where different types of extreme weather can be found across the world. Place knowledge Recognise that the UK weather is becoming more extreme. Recognise the impacts that extreme weather can have on places e.g. USA Human and physical geography Describe differences types of extreme weather. How people manage extreme weather.	Extreme Weather: Extreme weather Hurricane Tornado Heatwave Cyclone Tropical storm Typhoon Ice storm Coriolis effect Ignition Eye Eye wall High pressure Low pressure	Extreme Weather: Pupils will be able to describe different types of extreme weather and what is causing it.

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	Globalisation	Globalisation: Knowledge of continents, countries and major cities; basic understanding of trade, natural resources and how places are connected; awareness that goods come from different parts of the world	Globalisation: Using a world map – map trading patterns. Draw and interpret bar graphs and histograms.	Globalisation: Locational Knowledge Pupils will identify and locate major global economic centres, trade routes and manufacturing regions, and understand how places are interconnected through flows of goods, services, information and people. Place Knowledge Pupils will investigate how globalisation affects different places around the world, examining how economic, social and cultural connections can create both opportunities and challenges for communities. Human Geography Pupils will explore the causes and impacts of globalisation, including international trade, multinational companies, migration and changing patterns of employment. They will evaluate how globalisation influences people's lives at local, national and global scales.	Globalisation: HICs LICs Globalisation Host Trade Flow Interdependence Outsourcing Transnational corporation	Pupils will be able describe the impacts of extreme weather on places and people. Globalisation: Pupils will be able to write about the costs and benefits of TNCs on LICs and HICs.
8 Term 2	Development	Development: Knowledge of similarities and differences between places in the UK, Europe and the wider world; understanding that people live in different ways and have different access to resources and opportunities	Development: Using of data to compare places. Plot comparative data to produce a scatter graph to show relationships between different factors. Interpret choropleth maps to show varying levels of development	Development: Locational Knowledge Pupils develop knowledge of the world's countries and their levels of development. They investigate patterns of wealth and poverty, compare countries at different stages of development, and understand where the world's least developed and most developed countries are located. Students may also explore regional variations within countries and the global distribution of resources. Place Knowledge Pupils compare places at different levels of development, for example the UK and Kenya or India and Ethiopia. They examine how physical and human factors shape places, consider similarities and differences between locations, and investigate how people's experiences and opportunities vary around the world. This helps students develop a deeper understanding of place and diversity. Human and Physical Geography Through studying development, pupils learn about key human geography concepts including: Population and demography Economic activity and employment sectors Urbanisation International trade Globalisation Quality of life and living standards Access to healthcare, education and clean water	Development: Globalisation Development Life expectancy Literacy rates HDI HIC LIC Urbanisation GNI Quality of life Standard of Living Landlocked Fair trade Aid Colonialism Rivers: River Watershed Tributary Confluence Mouth Source Drainage Basin V shaped valley Waterfall Meander Levee Floodplain	Development: Pupils will produce a written piece which will involve analysing data. Pupils will write about the causes of uneven development and what can be done to mitigate it. Rivers: Pupils will write a description on how river landforms are created. Annotated photos and diagrams Evaluation of hard and soft engineering methods. Earthquakes: Pupils will describe how an earthquake are created. Pupils will write a report on the impacts of earthquakes and what can be done to mitigate against it.

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	Rivers	Rivers: Knowledge of the water cycle; ability to identify rivers on maps; understanding that rivers shape landscapes and are important for people and the environment.	Rivers: Pupils annotate photographs and use photographs to pick out landforms. Pupils draw and annotate landforms. Pupils use data to draw cross- sections of a meander.	Students also explore how physical geography influences development, such as: - Climate - Natural resources - Hazards - Relief and landscape - Water availability Rivers: Locational Knowledge Pupils develop knowledge of major rivers and drainage basins in the UK, Europe, and the wider world. They identify the location of significant rivers such as the Thames, Nile, Amazon, Mississippi, and Ganges, and understand how river systems vary across different regions. Students explore how physical factors such as climate and relief influence river distribution and characteristics. Place Knowledge Pupils study and compare river landscapes in different places, considering how rivers shape both natural environments and human activities. They investigate the river Tees as a national case study. Pupils will look at how rivers such the Mississippi and UK rivers are manage. This helps pupils understand the unique characteristics of places and how rivers contribute to their identity and development. Human and Physical Geography The impacts of flooding on people and communities Earthquakes: Locational Knowledge	- River cliff - Slip off slope - Mitigation - Hard engineering - Soft engineering - Erosion - Transportation - Deposition	
	Earthquakes Earthquakes grouped provisionally with Term 2; term label absent in source.	Earthquakes: Basic locational knowledge of continents and countries; understanding that some physical processes shape the Earth's surface; awareness of natural hazards through news and place studies	Earthquakes: Longitude and latitude to map earthquakes. Secondary data to examine impact and size of earthquakes globally. Use of satellite images to show before and after impacts.		- Earthquakes: Earthquake - Tectonic Plate - Plate Boundary - Convection Current - Focus - Epicentre - Seismic Waves - Magnitude - Seismometer - Fault Line - Hazard - Subduction - Constructive Boundary - Destructive Boundary	

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				Pupils develop knowledge of the world's major tectonic plate boundaries and the global distribution of earthquakes. They identify areas of high earthquake risk, such as the Pacific Ring of Fire, and understand why earthquakes are concentrated in particular regions. Students explore the locations of significant earthquake events and recognise patterns in their occurrence. Place Knowledge Pupils study places that have been affected by earthquakes and compare how different countries respond to and recover from tectonic hazards. Through case studies, such as Japan, Nepal, Haiti, or New Zealand, students investigate how levels of development, preparedness, and infrastructure influence the impacts of earthquakes. This helps pupils understand the characteristics of places and the challenges they face.	Conservative Boundary Primary Effects Secondary Effects Prediction Preparation Mitigation Disaster Management Tsunami Liquefaction Aftershock Evacuation Infrastructure Core Mantle Crust	
8 Term 3	Tourism R\	Tourism: Knowledge of UK and overseas places; understanding why people visit different locations; awareness of human activities that affect environments and communities.	Tourism: Mapping different types of tourism across the world. Photographs to show the impact of tourism. Draw graphs to show changing levels of tourism over time. Russia: Climate graph – draw and interpret. Google earth – tour of Russia. Population pyramid – compare and contrast to the UK. Mapping activity to show main urban areas and bordering countries.	Tourism: economic activity, employment, globalisation, development, transport, cultural interactions and sustainable development; coastal/mountain landscapes, national parks, climate, ecosystems and environmental impacts.	Tourism: Tourism Tourist Destination Attraction Visitor Resort Leisure Recreation Accommodation Transport Infrastructure Sustainability Ecotourism National Park	Tourism: Describe th impacts of tourism. Describe the ways that tourism can be manage sustainably.

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	Russia	Russia: Knowledge of continents, oceans and world maps; ability to use atlases and locate countries; understanding of climate zones, vegetation belts and physical landscapes		Russia: Locational Knowledge Pupils develop knowledge of Russia's location within Europe and Asia and understand its significance as the world's largest country by area. They identify major physical features such as the Ural Mountains, Siberia, major rivers, and key cities including Moscow and St Petersburg. Students explore Russia's neighbouring countries and its position within the wider world. Place Knowledge Pupils investigate different regions of Russia and compare life in urban and rural areas. They examine how physical geography influences where people live and how people adapt to challenging environments. Through case studies, students develop an understanding of the diversity of places within Russia and the opportunities and challenges faced by its population.	Globalisation Russia: Russia Moscow St Petersburg Siberia Ural Mountains Taiga Tundra Permafrost Population Density Natural Resources	Russia: Pupils will produce a full written homework task on Russia, it will include descriptions of human and physical features and opportunities and challenges facing Russia.
9 Term 1	Urban World	Urban World: Knowledge of settlements and land use; understanding of villages, towns and cities in the UK; awareness that populations are distributed unevenly across the world; basic understanding of migration and why people move.	Urban World: Analyse population data; interpret urban growth graphs; use GIS and maps to identify urban patterns.	Urban World: Locational Knowledge: global cities and megacities. Place Knowledge: compare cities in HICs and LICs. Human and Physical Geography: urbanisation, migration, housing, inequality, regeneration and sustainability.	Urban World: Urbanisation, Megacity, Migration, Population, CBD, Rural-urban migration, Squatter settlement, Infrastructure, Regeneration, Sustainable city	Urban World: Extended writing on opportunities and challenges of urbanisation. Evaluate sustainable city strategies.
	Coasts	Coasts: Knowledge of seas surrounding the UK and basic coastal features; understanding that waves shape coastlines.	Coasts: Annotate photographs; draw coastal landforms; analyse maps and erosion data.	Coasts: Locational Knowledge: major coastal regions. Place Knowledge: compare coastal communities. Human and Physical Geography: erosion, transportation, deposition, longshore drift, management.	Coasts: Erosion, Deposition, Transportation, Longshore Drift, Arch, Stack, Spit, Beach, Cliff, Managed Retreat	Coasts: Describe formation of coastal landforms and evaluate coastal management schemes.

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9 Term 2	Climate Change T\	Climate Change: Knowledge of weather, climate and environmental conservation.	Climate Change: Interpret climate graphs; analyse carbon emissions data; map global impacts.	Climate Change: Locational Knowledge: global climate patterns. Place Knowledge: places affected by climate change. Human and Physical Geography: greenhouse effect, mitigation, adaptation and sustainability.	Climate Change: Climate Change, Greenhouse Effect, Carbon Dioxide, Emissions, Fossil Fuels, Renewable Energy, Adaptation, Mitigation, Sustainability, Net Zero	Climate Change: Write reports explaining causes, impacts and solutions to climate change.
	Tsunamis	Tsunamis: Awareness of natural hazards and earthquakes; knowledge of continents and oceans.	Tsunamis: Use maps to locate tsunami events; interpret satellite imagery and hazard data.	Tsunamis: Locational Knowledge: tsunami-prone regions. Place Knowledge: compare Japan and Indonesia. Human and Physical Geography: tectonics, hazards, resilience and recovery.	Tsunamis: Tsunami, Plate Boundary, Earthquake, Epicentre, Hazard, Vulnerability, Resilience, Evacuation, Wave, Disaster Management	Tsunamis: Case study report evaluating impacts and responses to tsunamis.
9 Term 3	Health	Health: Understanding that quality of life varies around the world.	Health: Interpret health data; compare life expectancy and disease patterns. Resource Management:	Health: Locational Knowledge: patterns of health and disease. Place Knowledge: compare countries. Human and Physical Geography: healthcare, sanitation, inequality and development.	Health: Health, Disease, Life Expectancy, Healthcare, Sanitation, Malnutrition, Quality of Life, Development, Poverty, Epidemic	Health: Use evidence and data to explain differences in health outcomes.
	Resource Management	Resource Management: Knowledge of natural resources and sustainability.	Analyse resource availability data; interpret maps of water, food and energy.	Resource Management: Locational Knowledge: global distribution of resources. Place Knowledge: compare resource security. Human and Physical Geography: sustainability, scarcity and security.	Resource Management: Resource, Sustainability, Scarcity, Water Security, Food Security, Energy Security, Renewable, Non-renewable, Consumption, Conservation	Resource Management: Evaluate strategies for managing resources sustainably.
	Africa	Africa: Knowledge of continents, climates and ecosystems.	Africa: Use atlases and GIS; analyse population and development data; interpret climate graphs.	Africa: Locational Knowledge: countries, rivers and regions of Africa. Place Knowledge: diversity of African environments and cultures. Human and Physical Geography: development, urbanisation, resources, trade and climate.	Africa: Africa, Sahel, Sahara, Savannah, Development, Urbanisation, Trade, Migration, Resources, Diversity	Africa: Challenge misconceptions through evidence-based geographical writing.
Key Stage 4						
10 Term 1	The Challenge of Natural Hazards	The Challenge of Natural Hazards: Knowledge of tectonic hazards, earthquakes and tsunamis; understanding of	The Challenge of Natural Hazards: Interpret hazard maps and distribution patterns; explain tectonic processes using diagrams; analyse risk and	The Challenge of Natural Hazards: Locational Knowledge: global distribution of tectonic hazards and tropical storms; Physical Geography: plate tectonics, atmospheric circulation, tropical storms and climate	The Challenge of Natural Hazards: Natural hazard, tectonic hazard, plate margin, convection	The Challenge of Natural Hazards: Explain causes, effects and responses to natural hazards. Use PEEEL/extended paragraphs and

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	The Living World – Ecosystems & Tropical Rainforests	weather and climate; awareness of climate change and its impacts; basic map and data skills. T\ he Living World – Ecosystems & Tropical Rainforests: Knowledge of ecosystems, food chains and biodiversity; understanding of climate zones and tropical environments; prior work on sustainability and deforestation. Year 9 Climate Change and Tsunamis: greenhouse effect, emissions, mitigation/adaptation, tectonic impacts and contrasting resilience; Africa: climates and environments.	vulnerability data; interpret climate graphs and weather data; use case-study evidence to compare impacts and responses. The Living World – Ecosystems & Tropical Rainforests: Construct and interpret food chains/webs; explain nutrient cycling and interdependence; analyse climate and ecosystem data; interpret satellite imagery; evaluate environmental management strategies.	change; Human Geography: hazard risk, vulnerability, resilience, mitigation and adaptation. The Living World – Ecosystems & Tropical Rainforests: Physical Geography: biotic/abiotic components, nutrient cycling, biodiversity and adaptation; Human Geography: deforestation, development, sustainability and conservation; interdependence between people and environments.	current, earthquake, focus, epicentre, magnitude, primary effect, secondary effect, vulnerability, risk, resilience, tropical storm, atmospheric circulation, mitigation, adaptation. The Living World – Ecosystems & Tropical Rainforests: Ecosystem, biotic, abiotic, producer, consumer, decomposer, nutrient cycle, biodiversity, interdependence, adaptation, deforestation, subsistence farming, commercial farming, logging, conservation, ecotourism, sustainability.	case-study evidence. Evaluate the effectiveness of hazard management strategies and climate-change responses. Exam questions will be used to help develop and evidence these areas. The Living World – Ecosystems & Tropical Rainforests: Explain interrelationships within ecosystems. Assess the economic, social and environmental impacts of rainforest deforestation and evaluate sustainable management strategies.
10 Term 2	The Living World – Hot Deserts	The Living World – Hot Deserts: Knowledge of global ecosystems and climate zones; understanding of physical processes and human use of environments; awareness of environmental management and sustainability.	The Living World – Hot Deserts: Compare environmental characteristics; interpret climate and resource data; Maps to show location of hot deserts.	The Living World – Hot Deserts Physical Geography: climate, soils, vegetation and adaptations; Human Geography: resource exploitation, accessibility, development and conservation; sustainability and fragile environments – Case study: the Thar Desert.	The Living World – Hot desert, desertification, water scarcity, mineral extraction, energy development, tourism, wilderness, fragile ecosystem, conservation, sustainable development. Mitigation and adaptation. Intermediate technology.	The Living World – Hot Deserts: Describe opportunities and challenges of developing a fragile environment. Evaluate strategies that balance economic development with conservation using a named case study.

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	Physical Landscapes in the UK – Physical Landscapes in the UK – Coasts Physical landscapes in the UK -Rivers	Physical Landscapes in the UK – Landscape: Knowledge of UK physical landscapes and processes; map skills Physical Landscapes in the UK – Coasts Knowledge of coastal erosion, transportation, deposition and landforms from KS3; familiarity with UK coastal environments and coastal management. Year 9 Coasts: erosion, transport, deposition, longshore drift, coastal landforms and management; Climate Change and Resource Management: sustainability. Physical Landscapes in the UK – Rivers Knowledge of river erosion, transportation, deposition and landforms from KS3; familiarity with UK river environments and coastal management.	Physical Landscapes in the UK – Selected Landscape: Interpret 1:25,000 and 1:50,000 OS maps; use grid references, scale, contours and cross-sections; analyse photographs and diagrams; explain landform formation; evaluate management strategies. Physical Landscapes in the UK – Coasts (or school-selected option): Use OS maps and photographs to identify landforms; draw and annotate formation sequences; interpret coastal data; explain process-landform relationships; evaluate management using Physical Landscapes in the UK – Rivers (or school-selected option): Use OS maps and photographs to identify landforms; draw and annotate formation sequences; interpret coastal data; Describe and explain flood hydrographs. explain process-landform relationships; evaluate management using evidence.	Physical Landscapes in the UK – Landscape: Locational Knowledge: UK uplands, lowlands and river systems; Physical Geography: processes and landforms. Human Geography: flood/coastal/ management and human interaction where relevant. Physical Landscapes in the UK –Physical Geography: weathering, mass movement, erosion, transportation and deposition; Place Knowledge: UK coastal landscapes; Human Geography: coastal management, risk and sustainability. Locational knowledge Swanage Coastline and Lyme Regis management. Physical Landscapes in the UK –Physical Geography: erosion, transportation and deposition; Place Knowledge: UK coastal landscapes; Human Geography: River management, risk and sustainability. Locational knowledge: River Tees and Banbury Floods	Physical Landscapes in the UK – Coasts: Hydraulic action, abrasion, attrition, weathering, mass movement, longshore drift, deposition, headland, bay, cliff, wave-cut platform, cave, arch, stack, beach, spit, groyne, sea wall, man Physical Landscapes in the UK – Rivers Hydraulic action, abrasion, attrition, solution, deposition. Meander, levee, floodplain, interlocking spurs. Flood hydrographs. Permeable, impermeable, precipitation. Hard and Soft engineering.	Physical Landscapes in the UK – Coasts Explain the formation of erosional and depositional landforms. Compare hard and soft engineering and reach a justified judgement on a coastal management scheme. 6-mark exam question describing and evaluating types of river management. \$ and 6-mark questions describing landforms
10 Term 3	Geographical Skills & Fieldwork Foundations (Walton-on-the-Naze)	Geographical Skills & Fieldwork Foundations: KS3 experience of maps, graphs, GIS, data interpretation and fieldwork-style enquiry. Year 9 Coasts: map/photo/erosion data; Africa: atlases, GIS, climate data.	Geographical Skills & Fieldwork Foundations: Four/six-figure grid references; scale, distance, direction and gradient; OS map interpretation; choropleth, isoline, flow-line and proportional-symbol maps; graphs and scattergraphs; sampling, data collection and risk assessment.	Geographical Skills & Fieldwork Foundations: Geographical enquiry, spatial pattern, scale, data reliability, accuracy, validity, representation, correlation, cause and effect, risk.	Geographical Skills & Fieldwork Foundations: OS map, grid reference, contour, spot height, transect, sampling, primary data, secondary data, quantitative, qualitative, reliability, validity, mean, median, range, IQR, correlation, line of best fit.	Geographical Skills & Fieldwork Foundations: Write hypotheses and enquiry questions; describe and analyse data; evaluate methods; draw evidence-based conclusions; communicate findings for a defined audience.

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	Geographical Applications – Issue Evaluation	Geographical Applications – Issue Evaluation: Knowledge and skills from physical and human units; experience of evaluating viewpoints and reaching conclusions. Year 9 Resource Management: food/water/energy security and conservation; Urban World: regeneration; Climate Change: energy, emissions and sustainability; Africa: trade and resources.	Geographical Applications – Issue Evaluation: Interpret unfamiliar maps, graphs, photographs, statistics and written sources; identify stakeholders; compare options; weigh evidence; construct a reasoned judgement.	Geographical Applications – Issue Evaluation: Synoptic Geography: interrelationships between physical and human processes; scale; sustainability; decision-making; conflicting viewpoints; risk and opportunity.	Geographical Applications – Issue Evaluation: Stakeholder, viewpoint, evidence, alternative, option, consequence, trade-off, sustainability, interrelationship, synoptic, evaluation, judgement, justification.	Geographical Applications – Issue Evaluation: Write extended evaluative responses. Use evidence from multiple sources, consider contrasting viewpoints, assess alternatives and justify a final decision.
11 Term 3	Fieldwork, Geographical Skills & Exam Preparation	Knowledge of the two fieldwork enquiries undertaken during the course and the full range of GCSE geographical content and skills. Year 9 GIS, maps, climate/health/resource data, coastal diagrams and evidence-based evaluations; all GCSE enquiry and case-study content.	Select and justify methods; process and present data; calculate statistics; interpret unfamiliar resources; evaluate data quality and methodology; apply skills across physical and human contexts.	Enquiry process, hypothesis, sampling, data presentation, analysis, evaluation, reliability, validity, anomalies, correlation, fieldwork risk, physical-human interaction.	Primary data, secondary data, systematic sampling, random sampling, stratified sampling, anomaly, mean, median, range, IQR, correlation, reliability, validity, conclusion, evaluation.	Answer unfamiliar fieldwork questions; evaluate methods and conclusions; write extended responses with clear evidence and justified judgements; practise AO1–AO4 exam technique.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
7 Term 1	Introduction to Geography and OS Map Skills: human/physical features; maps, atlases, continents and cities; scale, distance, grid references, direction, symbols and latitude/longitude.	Diagnostic: KS2 map-symbol, direction and place-description checks. Summative: OS-map route/location task and human/physical place description. KPIs: use map symbols and direction accurately; measure distance using scale; locate places with grid references; distinguish human/physical features.	KS2 basic maps and local geography; continents, locations and features of places.	Use sequential process diagrams, labelled photographs and model field sketches; pre-teach erosion/lava/ecosystem; provide report frames and evidence banks; compare a worked example with a new landscape; extend through conflicting tourism impacts.	KS3: weather/hazard mapping, Russia, river/glacial landscapes. KS4: OS maps, landscape interpretation and fieldwork. KS5: spatial analysis, GIS and enquiry.
7 Term 2	Weather and Climate: difference between weather and climate; processes and local/global factors influencing UK weather; global climates. Population: change, impacts and management in the UK and China;	Diagnostic: weather/climate sorting; weather-map questions; reading a simple population graph. Summative: interpret weather-station information and population pyramids; explain population change. KPIs: distinguish weather from climate; extract accurate evidence from maps/graphs; explain a population trend using a relevant factor.	Year 7 Term 1: atlas use, direction, scale, latitude/longitude, place description and human/physical features; KS2 weather patterns.		KS4: natural hazards and climate change; population processes in urbanisation and development. KS5: climate processes, demographic change and interpreting spatial data.

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	demographic transition model (DTM) and population pyramids.			Use photo sorting for tourism impacts; scaffold climate graphs and pyramid comparison; break Russia study into location/climate/population/resources; use vocabulary maps and evidence grids; extend through competing stakeholder priorities.	
7 Term 3	Glaciation: how ice shapes upland landscapes; UK glacial features; tourism and climate-change impacts in European uplands. Volcanoes: characteristics, formation, distribution, impacts, management and an LIC eruption study. Ecosystems: climate zones, biomes, vegetation belts and climate–ecosystem relationships.	Diagnostic: locate continents/plate boundaries; retrieve global climates and human/physical features. Summative: annotated glacial landscape and process explanation; volcanic-impact/management report; biome–climate matching with reasons. KPIs: explain a glacial process; link volcano distribution to plate boundaries; distinguish impacts from responses; explain a climate–biome relationship.	Year 7 Term 1 mapping and location; Term 2 climates and weather; population and human impacts. Reuse photographs, atlases and place-description vocabulary.		KS4: tectonic hazards, ecosystems, fragile environments and glacial landscapes if selected; sustainability. KS5: hazard systems, landscape processes and environmental change.
8 Term 1	Extreme Weather: global patterns, hurricane distribution, causes, impacts and management; weather maps and satellite images. Globalisation: trade routes and economic centres; flows of goods, services, information and people; TNCs, migration, outsourcing, employment, opportunities and challenges.	Diagnostic: retrieve weather/climate and map location; trace the origins of a familiar product. Summative: weather-impact explanation using satellite/map evidence; balanced account of TNC costs and benefits; trade map and graph interpretation. KPIs: describe a distribution; explain a weather impact; use graph evidence accurately; distinguish benefits/costs for HICs and LICs.	Year 7 weather/climate, hazard impacts/management and population; atlas skills, human/physical features and geographical location.		KS4: natural hazards, changing economic world, UK global connections and migration. KS5: hazards, globalisation, interdependence and unequal development.
8 Term 2	Development: indicators, patterns and causes of uneven development; quality of life, services, aid and fair trade. Rivers: drainage basins, erosion/transport/deposition, landforms, flooding and management; Tees, Mississippi and UK rivers. Earthquakes (term provisional): plate boundaries, causes, global distribution, effects, vulnerability and responses.	Diagnostic: retrieve plate boundaries, globalisation, water cycle and graph skills. Summative: development-data analysis; river landform explanation and engineering judgement; earthquake impacts/mitigation report. KPIs: compare places using an indicator; interpret a scattergraph without assuming causation; sequence landform formation; justify a management choice; explain contrasting hazard impacts.	Year 7 volcanoes, glacial erosion, map/photograph skills and population; Year 8 Term 1 HICs/LICs, interdependence, hazard effects and management.		KS4: changing economic world; river landscapes if selected; tectonic hazards and fieldwork analysis. KS5: development, hazard vulnerability, fluvial processes and enquiry.
8 Term 3	Tourism: distribution and changing trends; employment, development and cultural/environmental impacts; sustainable management. Russia: location, cities and physical features; climates, tundra/taiga, permafrost, population, migration,	Diagnostic: retrieve climate zones, development, globalisation and population pyramids. Summative: explain tourism impacts and sustainable management; evidence-based Russia report using climate/population/location data. KPIs: describe a tourism trend; explain social/economic/environmental effects; compare	Year 7 upland tourism, ecosystems, climates and population; Year 8 development, global connections and graph/map interpretation.		KS4: tourism and development, resource management, fragile environments and sustainability. KS5: place, resource systems, development and human–environment interaction.

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	energy, resources and opportunities/challenges.	population pyramids; link Russia's physical conditions to settlement or resource use.			
9 Term 1	Urban World: global cities/megacities, urbanisation, migration, housing, inequality, regeneration and sustainable cities. Coasts: erosion, transportation, deposition, longshore drift, landforms and coastal management.	Diagnostic: retrieve Year 7 population/maps and Year 8 development/river processes. Summative: urban opportunities/challenges response; coastal formation explanation and management evaluation. KPIs: explain urban growth using data; compare HIC/LIC urban challenges; sequence landform formation; justify a sustainable city/coastal strategy.	Year 7 OS maps, population and erosion in glaciation; Year 8 development, globalisation, Russia's cities, river processes/engineering and tourism impacts.	Use clear health/resource maps and manageable datasets; scaffold climate-graph interpretation; teach health/security vocabulary; model how evidence challenges a generalisation; use contrasting African places and structured evaluation before independent writing.	KS4: Urban Issues and Challenges; UK coastal landscapes if selected; regeneration and sustainability. KS5: Changing Places, Contemporary Urban Environments and coastal systems if selected.
9 Term 2	Climate Change: greenhouse effect, causes, global impacts, emissions, mitigation, adaptation and sustainability. Tsunamis: tectonic causes, distribution, impacts, vulnerability, resilience and recovery; comparison of Japan and Indonesia.	Diagnostic: retrieve weather/climate, earthquakes, plate boundaries and HIC/LIC vulnerability. Summative: climate causes/impacts/solutions report; tsunami case-study comparison. KPIs: explain enhanced greenhouse warming; use emissions/climate evidence; distinguish mitigation/adaptation; link tectonic processes to tsunami formation; evaluate contrasting responses.	Year 7 weather/climate, volcanoes and climate impacts in glaciated areas; Year 8 earthquakes, extreme weather, development and satellite-image analysis.		KS4: Natural Hazards, climate change and hazard management. KS5: Water and Carbon Cycles, seismic hazards, multi-hazard risk and resilience.
9 Term 3	Health: health/disease patterns, life expectancy, sanitation, healthcare, inequality and development. Resource Management: global food/water/energy distribution, scarcity, security and sustainable management. Africa: countries/regions, environmental and cultural diversity, climates, development, trade, urbanisation and resources.	Diagnostic: retrieve development indicators, ecosystems, resources and sustainability. Summative: health-data explanation; resource-strategy evaluation; evidence-based Africa study challenging misconceptions. KPIs: explain contrasting health outcomes using data; distinguish resource availability from security; evaluate a sustainable strategy; support a place claim with specific evidence and recognise African diversity.	Year 7 climates, ecosystems and population; Year 8 development/quality of life, globalisation/trade, Russia's resource use and climate graphs; Year 9 climate change and urbanisation.		KS4: Changing Economic World, Resource Management, development indicators and urbanisation. KS5: human impacts on water/carbon systems, global connections, urban inequality and place representation.
10 Term 1	Natural Hazards: tectonic processes, tropical storms, atmospheric circulation, climate change, risk, impacts and responses. Living World: ecosystem components/interdependence, nutrient cycling, tropical rainforests, adaptations, deforestation and sustainable management.	Diagnostic: retrieve Year 7 volcanoes/ecosystems and Year 8 earthquakes/extreme weather; check hazard and biome misconceptions. Summative: GCSE-style process/data questions and case-study evaluation. KPIs: explain a hazard mechanism; compare impacts/responses with evidence; explain ecosystem interdependence; evaluate rainforest management with a justified conclusion.	Year 7 climates, volcanoes and ecosystems; Year 8 extreme weather, earthquakes, development, Russia's biomes and tourism sustainability. Year 9 Climate Change and Tsunamis: greenhouse effect, emissions, mitigation/adaptation, tectonic impacts and contrasting resilience; Africa: climates and environments.	Use worked map/statistics examples; practise one convention at a time before combining skills; chunk enquiry planning; provide accessible data sheets and adapted fieldwork roles/equipment according to need; extend with bias, anomalies and method trade-offs.	Later KS4: issue evaluation, resource security and fieldwork application. KS5: hazard risk/resilience, climate and ecosystem systems, conservation.
10 Term 2	Living World: school-selected hot desert or cold environment; climate, soils, vegetation, adaptations, development opportunities/challenges and conservation.	Diagnostic: retrieve climate/biome relationships, erosion and sustainability. Summative: environment opportunities/challenges response; annotated landform sequence; management evaluation using a selected case study. KPIs: link adaptation to conditions; explain formation in	Year 7 climates, glaciation and ecosystems; Year 8 Russia (especially cold environments), rivers' transferable process/engineering concepts and tourism. Year 9 Coasts: erosion, transport,		Later KS4: second landscape, physical fieldwork and synoptic decision-making. KS5: geomorphology, fragile environments, resource development and sustainability.

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	UK Physical Landscapes: coasts or the school-selected alternative; processes, landforms and management.	sequence; weigh development/conservation; justify a management strategy.	deposition, longshore drift, coastal landforms and management; Climate Change and Resource Management: sustainability.	Use short targeted reteaching from diagnostic results; worked calculations and model responses; spaced retrieval and timed practice in stages; fade evidence/writing scaffolds; use pupils' agreed access arrangements where applicable.	
10 Term 3	Second school-selected UK landscape: processes, landforms and management. Geographical Skills and Fieldwork Foundations: OS maps, grid references, scale, contours, cross-sections, thematic maps, graphs, sampling, data collection, reliability and risk assessment.	Diagnostic: check grid references, scale, process vocabulary and graph interpretation. Summative: landscape questions plus an enquiry-planning/data-analysis task. KPIs: use map conventions accurately; explain a selected landform; justify a suitable method/sample; present data appropriately; identify limitations and draw an evidence-based conclusion.	Year 7 OS maps, glaciation and field sketches; Year 8 rivers, development graphs, latitude/longitude, climate graphs and satellite images; Year 10 landscape and process knowledge. Year 9 Coasts: map/photo/erosion data; Africa: atlases, GIS, climate/population/development data; Climate Change and Health: graph and spatial-data interpretation.		Year 11: fieldwork evaluation, unfamiliar data and issue evaluation. KS5: independent investigation, sampling, data analysis, GIS and methodological critique.
11 Term 1	Urban Issues and Challenges: urbanisation, migration, opportunities/challenges, inequality, regeneration and sustainable cities in contrasting contexts. Changing Economic World: development indicators, demographic models, uneven development and strategies to reduce the development gap.	Diagnostic: retrieve population/DTM, development indicators, migration and trade. Summative: city case-study comparison, development-data interpretation and strategy evaluation. KPIs: explain urban change; support comparisons with place evidence; interpret indicators/pyramids; evaluate development or regeneration strategies with a justified judgement.	Year 7 population, DTM and place description; Year 8 development, globalisation, Russia's cities and tourism; Year 10 vulnerability, sustainability and data skills. Year 9 Urban World: megacities, urbanisation, inequality and regeneration; Health/Africa: development, life expectancy, trade and diversity.		Later KS4: UK economic change, resources and issue evaluation. KS5: urban change, migration, place, development and inequality.
11 Term 2	UK Economy: deindustrialisation, sectors, globalisation, infrastructure, regional inequality and investment. Resource Management: food/water/energy distribution, supply, demand and security; detailed specialism to be confirmed. Issue Evaluation: unfamiliar sources, stakeholder views, alternatives and justified decisions.	Diagnostic: retrieve trade/TNCs, development, resources and data interpretation. Summative: economic/resource case-study evaluation and a multi-source decision task. KPIs: explain economic change; explain unequal resource security; evaluate a scheme using costs/benefits; weigh conflicting evidence and justify an option.	Year 7 population and ecosystems; Year 8 globalisation, development, rivers, Russia's energy/resources and tourism sustainability; Year 10 environmental management; Year 11 Term 1 urban/development change. Year 9 Resource Management: food/water/energy security and conservation; Urban World: regeneration; Climate Change: energy, emissions and sustainability; Africa: trade and resources.		Year 11 Term 3: synoptic revision and exam application. KS5: economic restructuring, global connections, resource systems and evidence-based evaluation.
11 Term 3	Fieldwork, Geographical Skills and Exam Preparation: knowledge of the two course enquiries; methods, sampling, data presentation/statistics, analysis, conclusions and evaluation; application across the GCSE course.	Diagnostic: cumulative retrieval, error analysis and fieldwork-method checks. Summative: timed mixed-topic and unfamiliar-fieldwork tasks; enquiry evaluation. KPIs: select/justify methods; calculate and interpret statistics accurately; evaluate reliability/validity; support conclusions and extended judgements with relevant evidence.	Year 10 skills/fieldwork foundations; all taught physical/human case studies; Year 11 issue evaluation; earlier KS3 mapping, graphs, process explanations and sustainability. Year 9 GIS, maps, climate/health/resource data, coastal diagrams and evidence-based		KS5: independent enquiry, quantitative/qualitative analysis, synoptic essays and critical evaluation. Broader progression: geographical decision-making and evidence literacy.

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			evaluations; all GCSE enquiry and case-study content.		

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
12 Term 1	Changing Places	Thinking: Changing Places: Place, identity, lived experience, representation, endogenous/exogenous factors, demographic and cultural change, economic change, social inequality and continuity/change. School-Selected Physical Landscape – Hot Desert, Coastal and River Landscapes: Landscape systems; physical processes; sediment/energy transfer; temporal and spatial change; human impacts and management; relationships between physical processes and landscape form. Methods: Changing Places: Analyse quantitative and qualitative sources; use GIS and geolocated data; compare place representations; interpret census and demographic data; evaluate how places change over time. School-Selected Physical Landscape – Hot Desert, Coastal or Rivers Landscapes: Explain systems and processes through annotated diagrams; interpret maps, photographs and field data; analyse landscape change; evaluate management; apply quantitative and qualitative evidence.	From source: Changing Places: GCSE knowledge of place, population, urbanisation, migration, inequality and regeneration; ability to interpret maps, census data, photographs and qualitative evidence. Physical Landscape – Hot Desert, Coastal or River Landscapes: GCSE knowledge of physical processes and landforms; map skills; understanding of systems and human interaction with physical environments.	Diagnostic: retrieve place/population, regeneration, map/landform skills and systems/feedback. Summative: place-representation evaluation and selected-landscape process/management task. KPIs: compare qualitative/quantitative evidence; distinguish endogenous/exogenous influences; assess representation against lived experience; explain landscape change and justify a management judgement.	Provide varied accessible place sources and model their limitations; teach representation/lived experience and systems vocabulary; use staged landscape diagrams, worked field data and argument planning; gradually remove support.	Year 13 Contemporary Urban Environments: urban change, inequality, lived experience and management. Supports independent fieldwork and evaluation of spatial/temporal change.
Year 12 Term 1 — if selected as the physical landscape option	Coastal Systems and Landscapes: coasts as open systems; energy, sediment stores and transfers; sediment cells and budgets; waves, weathering, mass movement, erosion, transportation and deposition; coastal landforms; sea-level change; coastal management and sustainability.	Apply systems thinking, feedback and dynamic equilibrium. Explain landform development across spatial and temporal scales. Interpret OS maps, photographs, GIS and coastal data; construct sediment-budget diagrams; investigate coastal processes through fieldwork; evaluate management using evidence and stakeholder perspectives.	Year 7: OS maps, erosion and climate. Year 8: river processes, engineering and tourism. Year 9: coastal processes, landforms, management and climate change. KS4: coastal landscapes, management and fieldwork, where studied. Year 12: water/carbon cycles, systems and feedback.	Diagnostic: retrieve coastal processes, landforms, map skills and systems vocabulary. Summative: annotated landform explanations, coastal-data analysis and a management evaluation using case-study evidence. KPIs: explain energy and sediment transfers; distinguish positive/negative feedback; explain landform development; interpret evidence accurately; justify a management judgement considering competing interests.	Pre-teach specialist vocabulary; model process sequences and systems diagrams; use labelled photographs and worked data examples; scaffold calculations and fieldwork methods; provide stakeholder/evidence grids and oral rehearsal before extended writing; gradually remove support.	Independent investigation: coastal processes, sediment patterns or management. Synoptic links to climate change, hazard risk, place identity and sustainability. Progression to geographical research, coastal planning and environmental management.
12 Term 2	Hazards – Volcanic and Seismic Hazards – Storms, Wildfires and Hazard Case Studies	Thinking: Hazards – Volcanic and Seismic Hazards: Hazard characteristics: magnitude, frequency, regularity, predictability and spatial distribution; primary/secondary impacts; environmental, social, economic and political consequences; risk	From source: Hazards – Volcanic and Seismic Hazards: GCSE understanding of volcanic eruptions, earthquakes and tsunamis; familiarity with primary/secondary impacts and	Diagnostic: retrieve Year 12 plate tectonics, risk, hazard models and GCSE storm processes. Summative: contrasting tectonic/storm/wildfire case-study analysis.	Use causal diagrams and parallel case-study grids; model satellite/hazard-data interpretation; pre-teach specialist volcanic/seismic terms; rehearse comparative	Year 12 Term 3: physical landscape processes and place experience; Year 13: urban resilience and sustainability. Supports comparative enquiry,

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
		management. Hazards – Storms, Wildfires and Hazard Case Studies: Atmospheric hazards; tropical storm formation and hazards; wildfire conditions and behaviour; multi-hazard environments; resilience, adaptation and management; links between hazard risk and continuing human occupation. Methods: Hazards – Volcanic and Seismic Hazards: Explain volcanic and seismic processes; interpret hazard maps and event data; compare primary and secondary impacts; analyse contrasting responses; evaluate prediction, preparedness, mitigation and adaptation. Hazards – Storms, Wildfires and Hazard Case Studies: Analyse storm tracks and atmospheric conditions; interpret wildfire risk factors; compare contrasting hazard events; evaluate short- and long-term responses; synthesise physical and human evidence.	short-/long-term responses. Hazards – Storms, Wildfires and Hazard Case Studies: GCSE knowledge of tropical storms, flooding, wildfires and hazard management; ability to compare contrasting places.	KPIs: explain hazard mechanisms; distinguish primary/secondary impacts; use event evidence to explain differences; evaluate management in a multi-hazard context.	arguments; extend with uncertainty and interactions between multiple hazards.	uncertainty and synoptic risk evaluation.
Year 12 / Year 13 — term to be confirmed	Global Systems and Global Governance: dimensions and drivers of globalisation; flows of capital, labour, products, services and information; global interdependence; international trade and access to markets; transnational corporations (TNCs); unequal benefits and impacts; global governance and the global commons, including Antarctica.	Analyse spatial patterns, networks, flows and inequalities at different scales. Interpret trade maps, flow diagrams, economic data and qualitative sources. Examine how power and decisions shape global connections; compare stakeholder perspectives; evaluate the effectiveness of governance and protection of the global commons.	Year 8: globalisation, trade, TNCs, outsourcing, development and tourism. Year 9: Africa, trade, development, resource security and climate change. KS4: Changing Economic World, UK economic change and Resource Management. KS5: links to Changing Places, water/carbon systems and contemporary urban change; sequence depends on term allocation.	Diagnostic: retrieve trade, TNCs, development indicators and global flows; check understanding of interdependence. Summative: global-flow/data analysis, a TNC or trade-network explanation, and an evaluation of governance of Antarctica. KPIs: explain a driver of globalisation; interpret evidence of flows; explain unequal impacts; distinguish stakeholder interests; evaluate governance using evidence and a justified judgement.	Pre-teach globalisation, interdependence, governance and global commons; use mapped product journeys and annotated flow diagrams; model interpretation of trade/development data; provide stakeholder and evidence grids; rehearse evaluative arguments orally; gradually remove writing scaffolds.	Changing Places: global influences on local identity and economic change. Contemporary Urban Environments: world cities, inequality and economic restructuring. Water/carbon cycles: international environmental decisions. Independent enquiry, synoptic evaluation and progression to development, economics, international relations and environmental governance.

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
13 Term 1	Contemporary Urban Environments – Urbanisation and Urban Forms Contemporary Urban Environments – Social/Economic Issues and Urban Climate	Thinking: Contemporary Urban Environments – Urbanisation and Urban Forms: Urbanisation, suburbanisation, counter-urbanisation and urban resurgence; megacities and world cities; deindustrialisation, decentralisation, service economy; urban policy and regeneration. Contemporary Urban Environments – Social/Economic Issues and Urban Climate: Economic inequality, social segregation and cultural diversity; urban heat island; urban precipitation, fogs, thunderstorms and wind; particulate and photochemical pollution. Methods: Contemporary Urban Environments – Urbanisation and Urban Forms: Interpret global urbanisation data; analyse urban land-use patterns; compare world/megacities; use GIS and census data; analyse factors shaping urban form and change. Contemporary Urban Environments – Social/Economic Issues and Urban Climate: Interpret spatial patterns of inequality; analyse climate and pollution data; evaluate urban environmental policies; use maps, GIS and statistical evidence to compare contrasting urban areas.	From source: Contemporary Urban Environments – Urbanisation and Urban Forms: GCSE understanding of urbanisation, megacities, migration, inequality, regeneration and sustainable cities. Contemporary Urban Environments – Social/Economic Issues and Urban Climate: KS3/GCSE understanding of inequality, segregation, urban microclimates, pollution and sustainability.	Diagnostic: retrieve urbanisation, regeneration, Year 12 Changing Places and climate processes. Summative: urban-form data analysis and inequality/urban-climate evaluation. KPIs: explain urban change; interpret GIS/census patterns; link human/physical characteristics to urban climate; evaluate policy impacts on different groups.	Model GIS/census/urban-climate analysis; compare mapped neighbourhoods and use labelled heat-island diagrams; chunk unfamiliar statistical evidence; support structured debate and then independent policy evaluation.	Year 13 Term 2: drainage, waste, sustainable development and contrasting urban case studies. Links Changing Places to the physical urban environment.
13 Term 2	Contemporary Urban Environments – Urban Drainage and Waste Contemporary Urban Environments – Environmental Issues and Sustainable Urban Development Contemporary Urban Environments – Contrasting Urban Case Studies	Thinking: Contemporary Urban Environments – Urban Drainage and Waste: Urban water cycle; catchment management; sustainable drainage; river restoration; waste generation; disposal methods; links between lifestyle, economic characteristics and waste. Contemporary Urban Environments – Environmental Issues and Sustainable Urban Development: Urban impact on local/global environments; ecological footprint; natural, physical, social and economic dimensions of sustainability; liveability; sustainable city strategies. Contemporary Urban Environments – Contrasting Urban Case Studies: Contrasting urban contexts; economic and social wellbeing; physical environmental conditions; sustainability; character of place; experience and attitudes of populations. Methods: Contemporary Urban	From source: Contemporary Urban Environments – Urban Drainage and Waste: GCSE understanding of drainage basins, hydrographs, flooding, waste, sustainability and human impacts on environments. Contemporary Urban Environments – Environmental Issues and Sustainable Urban Development: GCSE knowledge of sustainability, climate change, pollution, urban regeneration and sustainable cities. Contemporary Urban Environments – Contrasting Urban Case Studies: Knowledge of urban processes, environmental issues and sustainability developed through the unit.	Diagnostic: retrieve drainage-basin/water-cycle systems, urban inequality and sustainability. Summative: urban drainage/waste evaluation and a contrasting-city synoptic essay. KPIs: explain runoff/hydrograph change; evaluate drainage and waste alternatives; compare sustainability indicators; integrate wellbeing, environmental quality and stakeholder evidence in a justified judgement.	Use worked hydrographs and drainage diagrams; scaffold interpretation of waste/sustainability datasets; organise contrasting-city evidence by dimension and stakeholder; model trade-off evaluation and fade essay prompts.	Year 13 Term 3: synoptic examination application and investigation analysis/evaluation. Integrates water/carbon systems, place, risk and sustainability.

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
		Environments – Urban Drainage and Waste: Interpret urban hydrographs; analyse runoff and catchment characteristics; compare waste streams; evaluate SUDS and river restoration; assess landfill/incineration and alternative disposal approaches. Contemporary Urban Environments – Environmental Issues and Sustainable Urban Development: Analyse ecological footprints and sustainability indicators; compare urban environmental problems; evaluate policies; apply systems thinking; weigh social, economic and environmental trade-offs. Contemporary Urban Environments – Contrasting Urban Case Studies: Synthesis of quantitative and qualitative evidence; compare contrasting urban areas; analyse wellbeing and physical environmental conditions; evaluate population attitudes and experiences.				

Year	Unit/Big Idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessment (Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
13 Term 1	Water and Carbon Cycles Hazards – Concept of Hazard and Plate Tectonics	Thinking: Water and Carbon Cycles: Physical Geography: systems, stores, flows, inputs, outputs, feedback and equilibrium; carbon and water as interconnected Earth-system processes; human impacts and resilience. Hazards – Concept of Hazard and Plate Tectonics: Hazard perception; risk and vulnerability; fatalism, prediction, adjustment/adaptation, mitigation, management and risk sharing; plate tectonics; links between physical processes and human responses. Methods: Water and Carbon Cycles: Construct and interpret systems diagrams; analyse stores, flows and feedback; interpret hydrographs and climate data; calculate and interpret rates and percentages; use GIS and maps to analyse spatial patterns. Hazards – Concept of Hazard and Plate Tectonics: Interpret hazard maps and spatial distributions; analyse frequency, magnitude and probability; apply the Park model and	KS4 prerequisites and earlier KS5 learning: Water and Carbon Cycles: GCSE understanding of the water cycle, carbon cycle, climate change, ecosystems and physical processes; ability to interpret maps, graphs and data. Hazards – Concept of Hazard and Plate Tectonics: GCSE knowledge of tectonic hazards, earthquakes, volcanoes, plate margins and hazard management; understanding of risk, vulnerability and resilience.	Diagnostic: retrieve drainage basins, climate change, ecosystems, plate tectonics and GCSE hazard management. Summative: systems-diagram/data task and hazard-risk evaluation. KPIs: distinguish stores/flows; explain feedback; analyse hydrograph/climate evidence; apply hazard models; link risk to vulnerability, development and governance.	Model systems diagrams and hazard-model application; teach stores/flows/feedback and hazard vocabulary explicitly; stage percentage/rate calculations; use worked hydrographs and structured evidence grids; reduce scaffolds for independent evaluation.	Future progression: Year 12 Term 2: hazards and management comparisons. Year 12 Term 3 landscape systems; Year 13 urban climate/drainage. Supports independent enquiry into systems and risk.

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		Hazard Management Cycle; interpret tectonic diagrams; explain plate movement and associated landforms.				
13 Term 1	Contemporary Urban Environments – Urbanisation and Urban Forms Contemporary Urban Environments – Social/Economic Issues and Urban Climate	Thinking: Contemporary Urban Environments – Urbanisation and Urban Forms: Urbanisation, suburbanisation, counter-urbanisation and urban resurgence; megacities and world cities; deindustrialisation, decentralisation, service economy; urban policy and regeneration. Contemporary Urban Environments – Social/Economic Issues and Urban Climate: Economic inequality, social segregation and cultural diversity; urban heat island; urban precipitation, fogs, thunderstorms and wind; particulate and photochemical pollution. Methods: Contemporary Urban Environments – Urbanisation and Urban Forms: Interpret global urbanisation data; analyse urban land-use patterns; compare world/megacities; use GIS and census data; analyse factors shaping urban form and change. Contemporary Urban Environments – Social/Economic Issues and Urban Climate: Interpret spatial patterns of inequality; analyse climate and pollution data; evaluate urban environmental policies; use maps, GIS and statistical evidence to compare contrasting urban areas.	KS4 prerequisites and earlier KS5 learning: Contemporary Urban Environments – Urbanisation and Urban Forms: GCSE understanding of urbanisation, megacities, migration, inequality, regeneration and sustainable cities. Contemporary Urban Environments – Social/Economic Issues and Urban Climate: KS3/GCSE understanding of inequality, segregation, urban microclimates, pollution and sustainability.	Diagnostic: retrieve urbanisation, regeneration, Year 12 Changing Places and climate processes. Summative: urban-form data analysis and inequality/urban-climate evaluation. KPIs: explain urban change; interpret GIS/census patterns; link human/physical characteristics to urban climate; evaluate policy impacts on different groups.	Model GIS/census/urban-climate analysis; compare mapped neighbourhoods and use labelled heat-island diagrams; chunk unfamiliar statistical evidence; support structured debate and then independent policy evaluation.	Future progression: Year 13 Term 2: drainage, waste, sustainable development and contrasting urban case studies. Links Changing Places to the physical urban environment.
13 Term 1/2/3	Geographical Fieldwork Investigation (NEA) Geographical Skills, Synopticity and A-level Examination Preparation	Thinking: Geographical Fieldwork Investigation (NEA): Enquiry process; question/hypothesis; methodology; sampling; data quality; reliability; validity; representation; analysis; conclusions; evaluation; ethical and risk considerations. Geographical Skills, Synopticity and A-level Examination Preparation: Synopticity; scale; place; systems; processes; interdependence; sustainability; risk; resilience; change; cause and consequence; human–physical interactions. Methods: Geographical Fieldwork Investigation (NEA): Design an individual investigation; collect primary data; select sampling methods; process and analyse quantitative/qualitative data; use statistics	KS4 prerequisites and earlier KS5 learning: Geographical Fieldwork Investigation (NEA): GCSE fieldwork experience and understanding of geographical enquiry, data collection and evaluation. Geographical Skills, Synopticity and A-level Examination Preparation: Full knowledge of A-level physical and human geography content and GCSE geographical skills.	Diagnostic: enquiry-design/method/statistics checks and cumulative misconception review. Summative: individual fieldwork investigation and timed synoptic/unfamiliar-source responses. KPIs: justify a focused question and methods; analyse relevant primary/secondary evidence; evaluate limitations and conclusions; apply physical/human concepts and sustain an evidence-based argument.	Teach enquiry/statistical methods through separate practice examples; provide accessible fieldwork arrangements and generic organisational guidance within centre rules; target revision from diagnostics. Preserve independence of assessed investigation work; use individual agreed access arrangements.	Future progression: Beyond KS5: university geography/environmental study, GIS, research, planning and evidence-based decisions. Consolidates the physical/human course through independent enquiry and synoptic evaluation.

Year	Unit/Big Idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessment (Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
		and GIS; evaluate limitations; communicate findings effectively. Geographical Skills, Synopticity and A-level Examination Preparation: Apply cartographic, graphical, statistical, GIS, quantitative and qualitative skills to unfamiliar sources; interpret OS maps; calculate statistics; identify patterns; evaluate evidence; integrate physical and human concepts.				