Curriculum Map 2026-27

Year view Subject: Geography				For further information, please see the KS3 Curriculum Booklet
Year 7	**Knowledge/Content**	**Skills**	**Assessments**	**Comments**
Autumn Term 1	Passport to Geography: Introduce a sense of place- where do they live? Locational knowledge of the world-Lat/long/continents of the world Making connections with the wider world How do we use our planet as natural resource?	National Curriculum: Presentation skills developed whilst producing report on the place they live. Global maps/Atlas work/lat/long.	Continents/oceans Knowledge test /30	**Links to prior learning:** Build on primary school knowledge of continents and oceans and the need to look after resources. **Links to wider curriculum:** British values- developing a sense of place and different cultural heritage; Science: use of resources **Links to future learning:** Atlas work will be spiralling throughout the Geography course. Geology- Y7 watery world, Y changing coastlines. Geology enrichment at the start of year 9. Natural resources will be revisited in GCSE Geography in the Resources and changing economic world unit taught in year 11. **Links to careers:** What do Geologists study? **https://www.youtube.com/watch?v=V_qGWCXbo6s**
Autumn Term 2	Exploring the Yorkshire Dales Countries of the British Isles Counties of Yorkshire Physical and human geography of the Yorkshire Dales. Focus on Grassington using OS maps	National curriculum: Atlas work, contents, index, OS maps, grid refs, scale, relief, height, distance, symbols, Sketch map from photos An introduction to GIS/aerial photos. Local fieldwork enquiry in Skipton, data collection, presentation and analysis.	OS map skills scored test	**Links to prior learning:** Spiralling building on place knowledge of British Isles & counties surrounding Yorkshire. What fieldwork did I do at primary school? Build on enquiry steps. **Links to wider curriculum:** Numeracy: scale, distance, graphs, Mean, Mode etc. Literacy: specialist vocabulary. Capital culture – sharing experiences/sense of place e.g. boys living in the Dales **Links to future learning:** Pupils will learn the names and location the Rivers of the Yorkshire Dales- build on this knowledge/sense of place for next unit: Watery World. Develop OS map skills to identify and interpret river features.
Spring Term 1	Watery World: Water cycle, River processes and landforms. Skipton Fieldwork	National curriculum: Atlas work, contents, index, OS maps, grid refs, scale, relief, height, distance, symbols; Sketch map from photos Introduction to GIS/aerial photos. Fieldwork data collection, presentation and analysis (tbc) Describing and manipulating data and geographical patterns	Fieldwork enquiry write up (assessment)	**Curriculum Enrichment:** Human fieldwork in Skipton **Links to prior learning:** Build on their knowledge of the water cycle and rivers from primary school. Spiralling knowledge from Rivers of the Yorkshire Dales. **Links to wider curriculum:** Literacy: specialist vocabulary; Numeracy: data handling, drawing a cross section, Mean, Mode. Science: predictions, methods, conclusion, evaluation **Links to future learning:** JBA engineering visit(Y8): Flood risk modelling and coastal management; Processes of erosion and **transportation: Glaciation Y8 (Amazing Places) Coasts year 8; GCSE Rivers and Glaciation; A level Coasts, Water & Carbon.** Links to careers: I am a town planner | RGS

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Year 7	Knowledge/Content	Skills	Assessments	Comments
Spring Term 2	Africa: What are the challenges and opportunities facing Africa? Physical landscape: How has Africa's past shaped it's present? How developed are African countries? Population change Urbanisation in Africa/China	Continents and countries – Africa is not a country Atlas/contents/lat&long Comparing maps – physical landscapes/political maps/use of GIS How to construct a chronological timeline Interpreting graphs – scatter graphs/trends.	End of year 7 exam (if year 7 tests in summer term 2)	**Links to prior learning:** Build on their knowledge of Africa from primary school. Spiralling knowledge of continents and countries to build on sense of place/skills lat & long. **Links to wider curriculum:** Numeracy – data manipulation Literacy – specialist vocabulary; British Values – encourage respect, tolerance and harmony and between different cultural traditions; Links to RS - empathy/reflection/poverty; Links to History - Colonialism/skills use of quotes/sources/chronological timeline **Links to future learning:** Awesome Asia - Year 8 (China) GCSE challenges of urban environment; A level Population.
Summer Term 1	How are populations changing? Why do people migrate? What is urbanisation? Start: What is development? How is money spread around the world? Measuring development What is poverty? How countries or organisations support development	Learning about geographical models Atlas work/latitude and longitude Data handling Introduce the use of the Development compass rose Atlas work Describing and manipulating data Describing geographical patterns How to read and interpret a choropleth map – comparing maps	*Scored test*	**Curriculum enrichment** – whole school migration survey? Faculty prefects? Family country origins/connections? **Links to prior learning: B**uild on their knowledge of Population topics from primary school and own experiences, communities, families; Spiralling knowledge of continents and countries to build on sense of place **Links to wider curriculum:** Numeracy: data manipulation Literacy: specialist vocabulary; British Values: respect, tolerance, harmony and different cultural traditions; RS: empathy, reflection, poverty; History -urbanisation Leeds **Links to future learning:** Awesome Asia Y8; Africa next Y7 Unit; GCSE challenges of urban environment; A level Population.
Summer Term 2	What is weather and climate? How do we measure weather? How do we record the weather and present the data? What is the climate of the UK? School based weather enquiry	Interpret climate maps for the UK Describe and explain weather patterns and the climate of the UK. Interpret climate graphs of the UK Use new geographical terminology: weather and climate; Conduct a geographical enquiry to identify patterns of week's weather for a locality	*Weather enquiry: Data collection & analysis – pupil self-assessment.* Set up a weather station at home to collect a variety of weather data.	**Links to prior learning:** Primary school work on weather-enquiry builds on kills learnt during Skipton fieldwork. **Links to wider curriculum:** Numeracy: data manipulation Literacy: specialist vocabulary; Science curriculum: air pressures, temperature **Links to future learning:** GCSE/A level Hazards extreme weather Links to careers: What does a Meteorologist do? A day in the life of a Met Office Senior Operational Meteorologist - YouTube

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Year view Subject: Geography				For further information, please see the KS3 Curriculum Booklet
Year 8	**Knowledge/Content**	**Skills**	**Assessments**	**Comments**
Autumn Term 1	Amazing Places – Iceland and New Zealand Earth's structure Plate boundaries Distribution of volcanoes & earthquakes Types of volcanoes	National Curriculum: Atlas/globe - latitude/longitude Satellite & aerial photos GIS – analysis and interpretation Diagrams/annotations	*Location knowledge scored test & Pupil self-assessment*	**Curriculum enrichment:** Homework: Design and make an active volcano or write an internet blog about a volcanic eruption **Links to prior learning:** Spiralling knowledge – continents and oceans/latitude/longitude What do I already know about volcanoes and earthquakes? Iceland/New Zealand? (build on knowledge & understanding from primary school/sense of place) **Links to wider curriculum**: Science curriculum; Literacy – develop vocabulary/acrostic poem; PSHE – empathy people affect by natural hazards; Art **Links to future learning:** Spiralling building knowledge & understanding of climate change – Year 8 Threatened world unit**;** GCSE & A level natural hazards unit**;** Links to climate change responses and management.
Autumn Term 2	Amazing places continued- Finish off Earthquakes: Causes, effects and responses. Glaciation to complete: Formation of glaciers Process of erosion & transportation Glacial landforms. Taught within the context of Iceland and New Zealand.	National Curriculum: Atlas/globe - latitude/longitude Satellite & aerial photos GIS – analysis and interpretation Diagrams/annotations	Glaciers Extended piece of writing Glaciers/climate change /9 mark(GCSE level marking) (optional as only 1 assessment required – due to 1 lesson per week)	**Curriculum enrichment:** Careers – Visit and presentation from JBA engineering*. Flood modelling and coastal management **Links to prior learning:** Spiralling knowledge – continents and oceans/latitude/longitude What do I already know about Glaciers? Iceland/New Zealand? (build on knowledge & understanding from primary school/sense of place) **Links to wider curriculum**: Science curriculum – Climate change; Literacy – develop vocabulary; Capital culture: Climate change debate/developing ideas/arguments **Links to future learning:** Climate change – Year 8 Tropical rainforest unit**;** GCSE Natural Hazards & Living world unit**;** A level Geography: Natural hazards and Coastal unit Glaciers – Link to Norber fieldwork and GCSE Glaciation unit **Links to careers:** Top Geographers | RGS *subject to availability

Spring Term 1	Awesome Asia- Physical features of the continent of Asia. Human geography of the continent of Asia Human geography of the region of the Middle East: why is it important? Why is the Middle East a major economic region of the world? The importance of oil to the Middle East region. Explore major countries of Asia: China today: What is China like? The development of China and its links to globalisation: Is China helping to create an interdependent world?	Atlas maps and satellite images to investigate the physical and human geography of the continent of Asia. Interpret statistics, graphs and maps of the region of the Middle East. Graphical skills Maps in association with photographs Consider different points of view and decisions that people make to change; Interpret statistics, graphs and maps of the region of the Middle East.	Enquiry of either India or Russia is self-assessed using a teacher produced assessment sheet, as well as teacher assessed.	**Links to prior learning:** Spiralling knowledge – continents and oceans/latitude/longitude**.** What do I already know about Asia? (build on knowledge & understanding from primary school/ sense of place) **Links to wider curriculum**: Maths curriculum- use of data and graphs; Literacy – develop vocabulary; Capital culture: developing ideas/arguments **Links to future learning:** GCSE Economic and Urban units**;** Year 11 economics enrichment; A level Geography: Global systems and governance unit**;** A level Economics: Macro-economics, international economy.
Spring Term 2	Awesome Asia Either: 1.Urbanisation in India How is urbanisation changing lives in Karnataka, India. Why do people move from rural areas to Bangalore and how is life changing? OR 2. Does the geography of Russia help or hinder its economy? Investigating Russia using GIS. OR: 3. Individual enquiry work: Pupils to choose either India or Russia.	Interpret statistics, graphs and maps of the region of Karnataka; Atlas maps; Graphical skills; Maps in association with photographs; Skills of enquiry based learning: question setting, research and referencing systems of the internet, including evaluation of own research. Presentation and analysis skills.		**Links to prior learning:** Spiralling knowledge – continents and oceans/latitude/longitude**;** What do I already know about India/ Russia? (build on knowledge & understanding from primary school/sense of place); Urbanisation studied in the Africa unit in year 7; Use of GIS in Year 7 Yorkshire Dales unit is revisited when investigating Russia **Links to wider curriculum**: Maths curriculum- use of data and graphs; Literacy – develop vocabulary; Capital culture: developing ideas/arguments; IT- GIS **Links to future learning:** GIS is developed further in the coastal unit in the summer term; GCSE Economic and Urban units; A level Geography: Global systems and governance unit. Enquiry skills will be used when carrying out the NEA at A level. **Links to careers:** Careers in planning and the built environment | RGS

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Summer Term 1	A threatened world Countries and capitals of South America Physical features of the Tropical rainforests of the Amazon. Soils & vegetation Deforestation How is climate change threatening this fragile ecosystem?	National curriculum: How GIS can be used to manage both human & physical env. Globes/atlas Aerial photos & Satellite images	Countries and Capitals location knowledge scored test Year 8 exam	**Links to prior learning:** Spiralling knowledge – continents and oceans/latitude/longitude What do I already know about TRF/climate change? Build on country knowledge – Countries and capitals of South America **Links to wider curriculum**: Science curriculum – Climate change Literacy – develop vocabulary Numeracy– Climate graphs/temp range Capital culture: Climate change debate/developing ideas/arguments PSHE: Values/empathy/reflection/politics **Links to future learning:** Human uses of the Malaysian rainforests at GCSE Links with the Carbon cycle in the carbon unit at A level. See above for column for other units
Summer Term 2	What happens when the land meets the sea? Coastal processes Landforms Management **Enrichment week:** **Visit White scar caves and a local quarry. Seeing the use of geology in very different settings**	National curriculum: How GIS can be used to manage both human & physical environment. Globes/atlas Aerial photos & Satellite images	Model making of a coastline: class presentation (peer assess).	**Curriculum Enrichment:** Art – Make a model a headland. **Links to prior learning:** Spiralling knowledge to build on processes of erosion and transportation, Year 7 river & Year 8 glaciation Apply knowledge of coastal management from JBA visit (year 8 Autumn term). Spiralling knowledge of GIS previously taught in awesome Asia. **Links to wider curriculum:** IT – use of GIS Literacy – develop specialist vocabulary Numeracy – data handling Capital culture – reflection/empathy of people suffering from losing homes to build on understanding of other communities Art – Sketching **Links to future learning:** GCSE Glaciation & Rivers – processes & transportation A level Coasts

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Subject: Geography:				
Year 9	**Knowledge/Content**	**Skills**	**Assessments/Checkpoints**	**Comments**
Autumn Term 1	**Paper 1: Living with the Physical environment** **Build on fieldwork carried out in previous term on limestone (see end of year 8).** Physical landscapes in UK Local and UK examples to distinguish between landscapes & landforms; Links between the relief & UK's river systems **Norber Fieldwork**: to investigate Limestone landscapes and glacial landforms. **Chemistry dept collaboration.** Write up fieldwork enquiry **Enrichment beyond core GCSE:** The Rock cycle;The Geology of the Yorkshire Dales; Case study Yorkshire Dales National park: Types of industry. Conflicts of Quarrying.	Atlas map – A3,A4 OS maps (used during fieldwork) OS1-4 & 8 Sketch maps on fieldwork (MP2) Photographs - UK relief/geology/Use of GIS Annotate diagrams Fieldwork data - N3, QQ1-4 Literacy/E3 Compass & OS map skills in the field	Progress Knowledge test upland/low landscapes & rivers /10 marks Extended writing - Conflicts of quarries /9	**Curriculum Enrichment:** Geology unit – beyond the GCSE core syllabus; Developing confidence, communication skills on fieldwork. Capital culture – sharing/new experiences or environments on fieldwork **Links to prior learning:** Build on KS3 - knowledge of river, glacial & coastal landforms, rock cycle from year 7. Building on pupil's sense of place of the Yorkshire Dales from Year 8 fieldwork to White Scar caves and Swinden quarry. Spiralling knowledge & understanding of the limestone landscape/processes. **Links to wider curriculum:** Science curriculum - Norber fieldwork is a joint curriculum visit. Pupils conduct chemistry fieldwork to investigate rock types. English – literacy skills and extended writing **Links to future learning:** Build on their sense of place learnt at Norber to develop knowledge & understanding landscapes in the next unit. Links to careers:What do geographers actually do? | RGS
Autumn Term 2	**Paper 1: Living with the Physical environment: Glacial landscapes in the UK** Learn distribution of ice cover across the UK in the last Ice Age Glacial processes: weathering, erosion and transportation Glacial landforms: erosion, deposition; Glacial uplands, land use, conflict and management (Tourism - Lake District)	OS maps – OS1,2,3,4,8 &10 MP1,3,4&5 G6,N1. Literacy – develop specialist vocabulary	End of unit GCSE test on Glaciers /15	**Links to prior learning:** Spiralling/building on knowledge & understanding of Glacial/Coastal processes and landforms from the year 8 unit. Applying knowledge from fieldwork – glacial landforms. Building on sense of place. **Links to wider curriculum:** Science – Weathering processes Literacy – development of specialist vocabulary/spelling **Links to future learning:** Spiralling understanding to build on processes of weathering, erosion and transportation. GCSE Rivers unit/A level Coastal unit.

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Year 9	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Spring Term 1	**Natural Hazards Enrichment – beyond core GCSE:** Research & Present a movie/ppt on a natural hazard of choice **Paper 1: Living with the Physical environment: Natural Hazards: Tectonic hazards -**Distribution of earthquakes & volcanoes; Types of plate margins; Effects and responses to earthquakes; Living with the risk and management of earthquakes.	ICT skills/Power-point/movie maker Atlas maps A1-4; Maps MP1-5; Graphs G1,5 & 6; Numerical N1,N4; Quantitative &Qualitative data QQ1,3-7; Statistical S3-S4; Formulate and enquiry E1-4 Literacy specialist vocabulary	Peer assessed presentation using GCSE levels/WWW/EBI (ICT) Tectonic GCSE progress past paper question	**Curriculum Enrichment:** Class presentations – beyond the GCSE core syllabus. Developing confidence, communication & presentation skills. **Links to prior learning:** Spiralling/building on knowledge & understanding of Tectonics from the year 8 unit. Building on sense of place & knowledge, continents, countries/cities **Links to wider curriculum:** Maths – use of Quantitative & Qualitative data; Science – Predictions/hypothesis; Literacy – development of specialist vocabulary/spelling/designing a newspaper report; PSHE – Empathy/reflection **Links to future learning:** Spiralling to build on tectonic processes and case study knowledge. A level Natural hazards
Spring Term 2	**Paper 1: Living with the Physical environment: Natural Hazards:** Finish Tectonic hazards (as above) Introduction to Weather; Hazards; Global atmospheric circulation; Location and formation of Tropical Storms	Atlas maps A1-4; Maps MP1-5; Graphs G6 Numerical N4 Quantitative &Qualitative data QQ1,3-7 Formulate and enquiry E2-4 Literacy specialist vocabulary	Tectonic /weather hazards GCSE progress test	As above
Summer Term 1	Typhoon Haiyan; Reducing effects of Tropical storms; Weather Hazards in the UK The Somerset floods	As above and OS maps OS1,2,3,6-8,10-11	End of year 10 exam	As above. Also links to future learning in terms of the GCSE rivers unit.
Summer Term 2	Extreme weather UK Climate Change Global and UK	As per spring term 2	Progress/end of unit test (dependent on class/enrichment/fieldwork)	**Links to prior learning:** Builds on Weather from Year and sense of place & knowledge, continents, countries/cities **Links to wider curriculum:** Maths: use of Quantitative & Qualitative data; Science: Predictions/hypothesis; Literacy: specialist vocabulary/spelling; PSHE:Empathy/reflection **Links to future learning:** Build on impacts of climate change – GCSE Hot deserts unit. A level Natural hazards: Weather hazard processes and case study knowledge.

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Year view Subject: Geography				For further information, please see the KS4 Curriculum Booklet
Year 10	**Knowledge/Content**	**Skills**	**Assessments/Checkpoints**	**Comments**
Autumn Term 1	**Finish Unit 1: Climate change** **Section B The Living World:** **Ecosystems-** interaction between living and non-living components **Tropical rainforests:** Management; Distinctive environmental characteristics**;** Deforestation-Economic and environmental impacts	Drawing climate graphs G6 Literacy-writing news reports; Personal research; Using numerical data N4; Describing patterns from maps and data N4 OS1-11; Drawing labelled maps and diagrams; Finding evidence from photos MP4	9-mark question climate change. Progress assessment GCSE past paper Ecosystems & TRF	**Links to prior learning:** Y 7/8 tropical rainforests and ecosystems; Climate change revisited - spread of deserts. **Links to wider curriculum:** Science curriculum **Links to future learning:** Desertification caused by climate change; links with sustainable cities in urban unit.
Autumn Term 2	**Living World to complete:** **Hot deserts:** Have distinctive environmental characteristics Their development creates opportunities and challenges Areas on the edge of deserts are at risk from desertification.	Drawing climate graphs G6 Literacy-writing news reports Carrying out personal research Using numerical data N4; Describing patterns from maps and data N4 OS1-11; Drawing labelled maps and diagrams; Finding photo evidence MP4	*Progress assessment on Living World*	**Curriculum Enrichment:** Research and presentation on Sahel Desert (optional dependent on progress of cohort) **Links to prior learning:** Y7/8 tropical rainforests and ecosystems; Climate change in previous unit is revisited in the context of the spread of deserts. **Links to wider curriculum:** Science curriculum **Links to future learning:** Desertification caused by climate change; links with sustainable cities in urban unit.
Spring Term 1	**Finish Living World.** **Unit 2: Challenges in the human environment:** **Urban issues and challenges** **The urban world:** % of world's population living in cities Urban growth creates opportunities and challenges for cities in lower income countries and newly emerging economies.	Using numerical data N1-4 Finding evidence from photos MP3 Describing population trends from graphs G6 Using a variety of graphic techniques to present data Literacy skills- describing information in photos and preparing a presentation.	End of unit assessment Living world *Progress test GCSE questions.*	**Links to prior learning:** Atlas map skills learnt in year 7 are reinforced **Links to wider curriculum:** Maths skills in manipulation of data **Links to future learning:** Links to Changing Places and Globalisation at A level Geography

Spring Term 2	**Continue Unit 2 Challenges in the human environment: Urban issues and challenges** Urban change in the UK leads to a variety of social, economic and environmental opportunities and challenges. **Sustainable urban development requires management of resources and transport**	.Using numerical data N1-4 Finding evidence from photos MP3 Describing population trends from graphs G6 Using a variety of graphic techniques to present data Literacy skills- describing information in photos and preparing a presentation.	Urban issues progress test *(end of unit will be incorporated into the end of year 10 exam)*	**Links to prior learning:** Atlas map skills learnt in year 7 are reinforced **Links to wider curriculum:** Maths skills in manipulation of data **Links to future learning:** Links to Changing Places and Globalisation at A level Geography
Year 10	**Knowledge/Content**	**Skills**	**Assessments/Checkpoints**	**Comments**
Summer Term 1	**River landscapes in the UK to complete:** OS maps skills River landforms and processes. Rivers fieldwork	Drawing cross-sections from OS maps OS9 Using OS maps to identify river landforms OS10 Drawing labelled sketches and diagrams OS10 Drawing sketched from photos Using and describing information from photos MP4 Literacy- describing landforms and processes Fieldwork skills: Planning of fieldwork (question/hypothesis setting, organising equipment and carrying out the data collection, as well as wring a written report of the findings). E1-4	*End of year exam*	**Links to prior learning:** Atlas map skills Y7 are reinforced; Fieldwork skills (KS3 and Y10) built upon: hypothesis setting, data collection, presentation and analysis. **Links to wider curriculum:** Maths – cross-sections **Links to future learning:** Skills learnt carrying out fieldwork will be invaluable for the NEA completed at A level. Required also for paper 3. Water and carbon cycle studied at A level will build upon the issues of sustainability. **Links to careers:**From geography to journalism with BBC presenter Chris Mason | RGS Visiting speaker and 'Old boy' Jack Tarrant from Mott MacDonald speaks about his career journey to become a flood risk manager

Summer Term 2	Rivers fieldwork write up	Fieldwork skills: See above	*Paper 3 Fieldwork progress test*	See above

Year view Subject: Geography				For further information, please see the KS4 Curriculum Booklet
Year 11	**Knowledge/Content**	**Skills**	**Assessments/Checkpoints**	**Comments**
Autumn Term 1	**Continue River landscapes. complete:** River landforms and processes. Management strategies used to protect river landscapes from the effects of flooding.	Drawing cross-sections from OS maps OS9 Using OS maps to identify river landforms OS10 Drawing labelled sketches and diagrams OS10 Drawing sketched from photos Using and describe information from photos MP4 Literacy- describing landforms and processes	*End of rivers test (incorporating paper 3)*	**Links to prior learning:** OS maps skills learnt in year 7 are reinforced **Links to wider curriculum:** Maths – cross-sections **Links to future learning:** Skills learnt carrying out fieldwork will be invaluable for the NEA completed at A level. Required also for paper 3. **Links to careers:** GIS in the real world - land use change | RGS
Autumn Term 2	**Section B: The changing economic world. The development gap:** Global variations in economic development and quality of life. The strategies used to reduce the global development gap**.**	Comparing countries using a range of social and economic measures of development N1-4; Interpreting population pyramids G6; Using numerical data N1-4; Finding information from photos G3; Describing patterns of distribution G6 Presenting data using different graphical techniques. G1	*Year 11 mock exam (including an end of urban issues GCSE past paper)*	**Links to wider curriculum:** Maths skills in manipulation of data; Issues of sustainability covered in PSHCE and Science. **Links to future learning:** Water and carbon cycle studied at A level will build upon the issues of sustainability.
Spring Term 1	**Nigeria: a newly emerging economy:** social, environmental and cultural change. **The changing UK economy:** Changes in the economy of the UK affect employment patterns and regional growth.	Using numerical data N1-4 Finding information from photos MP3; Describing patterns of distribution using maps OS11; Presenting data using different graphical techniques, including pie charts. G3	*End of unit Economic test*	**Links to prior learning:** Atlas map skills learnt in year 7 are reinforced**;** Fieldwork skills developed during KS3 and year 10 will be built upon. These include hypothesis setting, data collection, presentation and analysis. **Links to wider curriculum:** Maths skills in manipulation of data; Issues of sustainability covered in PSHCE and Science; 'Economics' enrichment Y11 and A level macro and micro

				Links to future learning: NEA A level Fieldwork skills; A-level Water and carbon cycle links to sustainability. Some links with A level Politics
Spring Term 2	**Section C: The challenge of resource management:** Food, water and energy are fundamental to the human development.; The changing demand and provision of resources in the UK create opportunities and challenges. **Energy topic chosen a resource to investigate in more detail:** Demand for energy resources is rising globally but supply can be insecure. Which may lead to conflict; Strategies used to increase energy supply	Describing patterns of distribution in maps and graphs G6 OS8 Carrying out research Using numerical data N1-4 Presenting data using different graphical techniques, including flow diagrams, compound bars and choropleth maps. G3	*Select a range of GCSE questions*	**Links to prior learning:** Atlas map skills learnt in year 7 are reinforced**;** Use of resources of the Yorkshire Dales studied at KS3 linked back to **Links to wider curriculum:** Maths skills in manipulation of data; Issues of sustainable use of resources covered in PSHCE and Science. **Links to future learning:** Water and carbon cycle studied at A level will build upon the issues of sustainability. **Links to careers:** Energy and law Working in energy law | RGS
Summer Term 1	Unit 3 Geographical applications and skills: Teaching of the paper 3 pre-release material.	1. Variety of geographical skills, including analysis of a wide range of data. Literacy skills developed whilst building an argument 2. All skills during the fieldwork revisited E1-4 3. Atlas skills A1-4 ;OS map skills OS1-11; Using and drawing sketch maps MP2 Using photographs MP4 Graph skills G1-6; Map skills A1-4, OS1-11; Statistical skills S1-4	*DME mock*	**Curriculum Enrichment:** Revision of rivers and transport fieldwork/topic covered in Pre-release **Links to prior learning:** Spiralling of all atlas/ OS maps skills learnt throughout the course are reinforced. **Links to wider curriculum:** Maths skills in manipulation of data Fieldwork skills link with those learnt in sciences **Links to future learning: A**nalysis questions asked at A level Geography.

Summer Term 2	Exams			

Year view Subject: Geography				For further information, please see the KS5 Curriculum Booklet
Year 12	**Knowledge/Content**	**Skills**	**Assessments/Checkpoints**	**Comments**
Autumn Term 1	**Teacher 1: Coastal systems and landscapes** Natural systems, sources of energy, sediment sources/cells & budgets. Geomorphological processes – Transport and development of sand dunes (preparation for coastal fieldwork if carried out here). **Teacher 2: Changing Places** The nature and importance of place Changing places-relationships connections, meaning and representation. Skipton Secondary data project	Drawing, labelling and annotating diagrams. CS1 Online research into geographical systems. CS3 Developing extended writing skills. CS3 Using atlas maps. CA1 Producing annotated maps. CA3-5 IT1 Conducting independent and group research tasks on sediment cells. Knowledge of quantitative and qualitative secondary data sources. How to analyse data: Census data Index of Multiple deprivation Data shine	4 mark outline questions throughout course as starters *End of September progress test /30* Research presentation – Tides/oceans Level assessed Coastal progress assessment *Spearman Rank correlation coefficient carried out using data on wind height and fetch.*	**Links to prior learning:** Spiralling knowledge of Coastal processes from KS3 and GCSE Rivers and Glaciation units. **Links to wider curriculum:** Science work on systems and feedback mechanisms Maths skills of data analysis **Links to future learning:** Coastal fieldwork - Walney Island, to investigate coastal processes and sand dunes. Skills preparation/NEA data collection (end of September or early October in the hope that this will help integrate the girls and boys). **Links to prior learning:** Build on knowledge from GCSE Human units. Pupils own experiences/sense of place **Links to wider curriculum:** Maths skills in manipulation of data.IT skills during research and analysis ONS census data Literacy skills. British values of respect, tolerance and understanding within and between communities. **Links to future learning:** Research skills /referencing sources will be used when carrying out any independent

		GIS Types of maps	*Secondary data Skipton project* *Level marked /20*	work and in particularly the NEA. Concepts from this unit will be developed in the Globalisation unit. **Links to careers:** The geographers behind the map | RGS
Autumn Term 2	**Teacher 1: Continue Coasts** Geomorphological processes – weathering and mass movement. Coastal processes – marine & subaerial Landforms of erosion & deposition Estuarine development **Teacher 2. Continue Changing places** Use of quantitative and qualitative sources Place studies - Skipton (local field work and primary data collection) and Stratford, London (far away) Above incorporates relationships and connections – changing demographic and cultural characteristics	Use of key subject specific and technical terminology. Drawing, labelling and annotating diagrams. Online research into storm hazards. Construct a range of graphs and use statistical skills. Develop extended writing skills. Use atlas and weather maps. Produce annotated maps. Practise exam style questions. Conduct independent and group research tasks. Make links within and beyond this area of the specification. Engage with remotely sensed satellite data. Fieldwork enquiry steps Questionnaire design Sampling techniques Data collection, presentation and analysis skills. Practice NEA write up. Reference skills.	End of October assessment *Data analysis ppq looking at sediment transfers in estuarine environments 6 mark and 6 mark* *20 mark essay on relative importance of weathering and erosion* *Fieldwork Primary data Skipton project* *Level marked /20* *Progress assessment essay /20* *Rebranding presentation-level assessed.*	**Links to prior learning:** Skills learnt throughout the course are reinforced. Weather hazards studied during GCSE are revisited and developed further. Meteological causes of storms are studied in much more depth. **Links to wider curriculum:** Maths is required for data analysis. Understanding the importance of air pressure and temperatures links with Physics. English during writing of reports **Links to careers:** Geographers and the Thames Estuary 2100 Plan | RGS **Links to prior learning:** Build on knowledge from GCSE Human units. Pupils own experiences/sense of place **Links to wider curriculum:** Maths skills in manipulation of data. IT skills during research and analysis ONS census data Literacy skills link with English British values of respect, tolerance and understanding within and between communities. **Links to future learning:** Research skills /referencing sources will be used when carrying out any independent work and in particularly the

	-economic change and social inequalities		*End of unit levelled test.*	NEA. Concepts from this unit will also be developed and built on in the Globalisation unit.
Spring Term 1	**Teacher 1: Continue Coasts** Sea level change/landforms Coastal flood and erosion Coastal management Holderness & Sunderbans SMP/ICZM **Teacher 2:** **Finish Changing places** **Leeds field work**	Research skills using EA and jba websites looking at Nature based solutions to coastal erosion. Fieldwork enquiry steps Questionnaire design Sampling techniques Data collection, presentation and analysis skills. Practice NEA write up. Reference skills.	Analysis ppqs using data, both 6 mark questions 20 mark essays on coastal management Leeds – Geography of Health fieldwork write up /20	**Links to careers** Both with the Environment Agency and jba and Mott MacDonald RSPB Careers in coastal management
Spring Term 2	**Teacher 1: Water and carbon** Systems in physical geography: Systems concepts and their applications to the water and carbon cycles inputs-outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium. Global distribution and size of major stores of water – lithosphere, hydrosphere, cryosphere and atmosphere.	Use of key subject specific and technical terminology. To identify **connections** and interrelationships between different aspects of geography. Constructing and using systems and models. Labelling and annotation of diagrams.	1. Exercise on vegetation and loss (20 marks) 2. Drainage basin hydrology ppq (15 marks) 3. Rainfall and runoff exercise (25 marks)	**Links to prior learning:** Skills learnt throughout the course are reinforced. Year 7 and the GCSE unit on river catchments are revisited. **Links to wider curriculum:** Science work on systems and feedback mechanisms Maths skills of data analysis **Links to future learning:** Fieldwork investigation on a local school site will be used during NEA data collection **Links to careers:** Climate Adapted Pathways in Education (CAPE) | RGS

	Teacher 2: Start Population unit Environmental context for human population characteristics & change: Key elements in the physical environment; Key population parameters; Environment & population; Population and Health Food supply v demand Food security	Use of key subject specific and technical terminology. To identify **connections** and interrelationships between different aspects of geography. Constructing and using systems and models. Labelling and annotation of diagrams.	1, 6 & 9 mark questions to introduce question structure of this unit.	**Links to prior learning:** GCSE weather & climate unit. The Living World, Ecosystems, Links to Changing Places – endogenous and exogenous factors affecting settlement growth. **Links to wider curriculum:** Science work on systems and feedback mechanisms Maths skills of data analysis **Links to future learning:** Globalisation and Global Governance unit **Links to Careers** Geographical careers in food security activity | RGS
Summer Term 1	**Teacher 1: Continue Water and carbon** Processes driving change in the magnitude of these stores over time and space. Drainage basins as open systems The water balance Runoff variation and the flood hydrograph. **Case Study 2** Case study of a river catchment(s) at a local scale to illustrate and analyze the key themes above, engage with field data and consider the impact of precipitation upon drainage basin stores and transfers and implications for sustainable water supply and/or flooding.	Use of key subject specific and technical terminology. Opportunities to develop skills such as drawing, labelling and annotating diagrams. Online research. Construct and interpret water balance graph and hydrographs. Measurement of dispersion SS2 Standard deviation used Research skills Referencing of sources Presentation skills, both written and verbal. Data collection skills developed in the field: Infiltration rates,	River Wye /Cam stats exercise (20 marks) Standard Deviation stats test used. Report on a river catchment of their choice, assessed using AQA exam levels /20 Focus on Chi2 test and drawing a transect using survey carried out in the field. End of year 12 exam	**Links to prior learning (teacher 1 and 2):** Build on skills and synoptic links developed from the Changing Places, Water and Carbon unit. **Links to wider curriculum (teacher 1 and 2):** Maths skills are reinforced, such as graphs and data analysis. Stats skills link with Maths. **Teacher 2:** Ideas to generate debate on population issues, link to RS, Philosophy & Ethics, Politics/Economics/Sciences - students other A level subjects/PSHE **Links to future learning: (teacher 1)** Research skills, specifically referencing, developed from the NEA - University courses/Extended projects **(teacher 2)** To be able to apply the skills learnt to a range of university/apprenticeship courses. Links to careers: Choose Geography supplement 2025 | RGS **Links to prior learning:** Skills learnt throughout the course are reinforced. Spiralling knowledge of Coastal processes from KS3 and GCSE Rivers and Glaciation units. Links to GCSE population units.

	Field work on Embsay Moor looking at the water and carbon cycles **Teacher 2**: Continue with Population and Health Epidemiological transition model. Communicable & non-communicable diseases.	Surveying Vegetation sampling using quadrats Interpretation of graphs, and secondary data.		**Links to wider curriculum:** Science work on systems and feedback mechanisms Maths skills of data analysis **Links to future learning:** Coastal fieldwork - Walney Island, to investigate coastal processes and sand dunes. Skills preparation/NEA data collection. Globalisation and global governance.
Summer Term 2	**Teacher 1: Water and carbon** **Water and carbon** Changes in the water cycle over time to include natural variation. Depending on time : **The Carbon Cycle** Global distribution and size of major stores of carbon – lithosphere, hydrosphere, cryosphere biosphere, atmosphere. Factors driving change in the magnitude of these stores over time and space. Changes in the carbon cycle over time. The carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere, including global climate. This will be continued during the first term on year 13 alongside the NEA write-up.	Fieldwork skills used during collection of infiltration rates in different locations around the school site.This includes students setting hypotheses/key questions in order to achieve the aims of the study. Data is presented and analysed using stats tests learnt previously in the course. Interpreting a variety of charts, data, graphs and maps (especially atlas maps). CS1-4 To develop extended writing skills to explore issues relating to changes in the carbon cycle. Create line graphs of amounts of CO_2 in the atmosphere over time. GS1-2 Enquiry design	Fieldwork assessed using NEA mark scheme /20	**Links to prior learning:** Skills learnt throughout the course are reinforced. Work carried out during the 'River landscapes' unit at GCSE are revisited here and built upon, specifically the storm hydrograph. KS3 and GCSE use of GIS is developed further **Links to wider curriculum:** Maths skills are reinforced, such as graphs and data analysis. Science curriculum **Links to future learning:** Global systems and Governance unit will explore global action on climate change. Links with data collection, presentation and analysis used in the NEA **Links to careers:** Ex-pupil from Mott MacDonald visits to give a presentation on his career path from studying A level Geography to flood risk analyst

	Teacher 2:. Continue Population & Environment Introduction to NEA structure Research, draft and complete candidate record forms Students are reminded of the fieldwork carried out and the skills developed: Coastal fieldwork Urban fieldwork Water and carbon fieldwork	Research and referencing Sampling Strategies Data collection design and methods	6 and 9 marks questions to introduce question structure 20 mark question food security (subject to time needed on CRF)	

Year view Subject: Geography				For further information, please see the KS5 Curriculum Booklet
Year 13	**Knowledge/Content**	**Skills**	**Assessments/Checkpoints**	**Comments**
Autumn Term 1	**Teacher 1 and 2: Work on NEA during the week when each teacher has 3 lessons** Write up of NEA Intro, Method, Data presentation & analysis Conclusion & evaluation A level syllabus: Skills dependent on chosen NEA topic. They could include any or all of the skills included in column two. **Teacher 1 and 2:** **Continue working on the Carbon cycle and population respectively during the week with 2 lessons. (See above)**	Comparative graphing techniques. GS1-4 Extended writing to levels descriptors. CS3.Collect, analyze and interpret information from a range of secondary sources – including factual, numerical and spatial data. Critical questioning of information, and sources of information. Evaluating and presenting findings from research.CS3 Cartographic skills – annotating base map or production of flow map. CA 1. CA 4 Critical questioning of information, and sources of information. QL1 QL2	Past paper questions on year 12 units. Mentoring/self-assessment on NEA. YEAR 13 – to support any changes for UCAS grades Select a range of PPQ's 4, 6 & 20 mark essays	**Links to prior learning:** Research skills learnt throughout the course are reinforced. Work carried out during the 'River landscapes' unit and Human fieldwork at GCSE are revisited here and built upon. **Links to wider curriculum:** Maths skills are reinforced, such as graphs and data analysis. Science curriculum **Links to future learning:** Beyond KS5 - Research skills, specifically referencing, developed for the NEA. **Links to careers:** Geographical careers in real estate | RGS

		Core skills. CS1-4.Use of key subject specific and technical terminology. Cartographic skills – annotating base map or production of flow map. CS1 Critical questioning of information, and sources of information. Core and ICT skills. CS1-4 IT. Online research.		
Autumn Term 2	**Teacher 1. Finish Water, Carbon, Climate and Life on Earth** • The key role of the carbon and water stores and cycles in supporting life on Earth and particular reference to climate. • Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change. **Case Study 1** Case study of a tropical rainforest: Amazon. **Teacher 2. Finish Population**	Critical questioning of information and sources of information. Core and ICT skills Online research QL1-4 Presentation skills CS1 Core skills – literacy CS3 Cartographic skills – maps showing movement CA4 CA5. Lorenz curve line graph and GINI index. Spearman's Rank statistical technique and application of significance test. SS3	Select a range of PPQ's 4, 6 & 20 mark essays Select a range of PPQ's 4, 6 & 20 mark essays Mock examination	**<u>Links to prior learning:</u>** Build on skills and synoptic links developed from the Changing Places unit. **<u>Links to wider curriculum:</u>** Maths skills are reinforced, such as graphs and data analysis. Stats skills link with Maths. **<u>Links to future learning:</u>** Research skills, specifically referencing, developed from the NEA - University courses/Extended projects L**<u>inks to prior learning:</u>** Build on skills and synoptic links developed from the Changing Places and Water & Carbon unit **<u>Links to wider curriculum:</u>** Maths skills are reinforced, such as graphs and data analysis. Stats skills link with Maths. Ideas to generate debate on population issues, link to RS, Philosophy & Ethics, Politics/Economics/Sciences - students other A level subjects/PSHE **<u>Links to future learning:</u>** To be able to apply the skills learnt to a range of university/apprenticeship courses.

Spring Term 1	**Teacher 1:** **Hazards** Concept of a hazard in a geographical context, this includes detailed investigation of: 1.Plate tectonics 2.Seismic hazards 3.Volcanic hazards **Teacher 1. Storm hazards** • The nature • Impacts: primary/secondary, environmental, social, economic, political. • Human responses as evidenced by two recent tropical storms in contrasting areas of the world. **Teacher 1. Fires in nature** • Nature of wildfires. • Impacts: responses; • risk management Impact and human responses as evidenced by a recent wildfire event. **Case study 1: Haiti or Philippines** Case study of a multi-hazardous environment beyond the UK **Case study 2: Flooding in the Somerset Levels**	Critical questioning of information and sources of information. Core and ICT skills Online research QL1-4 Presentation skills CS1 Core skills – literacy CS3 Cartographic skills – maps showing movement CA4 CA5	1. Hazards September Assessment: (1 mark, 9 marks and 20 mark essay). 2. Hazards October assessment: Essay on the Park Model (20 marks) 3.Hazards November assessment: Data analysis question. (20 marks) 4. Hazards December assessment Essay on secondary v's primary effects (20 marks). 5. Volcano ppq (15 marks) 6. Secondary vs primary hazards ppq (15 marks) Case study of multi hazard environment assessed using exam levels /20 Focus on essay skills – evaluation and conclusion. 20 mark essays.	**Curriculum Enrichment:** Optional residential trip to Iceland - July 2026? TBC **Links to prior learning:** Skills learnt throughout the course are reinforced. Hazards studied during GCSE are revisited and developed further. Plate tectonic theory is studied in much more depth and includes sea floor spreading and palaeomagnetism. **Links to wider curriculum:** Maths skills in manipulation of data.IT skills during research and analysis of data from the USGS. Literacy skills link with English. Tectonics, specifically volcanic hazards link with chemistry. **Links to future learning:** Research skills /referencing sources will be used when carrying out any independent work and in particularly the NEA. **Links to careers:** Data skills in the workplace | RGS **Links to prior learning (teacher 1 and 2):** Build on skills and synoptic links developed from the Changing Places, Water and Carbon unit. **Links to wider curriculum (teacher 1 and 2):** Maths skills are reinforced, such as graphs and data analysis. Stats skills link with Maths. **Teacher 2:** Ideas to generate debate on population issues, link to RS,

	Case study at a local scale of a specified place in a hazardous setting **Teacher 2: Global systems & global governance** Dimensions of & flows of globalisation; Global systems & Governance; International trade; Globalisation Consequences & Critique; Antarctica Case study		Select a range of PPQ's 4, 6 & 20 mark essays	Philosophy & Ethics, Politics/Economics/Sciences - students other A level subjects/PSHE **Links to future learning: (teacher 1)** Research skills, specifically referencing, developed from the NEA - University courses/Extended projects **(teacher 2)** To be able to apply the skills learnt to a range of university/apprenticeship courses.
Spring Term 2	**Teacher 1: Finish Multi-hazardous environments. Port-Au-Prince, Haiti.** **Teacher 2: Finish globalisation**	A level syllabus: Specific skills: CA1-5 GS1-4&6 SS1-3 IT1-4 QL2-4 QN1-2	Focus on essay skills – evaluation and conclusion. 20 mark essays. Select a range of PPQ's 4, 6 & 20 mark essays	**Links to prior learning:** Build on skills and synoptic links developed from the Changing Places unit and students' knowledge from Biology/Ecology/Global systems and governance **Links to wider curriculum:** Debating skills, impact of COVID 19 on communities. PSHE/Philosophy & Ethics. Knowledge of census data **Links to future learning:** Debating and communication skills. Ability to formulate an argument /opinion.
Summer Term 1&2	**Teacher 1 & 2: Revision all units** External exams	Recap key skills for each unit	Select a range of PPQ's 4, 6 & 20 mark essays	