

Topic	Skills	Curriculum links	Assessment	Career links
Yr7 1. Backpacking around the World	Interpreting resources Distance and scale Directions – compass rose Longitude and latitude Map symbols relief Grid references Map skills – Atlas work	Establishes key skills and links to the KS2 transition document	End of unit skills test of map skills learnt throughout the topic lesson 9	Inspirational traveller Ellen MacArthur presented to students Forces
Yr7 2. Physical geography of UK and Rivers	Map skills – interpreting relief maps to identify features Decision making with evidence – diamond 9 Graph skills – interpreting and presenting Fieldwork skills – data collection and analysis key processes of erosion, weathering, deposition and transportation	Fieldwork skills – developed further in ks3 and 4/5 Links to relief and water cycle – links to maps kills topic and India / oceans topics in yr7, weather and climate in yr 8 and KS4 topics Erosion and transportation - coasts, glaciation and KS4 topics revisit this area of learning LIC / HIC concept is fundamental throughout all topics looking at development globally.	Mid unit written assessment – 9 mark exam style question on flooding End of unit exam KASH assessment	Environmental agency – flood and water management NGO – working with LIC's in crisis situations
Yr7. 3. India	Country case study – map skills – relief and interpreting different maps Presenting and interpreting data Team work – working with others Creation of a longer structured answer using PEEL paragraphs	Biomes – link to Russia and Middle east topics DME exercise looking at the monsoon links with assessment in Year 8 /9 / ks4 Weather and climate links with monsoon yr8 topic and KS4 Development and urbanisation also revisited in yr9 – middle east, yr8 – Africa and urban world topic in ks4	Lesson 9-10 Written assessment 9 mark DME KASH assessment on the Monsoon	Sustainable fashion advisor Flood risk management Town planner Weather forecaster
Yr7 4. Oceans	Map skills Interpreting data and presentation of data Team work and formulating arguments using peel paragraphs	Revisit map skills of oceans introduced in start of yr 7. Water cycle revisited from rivers and also supports further learning of water cycle in weather and climate Introduction to management of the planet – plastics in the oceans – links to climate change topic in yr8.	Mid topic (15) mid unit KASH assessment – knowledge and skills tested End of Unit KASH exam on learning	Environmentalist Conservationists Marine biologist Oceanographer

Yr8. 1. Weather and Climate Change	Climate graphs Fieldwork – microclimate investigation, drawing and interpreting data/graphs Weather maps – interpreting and creation Team and presentation skills in group activities Evaluation of data sourced	Link to rivers – water cycle Low pressure / high pressure systems reintroduced in relation to Biomes and KS4 GCM model Fieldwork links to yr7 and ks4 Climate change – links to ocean learning - last topic of year 7 – allows for a smoother transition into year 8 as building on prior learning without gaps in learning	Between lessons 6-7 mid unit test KASH exam of learning and skills End of unit examination KASH	Environmentalist Conservationists Architect Urban planner Sustainability manager Project managers Weather forecaster/presenter
Yr8 1. Development and Africa	Development – interpretation of sources Choropleth map skills – drawing and interpreting Physical geographical map - Atlas skills Interpretation of data and application of data Map skills Climate graphs decision making exercises and PEEL paragraphs	Continent case study – links to case study of countries – India, Russia Middle east region Concept of development and how we judge development linked to all human geography learning Judgements of development incorporated at this point due to complexity of issues – yr7 introduces the idea of different levels of dev this now builds on that learning and enables there to be more understanding and application. Nigeria is a key case study at gcse so it is important that they have a sense of location and challenges within this continent	Multiple choice online test of KASH of development topic at the end of Development before we move on to the linked topic of Africa End of unit KASH examination of both development and Africa	NGO's Government officials – UN Politicians Refugee aid worker teacher
Yr8 1. Russia	Country case study – map skills – relief and interpreting different maps Presenting and interpreting data Team work – working with others Creation of a longer structured answer using PEEL paragraphs	Country case study – links to case study of countries – India (future learning establishment of skills) Links to development and climate change in both Year 8 topics. The content allows them to gather a deeper understanding of the causes economic growth, challenges of the environment of Russia, evaluate and create their own opinions around development of the Artic	Mid unit KASH assessment End of Unit DME assessment	Migration management Government officials
Yr8 1. Ice in the Land Glaciation	Physical landscape of the UK –Identify physical features that shape the land – key processes of erosion, weathering, deposition and transportation Management of glacial landscapes, understanding conflict and management	Fieldwork skills – developed further in ks3 and 4/5 Links to relief and water cycle – links to maps skills topic, weather and climate in yr 8 and KS4 topics Erosion and transportation - coasts, glaciation and KS4 topics revisit this area of learning	Mid unit KASH exam (lesson 5/6) End of unit written DME assessment	Tourism management Ecologist Glacier specialist

Yr9 1. China	<p>interpretation of sources and formulation of presentations and arguments</p> <p>Choropleth map skills – drawing and interpreting</p> <p>Physical geographical map - Atlas skills</p> <p>Interpretation of data and application of data</p> <p>Map skills decision making exercises and PEEL paragraphs</p>	<p>Country case study – links to case study of countries – India, Russia Middle east region</p> <p>Links to development and climate change in both Year 8 topics. The content allows them to gather a deeper understanding of the causes economic growth, why China has developed in a NEE, evaluate and create their own opinions around human rights violations and future development then dive deeper into an understanding of climate change; causes, impacts and solutions with a focus on China’s global footprint.</p>	<p>Mid unit (mark exam style question Human rights</p> <p>End of Unit exam KASH</p>	<p>UN climate change advisor</p> <p>Human Rights campaigner</p>
Yr9 1. Restless Earth	<p>Map skills and graph skills - proportional circles and located bar charts (links to gcse fieldwork skills)</p> <p>Use of sources to establish learning and peer teaching</p> <p>Decision making and PEEL paragraphs used to formulate longer answers</p> <p>Use of diagrams and annotations to improve knowledge</p>	<p>Future links to GCSE and A level learning, Students use a range of skills previously used and evaluate the impact of natural disasters based on levels of development (year 8 dev link)</p>	<p>Mid Unit exam</p> <p>End of unit exam</p>	<p>GIS specialist</p> <p>Architect</p> <p>Engineer</p> <p>Hazard management</p> <p>Volcanologist</p> <p>NGO</p> <p>Rescuer worker</p> <p>Urban Planner</p>
Yr9 1. Middle East	<p>Map skills</p> <p>Climate and weather with links to biomes</p> <p>Opportunity to review stages of development and link to the year 8 development and Africa learning</p> <p>Graph skills –scatter graphs and creation of 9 mark questions</p>	<p>Location linked to prior learning of tectonics, climate and biomes Yr8 / 9 learning. Development links in relation to conflict</p>	<p>End of unit examination KASH</p>	<p>Ngo</p> <p>United Nations refugee management</p> <p>Sustainable energy Engineer</p> <p>Tourist development</p> <p>Urban planner</p>
1. Coasts	<p>Physical topic - Map skills – interpreting coastal landscapes</p> <p>Decision making with evidence – debate based team work to decide on defences</p> <p>Exam skills using sources to identify features</p>	<p>Links to ice and rivers prior learning – erosional features, depositional features and influence of geology</p> <p>Links to evaluation of needs and placing defences in place – dme with evidence</p> <p>Future links to A level learning</p>	<p>End of unit examination</p>	<p>Coastal Management</p> <p>Structural engineer</p> <p>Planning officer</p>

KS4 overview of teaching	As the students sit two separate examinations, and to ensure engagement with all learning we have chosen, in the same patten and KS3 to alternate between human and physical learning. This highlights to students the cross curricular links but also keeps engagement with students who may favour one element of the curriculum. It allows us to place fieldwork towards the end of year a10 and transition into year 11, and as the field work has to undertake both human and physical learning they need to have experience and understanding of both of these areas, thus requiring both to be taught interchangeably rather than just one year on each geographical area.		All topics have an end of unit examination based on current topic and where possible previous topic learning Mock examinations undertaken as per whole school time table
Topic	Skills	Curriculum links	Career links
Yr10 -Human – urbanisation	Map skills Graph skills – both drawing and interpreting data Interpretation of resources to formulate exam answers PEEL paragraphs, 6/9 marks exam question planned and assessed	First topic within GCSE designed to be accessible and to have links to the human case study learning within KS3 – with mega cities examined in India, Africa learning, links to the development of countries, KS3 prior learning and the challenges of the urban world. Students have looked at the challenges of living in slums at KS3 and thus it starts the KS4 journey with an accessible topic which has strong links to the KS3 journey. Manchester and Rio case studies used to provide examples of HIC and NEE countries, both chosen due to students having established knowledge due to the global links of Rio and the proximity to Manchester for students	Urban Planning Sustainability and urban development
Yr10 -Physical – Weather and Climate	Map skills Graph skills – both drawing and interpreting data Interpretation of resources to formulate exam answers PEEL paragraphs, 6/9 marks exam question planned and assessed	Students have an established knowledge of this area from a number of topics at ks3 so placed as the first topic in GCSE physical so they can build on prior learning and develop understanding.	Conservationists Architect Urban planner Sustainability manager Project managers Weather forecaster/presenter
Yr10 -Human – development Gap and Nigeria case study	Map skills Graph skills – both drawing and interpreting data Interpretation of resources to formulate exam answers PEEL paragraphs, 6/9 marks exam question planned and assessed	Students have established an understanding on what development and poverty is with KS3 learning, this develops that understanding and build on the urbanisation learning where they examined the differences of development and living standards within LIC/NEE and HIC cities. They have already established the range of skills needed to be able to create a country specific case study and these can be applied to their learning about Nigeria	Aid worker Shell – Oil management
Yr10 -Physical Rivers and fieldwork paper three	Map skills Graph skills – both drawing and interpreting data Interpretation of resources to formulate exam answers PEEL paragraphs, 6/9 marks exam question planned and assessed	Fieldwork skills – developing from ks3 and establishing skills needed at KS5 Links to relief and water cycle in KS3 and also in Ice topic Erosion and transportation - coasts, glaciation and KS4 topics revisit this area of learning	Environmental agency – flood and water management
Yr10 -Physical – transition to Year 11 _ Glacial Landscapes	Map skills Graph skills – both drawing and interpreting data Interpretation of resources to formulate exam answers PEEL paragraphs, 6/9 marks exam question planned and assessed	Students have gained a knowledge of glacial processes and of erosion, transportation and deposition in rivers at GCSE and KS3 physical topics. This aims to develop this understanding and also build on their knowledge of management of glacial landscapes and the human element of the challenges that can be linked to these environments. It also links to the changing UK economy as there are changes from primary industries in these areas to tertiary industries as the main economic force	Tourism management Ecologist Glacier specialist

Yr11 – Human – Uk economy	Map skills Graph skills – both drawing and interpreting data Interpretation of resources to formulate exam answers PEEL paragraphs, 6/9 marks exam question planned and assessed	The levels of complexity of this topic means that we felt it was better placed in Year 11, where students now have a clearer understanding of the development of the UK urban environment and of the development issues, and the close links to the economy and development. This is a topic that has elements that link to KS3 learning, such as job sectors and a countries wider global links but covers areas which are much more GCSE specific and that will lead into KS5 learning (Human regeneration topic)	Development Economist Planner Business development
Yr 11 – Ecosystems; Rainforests and Cold environments	Map skills Graph skills – both drawing and interpreting data Interpretation of resources to formulate exam answers PEEL paragraphs, 6/9 marks exam question planned and assessed	Students have established an understanding of the hydrological cycle and processes linked to this in KS3 and in rivers prior learning. Students have also examined these areas within their Science GCSE learning so this allows for an element of revisiting and development of prior learning. Students also have the opportunity to visit Iceland which supports the challenges of cold environments learning and visit the geo thermal power plant used as an example case study both within this topic and tectonics. This also has links of KS5 learning within the carbon and water cycle focus in Year 13	Environmentalist Geothermal engineer tourism
Yr11 – Human – Resources and food	Map skills Graph skills – both drawing and interpreting data Interpretation of resources to formulate exam answers PEEL paragraphs, 6/9 marks exam question planned and assessed	Students need to have an understanding of the challenges of urbanisation, development and range of challenges to close the development gap which are established with prior learning in KS3 and with the Year 10 human topics. This section allows them to apply these learning areas into the challenges of resources and a growing world / UK population.	Agribusiness Organic farming Sustainable food production NGO
Yr11 – Hazards – tectonics	Map skills Graph skills – both drawing and interpreting data Interpretation of resources to formulate exam answers PEEL paragraphs, 6/9 marks exam question planned and assessed	Due to the strong links to the A level learning we have placed this as the last GCSE physical topic – students have studied tectonics at KS3, with a focus on volcanic eruptions so we aim to develop their knowledge with two earthquake case studies –HIC and LIC. Students build on prior knowledge, and are supported within this learning with the optional trips to Iceland / Azores / Sicily which supports their classroom learning with real life examples of tectonic hazards and living in a hazard area.	GIS specialist Architect Engineer Hazard management Volcanologist NGO Rescuer worker Urban Planner
Yr11 – Paper three DME prep	Map skills Graph skills – both drawing and interpreting data Interpretation of resources to formulate exam answers PEEL paragraphs, 6/9 marks exam question planned and assessed Use of DME and use of fieldwork skills	As the release date of the DME booklet is not until end of March prior to the summer examinations we have to teach this as the final topic, similarly the unknown topic area will fall as part of the whole sol thus we need to ensure that all of the learning has been completed to enable students to access the DME – we break down the booklet and ensure that students are confident of the area of focus, ensure that they are confident on how to structure their DME 9 mark question and also revisit the fieldwork element of the examination. We undertake a mock examination so students are aware of the type of questions they may be asked and are familiar with the style of this exam.	

Key Stage 5

As the order of teaching is specified by the examination board (as it enables students to access the AS paper if so required we follow the order of teaching specified by the examination board Edexcel.

Human – Globalisation then regenerating places (diverse places element) this order was followed to enable fieldwork, focused on regenerating places to be undertaken closer to the summer months and support the students NEA preparation. Year 13 Superpowers and then Migration, identity and sovereignty chosen due to the close links to globalisation and superpowers it was felt that this gave students a more supported learning journey and better prepared them for paper three.

Physical – Tectonics and then Coastal this order was followed to enable fieldwork, focused on coasts due to the wide range of fieldwork opportunities (and students have prior understanding in KS3) to be undertaken closer to the summer months and support the students NEA preparation. Year 13 fixed focus from exam board of The water cycle and water insecurity and The carbon cycle and energy security

All topics have an end of unit examination based on current topic and where possible previous topic learning We use the EQ sections within each topic area to create a summary knowledge test which is used to assess knowledge and skills within the a level course

Mock examinations undertaken as per whole school time table.