

Geography Curriculum Long Term Planning

		Term 1		Term 2		Term 3	
Year 7	Big Idea	What is Geography? How do we describe the World? How do we interpret an OS map?	What is happening to our coastline?	Where do people live on Earth?	How does our weather affect us?	How is our climate changing?	What is glaciation?
	Key Knowledge and skills	Geographical skills and content that is essential in this subject, laying the foundations for the subject.	Key coastal processes Implications that this has for the people living there.	Urban issues and opportunities. Urban land use model Megacities informal settlements.	How weather is recorded How this is different to climate which is measured over time. Real world examples of extreme weather.	What is climate change? How it is caused, mitigated and how we adapt to the consequences	Key glaciation processes and the lasting impact glaciers have had on the world.
	End Point	Pupils will be able to confidently describe the physical and human features of the world using geographical terminology and demonstrate their ability to interpret Ordnance Survey (OS) maps. They will understand	Pupils will be able to explain the key coastal processes—erosion, transportation, and deposition—and understand how these shape coastal landscapes over time. They will be able to describe how features such as cliffs, beaches, and spits are formed, and evaluate the	Pupils will be able to describe where and why people live in different parts of the world, using key geographical concepts and terminology. They will understand the structure of cities through urban land use models and be able to identify the	By the end of this unit, Pupils will be able to distinguish between weather and climate, understanding that weather describes short-term atmospheric conditions while climate refers to long-term patterns. They will be able to	Pupils will understand what climate change is and be able to explain the human and natural causes behind it. They will explore the global and local impacts of climate change and examine how individuals, communities, and	Describe the key processes of glaciation, including erosion, transportation, and deposition, and explain how glaciers shape the landscape. They will understand how glacial features such as U-shaped valleys, moraines, and drumlins are formed,



		how to use map symbols, grid references, scale, and direction to locate and describe places in the UK and beyond	impact of these processes on people living in coastal areas.	characteristics of megacities and informal settlements. Pupils will explore the challenges and opportunities faced by people living in urban areas, including issues related to housing, services, and sustainability, and begin to evaluate how urban environments can be improved for future generations.	describe how weather is measured using instruments such as thermometers, barometers, and anemometers, and interpret basic weather data. Pupils will explore real-world examples of extreme weather events, such as storms, heatwaves, and floods, and begin to understand their causes, impacts, and how communities respond to them.	governments can respond through mitigation and adaptation strategies. Pupils will begin to evaluate the effectiveness of different approaches and reflect on the role they can play in creating a more sustainable future	and recognise the lasting impact of glaciation on physical geography and human activity.
Year 8	Big Idea	What is an economy?	What is the theory of plate tectonics?	How developed is the World?	What are global biomes?	What is a river drainage basin?	Why do rivers flood?
	Key Knowledge and skills	How an economy works. The impacts of globalisation on HICs, LICs and NEEs.	Plate tectonics How earthquakes and volcanoes are created. Real world examples of the impacts these hazards have.	How we measure development of a country and what the causes are for such uneven distributions of development across the World	What an ecosystem is, and how this differs from a biome. Why biomes are located where they are, and what makes them unique	Key river processes, understanding how a river shapes the land from the upper course to the lower course.	Apply knowledge of a river landscape and why rivers flood. The impacts this has on those who live nearby

	End Point	Pupils will understand how economies function and recognise the global connections between countries. They will explore the impacts of globalisation on High-Income Countries (HICs), Low-Income Countries (LICs), and Newly Emerging Economies (NEEs), identifying both opportunities and challenges. Pupils will begin to evaluate how global trade, industry, and technology shape lives around the world.	Pupils will understand the theory of plate tectonics and how it explains the formation of earthquakes and volcanoes. They will explore real-world examples of tectonic hazards and evaluate their social, economic, and environmental impacts on people and places.	Pupils will understand how development is measured using indicators such as GDP and literacy rates. They will explore the causes of uneven development across the world, including historical, environmental, and economic factors, and begin to evaluate the impacts this has on people and places.	Pupils will understand what ecosystems and biomes are, and how they differ. They will be able to explain why biomes are located in specific regions of the world and describe the unique characteristics of major biomes, including climate, vegetation, and wildlife.	Pupils will understand the key processes of erosion, transportation, and deposition in a river system. They will be able to describe how a river changes from its upper course to its lower course and explain how these processes shape the landscape over time.	Pupils will apply their understanding of river processes to explain why rivers flood and how this affects nearby communities. They will explore the physical and human causes of flooding and evaluate the social, economic, and environmental impacts on people and places.
Year 9	Big Idea	What issues are affecting our oceans?	How does tourism change a place?	What are the impacts of modern-day conflicts?	What do we know about Africa?		
	Key Knowledge and skills	Complexity of our seas and oceans, looking at the plants and animals	Tertiary industry, focusing on tourism and its importance to	Geography causes conflicts, and geography is also impacted by conflicts. Conflict over natural resources, such as water in the Middle East, diamonds in	Banish the single-story narrative most people have about Africa. Biomes, settlements, tourism. The impact of the global events on economy.		



		and how they have adapted, and how humans are impacting and affecting them.	countries such as Spain. Impacts of tourism, both positive and negative. Dark tourism and explore the morality of visiting sites such as Chernobyl or Auschwitz.	Sierra Leone, piracy along the Horn of Africa and land in both Israel/Palestine and Russia and Ukraine. Geopolitics and how important it is that we understand the complexities of these conflicts.			
	End Point	Pupils will understand the complexity of marine ecosystems, recognising how plants and animals have adapted to life in the oceans. They will explore the importance of oceans to life on Earth and evaluate the ways human activity is affecting marine environments, including pollution, overfishing, and climate change.	about the importance of tourism and the impacts on countries that depend on it for their economy. They debate 'Should dark tourism exist?'	Pupils will understand how geography can both cause and be affected by conflict. They will explore real-world examples of disputes over resources and land, gaining insight into the complexities of geopolitics. Pupils will begin to evaluate the social, economic, and environmental impacts of conflict and recognise the importance of geographical understanding in resolving global issues.		Pupils will challenge stereotypes and develop a deeper understanding of Africa's diversity. They will explore its biomes, settlements, tourism, and economy, with a focus on Nigeria and the impact of global events like the FIFA World Cup. Pupils will recognise Africa as a complex and dynamic continent, rich in culture, geography, and opportunity.	
Year 10	Big Idea	Tectonic and Weather Hazards: What are the	Urban Issues & Challenges: What are the opportunities and	Living World (hot environments): How can fragile	Coastal Landscapes in the UK: How do people and coastal	Fieldwork A: How can we conduct an effective physical	Resource Management: Do we

	causes, effects and management of natural hazards?	challenges faced in urban areas?	environments be protected?	landscapes interact?	fieldwork investigation?	have enough food, water and energy?
Key Knowledge and skills	Plate margins, impacts of earthquakes HIC, reducing the impacts of tectonic hazards, Impacts of tropical storms, reducing impacts of tropical storms, causes and impacts of extreme UK weather,	Challenges and opportunities in Rio, Favela Barrio Project Migration into Liverpool, opportunities and challenges in Liverpool, Liverpool One regeneration, sustainable transport, CID in Leeds.	Plant and animal adaptations, opportunities in the Thar Desert, challenges in the Thar Desert, impacts of desertification, management of hot Deserts.	Characteristics of waves, formation of headlands and bays, wave cut platforms, formation of sand dunes, spits and bars. Evaluation of impact of coastal engineering on The Holderness Coastline.	Data collection, analysis of data and evaluation.	High value foods, food miles, water supply and demand, economic and environmental issues of energy production, impacts of energy insecurity Advantages and disadvantages of fracking.
End Point	Pupils will understand the causes, effects, and management of natural hazards, including tectonic events like earthquakes and volcanoes, and weather-related hazards such as storms and floods. They will explore real-world examples and begin to evaluate how different	Pupils will understand the opportunities and challenges faced in urban areas, including housing, transport, employment, and sustainability. They will explore how urban growth affects people and the environment, and evaluate strategies used to manage these issues in cities across the world.	Pupils will understand how plants and animals adapt to survive in hot desert environments. They will explore the opportunities and challenges of living in the Thar Desert, examine the causes and impacts of desertification, and evaluate strategies used to manage and protect desert	Pupils will understand the characteristics of waves and how coastal processes shape landforms such as headlands, bays, wave-cut platforms, sand dunes, spits, and bars. They will evaluate the effectiveness and impact of coastal engineering strategies used to	Pupils will understand the purpose and process of geographical fieldwork, including data collection, presentation, analysis, and evaluation. They will apply these skills to investigate a physical or human environment, interpret patterns and relationships, and draw informed	Pupils will understand the global challenges of food, water, and energy. They will explore high-value foods, food miles, and water supply and demand. Pupils will evaluate the economic and environmental issues of energy production, the impacts of energy insecurity, and the advantages and disadvantages of fracking as a response



		places prepare for and respond to these challenges		regions sustainably.	manage erosion along the Holderness Coastline.	conclusions, preparing them for the fieldwork component of the AQA GCSE Geography exam.	to growing energy needs.
Year 11	Big Idea	River Landscapes: How do people and river landscapes interact?	Fieldwork B: How can we conduct an effective human fieldwork investigation?	Changing Economic World A: How can the development gap be reduced?	Changing Economic World P2: How is the UK's economy changing?	PRE-RELEASE REVISION / EXAM SKILLS	
	Key Knowledge and skills	River processes, formation of a meander and oxbow lake, formation of a waterfall, formation of flood plains and levees Causes of flooding, hydrographs, management of flooding, example of Banbury flood management	Data collection, analysis of data and evaluation.	Demographic Transition Model, causes of uneven development, impacts of uneven development, methods of reducing the development gap.	Reducing the development gap, Jamaica tourism, changing industrial structure of Nigeria, TNCs, Impacts of industry on the environment, north / south divide, changes to rural areas of the UK.	Worked examples of paper 3 section A exam questions throughout.	
	End Point	Pupils will understand how river processes shape landscapes from source to mouth. They will explore landforms	Pupils will understand the purpose and process of geographical fieldwork, including data collection, presentation, analysis,	Pupils will understand the causes of the global development gap and explore strategies to	Pupils will understand how and why the UK's economy is changing, including shifts from manufacturing to		



		<p>such as waterfalls, meanders, and floodplains, and evaluate how people interact with river environments through land use, flood management, and conservation strategies.</p>	<p>and evaluation. They will apply these skills to investigate a physical or human environment, interpret patterns and relationships, and draw informed conclusions, preparing them for the fieldwork component of the AQA GCSE Geography exam.</p>	<p>reduce it, including aid, trade, investment, education, and technology. They will evaluate the effectiveness of these approaches in different contexts and consider how development can be made more sustainable and equitable.</p>	<p>services, the growth of science and business parks, and regional economic differences. They will evaluate the impacts of these changes on people, places, and the environment.</p>	
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