Walthamstow Academy – Geography Curriculum Journey

Our Curriculum Intent

Our Geography curriculum is designed to ignite curiosity and deepen students' understanding of the world around them. It equips learners with the knowledge and skills to explore the relationships between people, places, and environments, both locally and globally.

We aim to foster:

- Ambition, by setting high expectations and encouraging academic excellence.
- Determination, by building resilience through fieldwork, critical thinking, and enquiry-based learning.
- Respect, by promoting an appreciation of diverse cultures, communities, and ecosystems.

Through this curriculum, students gain the tools to think critically, communicate effectively, and make informed decisions about the world as active global citizens.

Our Curriculum Progression Model

The curriculum has been carefully sequenced to introduce pupils to a variety of places, geographical concepts, processes, and issues. The thematic approach ensures that knowledge is acquired, developed over time, then applied via in-depth case studies. As pupils' knowledge and understanding develop within a unit, there are opportunities to apply this understanding via decision-making activities and geographical enquiries. This approach ensures that pupils are given every opportunity to apply their understanding and think like geographers.

Geography takes a 'spiral curriculum' approach. This is where themes are often revisited but in greater depth. This means that topics are sequenced strategically, considering when and how it will be revisited.

KS3

Y7

Year 7 builds foundational knowledge in students. It begins with the topic "Introduction to geographical skills". This gives a good introduction to the subject and the skills developed here (e.g., map skills) we be needed for the rest of their time studying geography at school. "Introduction to global climate" lays the foundation for students future understanding of climate change. "Development" in Y7 introduces students to development indicators and comparisons between developing and developed countries as well as physical and human factors affecting development. Through "Rivers" students understand the water cycle and start learning how to explain the

formation of landforms like a geographer as well as through drawing labelled diagrams. The “World of Work” teaches students core knowledge such as they different employment sectors which they will use throughout their geography education. Finally, their first “Fieldwork” opportunity helps students understand the fundamentals of the different stages of a geographical inquiry.

Y8

Pupils start off with “Coasts” where they gain an understanding of the physical processes and landforms along the coast. This builds on Y7 knowledge of erosion, transportation and deposition in rivers, applying it to coastal environments. Next is “Population and Migration” building on Y7 Development by looking key issues such as birth and death rates, migration, aging populations. Pupils will then study tectonics where they gain an understanding of plate tectonics and the associated hazards. Finally, students learn about “Weather” and “Ecosystems” which builds on prior knowledge gained in Y7 during their introduction to global climate unit.

Y9

Students start with the ‘Life in an Emerging Country’ topic. Here, pupils will study the world’s emerging countries that have seen rapid industrialisation, urbanisation and economic growth. This topic builds on their Development, World of Work and Population units during Y7 and Y8 and helps prepare students for studying Changing Economic World as well as Urban issues and challenges studied at GCSE. Next, pupils study energy and climate change where they look at the natural and human causes and the impacts and solutions. This helps prepare students for their Hazards unit in GCSE.

KS4

At GCSE we study the AQA exam board. We start off with one of the human topics (paper 2): Changing Economic world, where pupils study variations in economic development and quality of life, with an in depth look into a NEE (Nigeria) and the UK’s changing economy. We then move onto a physical topic: The living world where pupils gain an understanding of different ecosystems with a focus on rainforests and hot deserts. We then continue with physical (paper 1) and study Physical landscapes (Coasts & Rivers). These topics are supported by fieldwork investigations which are carried out at the end of Y10. While in year 11 pupils move on to study the remaining topics: Hazards, Resource management and Urban issues and challenges.

KS5

A level is taught concurrently by two teachers. In Y12 pupils start off by studying Changing Places and Coasts. Coasts build on what pupils have done in KS3 and KS4 but builds in complexity and takes a more global view than GCSE. Changing Places is quite different from what pupils have studied before as it considers how place influences identity, how places change and stay the same and how places are represented. Next, pupils move onto study Hazards and Population and the environment. Hazards builds on what pupils have done at GCSE while building in complexity and the addition of wildfires and multi-hazardous environments. In half term 6 the year 12’s will start their Non-Assessed Examination (NEA). For the NEA pupils are required to carry out their own investigation into a geographical theme of their choosing covered in the specification. They will then devise questions, collect and analyse data before drawing conclusions and evaluating their study.

In Year 13 students will move onto study Global Systems and Governance and the Water and carbon cycles. Here pupils gain an understanding of the relationships and connections of people and organisations around the world and how this is governed by global institutions with a focus on the protection of Antarctica. Water and carbon cycles looks at how water and carbon is stored and transferred around earth and the impact it has on pupils’ lives.

Progression between Key Stages

The curriculum has been sequenced to encourage increasing cognitive demand from Year 7 onwards. As pupils progress through the curriculum, expectations around understanding and application increases. Pupils acquire knowledge and the foundations of the subject in Year 7, but in expectations of written responses, the depth of understanding increases year on year. Therefore, by the end of Year 9, pupils should be able to apply their knowledge and understanding, think like geographers, take part in geographical debates, and be able to engage with enquiry in the subject.

In Year 7 pupils will show a basic understanding of their geographical knowledge. By Year 8, this understanding will become more developed and will be consistently presented in the form of 'chains of reason.' By Year 9, pupils will be ready to use their in-depth knowledge and understanding to begin evaluating geographical issues. At this stage, pupils are ready to progress to Key Stage 4, but for those that discontinue their geographical studies, they will still be able to engage with geographical debates and futures outside of the classroom. The curriculum is progressive, flexible, and provides an opportunity for challenge by depth rather than accelerating through the curriculum. For example, units do not sit neatly within half terms but finish naturally when the teaching cycle and learning process draws to a close.

Half Term	Curriculum Content	Assessment(s) *(assessment title, duration and approx date)*	Extra-Curricular Options *(Places to visit; wider reading; clubs to join)*
Year 7 Curriculum Overview: *What will year 7s study and learn this academic year? Why this/ why now?* Pupils start off their geographical journey with the topic 'An introduction to geographical skills'. This introduces pupils to what geography is teaches pupils geographical skills with a focus on maps. The skills learned in this unit will be used throughout their study until Y11. They then study their introduction to global climate and climate change culminating in their speech writing of what they believe students at Walthamstow Academy should do to help tackle climate change. Next, they study Development. This is a study of how development is measured, global inequality and aid. This is placed near the beginning of KS3 as the content will be applied to other topics such as Tectonics in Y8. Year 7s then study Rivers which looks at the physical processes and landforms along UK rivers. It is studied towards the end of Y7 and as it compliments the Coasts topic in Y8. Y7 then study the World of Work which interleaves concepts they have already learnt about such as fossil fuels and development levels. Finally, pupils are able to carry out their own fieldwork investigation around the school investigating infiltration rates which builds on their prior knowledge of the water cycle and flood risk.			
Year 7 **HT1 & 2**	**Unit 1 Title: An introduction to geographical skills** This unit focuses on introducing the role of a geographer in today's world. In this unit pupils develop their geographical skills mainly through using maps. • Continents of the world, countries and capitals of the UK. • Longitude and latitude. • OS maps and symbols. • Four figure grid references. • Six figure grid references. • Scale. • Relief on maps. • Satellite and GIS maps. • Map skills DME. **Unit 2: An introduction to global climate** Within this unit, students will recap weather and climate from the primary curriculum. They will be introduced to the greenhouse and enhanced greenhouse effects, along with the causes and effects of climate change.	**End of topic test: An introduction to geographical skills – 30 mins**	

	1. Climate zones and biomes 2. The greenhouse effect 3. Causes of climate change 4. Effects of climate change 5. My role as a geographer		
Year 7 HT2 and 3	**Unit Title: Development** Pupils will extend their locational knowledge and deepen their spatial awareness of the world's countries, using atlas maps, to focus on development. Pupils will analyse the distribution of developed, developing countries and emerging countries. In this unit pupils are asked to examine the distribution of development globally. Pupils should consider methods of measuring and comparing development and explain the factors (human and physical) that affect the varying rates of development, for example looking at how tourism has impacted the development of Nepal and the impact of colonialism on the development of the DRC. Pupils will use a range of indicators to analyse world patterns of development and then evaluate the effectiveness of similar indicators in assessing the quality of life of different people in different locations. Pupils are required to consider the causes of world poverty before investigating what can be done to improve people's quality of life via top-down and bottom-up strategies. Students will then assess the effectiveness of the different strategies being used to improve the quality of life in a specific location. • What is development? • How can we measure development using development indicators? • What human and physical factors have influenced the development of Nepal? • Where is the DRC and what is it like? • Factors influencing the DRC's development. • How can top-down projects support the DRC's development? • How can bottom-up projects support the DRC's development?	**January PPE** Introduction to Geographical skills, Introduction to Climate Development assessment – 1 hour	**'The bottom billion' – Paul Collier** **The Americas with Simon Reeve -** **https://www.bbc.co.uk/iplayer/episode/m000b8rj/the-americas-with-simon-reeve-series-1-episode-5**
Year 7 HT3 & 4	**Unit Title: Rivers** This unit focuses on the work of rivers, the effect they have on the landscape and the impact of rivers on the lives of people living near them. Pupils would be able to see the key processes acting within the river and the features produced by these	**Rivers assessment – 30 minutes**	**The Lakes with Simon Reeve -** **https://www.bbc.co.uk/iplayer/episode/m0011wzp/the-lakes-with-simon-reeve-series-1-episode-2**

	processes. Pupils can progress their map skills. To enhance their research skills, pupils could use sources such as BBC News to look at recent flood events, to appreciate the impact of flooding both locally, nationally and globally. By the end of the unit, the pupils will have gained knowledge on the power by which rivers shape the land; how geographical processes interact to create distinctive physical features that change over time and space; and the relationship humans have with rivers in the context of flooding and flood prevention. • The drainage basin. • The drainage basin features/ system. • Long profile of a river. • Erosion and transportation. • Waterfall formation. • Meander formation. • Floodplain formation. • Human and physical causes of floods. • River management (hard and soft engineering). • Flood (Somerset Levels) case study • Flood case study (Bangladesh)		**River landforms -** https://www.youtube.com/watch?v=8LCrhihbsOc
Year 7 HT4/5	**Unit Title: World of Work** This unit explores economic activities, with a specific focus on tourism. Pupils will investigate examples of work in each sector of the economy. They will understand the different employment structures of countries at different levels of economic development and how these structures change overtime. The unit will also focus on the factors which influence the location of different industries. The unit will then focus upon tourism as an example of a tertiary industry, examining why this industry is the fastest growing in the world and the largest employer globally. The Butler model is introduced in the early stages of this unit, and this could be explored through a living graph / thinking skills activity. The unit will have a deep focus on the impacts of tourism both positively and negatively within a chosen location picked by the school. Students will explore the economic, social, environmental opportunities and challenges created by this industry. • Types of work (primary, secondary, tertiary, quaternary). • Employment structures (worldwide) • Changing employment structures of the UK • Decision making exercise • Factors affecting the location of different industries. • Features of quaternary industries	**June PPE:** Introduction to geographical skills, Introduction to Global climate, Development, Rivers & World of Work	

	• The impact of different industries. • Factors affecting trade		
Year 7 HT6	**Unit Title: Fieldwork** **Fieldwork-** pupils will carry out a fieldwork investigation in the local area. Before completing the fieldwork, the unit will focus on: • How to create enquiry questions • Different types of sampling • Primary and secondary data collection • Analysing and presenting data • Drawing conclusions from data • Evaluating the study		
Term	**Curriculum Content**	**Assessment(s)** ***(assessment title, duration and approx date)***	**Extra-Curricular Options** ***(Places to visit; wider reading; clubs to join)***
Year 8 Curriculum Overview: Pupils start off with the Population topic. This builds on knowledge from Y7 Development by looking key issues such as birth and death rates, migration, aging populations. Pupils then move on to Coasts. Here pupils gain an understanding of the physical processes and landforms along the coast. Pupils will then study tectonics where they gain an understanding of plate tectonics and the associated hazards.			
Year 8 HT1 and 2	**Unit Title: Coasts** This unit further progresses pupil understanding of the processes of erosion, deposition and transportation, building on Unit 5 in Year 7, but now applied to a coastal context. The unit provides opportunities for pupils to consider different points of view regarding coastal management and to become decision makers and debate whether to defend areas of coastline. Pupils will be provided with further opportunities to interpret a variety of maps, photographs and satellite images at different scales to understand the formation of key coastal features and to consider how the position of the coastline may change over time. In carrying out the latter activity's pupils will engage in enquiry-based learning to decide whether a specific stretch of the UK coastline deserves to be defended based on a range of criteria. • How does geology influence the UK?	**Mid topic test:** Coasts 20 mins	**Coasts landforms -** **https://www.youtube.com/watch?v=ZWEJq03NBao**

	• Wave features and changing coastlines. • Types of erosion and weathering. • The formation of headlands and bays. • The formation of wave-cut platforms. • The formation of caves, stacks and arches. • The process of longshore drift and beach formation. • The formation of a spit. • Soft and hard engineering. Holderness Coast case study		
	Unit Title: Population In this unit pupils' study different aspects of population growth, structure, density and distribution – in different contexts. Pupils will investigate where people of the world are currently living and understand the difference between density and distribution, as well as the factors that contribute for the distribution. Pupils will draw population pyramids for countries at different stages of development and consider the various issues of ageing and youthful populations. The last section of this unit explores migration. The lessons build on the key aspects of migration, before moving on to look at an example of migration within the wider context of a place. This unit provides an opportunity for pupils to explore their personal geographies as well as topical news events. • Population distribution and factors which affect it. • The population explosion. • The demographic transition model. • Population pyramids and structure. • Factors affecting population structure. • Population decision making activity. • The ageing population • The youthful population • Migration – push and pull factors. • Migration – impacts on host and source countries • India to UK migration – case study	**June PPE** **Coasts & Population** **45 minutes**	**The Americas with Simon Reeve -** **https://www.bbc.co.uk/iplayer/episode/m000b8rj/the-americas-with-simon-reeve-series-1-episode-5** **Mediterranean with Simon Reeve -** **https://www.bbc.co.uk/iplayer/episode/b0bqn4g1/mediterranean-with-simon-reeve-series-1-episode-4**
Year 8 **HT2 and 3**	**Unit Title: Tectonics** Students develop their knowledge of tectonic events and landforms and the processes which create them. Students evaluate the issues surrounding monitoring, predicting and preparing for tectonic events. Pupils gain depth of understanding by investigating comparisons, e.g., between different types and	**Mid topic test:** Tectonics 20 mins	**Wider watching:** **National Geographic: Colliding Continents** **https://youtu.be/3sd6vQA3yws**

	locations of volcano, and/or volcanoes and earthquakes. Pupils broaden their understanding to include human actions and the continued human occupation of hazardous locations, human response to risk and the idea of preparedness for natural hazards. This unit provides an opportunity to build on pupil understanding of development through the investigation of the differing impact of volcanoes and earthquakes of countries at different stages of development. • Geological timescales. • The structure of the Earth. • The world's plates and convection currents. • Plate boundaries. • Features of a volcano – shield and composite. • Volcanic monitoring and prediction. • Living near a volcano dilemma. • Earthquakes – prediction and planning. • Earthquake protection. • Earthquake DME. • Nepal earthquake – case study.		
Year 8 **HT4 and 5**	**Unit Title: Weather and Climate** This unit introduces students to factors affecting weather and climate. This builds on foundational knowledge of the difference between weather and climate, as well as latitude, learnt in Y7 and prepares them for their understanding of the distribution of ecosystems. They develop key skills such as drawing a climate graphs, interpreting weather maps and learn in detail about why the weather varies across the UK. Finally, students investigate global extreme weather events such as heatwaves and wildfires and explore the growing evidence linking these events to climate change, building on knowledge acquired in Y7. • Weather and climate • Factors affecting climate • Air masses in the UK • Low pressure in the UK • High pressure in the UK • Extreme weather in the UK • Extreme weather events globally • Climate change and extreme weather events	**June PPE assessment –** Population and Tectonics 1 hour	
Year 8 **HT6**	**Unite Title: Ecosystems**		**Wider reading:**

	Students revisit the concepts of the greenhouse and enhanced greenhouse effect from Year 7. They move on to global precipitation patterns and use climate graphs to compare climates across different regions. Building on their knowledge of global biomes from Year 7, students will focus on two contrasting biomes: one terrestrial and one marine. They will investigate the unique opportunities and threats faced by these biomes and examine various management strategies to protect and sustainably manage these environments. • Global temperature • Global precipitation • Climate graphs • Location and features of the Taiga • Threats to the Taiga • Management of the Taiga • Location and features of coral reefs • Threats to coral reefs • Management of coral reefs		https://education.nationalgeographic.org/resource/rain-forest/ https://www.worldwildlife.org/places/amazon https://wwf.panda.org/discover/knowledge_hub/where_we_work/amazon/about_the_amazon/why_amazon_important/ https://time.com/amazon-rainforest-disappearing/ https://www.wearewater.org/en/the-sahel-desertification-beyond-drought_318262 Wider Watching: David Attenborough: Planet Earth (9 episodes) https://www.bbc.co.uk/iplayer/episodes/b006mywy/planet-earth
Term	**Curriculum Content**	**Assessment(s)** *(assessment title, duration and approx date)*	**Extra-Curricular Options** *(Places to visit; wider reading; clubs to join)*
Year 9 Curriculum Overview: Students start with the 'Life in an Emerging Country' topic. Here, pupils will study the world's emerging countries that have seen rapid industrialisation, urbanisation and economic growth. Next, pupils study climate change where they look at the natural and human causes and the impacts and solutions. Life in an emerging country leads on from Development and Population covered in Y7 and 8 and prepares pupils for GCSE where pupils study Challenge of an Urbanising World.			
Year 9 **HT1 and 2**	**Unit Title: Life in an Emerging Economy** Pupils will extend their locational knowledge and deepen their spatial awareness of the world's countries using atlas maps to focus on the location of the countries classified as emerging. One of the key outcomes should be that pupils understand the characteristics and features of emerging countries. Pupils will investigate, using	**October Mid topic test: 20 mins**	**Colombia with Simon Reeve -** https://www.bbc.co.uk/iplayer/episode/b08n5flh/colombia-with-simon-reeve

	a range of geographical data, the reasons why rural to urban migration is a key feature within these countries. This will lead pupils to consider the opportunities and challenges faced due to rapid urbanisation. The unit also provides an opportunity for pupils to evaluate the impacts of TNCs on the quality of life and economic development of a host country. This unit further develops pupil understanding of development and interdependence. • The location and features of emerging countries. • Development indicators in emerging countries. • Employment structure change. • China's economic success. • Rural to urban migration in emerging countries. • Where is Brazil and what is it like? • Opportunities and challenges in Rio. • South Korea and economic miracle. • Where is Nigeria and why is it important? • TNCs in Nigeria. • Russia DME.	**Life in an emerging country assessment – 1 hour**	
Year 9 HT2	**Unit Title: Energy** The unit focusses on the topical issue of energy, with an opportunity for pupils to consider how the energy mix is changing and how this will continue to diversify in the future. Pupils will investigate the factors behind the uneven consumption of energy worldwide and how this is influenced, to some extent, by a countries level of development. At the same time, they will appreciate that there are still limitations regarding renewable/ alternative energies. Pupils will conclude the unit by focusing on energy production in a country, assessing the impacts of this production socially, economically and environmentally. • Energy distribution, consumption and poverty • The changing energy mix • Non-renewables • Renewable energy. • Extended writing – renewable vs non-renewables. • Decision making exercise • Fracking case study • Fracking – extended writing.		**Wider reading:** https://www.theguardian.com/business/article/2024/sep/03/renewable-energy-auction-windfarms-tidal-power

HT 3& 4 Energy	**Unit Title: Climate Change** In this unit pupils will investigate the challenge of a changing climate, it's causes (both human and physical), the consequences of changing temperatures and what, if anything, we can do to prevent it. This element of the unit builds on their understanding of river and coastal flooding studied in Y7 and 8, as well as the weather and climate unit. Pupils will study climate change through a range of geographical locations and understand the importance of international co-operation in achieving a positive outcome for the planet. Pupils will also consider their individual role and contribution to climate change and how they can reduce their carbon footprint. Pupils will explore the slogan to 'act local, think global', and consider approaches to sustainable development. • Evidence for climate change. • Natural causes of climate change. • The greenhouse effect • The effects of climate change. • The effects of climate change in Bangladesh. • The climate change dilemma. • Adaptation vs mitigation.	**Climate change assessment – 30 mins**	**Climate Change: The Facts -** **https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts** Wider Watching: ***David Attenborough: A Life on Our Planet*** The age of stupid. Climate Change Documentary (https://www.youtube.com/watch?v=va_MVxpbogg)
Year 9 HT 5	**Unit Title: Urbanisation** This unit focuses on urban areas in the UK. A central theme through the unit is the need for urban areas to become more sustainable. Students will develop an understanding of both the problems and solutions of urban living within the UK. Pupils will be introduced to the process of urbanisation and consider the consequences of this process in relation to land use. Pupils will investigate the factors which have led to urban decay/ decline in the UK, including deindustrialisation, counter-urbanisation and urban sprawl. Pupils will then investigate the impacts of this decay/ decline upon cities in different parts of the world. The unit will conclude with pupils investigating the success/ failures of a regeneration project in improving the sustainability of Walthamstow.	**June PPE:** Climate change and Life in an emerging country 1 hr	**Colombia with Simon Reeve -** **https://www.bbc.co.uk/iplayer/episode/b08n5flh/colombia-with-simon-reeve** **https://www.bbc.co.uk/bitesize/topics/z96vr82** **Global cities documentary:** **https://www.youtube.com/watch?v=V-4oMnmu47Q**
Year 9	Unite Title: Fieldwork	**End of year PPE (June)**	

HT 6	**Fieldwork-** pupils will carry out a fieldwork investigation in the local area. Before completing the fieldwork, the unit will focus on: • How to create enquiry questions • Different types of sampling • Primary and secondary data collection • Analysing and presenting data • Drawing conclusions from data • Evaluating the study	**Climate change and Life in a Newly Emerging Country**	
Term	**Curriculum Content**	**Assessment(s)** ***(assessment title, duration and approx date)***	**Extra-Curricular Options** ***(Places to visit; wider reading; clubs to join)***
Year 10 Curriculum Overview: Students will study the AQA GCSE course. The two-year course starts with Changing Economic World this will give them an understanding of the scale of global inequality. Plus, a depth study of how one newly emerging economy (Nigeria) is developing and the consequences this causes for people, environment and the country's relationship with the wider world. The Living world (Ecosystems, hot deserts and rainforests). Pupils will look at UK Physical geography, including an overview of the UK Landscape, Coasts and Rivers. Next, pupils will explore the UK's human geography by engaging with contemporary issues such as migration, inequality, and rural deprivation. Fieldwork is an essential part of the GCSE course. Pupils will carry out two Geographical investigations (one human and one physical) We will visit Walton-on-the-Naze to investigate coastal processes and tourism in half term 6.			**David Attenborough Boxsets (BBC iPlayer):** Blue Planet, Life, Africa, Life on Earth, Frozen Planet, Planet Earth and Seven Worlds, One Planet

Year 10 HT1	**Changing Economic World** • Defining development – development indicators (e.g. GDP) • Comparing indicators for Low-income countries, newly emerging economies and high-income countries (including population pyramids). • Causes of global inequalities (e.g. lack of education) • Consequences of global inequalities (e.g. conflict) • Strategies to reduce the development gap (e.g tourism in Kenya) NEE Case study: Nigeria • The location and importance of the country, regionally and globally • The wider political, social, cultural, and environmental context • The changing industrial structure. • Advantages and disadvantages of TNC(s) to the host country (Shell in Nigeria) • The changing political and trading relationships with the wider world • international aid: types of aid, impacts of aid on the receiving country. • The environmental impacts of economic development • The effects of economic development on quality of life for the population.	**November mid-topic test** Changing Economic world 30 minutes	Human Planet: Surviving the Urban Jungle Documentary https://www.dailymotion.com/video/x2ecr8q Figures highlight divide between North and South (2018) https://news.sky.com/story/line-18-staggering-figures-lay-bare-deadly-divide-between-north-and-south-11388970

Year 10 HT 2	**Changing Economic World** UK Case study • Causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation and government policies • Moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks • Impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable • Social and economic changes in the rural landscape in one area of population growth and one area of population decline • Improvements and new developments in road and rail infrastructure, port and airport capacity • The north–south divide. Strategies used in an attempt to resolve regional differences The place of the UK in the wider world.		
Year 10 HT 3	**The Living world** In this section, students are required to study Ecosystems, Tropical rainforests and one from Hot deserts or Cold environments. **We have chosen hot deserts.** **We will study an example of a small-scale UK ecosystem (Slapton Ley) to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling.** **The balance between components. The impact on the ecosystem of changing one component.** An overview of the distribution and characteristics of large scale natural global ecosystems. The importance/value of the rainforest Plan and animal adaptation in a rainforest and hot deserts Causes and effects of deforestation in the Amazon rainforest. Strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction.	**January PPE** Changing Economic World 45 minutes	**https://education.nationalgeographic.org/resource/rain-forest/** **https://www.worldwildlife.org/places/amazon** **https://wwf.panda.org/discover/knowledge_hub/where_we_work/amazon/about_the_amazon/why_amazon_important/** **https://time.com/amazon-rainforest-disappearing/** **https://www.wearewater.org/en/the-sahel-desertification-beyond-drought_318262**

	Opportunities and challenges for development in a hot desert environment (Sahara Desert) Causes and solutions of desertification.		
HT 4	**Physical landscapes – Part 1** *Geology/overview of UK* • Geology (rock types) • Physical processes in uplands and lowlands *Rivers* • River processes • Landforms in the upper, middle and lower course • How a river changes from source to mouth • Hydrological cycle, hydrographs and flood risk • Increasing flood risk • Flood management • River landforms case study: River Tees • Flood management case study: River Eden **Fieldwork-** pupils will carry out two fieldwork investigations • Formulate enquiry questions • Sampling • Primary and secondary data collection	**April assessment** Living world Rivers **30 minutes**	**Geography fieldtrip – Walton-on-the-Naze**
HT 5	**Fieldwork-** Primary and secondary data collection • Analysis and presentation • Drawing conclusions • Evaluating the study **Physical landscapes – Part 2** *Coasts* • Waves coastal processes • Erosional and Depositional landforms		**Coasts landforms -** https://www.youtube.com/watch?v=ZWEJq03NBao

	• Coastal management – case study - Mappleton • Landforms Case study: Dorset Management Case study: Walton-on-the-Naze		
Year 10 HT6	**Resource management & Water** In this topic students will look at the significance of food, water and energy to economic and social well-being as well as gaining an overview of global inequalities in the supply and consumption of resources. An overview of resources in relation to the UK. Food: • the growing demand for high-value food exports from low-income countries and all-year demand for seasonal food and organic produce • larger carbon footprints due to the increasing number of 'food miles' travelled and moves towards local sourcing of food. • the trend towards agribusiness. Water: • the changing demand for water • water quality and pollution management • matching supply and demand – areas of deficit and surplus • the need for transfer to maintain supplies. Energy: • the changing energy mix – reliance on fossil fuels, growing significance of renewables • reduced domestic supplies of coal, gas and oil • economic and environmental issues associated with exploitation of energy sources.	**June PPE** Changing Economic World, Living World, Rivers **1 hour 30 minutes**	Climate change & food https://reliefweb.int/report/world/climate-change-and-food-security-link-strong-enough Global Hotspots for water disputes https://www.wateronline.com/doc/global-hotspots-for-potential-water-disputes-0001 Researchers use AI to predict outbreak of water wars in the future. https://www.wateronline.com/doc/global-hotspots-for-potential-water-disputes-0001
Term	**Curriculum Content**	**Assessment(s)**	**Extra-Curricular Options** ***(Places to visit; wider reading; clubs to join)***

		(assessment title, duration and approx date)	
Year 11 Curriculum Overview:			Detailed revision notes for all topics:
Year 11 HT1	**Urban Issues and Challenges** Pupils will get an overview of the causes and challenges of rapid urbanisation across the world. Plus, one depth study of Mumbai. *Urban change across the world* • The global pattern of urban change. • Urban trends in different parts of the world including HICs and LICs. • Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. • The emergence of megacities. A case study of a major city in a NEE (Lagos) to illustrate: • Lagos location and importance • Causes of rapid population growth • Lagos opportunities • Lagos challenges • Urban planning project example *Part 2: London* • UK population distribution • London location and importance • Impacts of national migration • London opportunities (Social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems; Environmental: urban greening) • London challenges (Social and economic: urban deprivation, inequalities in housing, education, health and employment. Environmental: dereliction, building on brownfield and greenfield sites, waste disposal)	**PPE1** Resource Management Fieldwork Coasts **1 hour 30**	**Colombia with Simon Reeve - https://www.bbc.co.uk/iplayer/episode/b08n5flh/colombia-with-simon-reeve** Has Mumbai become India's most unliveable city? https://www.bbc.co.uk/news/world-asia-india-41464636 London Regeneration Projects- Interactive Map. https://www.london.gov.uk/what-we-do/regeneration/projects-map Extra reading: London Olympics has brought regeneration, but at a price locals can't afford (2016) https://www.theguardian.com/society/2016/aug/30/london-olympic-regeneration-but-price-locals-cant-pay Extra reading: London Olympic Park £1.1bn plan unveiled (2018) https://www.bbc.co.uk/news/uk-england-london-44374255 Assessing London's Olympics, five years on (2017)

	• Stratford regeneration Features of sustainable urban living		https://www.economist.com/britain/2017/07/29/assessing-londons-olympics-five-years-on
Year 11 HT2	**Hazards** • Definition of a natural hazard. • Types of natural hazard. • Factors affecting hazard risk. • Plate tectonics theory. • Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. • Physical processes taking place at different types of plate margin (constructive, destructive, and conservative) that lead to earthquakes and volcanic activity. • Impacts and responses to hazards (earthquake, tropical storms) • Two named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. • Named example of a tropical storm to show its effects and responses. • Evidence of climate change • Causes of climate change (natural and human) • How we can adapt and mitigate climate change		Global increase of hazards (GRAPH) https://ourworldindata.org/natural-catastrophes **Geofactsheet 133**- Why do some places suffer more than others https://geographyalevelslc.files.wordpress.com/2013/07/a133-earthquake.pdf Great interactive map for distribution https://www.geolsoc.org.uk/Plate-Tectonics/ https://www.geolsoc.org.uk/Plate-Tectonics/Chap3-Plate-Margin The age of stupid. Climate Change Documentary (https://www.youtube.com/watch?v=va_MVxpbogg)
Year 11 HT3	This half term will is used to finish the curriculum if needed or to consolidate knowledge and skills for students with revision and exam preparation lessons.		
HT 4	**Revision –** this is the half-term before the GCSE examinations. Pupils will use this time to revise knowledge and exam technique needed for the exam. Pupils will use this time to revise knowledge and exam technique needed for the exam as well as preparing for the Paper 3 examination by studying the pre-release booklet in class.	**PPE 2** Urban issues and challenges, Hazards, Resource management **1 hour 30 minutes**	
HT5			

	PPE 2 feedback, revision, exam preparation and exams		
Term	**Curriculum Content**	**Assessment(s)** ***(assessment title, duration and approx date)***	**Extra-Curricular Options** ***(Places to visit; wider reading; clubs to join)***
Year 12 Curriculum Overview: *What will year 12s study and learn this academic year? Why this/ why now?*			**Revision notes for all topics:** **https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/**
Year 12 **HT1, 2 and 3**	**Coastal landscapes and systems** This focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. Student engagement with subject content fosters an informed appreciation of the diversity of coasts and their importance as human habitats. The section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork. **Changing Places** Students will focus on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places. Study of this section offers particular opportunities to exercise and develop qualitative (and quantitative) investigative techniques and practice-related observation, measurement and various mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork. *Nature and importance of place* • What is place and why is it important (identity + insiders/outsiders). • Categories of place: near/far + media/experienced. • Endogenous and exogenous factors that make up the character of a place.	**Assess topics as we complete them – this will mean amalgamating Paper 1 and Paper 2 where appropriate. The first PPE is likely to only last 100mins as only two topics would have been covered by this point.**	**Coasts landforms -** **https://www.youtube.com/watch?v=ZWEJq03NBao** **Revision Website:** **https://www.coolgeography.co.uk/advanced/coastal_systems.php** **Changing Places** **Visit: Stratford/Canary Wharf** **Revision Website:** **https://www.coolgeography.co.uk/advanced/changing_places.php**

	Relationships and connections • How shifting flows of people, money, resources and ideas affect the demographic, cultural, economic characteristics of a place and may lead to social inequality. • How external forces can change the character of a place. (Stratford) • How past and present connections shape places (Sheffield) *Meaning and representation* • What is meant by meaning and representation and why it is important. • How external agents shape representation of place (incl. Stratford case study). • Quantitative and Qualitative representation of place. • Past and present development shapes representation (Sheffield) *Near place study (Walthamstow)* • Context • Relationships and connections • Quantitative and Qualitative representation *Distant place study (Blaenau Ffestiniog)* • Context • Relationships and connections • Quantitative and Qualitative representation		
Year 12 **HT4, 5**	**Population and the Environment** This topic explores the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment. Engaging with these themes at different scales fosters opportunities for students to contemplate the reciprocating relationships between the physical environment and human populations and the relationships between people in their local, national, and international communities. **Hazards** Student will focus on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy.		Hazards: **Revision website:** **https://www.coolgeography.co.uk/advanced/hazards.php** Great interactive map for distribution https://www.geolsoc.org.uk/Plate-Tectonics/ https://www.geolsoc.org.uk/Plate-Tectonics/Chap3-Plate-Margin **GeolSoc website:** Great explanation for plate margins

	The concept of hazard • Nature, form and impact • Hazard perception • Hazard Management Models *Plate tectonics* • Structure of the earth • Plate tectonic theory and movement • Plate boundaries: constructive, destructive, conservative • Hotspots *Volcanic hazards* • Nature, spatial distribution, frequency and predictability • Hazards • Impacts and response • In depth case study: Montserrat *Seismic hazards* • Nature, spatial distribution, frequency and predictability • Hazards • Impacts and response • In depth case studies: Japan and Haiti *Storm hazards* • Nature, spatial distribution, frequency and predictability • Hazards • Impacts and response • In depth case studies: Matthew and Katrina *Fires in nature* • Nature, spatial distribution, frequency and predictability • Hazards • Impacts and response • In depth case studies: Black Saturday (Australia) and Algeria *Multi-hazardous environment case study (Philippines)*		https://www.geolsoc.org.uk/Plate-Tectonics/Chap3-Plate-Margins/Mid-plate/Hawaiian-Islands The key role of NGOs in bringing disaster relief in Nepal (2015) http://theconversation.com/the-key-role-of-ngos-in-bringing-disaster-relief-in-nepal-40883 Earthquakes: prediction, forecasting and mitigation (Geolsoc) https://www.geolsoc.org.uk/earthquake-briefing PODCAST: How do we predict earthquakes? https://itunes.apple.com/gb/podcast/rgs-ibg-ask-the-experts/id1196746426?mt=2 Mapping the Destruction of Hurricane Katrina http://news.bbc.co.uk/1/shared/spl/hi/americas/05/katrina/html/ Hurricane Katrina: Facts, Damage & Aftermath https://www.livescience.com/22522-hurricane-katrina-facts.html

	• Causes and nature of hazards • Impacts • Preparation and response		
HT6	**Non-Examined Assessment (NEA)** Year 13 starts off with pupils completing the Non-Assessed Examination (NEA) and Population and the Environment. For the NEA pupils are required to carry out their own investigation into a geographical theme of their choosing covered in the specification. They will then devise questions, collect, and analyse data before drawing conclusions and evaluating their study. • Aims/hypotheses/sub-questions • Literature review – link to the geography • Locational context • Methodology + sampling • Data presentation, analysis and interpretation • Analysis: using statistical techniques to manipulate data • Interpretation and conclusion • Evaluation • Ethical considerations **Water and Carbon Cycles** Students will focus on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography.		
Term	**Curriculum Content**	**Assessment(s)** ***(assessment title, duration and approx date)***	**Extra-Curricular Options** ***(Places to visit; wider reading; clubs to join)***
Year 13 Curriculum Overview: *What will year 13s study and learn this academic year? Why this/ why now?*			**Revision notes for all topics:** https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/

Year 13 HT1	**Non-Examined Assessment (NEA)** Year 13 starts off with pupils completing the Non-Assessed Examination (NEA) and Population and the Environment. For the NEA pupils are required to carry out their own investigation into a geographical theme of their choosing covered in the specification. They will then devise questions, collect, and analyse data before drawing conclusions and evaluating their study. • Aims/hypotheses/sub-questions • Literature review – link to the geography • Locational context • Methodology + sampling • Data presentation, analysis and interpretation • Analysis: using statistical techniques to manipulate data • Interpretation and conclusion • Evaluation • Ethical considerations **Water and Carbon Cycles** Students will focus on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography.	**November: Coasts, Hazards and Water and Carbon – 2hr 30mins**	**Stratford urban fieldwork trip.** **Epping Forest physical geography trip.** **Epping Forest Fieldtrip** **Climate Change: The Facts -** **https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts** **Revision Website:** **https://www.coolgeography.co.uk/advanced/water_carbon_cycles.php** **Geographical Skills and Fieldwork Investigations support:** **https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/fieldwork/**
Year 13 HT 2	**Global Systems and Governance** This section of our specification focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global	**March PPE:** Paper 1: Coasts, Water and carbon & Hazards (2 hours 30) Paper 2: Population, Changing places & Global systems (2 hours 30)	**Rotten (Netflix documentary on food trade) -** **https://www.netflix.com/gb/title/80146284** **Revision Website:** **https://www.coolgeography.co.uk/advanced/global_systems.php**

	commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them. • Globalisation – flows and factor • Global systems • Unequal flows of people, money, ideas and technology • Unequal Power Relations • International trade and access to markets • Trends in international trade and investment • Trading relationships • Differential access to markets • TNCs (Apple) • Trade in Coffee • Consequences of globalisation • Global governance • The 'global commons' and Antarctica		
Year 13 HT3,4&5	**Revision –** Pupils will use this time to revise knowledge and exam technique needed for the exam.		