



Geography aims to enable students to understand and explore the fundamentals of the physical and human world around us, from their local area, expanding outwards to a global scale (A010. By interleaving a breadth and depth of subject knowledge and skills (A02), students aim to develop and understanding of the interconnectedness of physical and human processes and issues (A03), leading to analysis and making judgments (A03). Students develop a breadth and depth of knowledge in a spiral curriculum (A01, A02), with depth of knowledge developed in case studies of place & issues (A01 & A02), alongside our core skills of literacy, numeracy, fieldwork (A04), subject literacy (A02) and making critical judgments (A03), to achieve excellence together.

Intent		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	
Implementation	Knowledge	Unit 1: Geography Expedition – Geographical skills and knowledge of local place and space. Unit 2: Rivers and Coasts – developing understanding of human and physical interactions, processes and landforms. Unit 3: Italy – developing economic and country knowledge in a depth place study.	Unit 1: Cold Environments – developing understanding of glacial processes, the importance of cold place biomes and the impacts of Global warming. Unit 2: Nepal – link to students expedition to Nepal. Understanding importance of tourism in LICs, in a depth place study. Unit 3: Economic Geography – understanding of the importance of industry and the interconnectedness of countries. Unit 4: Bristol – mini unit to support fieldwork opportunities and knowledge of local place. A depth place study.	Unit 1: Natural Hazards – understanding of the earth’s processes and the impacts of hazards. Developing understanding of management and responses. Unit 2: Africa – looking at the impact of aid and development in Africa. Consideration of the impact of global warming through desertification and the study of biomes through Tropical Rainforests. A depth study of a continent.	Unit 1: Rivers – understanding of processes, landforms, management Unit 2: Coasts – understanding of processes, landforms , management Unit 3: Natural Hazards – hazard management, global warming, tectonics Unit 4: Urban - place study of Rio and Bristol and the opportunities and challenges they face. Depth place studies. Fieldwork: Dorset Coast	Unit 5: Ecosystems – world biomes and their management Unit 6: Economic – development in an LIC and a HIC (Nigeria and UK). Depth place studies. Unit 7: Resource Management – overview of food, water, energy and focus on energy. Unit 8: Pre Release Fieldwork: Bristol	Unit 1: Cold Environments – processes, management and impacts Unit 2: Fieldwork – Snowdonia Unit 3: Changing Spaces Making Places – place making properties Unit 4: Disease Dilemmas – management and geographical impacts	Unit 1: Hazardous Earth – impacts, processes, management Unit 2; World Cycles – carbon and the water cycle. Unit 3: Global Migration – movement of people and its impacts Unit 4: Powers and Borders	
	Recurring skills/themes	An appreciation of Geographical world themes and their developing importance. Analysis and evaluation Correctly use of Geographical terminology. Understanding of processes and the impact on landscape Use of Geographical skills				Analysis and evaluation Correctly use of Geographical terminology. Understanding of processes and the impact on landscape and people. Use of Geographical skills		Analysis and evaluation Synopticity and the importance of these links. Correctly use of Geographical terminology. Understanding of processes and the impact on landscape and people. Use of Geographical skills	
	Personal Development	Lulworth Cove Geography fieldwork. Presentation skills and IT Different methods of learning e.g. ski models.	Our Environment Fieldwork Cold Environment presentations. Greenland Tundra Survival Game Cheddar Gorge Fieldwork	<i>Montserrat Management game.</i> <i>Trading Game</i> <i>Shanty Town Survival</i> <i>Wider Reading for Iceland Eruption (GCSE sources)</i>	Fieldwork: Management of the Dorset Coast	Fieldwork: Regeneration Bristol	Snowdonia Fieldwork Presentations Wider Reading Mini lesson teaching Coursework individual question projects	Independent Investigation. Wider Reading Mini lesson teaching Coursework individual question projects	
	Assessment	Assessments : 4 over the course of the year with a range of multiple choice to assess recall, source and extended writing questions. These are based on GCSE question styles but adapted for cohort. Milestone sat annually in hall as one of these. Marked by staff using whole class feedback as needed and DIRT completed.				Regular GCSE questions in books and assessed using mark schemes. End of Unit Exam for each unit. Summer mock assesses Yr10 work.	Regular GCSE questions in books and assessed using mark schemes. End of Unit Exam for each unit. Mocks cover both Paper 1 and 2	End of Unit Exams. Essay questions. Mock in summer.	End of Unit Exam. Essay questions and 2 Mock
Impact	Pupils have an understanding of the world around them, the processes that operate on the landscape and the interaction and impacts of humans. Fieldwork skills are developed, along with Geographical skills and a knowledge of how to apply them. Their development is visible by the percentage progress between assessments, tracking of grades over time and improvements in work (DIRT).				Pupils have a detailed understanding of the physical landscape , processes, and management. They understand the interaction and impacts of humans. Fieldwork knowledge is developed and applied and independent understanding of Geographical issues is shown. Their development is visible by the percentage progress between assessments, tracking of grades over time and improvements in work (DIRT).		Students have a thorough understanding of the physical and Human world. They are able to apply understanding to their own questions and apply Geographical skills effectively. Their development is visible by the percentage progress between assessments, tracking of grades over time and improvements in work (DIRT).		