

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Year 7	<p>Welcome to Geography. In this introductory topic, students learn about the two main strands of geography - physical and human. They will begin to discover the geography of the UK as well as learn and locate the world's continents. Students will also learn how to use key map skills including grid references, scale and direction.</p>	<p>Water on the Land. In this topic, students learn about the hydrological cycle and drainage basin water cycle. They will investigate how river processes change downstream and how this affects the formation of river landforms. Students will also investigate river flooding events in different global locations.</p>	<p>Population. In this topic, students learn about global population change and associated development challenges and opportunities. Students will also consider the causes, effects and responses relating to the growth of the UK's ageing population.</p>	<p>Weather and Climate. In this topic, students learn about the different elements of weather and climate. They will study different types of weather systems in addition to finding out about different types of rainfall. Students will also examine how climates vary across the UK and the reasons for these variations.</p>	<p>The Peak District. In this topic, students consider the physical and human characteristics of the Peak District. They will learn about the geology and natural landscape of the region. They will also investigate the advantages and disadvantages of the tourism industry in the Peak District.</p>
Assessment	<ul style="list-style-type: none"> • End of topic test. • One piece of extended writing. • Key terms test. <p>Homework will be aligned to these interim assessments.</p>	<p>Summative: Written assessment completed under exam conditions. The assessment will include short and longer answer questions and also cover geographical skills.</p>	<ul style="list-style-type: none"> • End of topic test. • One piece of extended writing. • Key terms test. <p>Homework will be aligned to these interim assessments.</p>	<p>Summative: Written assessment completed under exam conditions. The assessment will include short and longer answer questions and also cover geographical skills.</p>	<ul style="list-style-type: none"> • End of topic test. • One piece of extended writing. • Key terms test. <p>Homework will be aligned to these interim assessments.</p>

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Year 8	<p>Our Living Planet. In this topic, students find out about the relationship between the Earth's different climate zones and the location of the major biomes. Students will focus on tropical rainforests to understand why ecosystems are under threat and what can be done to sustainably manage</p>	<p>Africa. In this topic, students learn about the physical and human geography of Africa. They begin by considering the implications of people's perceptions of Africa. Lessons then focus on the influence of physical geography on Africa's human geography. Finally, students investigate development in different African countries.</p>	<p>Ice on the Land. In this topic, students will learn about the processes that shape glacial landscapes. They will also identify specific erosional and depositional landforms and examine their formation. An examination of the geographical legacy of the last ice age through a case study of the Lake District.</p>	<p>Russia. In this topic, students learn about the physical and human geography of Russia. They consider how Russia's vast size results in different climates, biomes, population densities and cultures. They also investigate the importance of Russia in terms of global energy supply.</p>	<p>UK Coastal landscapes. In this topic, students learn about the processes that shape the UK's coastal landscape. They will also identify specific coastal erosional and depositional landforms and examine their formation. Finally, students consider different approaches to coastal management.</p>
Assessment	<p>Formative:</p> <ul style="list-style-type: none"> • End of topic test. • One piece of extended writing. • Key terms test. <p>Homework will be aligned to these interim assessments.</p>	<p>Summative:</p> <p>Written assessment completed under exam conditions. The assessment will include short and longer answer questions and also cover geographical skills.</p>	<p>Formative:</p> <ul style="list-style-type: none"> • End of topic test. • One piece of extended writing. • Key terms test. <p>Homework will be aligned to these interim assessments.</p>	<p>Summative:</p> <p>Written assessment completed under exam conditions. The assessment will include short and longer answer questions and also cover geographical skills.</p>	<p>Formative</p> <ul style="list-style-type: none"> • End of topic test. • One piece of extended writing. • Key terms test. <p>Homework will be aligned to these interim assessments.</p>

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Year 9	<p>Life in the City. In this topic, students will learn how and why cities around the world have grown in recent years. They will consider the causes and effects of rapid urbanisation in some of the world's less developed countries with a focus on Mumbai, India. They will also study Manchester's recent growth and the subsequent challenges for the local population and environment.</p>	<p>Asia. In this topic, students learn about the physical and human geography of Asia with a particular focus on the physical, human and political geography of the Middle East. Students will investigate the controversies around Qatar's hosting of the 2022 FIFA World Cup.</p>	<p>Restless Earth. In this topic, students study earthquakes and volcanic eruptions. They develop an understanding of the tectonic processes that cause some of the world's most devastating disasters. Students will examine the causes and effects of and the responses to these events. They will also consider why a country's economic status influences its vulnerability to these hazards.</p>	<p>Climate Change. In this topic, students study the natural and human causes of climate change. They identify the current and future impacts on society, the environment and economic activity. They also critically consider potential solutions to the crisis including individual, community, national and global initiatives.</p>	<p>Indian Ocean: challenges and opportunities In this final Key Stage 3 topic, students draw together their previous learning through a study of the countries located on the Indian Ocean coastline. They explore different physical environments and consider how these places have shaped human culture and traditions. This topic covers broad range of countries including South Africa, Somalia, India and Australia.</p>
Assessment	<p>Formative:</p> <ul style="list-style-type: none"> • End of topic test. • One piece of extended writing. • Key terms test. <p>Homework will be aligned to these interim assessments.</p>	<p>Summative:</p> <p>Written assessment completed under exam conditions. The assessment will include short and longer answer questions and also cover geographical skills.</p>	<p>Formative:</p> <ul style="list-style-type: none"> • End of topic test. • One piece of extended writing. • Key terms test. <p>Homework will be aligned to these interim assessments.</p>	<p>Summative:</p> <p>Written assessment completed under exam conditions. The assessment will include short and longer answer questions and also cover geographical skills.</p>	<p>Formative</p> <ul style="list-style-type: none"> • End of topic test. • One piece of extended writing. • Key terms test. <p>Homework will be aligned to these interim assessments.</p>

	Topic 1	Topic 2	Topic 3	Topic 4
<p>Year 10, GCSE</p> <p>Exam board: AQA</p>	<p>The Challenge of Natural Hazards. Students consider the concept of natural hazards before examining tectonic hazards (earthquakes and volcanic eruptions). Students learn about the physical causes of these events before considering their social, economic and environmental impacts. They also evaluate how the response to these events varies between countries at different levels of economic development. Next, students discover how weather and climate can result in hazardous events with a specific focus on the formation of tropical storms and their impacts. Potential responses to these events are also critically analysed. Finally, students examine the natural and human causes of climate change and the associated short and long-term impacts. They critically evaluate different responses including individual, community, national and international approaches.</p>	<p>Urban issues and challenges. Students discover how urban populations have grown significantly in recent decades. They consider how the pattern of growth varies between countries at different levels of economic development and the reasons for these variations. Students the study Mumbai, an example of a rapidly growing city in a newly emerging economy. Lessons will focus on the reasons for Mumbai's growth and the associated opportunities and challenges within the city. Students will then carry out a similar investigation of Manchester, a major city in the UK. Finally, students will develop an understanding of sustainable urban growth by examining water and energy conservation, waste recycling, creating green spaces and transport strategies.</p>	<p>Physical landscapes in the UK. Students discover how geographical processes such as erosion, transportation and deposition shape the UK's coastline. They examine how these processes create distinctive coastal landforms including beaches, sand dunes, cliffs and stacks. They also consider the impact of geology on the formation of these landforms. Students identify and evaluate different approaches to coastal management methods. Students discover how geographical processes such as erosion, transportation and deposition shape UK rivers and their valleys. They examine how these processes create distinctive fluvial landforms including waterfalls, meanders and ox bow lakes. Students identify and evaluate different approaches to coastal management methods.</p>	<p>Fieldwork. In the summer term, students plan and carry out a fieldwork investigation. This will involve a compulsory field trip. During the field trip, students use a variety of methods to collect geographical data. Following the field trip, students present their findings using a range of methods (pie charts, flow diagrams, scatter graphs etc.) They will then interpret and analyse their findings before drawing conclusions. Students then evaluate their fieldwork by identifying strengths and weaknesses of their investigation and consider ideas for further related fieldwork. The work carried out is examined in the Paper 3 examination at the end of Year 11.</p>
Assessment	<p>Formative (interim): Key term tests, extended writing tasks, geographical skills. Homework will be aligned to these interim assessments. Summative: End of topic tests and mock exams, both of which are based on previous exam papers.</p>			

	Topic 1	Topic 2	Topic 3	Topic 4
<p>Year 11, GCSE</p> <p>Exam board: AQA</p>	<p>Physical landscapes in the UK.</p> <p>Students identify the diversity of the UK's physical landscape with a focus on upland and lowland areas and an overview of major river systems.</p> <p>Students discover how geographical processes such as erosion, transportation and deposition shape the UK's coastline. They examine how these processes create distinctive coastal landforms including beaches, sand dunes, cliffs and stacks. They also consider the impact of geology on the formation of these landforms. Students identify and evaluate different approaches to coastal management methods.</p> <p>Students discover how geographical processes such as erosion, transportation and deposition shape UK rivers and their valleys. They examine how these processes create distinctive fluvial landforms including waterfalls, meanders and ox bow lakes. Students identify and evaluate different approaches to coastal management methods.</p>	<p>Changing Economic World.</p> <p>Students understand there are global variations in economic development and quality of life. They consider the different ways in which development can be measured. Students consider the links between the demographic transition model and development. They then evaluate the causes of uneven development before examining the consequences of inequalities.</p> <p>Students then identify and assess the different strategies that exist for reducing the development gap. They investigate an example of how tourism can reduce the gap.</p> <p>Students then focus on countries which are experiencing rapid economic development and how this leads to social, environmental and cultural change. This is exemplified through the study of a newly emerging economy.</p> <p>Finally, students will focus on the impact of economic change in the UK and how this affects employment patterns and regional growth.</p>	<p>The Challenge of Resource Management.</p> <p>Students learn how food, water and energy are fundamental to human development.</p> <p>Students then consider how the provision of food, water and energy in the UK create opportunities and challenges.</p> <p>Students then focus on the challenges and opportunities related to the provision of water, food and energy in different global locations. Students consider how the demand for these resources is rising which can lead to conflict. They identify different strategies which can be adopted to increase supplies of food, water and energy.</p>	<p>Issue evaluation.</p> <p>Students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.</p> <p>The focus of the issue evaluation changes annually. A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Students will not be allowed to take the original resource booklet into the examination room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.</p>
Assessment	<p>Formative (interim): Key term tests, extended writing tasks, geographical skills. Homework will be aligned to these interim assessments.</p> <p>Summative: End of topic tests and mock exams, both of which are based on previous exam papers.</p>			

<p>Year 12 & 13</p>	<p>Hazards.</p> <p>This section of the specification focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. 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.</p>	<p>Global Systems and Global Governance.</p> <p>This section of the 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.</p> <p>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.</p> <p>Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them.</p>	<p>The Challenge of Resource Management.</p> <p>This section of the specification focuses on the large-scale exploitation of unevenly distributed natural resources, which is one of the defining features of the present era. Increasing demand for water, energy and minerals and their critical role in human affairs leads to massive local and regional transfers of water and massive global transfers of energy and minerals.</p> <p>In this section students contemplate the fundamental relationships between the physical environment and human activities and wants and the relationships between people in their local, national and international communities involving themes of sustainability and conflict.</p> <p>Students engage with these themes in relation to energy, water and minerals.</p>
<p>Assessment</p>	<p>A Level summative assessment consists of topic tests and trial exams, both of which are based on previous exam papers. Formative (interim) assessment consists of exam questions issued in class and for homework.</p>		