

Curriculum Vision – *Geography*

What is the purpose of the curriculum?

- Developing an understanding of space through ideas related to location, distribution, pattern and distance.
- Developing a sense of place and character through ideas related to identity, home, community, landscapes, diversity.

Why is *geography* an important subject?

- Geography enables students to be able to identify and see the human and physical geography around them.
- Geography enables student to learn how to academically write, debate and interpret data.
- It supports global citizenship by helping students understand different cultures, inequalities, migration, and interdependence.



Types of Knowledge – *Geography*

- Substantive knowledge that is selected to build pupils' understanding of geographical **themes, which run through the curriculum**:
 - **Space and Place**

Developing an understanding of space through ideas related to location, distribution, pattern and distance etc.

Developing a sense of place and character through ideas related to identity, home, community, landscapes, diversity etc.
 - **Physical processes**

How the Earth's natural processes shape and change the surface of the Earth.
 - **Human processes**

How humans affect or are influenced by the spaces in which they are connected.
 - **Geographical skills**

Cartographic, graphic, statistical and numerical skills including fieldwork and enquiry.
- A balanced view of the countries of the world, to address misconceptions and challenge stereotypes.
- Explicit teaching of core **disciplinary knowledge**, and the ability to approach challenging, geographically-valid questions. Geographical enquiry skills which have been sequenced across the year groups and, where appropriate, review and build on relevant knowledge that is **first taught in mathematics or science**, such as interpreting line graphs or setting hypotheses.
- Opportunities to undertake **fieldwork**, outside the classroom and virtually. Fieldwork is **purposeful**, and either gives pupils the opportunity to explicitly practice relevant disciplinary knowledge or to reinforce substantive knowledge.



Curriculum Themes Overview – Geography



Physical Earth

Hydrology
Geology
Other Natural Resources



Ecological Relationships

Ecosystems and Biomes



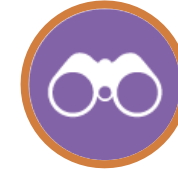
Weather and Climate

Global Climate
Climate Change
Weather



Geographical Skills

Maps and Diagrams
Interpreting Data
Fieldwork
Scale and Perspective



Space and Place

Locational Knowledge
Named Places and Case Studies



Economy and Development

Development
Employment and Industry
Trade



Population and Communities

Demography
Migration
Communities and Countries



Human Use of Resources

Land
Using Natural Resources
Living Sustainably

Disciplinary themes include:

- Enquiry
- Making Comparisons
- Interconnections
- Forming Judgements
- Decision Making



Curriculum Five Year Journey - Geography

Year 7	7.01 Intro to Geograph- ical Skills	7.02 Intro to Global Climate	7.03 Development		7.04 Water & Rivers		7.05 World of Work		7.06 Geography of the Middle East		7.07 Fieldwork						
Year 8	8.01 Population				8.02 Coasts		8.03 Ecosystems		8.04 Tectonics		8.05 Weather systems		8.06 Geography of East Africa				
Year 9	9.01 Climate change			9.02 Energy		9.03 Life in an Emerging Country		9.04 Issues of urbanisation		9.05 Resources- Food, Water and Energy		9.06 Fieldwork					
Year 10	Paper 1 Natural hazards			Paper 1 Climate change		Paper 2 Changing Economic World		Paper 3 Human Fieldwork		Paper 1 Coasts		Paper 2 Economic Change		Paper 3 Physical Fieldwork		Paper 2 Urban Issues and Challenges	
Year 11	Paper 1 Ecosystems					Paper 2 Resources				Paper 2 Urban Change in UK		End of course					



Curriculum Themes Map – Subject

Theme/Big Idea/...	Description	Year 7	Year 8	Year 9	Year 10	Year 11
<i>Theme 1</i> People–environment interaction	How people and environments shape each other at different scales. Students study physical and human processes, and investigate how decisions about land, resources and cities create both opportunities and risks.	Introduced through Global Climate, Water and Rivers and Geography of the Middle East, where students learn that climate, water supply and landforms shape how people live and work.	Developed through Coasts, Ecosystems, Tectonics, Weather and Climate and East Africa, showing how physical processes create hazards, opportunities and management challenges for communities.	Made more synoptic through Climate Change, Energy, Life in an Emerging Country, and Issues of Urbanisation, linking environmental change to economic growth, settlement and resource use.	- The challenge of natural hazards (tectonic + weather hazards and climate change) directly builds on KS3 tectonics, weather and climate change. - Physical landscapes in the UK (coasts + rivers) links to KS3 rivers and coasts, adding UK case-study depth and management.	The living world (ecosystems, tropical rainforests, hot desert/cold environment option) revisits KS3 ecosystems (taiga, coral reefs) and East Africa biomes.

Curriculum Themes Map – Subject

Theme/Big Idea/...	Description	Year 7	Year 8	Year 9	Year 10	Year 11
<i>Theme 2</i> Change over time and at different scales	Places, environments and societies are dynamic, not static. Analyse how processes operate over different timescales (from short-term hazards to long-term climate and economic change) and at different spatial scales (local, regional, national and global). Begin to recognise patterns, trends and interconnections across space and time.	Introduced through Development, Global Climate and Rivers, where students study long-term river change, climate variation and different levels of development between countries.	Developed through Population trends over time, Coasts changing through erosion/deposition, Weather and Climate patterns over time, and East Africa as a regional study linking local, national and continental scales.	Made explicit in Climate Change from the Quaternary to the present, Energy through changes in the UK energy mix, and Urbanisation/Emerging Country through industrialisation, migration and regeneration over time.	Hazard lessons comparing past and recent earthquakes/typhoons and management improvements (e.g. monitoring, early warning, planning). Urban issues lessons tracing the growth and change of your UK city over time (industrialisation → decline → regeneration).	Issue evaluation activities that make students consider short-term vs long-term impacts and local vs national/global implications of different options. Revision structure that cycles through “then/now/future” lenses for each major case study (e.g. pre- and post-regeneration Bristol, pre- and post-economic change NEE, past and projected climate/energy pathways).

Curriculum Themes Map – Subject

Theme/Big Idea/...	Description	Year 7	Year 8	Year 9	Year 10	Year 11
<i>Theme 3</i> Inequality, development and quality of life	Examines why some people and places are richer, safer or better served than others, and how development processes create and reduce inequalities. Students analyse indicators such as HDI, and explore strategies for closing the development gap.	Built through Development and World of Work, where students meet development indicators, employment sectors and uneven wealth between places.	Extended in Population through birth/death rates, ageing/youthful populations and migration, and revisited in East Africa through tourism, trade, migration and development contrasts.	Explored explicitly in Life in an Emerging Country and Issues of Urbanisation, where students study industrial change, TNCs, inequality, regeneration, housing and access to services.	Global development measures (GNI, HDI etc.), causes of uneven development and consequences (wealth/health differences, migration) using one LIC/NEE. Introduce UK economic futures (deindustrialisation, post-industrial economy, transport infrastructure) linking back to Year 9 UK urban and regeneration work.	Revisit the NEE/LIC case to extend evaluation: e.g. deepen TNC analysis, political/trading relationships and environmental impacts.



Curriculum Themes Map – Subject

Theme/Big Idea/...	Description	Year 7	Year 8	Year 9	Year 10	Year 11
<i>Theme 4</i> Sustainability and resources	Considers how societies use and manage key resources and the challenge of living sustainably. Students examine case studies of deforestation, desertification, climate change and changing energy mixes, and assess different management strategies.	Introduced through Global Climate, Water and Rivers and Middle East, with early ideas about water scarcity, climate zones and human dependence on finite resources.	Deepened in Coasts through coastal management, pollution and sea-level rise, in Ecosystems through sustainable biome management, and in East Africa through water, tourism and resource conflict.	Becomes a major thread in Climate Change, Energy, Emerging Country and Urbanisation, where students weigh up mitigation/adaptation, changing energy mix, sustainable urban living and environmental costs of development.	Evidence, natural and human causes, impacts and both mitigation (renewables, carbon capture, afforestation, agreements) and adaptation (agriculture, water, sea-level rise) connecting directly to Year 9 climate change and energy units.	Overview of food, water and energy globally and in the UK, year 11 practicing evaluation and applying it to issue evaluation contexts. Compare local vs national vs global strategies (e.g. local renewable scheme vs national energy policy).



Curriculum Themes Map – Subject

Theme/Big Idea/...	Description	Year 7	Year 8	Year 9	Year 10	Year 11
<i>Theme 5</i> Enquiry, fieldwork and skills	This theme underpins the whole curriculum, developing students' competence in geographical enquiry: asking questions, collecting and analysing data, interpreting maps and graphs, and constructing evidence-based arguments.	Established in Intro to Geographical Skills and Fieldwork, including atlas/OS maps, grid references, scale, graphing and basic enquiry.	Applied in Population through population pyramids and line graphs, in Ecosystems through climate graphs, in Weather and Climate through weather maps, and in East Africa through regional map interpretation.	Strengthened through decision-making and evaluative work in Climate Change, Energy, Emerging Country, Urbanisation and Fieldwork, preparing students to justify choices using evidence.	Assessed explicitly through AQA Geographical Applications and Geographical Skills, including issue evaluation, contrasting fieldwork enquiries, cartographic, graphical, numerical and statistical skills.	



Careers opportunities - *Subject*

Year	Specific opportunities for teaching about carers linked to Science
7	• Cartographer or GIS specialist (creating and analysing digital maps and spatial data for government, business, and NGOs) • Environmental consultant or climate change analyst (assessing impacts, advising on adaptation and mitigation for organisations and governments). • Town planner or urban designer (shaping where homes, services and green spaces go, using maps, data and community input). • Data analyst or business intelligence roles (using quantitative skills, mapping, and spatial patterns to inform decisions). • Travel and tourism planning or guiding (designing itineraries, interpreting landscapes and cultures for visitors)
8	• Demographer or population analyst (working with population pyramids, birth/death rates, ageing/youthful populations for government, ONS or NGOs). • Coastal engineer or flood risk manager (sea walls, groynes, managed retreat, coastal erosion and sea-level rise). • Conservation officer, ranger or biodiversity officer (protecting forests, coral reefs, MPAs and other biomes). • Seismologist, volcanologist or hazard analyst (monitoring tectonic activity, risk assessment for governments and agencies). • Meteorologist or weather forecaster (interpreting weather maps, air masses, pressure systems, extreme weather). • International development officer or humanitarian aid worker (migration, food insecurity, drought, Grand Ethiopian Renaissance Dam, trade, Fairtrade).



Careers opportunities - *Subject*

Year	Specific opportunities for teaching about carers linked to Science
9	• Climate scientist or environmental scientist (analysing temperature records, ice cores, and impacts on glaciers, ecosystems and hazards). • Renewable energy engineer or technician (wind, solar, HEP, tidal, biomass, grid integration and maintenance). • International development worker or NGO project officer (working on education, health, housing and livelihoods in emerging economies). • Urban planner or regeneration officer (designing and evaluating projects like Stratford to tackle dereliction, housing need and sustainability).
10	• Hazard and risk roles: meteorologist, flood-risk analyst, emergency planner, insurance catastrophe modeller. • Environment and conservation: ecologist, conservation officer, national park ranger, environmental consultant. • Engineering and infrastructure: civil engineer, coastal/river engineer, transport or infrastructure planner. • Mapping and geospatial: cartographer, GIS technician, remote sensing analyst. • International development officer (working to reduce global inequality and support emerging economies). • Environmental field scientist - Collects water, soil or air samples, measures pollution, and surveys habitats for consultancies, councils or agencies.



Careers opportunities - *Subject*

Year	Specific opportunities for teaching about carers linked to Science
11	• Environment and conservation: ecologist, conservation officer, national park ranger, environmental consultant. • Resource and sustainability roles: energy planner, water resource manager, sustainability officer, CSR or ESG specialist. • Renewable energy project manager (planning wind, solar or hydro schemes). • Desertification and land management officer in the Sahara region. • Rainforest conservation project officer. • Regeneration officer / regeneration project manager/ Urban planning.

