CIM - Curriculum Intent Map Geography
Exam board - GCSE: OCR (A) Exam board – A-Level: AQA

Careers Statement:
The curriculum is designed not only to build subject knowledge and skills but also to develop students' understanding of how their learning connects to future careers and the world of work. Through embedded careers education, including employer engagement, real-world applications, and exposure to relevant labour market information, students are supported to make informed decisions about their next steps. The curriculum also promotes key employability skills such as communication, problem-solving, resilience, and adaptability, helping to prepare students for a wide range of future pathways.

The Geography curriculum connects learning to careers in environmental management, urban planning, sustainability, travel, and international development. Students develop fieldwork, data analysis and spatial awareness skills, alongside a strong understanding of global issues relevant to many career pathways.

	Knowledge	Skills	Understanding	Wider world
Year 13	**AQA A-Level Geography (7037)** **Water and carbon cycles**. Case study of a tropical rainforest. Case study of a local river catchment. Systems concepts and their application to coastal landscapes. **Global governance and global systems** Globalisation, trade, access to markets, world trade, global food systems Global commons - Antarctica **Hazards** The concept of hazard in	During their A-level course students should: • understand the nature and use of different types of geographical information, including qualitative and quantitative data, primary and secondary data, images, factual text and discursive/creative material, digital data, numerical and spatial data and other forms of data, including crowd-sourced and 'big data' • collect, analyse and interpret such information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types • undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation, including the ability to identify sources of error in data and to identify the misuse of data • communicate and evaluate findings, draw well-evidenced conclusions informed by wider theory, and construct extended written argument about geographical matters. Students at A-level are required to demonstrate all the skills and approaches detailed below. - Qualitative and Quantitative Skills	Water and Carbon Cycles: This section of our specification focuses 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. This section specifies a systems approach to the study of water and carbon cycles. The content invites students to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations. The section offers the opportunity to exercise and develop geographical skills including observation, measurement and geospatial mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork. Global Governance and Global Systems:	• Literacy • Numeracy Skills • Statistical Skills • Teamwork and communication. • Time management and revision skills • Interpersonal skills • Research skills • Links to Biology, Chemistry, History, , Sociology, English, Maths, ICT - Embedding of fundamental British values. - Understanding of wider world issues including diversity, politics, conflict. - Links to wider world location through in depth case studies and distant place study. - Link to local place with a case study of Retford. - Independent NEA requiring fieldwork study skills.

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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	geographical context. Plate tectonics, volcanic hazards, seismic hazards, storm hazards, fires in nature. Case studies of Tohoku and Alberta.	- Literacy and Numeracy Skills - Cartographical Skills - Graphical Skills - Statistical Skills - ICT Skills	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 commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them. Study of this section offers the opportunity to exercise and develop both qualitative and quantitative approaches to gathering, processing and interpreting relevant information and data, including those associated with and arising from fieldwork. Hazards: This optional section of our 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. Study of this section offers the opportunity to exercise and develop observation skills,	• **Educational visit to Hull** • **Optional Educational visit to Iceland**

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			measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.	
Year 12	**AQA A-Level Geography (7037)** **Coastal systems and landscapes.** Coasts as natural systems. Coastal processes, development and management. UK coastal environments: Holderness. A contrasting coastal landscape: Odisha, India. **Contemporary urban environments** Urbanisation and the social, economic and environmental impacts of it. **Changing places** The nature and importance of places Changing places - connections, interpretations, meaning and representation. Place studies	During their A-level course students should: • understand the nature and use of different types of geographical information, including qualitative and quantitative data, primary and secondary data, images, factual text and discursive/creative material, digital data, numerical and spatial data and other forms of data, including crowd-sourced and 'big data' • collect, analyse and interpret such information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types • undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation, including the ability to identify sources of error in data and to identify the misuse of data • communicate and evaluate findings, draw well-evidenced conclusions informed by wider theory, and construct extended written argument about geographical matters. Students at A-level are required to demonstrate all the skills and approaches detailed below. - Qualitative and Quantitive Skills - Literacy and Numeracy Skills - Cartographical Skills - Graphical Skills - Statistical Skills - ICT Skills	**Coastal Systems and Landscapes:** This section of our specification focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable. In common with water and carbon cycles, a systems approach to study is specified. Student engagement with subject content fosters an informed appreciation of the beauty and 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. **Contemporary Urban Environments** This optional section of our specification focuses on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. The section examines these processes and challenges and the issues associated with them, in particular the potential for environmental sustainability and social cohesion. Engaging with	• Literacy • Numeracy Skills • Statistical Skills • Teamwork and communication. • Time management and revision skills • Interpersonal skills • Research skills • Links to Biology, Chemistry, History, , Sociology, English, Maths, ICT - Embedding of fundamental British values. - Understanding of wider world issues including diversity, politics, conflict. - Links to wider world location through in depth case studies and distant place study. - Link to local place with a case study of Retford. - Independent NEA requiring fieldwork study skills. • **Educational visit to Hull** • **Optional Educational visit to Iceland**

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			these themes in a range of urban settings from contrasting areas of the world affords the opportunity for students to appreciate human diversity and develop awareness and insight into profound questions of opportunity, equity and sustainability. Study of this 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** This section of our specification focuses 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 which are of fundamental importance in their lives. Study of the content must be embedded in two contrasting places, one to be local, and one distant.	
Year 11	**OCR - Geography A (Geographical Themes) (9-1) - J383** Topic 1 – People of the Planet - Uneven Development - Urbanisation	• Interpreting OS maps • Geographical enquiry • Observation recording • Labelling and annotating • Completing bar charts, inc. divided bar charts • Sketch maps • Using and interpreting photographs • Interpreting and comparing climate maps and graphs. • Calculate mode, mean, range and median where necessary to analyse data.	Topic 1 – People of the Planet Historically, the world has developed unevenly. This theme explores the causes of this uneven development and the differences between countries. A country case study focuses on a number of interrelated factors affecting its economic development. Learners need to understand the causes and consequences of growth in urban areas, particularly related to the process of rapid urbanisation. Learners investigate a city in a low-	• Literacy • Numeracy Skills • Statistical Skills • Teamwork and communication. • Time management and revision skills • Interpersonal skills • Research skills • Links to Biology, Chemistry, History, , Sociology, English, Maths, ICT - Embedding of fundamental British

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	- Opportunities and Challenges in Cities in LIDCs. Topic 2 – Ecosystems of the Planet - Ecosystems - Rainforests - Coral Reefs - Biodiversity under Threat Topic 3 – UK Environmental Challenges - UK Weather - Extreme Flooding Hazards - Resource Management in the UK.	• Making predictions and identifying trends in numerical data • Use, interpret and compare choropleth maps • Use, interpret and complete population pyramids. • Write descriptively • Suggest enquiring questions • Decision making • Completing map cross-sections • Using and comparing development indicators • Use and interpret flow line maps • Using, drawing and interpreting scatter graphs • Understand and using proportional symbols • Analytical writing a drawing detailed conclusions. • Justifying reasons and evidence to support ideas. • Judge the extent of something. Evaluate	income developing country (LIDC) or emerging and developing country (EDC) to examine its people and culture, and consider the influence they have on shaping the cities distinct ways of life and challenges. Topic 2 – Ecosystems of the Planet A variety of ecosystems are spread across the world and these have a number of interacting components and characteristics. This theme develops an appreciation of a number of these ecosystems, before focusing study on coral reefs and tropical rainforests. Both ecosystems will be examined in terms of their abiotic and biotic components, processes, cycles and their value to humans. Learners explore the sustainable use and management of these bio-diverse ecosystems. Topic 3 – UK Environmental Challenges The UK faces many challenges through people's interaction with the physical environment and the use of resources. This theme investigates some of the environmental challenges faced by the UK. Learners will look at extreme weather events in the UK, in particular the links between extreme weather conditions and flooding. Learners will develop an understanding of the factors affecting the UK's energy use and security, the decision makers involved, as well as sustainability and management.	values. - Understanding of wider world issues including diversity, politics, conflict. • **Educational visit to Hornsea** • **Educational visit to Nottingham**
Year 10	**OCR - Geography A (Geographical Themes) (9-1) - J383** Topic 1 – Environmental Threats - Climate Change	• Interpreting OS maps • Geographical enquiry • Observation recording • Labelling and annotating • Completing bar charts, inc. divided bar charts • Sketch maps • Using and interpreting photographs • Interpreting and comparing climate maps and graphs. • Calculate mode, mean, range and median where necessary to analyse data.	Topic 1 – Environmental Threats: Climate change and extreme weather conditions cause many threats to both people and the environment. This theme develops understanding of these key environmental threats affecting countries and the world as a whole. Learners will explore the changing climate, including possible causes, and the current consequences. An introduction to the global circulation of the atmosphere leads to a study of extreme weather conditions and subsequent drought	• Literacy • Numeracy Skills • Statistical Skills • Teamwork and communication. • Time management and revision skills • Interpersonal skills • Research skills • Links to Biology, Chemistry, History, , Sociology, English, Maths, ICT - Embedding of fundamental British

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	- Global Atmospheric Circulation - Extreme Weather Hazards - Droughts Topic 2 – People of the UK - Importance of the UK - Demographics and Diversity - Changing UK cities Topic 3 – Landscapes of the UK - Physical Characteristics of the UK - Geomorphic Processes - River Landscapes - Coastal Landscapes - Dynamic Landscapes	• Making predictions and identifying trends in numerical data • Use, interpret and compare choropleth maps • Use, interpret and complete population pyramids. • Write descriptively • Suggest enquiring questions • Decision making • Completing map cross-sections • Using and comparing development indicators • Use and interpret flow line maps • Using, drawing and interpreting scatter graphs • Understand and using proportional symbols • Analytical writing a drawing detailed conclusions. • Justifying reasons and evidence to support ideas. • Judge the extent of something. • Evaluate	which can impact both people and the environment at a range of scales. Topic 2 – People of the UK The UK has a unique position within the world, with complex global interconnections. The history of the UK has influenced its current political and economic power on a global scale and has produced a rich culture, contributed to by a number of ethnicities. This theme should develop an appreciation of the changes within UK society, its population and development. Case studies will be used to investigate the growth and/or decline of a place or region and to examine the character of a city in the UK, including the ways of life of the people who live in it. Topic 3 – Landscapes of the UK The UK has a very distinct natural landscape which has been shaped over millions of years by a core set of geomorphic processes. This theme gives learners an understanding of the physical geography of the UK, its key landscapes and the geomorphic processes which have driven the changes to UK landscapes. Case studies will be used to contextualise how climate, geology and human activity work in combination with geomorphic processes to shape two landscapes in the UK.	values. - Understanding of wider world issues including diversity, politics, conflict. • **Educational visit to Hornsea** • **Educational visit to Nottingham**
Year 9	KS3 Topic 1- Environment: Topic 2 – Landscapes Topic 3 - Economy	• Interpreting OS maps • Geographical enquiry • Observation recording • Labelling and annotating • Completing bar charts, inc. divided bar charts • Sketch maps • Using and interpreting photographs • Interpreting and comparing climate maps and graphs. • Calculate mode, mean, range and median where necessary to analyse data. • Making predictions and identifying trends in numerical data	Topic 1 – Environment: Synthesising human and physical geography and the impacts on a range of current geographical issues. The focus is on environmental change, including the impact of human activity in a range of different global ecosystems. The is a focus on desertification in the Middle East Topic 2 – Landscape: Develops on the key physical processes from year 7 along with geographical investigation skills. This topic investigates the role of physical processes	• Literacy • Numeracy Skills • Statistical Skills • Teamwork and communication. • Time management and revision skills • Interpersonal skills • Research skills • Links to Biology, Chemistry, History, , Sociology, English, Maths, ICT - Embedding of fundamental British values. - Understanding of wider world issues

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		• Use, interpret and compare choropleth maps • Use, interpret and complete population pyramids. • Write descriptively • Suggest enquiring questions • Decision making • Completing map cross-sections • Using and comparing development indicators • Use and interpret flow line maps • Using, drawing and interpreting scatter graphs • Understand and using proportional symbols • Analytical writing a drawing detailed conclusions. • Justifying reasons and evidence to support ideas. • Judge the extent of something. Evaluate	changing the landscape looking at upland glaciated regions and coastal regions. There is an investigation into the Lake district and the challenges and opportunities of development and tourism. Topic 3 – Economy: Looking at changing economic activity around the world. Develops on the look at population and resources in year 8. We investigate changing job roles and economic change in the UK and economic challenges and opportunities abroad including the rise of Asia, fast fashion and technology. We consider the importance of resources and their future, .	including diversity, politics, conflict. - Links to wider world location through in depth case studies and distant place study. - Link to local places
Year 8	KS3 Topic 1 – Population Topic 2 – Climate Topic 3 – Resources •	• Interpreting OS maps • Geographical enquiry • Observation recording • Labelling and annotating • Completing bar charts, inc. divided bar charts • Sketch maps • Using and interpreting photographs • Interpreting and comparing climate maps and graphs. • Calculate mode, mean, range and median where necessary to analyse data. • Making predictions and identifying trends in numerical data • Use, interpret and compare choropleth maps • Use, interpret and complete population pyramids. • Write descriptively • Suggest enquiring questions • Decision making • Completing map cross-sections • Using and comparing development indicators • Use and interpret flow line maps • Using, drawing and interpreting scatter graphs • Understand and using proportional symbols • Analytical writing a drawing detailed conclusions. • Justifying reasons and evidence to support ideas.	Topic 1 – Population: Students understand global patterns and variations of population change. Explain factors affecting population growth around the world. Investigate the development of megacities and the opportunities and challenges of urban living, focussing on squatter settlements in Nairobi. Topic 2 – Climate: Linking back to the processes of water in year 7. Understanding variations in weather and climate. Understanding the impacts of global climate change and the impacts of extreme weather events focussing on the wildfires in LA. Topic 3 – Resources: Students investigate the main types of resources necessary for human survival. Food, water and energy. We consider the uneven distribution of these and the implication of resource insecurity. We focus on the case study of the challenges and opportunities of resource extraction in the Russian Arctic.	• Literacy • Numeracy Skills • Statistical Skills • Teamwork and communication. • Time management and revision skills • Interpersonal skills • Research skills • Links to Biology, Chemistry, History, , Sociology, English, Maths, ICT - Embedding of fundamental British values. - Understanding of wider world issues including diversity, politics, conflict. - Links to wider world location through in depth case studies and distant place study. - Link to local places.

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		• Judge the extent of something. Evaluate		
Year 7	KS3 Topic 1 – Place Topic 2 – Rock Topic 3 – Water	• Interpreting OS maps • Geographical enquiry • Observation recording • Labelling and annotating • Completing bar charts, inc. divided bar charts • Sketch maps • Using and interpreting photographs • Interpreting and comparing climate maps and graphs. • Calculate mode, mean, range and median where necessary to analyse data. • Making predictions and identifying trends in numerical data • Use, interpret and compare choropleth maps • Use, interpret and complete population pyramids. • Write descriptively • Suggest enquiring questions • Decision making • Completing map cross-sections • Using and comparing development indicators • Use and interpret flow line maps • Using, drawing and interpreting scatter graphs • Understand and using proportional symbols • Analytical writing a drawing detailed conclusions. • Justifying reasons and evidence to support ideas. • Judge the extent of something. Evaluate	Topic 1 – Place: Foundation geographical skills and concepts. Understanding our world around us and our place in it. Opportunity for local case study and place investigation. Topic 2 – Rock: Understanding of key physical processes of the planet with the rock cycle, the structure of the earth, tectonics and landscape processes. We then look at the relation on human activity and development with an earth quake case study. Topic 3 – Water Furthering the key physical processes of water on the planet. An appreciation of the water cycle and hydrological processes. Looking at how water changes the landscape over the course of a river and understanding human impacts looking at flooding	• Literacy • Numeracy Skills • Statistical Skills • Teamwork and communication. • Time management and revision skills • Interpersonal skills • Research skills • Links to Biology, Chemistry, History, , Sociology, English, Maths, ICT - Embedding of fundamental British values. - Understanding of wider world issues including diversity, politics, conflict. - Links to wider world location through in depth case studies and distant place study. - Link to local places.

At The Elizabethan Academy we offer a curriculum that:

- is broad, balanced, inspiring and inclusive
- builds confidence, independence and **resilience**
- encourages students to develop the **skills, knowledge and understanding** required to succeed academically
- encourages students to participate in a wide variety of activities which extend beyond the classroom
- places creativity and imagination at the heart of learning to develop enquiring minds
- enables students to understand the connections and links between different subjects

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- raises students' aspirations through promoting academic excellence
- develops students' **social and cultural knowledge**, skills and understanding
- develops students' **respect for spiritual and moral values**, and tolerance towards other races, religions and ways of life.
- gives students the opportunities to put theoretical skills into practice and expand their knowledge beyond the exam specification
- prepares students for the world of work in a rapidly changing world.

	Year 10					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Knowledge, Skills and Understanding 	**Environmental Threats** • The climate has changed from the start of the Quaternary period. • There are a number of possible causes of climate change • Climate change has consequences. • The global circulation of the atmosphere controls weather and climate. • Extreme weather conditions cause different natural weather hazards. • Drought can be devastating for people and the environment.		**People of the UK** • The UK is connected to many other countries and places. • The UK is a diverse and unequal society which has geographical patterns. • There are different causes and consequences of development within the UK. • The UK's population is changing. • There are causes for and consequences of urban trends in the UK. • Cities have distinct challenges and ways of life, influenced by its people, culture and geography		**Landscapes of the UK** UK Physical Landscapes • The physical landscapes of the UK have distinctive characteristics. • There are a number of geomorphic processes which create distinctive landscapes. • Rivers create a range of landforms which change with distance from their source within a river basin. • There are a range of landforms within the coastal landscape. • Landscapes are dynamic and differ depending on their geology, climate and human activity	
	Students will complete **two** interim recall assessments which will be knowledge based on this topic Students complete at **least two** exam style questions of a mix of 4,6,8 and 12 marks. Marked and upgraded. Students complete an and of unit assessment based on that component from the exam paper based on past paper questions. Marked and upgraded,		Students will complete **two** interim recall assessments which will be knowledge based on this topic Students complete at **least two** exam style questions of a mix of 4,6,8 and 12 marks. Marked and upgraded. Students complete an and of unit assessment based on that component from the exam paper based on past paper questions. Marked and upgraded,		Students will complete **two** interim recall assessments which will be knowledge based on this topic Students complete at **least two** exam style questions of a mix of 4,6,8 and 12 marks. Marked and upgraded. Students complete an and of unit assessment based on that component from the exam paper based on past paper questions. Marked and upgraded,	
 **Embed your knowledge**	- Resources shared through Teams. - Topic Knowledge Organisers - Practice Exam Questions - Use of Revision Guide Activities		- Resources shared through Teams. - Topic Knowledge Organisers - Practice Exam Questions - Use of Revision Guide Activities		- Resources shared through Teams. - Topic Knowledge Organisers - Practice Exam Questions - Use of Revision Guide Activities	

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Extend your learning 	Information shared through Teams with links and signposts to: - Online blogs - Magazine Articles - News articles - Youtube Videos - Documentaries.	Information shared through Teams with links and signposts to: - Online blogs - Magazine Articles - News articles - Youtube Videos - Documentaries.	Information shared through Teams with links and signposts to: - Online blogs - Magazine Articles - News articles - Youtube Videos - Documentaries.

	Year 11					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Knowledge, Skills and Understanding 	**People of the Planet** • The world is developing unevenly. • There are many causes of uneven development • Many factors contribute to a country's economic development. • The majority of the world's population now live in urban areas. • There are causes and consequences of rapid urbanisation in LIDCs. • Cities have distinct challenges and ways of life, influenced by its people and culture. .		**Ecosystems of the Planet** • Ecosystems consist of interdependent components • Ecosystems have distinct distributions and characteristics. • There are major tropical rainforests in the world. • There are major coral reefs in the world. • Bio-diverse ecosystems are under threat from human activity		**UK Environmental Challenges** • The UK has a unique climate for its latitude which can create extreme weather conditions. • Extreme flood hazard events are becoming more commonplace in the UK. • Humans use, modify and change ecosystems and environments to obtain food, energy and water. • There are a range of energy sources available to the UK. • Energy in the UK is affected by a number of factors and requires careful management and consideration of future supplies.	

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	Year 12					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Coastal Systems and Contemporary Urban Environments are taught simultaneously between different teachers.				**Changing Places is taught alongside students preparing their NEA**	

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	Coastal Systems and Landscapes	Contemporary Urban Environments	Changing Places
	As over 50% of the worlds population live within 150 km of the sea students focus on how important it is to understand coastal processes. Students will learn how coasts are dynamic environments with distinctive landscapes formed by the interaction of a range of wind, marine and terrestrial processes. Topics studied include: • Coasts as natural systems. • The systems and processes leading to the development of coastal landscapes. • The management of coastal landscapes, including coastal flooding and erosion. • Sustainable approaches to managing coastal systems in the future. This topic includes skills such as observational fieldwork techniques, mapping geo-spatial data over time, cost-benefit analysis, ordinace survey mapping skills.	Students focus on the rise in populations living in urban areas around the globe. They will question how cities can provide social and cultural services to a growing population. Topics studied include: • Urbanisation and urban growth, patterns, reasons and outcomes. • Urban forms and the social, economic and environmental issues of urban growth. • The impact of the urban environment on local climate, weather and drainage. • Features of sustainable growth. • Skills assessed include data manipulation of populations trends, analysis of census data, qualitative data of people's perceptions of urban living.	Students will understand how 'space' and 'place' have different meanings in geography. They will discuss how places are shaped by people's interpretation through their own subjective views, or the role of art, film and media in creating representations of place. Topics studied include: • The different meanings and representations of place • How humans perceive and form attachments to place • The character of place and how this can change over time • How external agencies seek to improve perceptions of place A range of skills, including, data manipulation, using census data, geo-spatial mapping skills. Qualitative analysis of people's perception of place. Analysis of text, video art and media.
	- Students complete a range of past paper style exam questions, including 4,6,9 and 20 marks. - Either in class or for home learning. These will be marked and upgraded.	- Students complete a range of past paper style exam questions, including 4,6,9 and 20 marks. - Either in class or for home learning. These will be marked and upgraded.	- Students complete a range of past paper style exam questions, including 4,6,9 and 20 marks. - Either in class or for home learning. These will be marked and upgraded.
 **Embed your knowledge**	- Resources shared through Teams. - Topic Knowledge Organisers - Practice Exam Questions - Use of Revision Guide Activities	- Resources shared through Teams. - Topic Knowledge Organisers - Practice Exam Questions - Use of Revision Guide Activities	- Resources shared through Teams. - Topic Knowledge Organisers - Practice Exam Questions - Use of Revision Guide Activities

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	Year 13					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Water and Carbon is taught along side students completing their NEA		**Global Governance and Hazards are taught simultaneously between different teachers.**			

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CIM - Curriculum Intent Map Geography
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Knowledge, Skills and Understanding 	<u>Water and Carbon Cycles</u> Both the water and carbon cycles will be considered as systems as both are fundamental for life on the planet. Water helps tie together the Earths lands, oceans and atmosphere into a physical system. Carbon is found in rocks, the ocean and all life on the planet. The carbon cycle plays a key role in regulating the Earths global temperature and climate by controlling the amount of greenhouse gasses in the atmosphere. Topics studied include: • Systems, frameworks and their applications. • The water cycle and the water budget in a river basin system. • The carbon cycle and its response to human activity. • The role of water and carbon for life on the planet, investigating the Amazon rainforest ecosystem. •	<u>Global Systems and Global Governance</u> This topic highlights the need for students to consider geographical themes on a global scale. Students need to understand that issues such as environmental sustainability and political conflicts, must be viewed through this global lens. Students must be able to recognise and explain links between economic, political and social change, as well as engaging in contemporary world issues. Topics studied include: • Globalisation • Global systems • International trade and access to markets • Global governance • The 'global commons' • Antarctica, the Southern Ocean and their protections • A critique of globalisation • Students engage with A range of skills, including Observational skills, measurement and geo-spatial mapping skills, data manipulation, interpretation and presentation of statistics.	<u>lazards</u> tudents focus on the atmosphere and the lithosphere with regularly presents hazards to human populations. The origins, and nature of these hazards are explored alongside their impacts, responses and the relationships between people and the environments in which they live. opics studied include: • The concept of hazard in a geographical context and plate tectonic theory. • The background and examples of four types of hazards: Volcanic Hazards, Seismic Hazards, Storm Hazards, Wildfires • Each type of hazard includes a case study of the impacts and responses to a named example • A range of skills, including Observational skills, measurement and geo-spatial mapping skills, data manipulation, interpretation and presentation of statistics.
	- Students complete a range of past paper style exam questions, including 4,6,9 and 20 marks. - Either in class or for home learning. - These will be marked and upgraded.	- Students complete a range of past paper style exam questions, including 4,6,9 and 20 marks. - Either in class or for home learning. These will be marked and upgraded.	- Students complete a range of past paper style exam questions, including 4,6,9 and 20 marks. - Either in class or for home learning. These will be marked and upgraded.

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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 **Embed your knowledge**	- Resources shared through Teams. - Topic Knowledge Organisers - Practice Exam Questions - Use of Revision Guide Activities	- Resources shared through Teams. - Topic Knowledge Organisers - Practice Exam Questions - Use of Revision Guide Activities	- Resources shared through Teams. - Topic Knowledge Organisers - Practice Exam Questions - Use of Revision Guide Activities	
Extend your learning 	Information shared through Teams with links and signposts to: - Online blogs - Magazine Articles - News articles - Youtube Videos Documentaries.	Information shared through Teams with links and signposts to: - Online blogs - Magazine Articles - News articles - Youtube Videos Documentaries.	Information shared through Teams with links and signposts to: - Online blogs - Magazine Articles - News articles - Youtube Videos Documentaries.	

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	Year 9					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Knowledge, Skills and Understanding 	Topic 1 – Environment Key themes and concepts: • Global biomes. • Features of ecosystems. • Nutrient cycle • Animal adaptations • Local pond ecosystem and ecosystem changes • Human threats to ecosystems • Challenges in the Pantanal • Plastic pollution in the oceans • Desertification in Middle East-		Topic 2 - Landscapes Key themes and concepts: • Landscape changes • Landscapes of the UK • Ice on the planet • Glaciated upland areas • Tourism in the Lake District • Coastal processes • Protecting coastal regions.		Topic 3 - Economy Key themes and concepts • Global inequality. • Causes and consequences of inequality • Reducing inequality • Job sectors and industry in the UK • Globalisation • Role of TNCs • Fast Fashion • Future jobs and sustainable development.	
	Students are assessed every lesson through a range of techniques including recall questions, whiteboards, quizzes and peer marking. Pupils also continually upgrade their work through purple pen to correct mistakes and address misconceptions. Mid unit students complete a 20 mark recall quiz on key words and tier 2 and 3 terminology. An end of unit assessment is completed for each unit. This assesses four key areas: • Knowledge • Application • Explanation • Skills		Students are assessed every lesson through a range of techniques including recall questions, whiteboards, quizzes and peer marking. Pupils also continually upgrade their work through purple pen to correct mistakes and address misconceptions. Mid unit students complete a 20 mark recall quiz on key words and tier 2 and 3 terminology. An end of unit assessment is completed for each unit. This assesses four key areas: • Knowledge • Application • Explanation • Skills		tudents are assessed every lesson through a range of techniques including recall questions, whiteboards, quizzes and peer marking. Pupils also continually upgrade their work through purple pen to correct mistakes and address misconceptions. lid unit students complete a 20 mark recall quiz on key words and tier 2 and 3 terminology. n end of unit assessment is completed for each unit. This assesses four key areas: • Knowledge • Application • Explanation • Skills	

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Extend your learning 	Information shared through Teams with links and signposts to: - Online blogs - Magazine Articles - News articles - Youtube Videos Documentaries.	Information shared through Teams with links and signposts to: - Online blogs - Magazine Articles - News articles - Youtube Videos Documentaries.	Information shared through Teams with links and signposts to: - Online blogs - Magazine Articles - News articles - Youtube Videos Documentaries.	

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	Year 8					
	Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Knowledge, Skills and Understanding 	Topic 1 – Population Key themes and concepts: • Population growth and change • Migration around the world • Urbanisation and the growth of megacities. • Opportunities and challenges in growing cities. • Nairobi in Kenya • Sustainable cities.		Topic 2 - Climate Key themes and concepts: • Definitions of weather and climate. • Measuring weather and drawing climate graphs • Global warming and the enhanced greenhouse gas effect. • Extreme weather • Wildfires - LA		Topic 3 - Resources Key themes and concepts • Distribution of global resources • Food, water and Energy. • Resource insecurity • Food miles • Types of energy • Opportunities and challenges in the Russian Arctic	
	Students are assessed every lesson through a range of techniques including recall questions, whiteboards, quizzes and peer marking. Pupils also continually upgrade their work through purple pen to correct mistakes and address misconceptions. Mid unit students complete a 20 mark recall quiz on key words and tier 2 and 3 terminology. An end of unit assessment is completed for each unit. This assesses four key areas: • Knowledge • Application • Explanation • Skills		Students are assessed every lesson through a range of techniques including recall questions, whiteboards, quizzes and peer marking. Pupils also continually upgrade their work through purple pen to correct mistakes and address misconceptions. Mid unit students complete a 20 mark recall quiz on key words and tier 2 and 3 terminology. An end of unit assessment is completed for each unit. This assesses four key areas: • Knowledge • Application • Explanation • Skills		tudents are assessed every lesson through a range of techniques including recall questions, whiteboards, quizzes and peer marking. Pupils also continually upgrade their work through purple pen to correct mistakes and address misconceptions. lid unit students complete a 20 mark recall quiz on key words and tier 2 and 3 terminology. n end of unit assessment is completed for each unit. This assesses four key areas: • Knowledge • Application • Explanation • Skills	
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	Year 7					
	Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Knowledge, Skills and Understanding 	Topic 1 – Place Key themes and concepts: • Maps and locations • Reading and using map skills • Human and physical geography • Urban and rural characteristics • Local place study and fieldwork		Topic 2 - Rock Key themes and concepts: • Structure of the Earth • Rock cycle and rock processes • Plate Tectonics • Distribution and characteristics of earthquakes and volcanoes • Impacts and responses to an earthquake event in Türkiye.		Topic 3 - Water Key themes and concepts • Water on the planet • Water cycle • River processes • River landforms • Causes and consequences of river flooding.	
	Students are assessed every lesson through a range of techniques including recall questions, whiteboards, quizzes and peer marking. Pupils also continually upgrade their work through purple pen to correct mistakes and address misconceptions. Mid unit students complete a 20 mark recall quiz on key words and tier 2 and 3 terminology. An end of unit assessment is completed for each unit. This assesses four key areas: • Knowledge • Application • Explanation • Skills		Students are assessed every lesson through a range of techniques including recall questions, whiteboards, quizzes and peer marking. Pupils also continually upgrade their work through purple pen to correct mistakes and address misconceptions. Mid unit students complete a 20 mark recall quiz on key words and tier 2 and 3 terminology. An end of unit assessment is completed for each unit. This assesses four key areas: • Knowledge • Application • Explanation • Skills		tudents are assessed every lesson through a range of techniques including recall questions, whiteboards, quizzes and peer marking. Pupils also continually upgrade their work through purple pen to correct mistakes and address misconceptions. lid unit students complete a 20 mark recall quiz on key words and tier 2 and 3 terminology. n end of unit assessment is completed for each unit. This assesses four key areas: • Knowledge • Application • Explanation • Skills	
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