



-Curriculum Rationale:

Our Geography curriculum aims to provide all students with a rich, ambitious and inclusive learning experience that equips them with the knowledge, skills and intellectual curiosity needed to understand the complex world they live in. To achieve this, the curriculum is built on three core principles: high-quality content and skills, clear alignment with national standards, and research-informed pedagogy.

Curriculum Implementation:

1. A Curriculum Rich in Knowledge and Skills

Our curriculum is deliberately content-rich and skills-rich, combining specific, cumulative learning objectives with rigorous disciplinary thinking. Students develop a broad geographical foundation—locational knowledge, cartographic skills, statistical and numerical abilities, and the capacity to analyse human and physical processes. These skills are introduced in Year 7, strengthened through Years 8–9, and further refined throughout GCSE study.

To foster long-term retention, knowledge and skills are revisited through spiralled learning, phase-1 retrieval starters, cumulative assessments and repeated application in new contexts.

2. A Sequenced and Standards-Aligned Curriculum

The curriculum is carefully sequenced so that key components of learning build progressively across KS3 and KS4. Substantive knowledge taught in KS3 provides the conceptual infrastructure for deeper engagement with complex issues at GCSE level.

3. A Personalised and Inclusive Curriculum

Personalisation enables all students to access core knowledge while being appropriately challenged. Teachers further adapt resources to stretch high attainers or scaffold learning where required. Assessment through the mid-year, end of unit and PPEs system ensures that no learner is left behind; students are encouraged to take ownership of their progress, mastery, seeking support and proactively improving their work. It is through this approach that we are fostering 'success for everyone' in line with the school ethos.



4. Developing Independent, Reflective and Regulated Learners

Through frequent opportunities for reflection, feedback and metacognition, students learn to self-regulate and evaluate their own performance. Learners are supported to develop independent study skills and are motivated to work towards securing their key knowledge and skills, while collaboration tools encourage peer support and shared responsibility for learning.

5. Preparing Students for Academic Success

By Year 11, students experience a curriculum that balances content completion with targeted development of examination literacy, stamina and resilience. There is advanced challenge for high attainers, while exam-skills sessions strengthen technique and confidence ahead of GCSE examinations.

6. Supporting Character, Citizenship and Global Awareness

Through high-quality teaching informed by strong subject knowledge, students develop curiosity, critical thinking and the confidence to discuss local, national and global challenges. In line with the Sustainable Development Goals (SDGs), the curriculum explores themes such as climate change, inequality and sustainability. This empowers students to recognise their role as responsible global citizens able to contribute positively to society.

Command Word & skills tracker

[Command word and skills tracker.xlsx](#)

Year 7			
Term	Unit Title	Unit Purpose	Knowledge and Skills



Autumn 1	What is a Geographer?	<p>Contextual world knowledge of locations, places and geographical features:</p> <p>Locate and name the world's continents and oceans. Locate and name countries in Europe, North and South America. Begin to identify human and physical features of localities – Holderness, Southampton, Helvellyn, Seaford, Scarborough.</p>	<p>Substantive knowledge: Understand and appreciate how our understanding of the planet has evolved through time through exploration and a series of discoveries.</p> <p>Disciplinary Knowledge/Skills Locate and describe places using latitude and longitude. Demonstrate ability to use OS maps, scale, grid references, height, direction, with aerial photos. Conduct fieldwork in a locality.</p>
Autumn 2	What is the Geography of me?	<p>Contextual world knowledge of locations, places and geographical features:</p> <p>Pupils will appreciate the cultural and historical significance of their local area, develop skills in mapping, fieldwork, and data interpretation, and begin to identify the human and physical features of localities such as the Royal Arsenal, Woolwich, Thamesmead, and the River Thames.</p>	<p>Substantive knowledge: Understand and appreciate the importance of place and how places evolve over time and reflect on their personal connections to their environment through exploration of geographical data.</p> <p>Disciplinary Knowledge/ Skills Pupils are able to locate and describe places using compass directions and demonstrate the ability to use maps, scale, direction, and historical artefacts to make inferences.</p>
Spring 1	How do we use our planet as a natural resource?	<p>Contextual world knowledge of locations, places and geographical features:</p>	<p>Substantive knowledge: Identify how people use the Earth's natural resources – rocks, soil, biomes, water, oil. Classify and evaluate sources</p>



		Identify the Earth's spheres and how they are interconnected. Understand the concept of geological time. Understand the three categories of rocks. Understand how rocks are weathered. Understand the composition and formation of soils. Understand how biomes are formed by the interaction of the Earth's spheres – rainforest.	of renewable and non-renewable forms of energy. Define a geographical concept – sustainability. Disciplinary Knowledge/skills Compare an OS map with an aerial photo to analyse the location of an oil refinery. Communicate views about the need to use natural resources sustainably. Use new geographical terminology.
Spring 2	What is an economy, from local to global?	Contextual world knowledge of locations, places and geographical features: They learn key ideas-economic sectors, development, globalisation and interdependence-while building analytical and map-skills. Through studying the UK's shift in employment structure, deindustrialisation in Birmingham, and the North-South Divide, pupils explore how and why economic change varies across places. The unit then examines globalisation, the role of TNCs, and China's investment in Africa, ending with an evidence-based evaluation of whether this investment is beneficial or exploitative.	Substantive knowledge: Understand geographical terms and ideas – economy, trade, ports, globalisation, containerisation and economic sectors. Classify jobs into economic sectors. Understand economic systems at a variety of scales. Understand how economies evolve through time. Understand how places are interconnected and interdependent through trade. Consider the impact of economic activities on the environment. Disciplinary Knowledge/Skills Use statistical data to draw a graph to show how the UK economy has evolved. Decision making – locate a factory and justify choices. Compare an OS map with an aerial photo to identify location factors for a car plant and a port. Use new geographical terminology.
Summer 1	What is weather and climate?	Contextual world knowledge of locations, places and geographical features:	Substantive knowledge: Understand the difference between weather and climate. Understand the basic principles, processes and patterns



		<p>Weather and climate of the UK. Understand how weather affects our daily lives</p>	<p>of weather and climate. Understand the characteristic features of depressions and anticyclones and how they affect the weather.</p> <p>Disciplinary Knowledge /skills Use the synoptic code, weather charts and satellites to analyse weather patterns. Interpret and draw climate graphs for the UK. Interpret climate maps for the UK and the world. Describe and explain weather patterns and the climate of the UK. Use new geographical terminology – weather and climate. Conduct a geographical enquiry to identify patterns of weather for a locality for a week.</p>
Summer 2	<p>Is the Geography of Russia a curse or benefit?</p>	<p>Contextual world knowledge of locations, places and geographical features:</p> <p>Locate Russia and its surrounding countries. Identify key features of Russia's physical landscape, climate, environments, population distribution, economy.</p>	<p>Substantive knowledge: Use enquiry questions to describe places in Russia. Describe the physical landscape of Russia. Explain the differences between the climate of Russia and the UK. Describe and explain the population distribution of Russia. Understand the distribution of natural resources and economic activities across Russia. Understand the difference between densely and sparsely populated areas.</p> <p>Disciplinary Knowledge/Skills Interpret and draw climate graphs for Russia. Interpret climate maps for Russia. Use atlas maps and photos to investigate Russia. Use GIS/GoogleEarth to investigate</p>



			Russia. Interpret and analyse a range of geographical data including different viewpoints about an issue.
--	--	--	---

Year 8			
Term	Unit Title	Unit Purpose	Knowledge and Skills
Autumn 1	Why are rivers important?	<p>Contextual world knowledge of locations, places and geographical features:</p> <p>Identify human and physical features of a locality – River Tees. Locate the world's major river basins.</p>	<p>Substantive knowledge: Understand the water cycle and drainage basin processes. Understand river processes – erosion, transportation, deposition – to create landscapes. Identify river landscape features.</p> <p>Understand why people investigate drainage basin processes. Know how human and physical factors cause rivers to flood. Identify ways that people respond to river flooding. Identify how river flooding can be managed.</p> <p>Disciplinary Knowledge/Skills Compare an OS map with an aerial photo to identify river features and how people use rivers. Use an OS map to draw a cross-section of a river valley. Use ArcGIS to investigate the long profile of the River Tees. Conduct a river fieldwork enquiry. Describe and explain how rivers create landforms.</p>



Autumn 2	What is development?	<p>Contextual world knowledge of locations, places and geographical features:</p> <p>Understand global patterns of development, locating countries in different states of development. Identify development priorities for Bolivia. Consider the state of development in Nepal. Identify regional inequality in the UK.</p>	<p>Substantive knowledge: Understand the concept of development and appreciate different definitions of development. Understand that development occurs at different rates and times in different countries. Understand that there are regional disparities of development within countries. Identify reasons for poverty, including gender inequality. Understand how organisations work to support development. Further develop understanding of the concept of sustainability, investigating sustainable development goals.</p> <p>Disciplinary Knowledge/Skills Use a Development Compass Rose to classify indicators of development. Interpret statistics, Dollar Street website and choropleth maps to investigate patterns of development at different scales. Communicate understanding of development and use new terminology. Apply understanding of causes of poverty to Nepal.</p>
Spring 1	Will we ever know enough about earthquakes and volcanoes to live safely?	<p>Contextual world knowledge of locations, places and geographical features:</p> <p>Locate the global distribution of volcanoes, earthquakes, mountain belts and plate boundaries. Locate and investigate natural disasters in Guatemala, Turkey, Nepal.</p>	<p>Substantive knowledge: Understand the theory of continental drift, recognise the patterns of earthquake, volcano and mountain belts as plate boundaries. Understand the theory of plate tectonics and scientists' evolving understanding of how plates move. Understand the types of plate boundary.</p>



			<p>Appreciate how scientific theories and understanding about plate tectonics have evolved through time through a series of discoveries. Understand how people respond to an earthquake. Understand how people manage risk in areas prone to earthquakes and volcanoes. Understand the impact of development and urbanisation on countries susceptible to earthquakes and volcanoes.</p> <p>Disciplinary Knowledge/Skills Interpret atlas maps, eyewitness accounts, scientific evidence, public information material, to investigate plate tectonics. Describe and explain the theory of plate tectonics.</p>
Spring 2	One planet, many people: how are populations changing?	<p>Contextual world knowledge of locations, places and geographical features:</p> <p>This unit develops pupils' understanding of population, progressing from global patterns to demographic structures, key processes, and their impacts. Real-world case studies, decision-making tasks, and core geographical skills are embedded throughout.</p> <p>Know the global distribution of population, and location of the world's major cities. Know the impact of population change in Southampton 1801 to present. Understand the</p>	<p>Substantive knowledge: Understand the geographical concepts and ideas – population distribution, change, growth, migration, urbanisation. Understand that population change occurs at different rates and times in different countries. Understand and apply the Demographic Transition Model and a migration model. Understand how countries attempt to control population change. Understand the decisions that people make to migrate. Understand how migration changes settlements. Identify the interconnections between population change, use of natural resources and development.</p>



		population control strategies in Russia and China.	Disciplinary Knowledge/Skills Interpret statistics, graphs, models, population density maps, population pyramids, to investigate population. Consider decisions that people make to change. Identify the latitude and longitude of cities. Compare OS maps of different scales. Use a range of historical data. Identify change, comparing 1890 OS maps with a current OS map. Identify and explain the world pattern of population distribution.
Summer 1	What happens where the land meets the sea?	Contextual world knowledge of locations, places and geographical features: Identify human and physical features of a locality – Holderness coast. Understand the need for, and impact of, coastal management strategies.	Substantive knowledge: Understand how erosion, deposition and transportation create and change coastal landforms. Understand the importance of geology in shaping the coast. Understand how cliffs are weathered. Disciplinary Knowledge/Skills Compare an OS map with aerial and ground-level photos to identify coastal landforms, and how people try to manage the coast. Consider different viewpoints and justify decisions about coastal management.
Summer 2	Diverse and Dynamic: How is Asia being transformed?	Contextual world knowledge of locations, places and geographical features: Locate Asia and its countries Identify key features of Asia's physical landscape, climate, environments, population distribution, economy.	Substantive knowledge: Understand the features and reasons for a monsoon climate. Understand the cause of flooding in Asia. Understand how biomes are formed by the interaction of the Earth's spheres – mountain.



		Understand aspects of the physical and human geography of India, China and Nepal.	<p>Understand population distribution and change in Asia. Compare the population structure of two Asian countries. Understand how urbanisation is changing a region – Karnataka, India. Identify reasons for economic growth in China. Understand the growing economic importance of Asia. Appreciate the changing balance of world trade.</p> <p>Disciplinary Knowledge/Skills Interpret climate maps for Asia. Use atlas maps and photos to investigate Asia. Interpret statistics, graphs, population density maps, population pyramids, to investigate population change. Consider different points of view and decisions that people make to change. Apply understanding of migration and urbanisation to analyse a range of geographical information about Karnataka.</p>
--	--	---	--

Year 9			
Term	Unit Title	Unit Purpose	Knowledge and Skills
Autumn 1	What are the challenges and opportunities facing Africa?	Contextual world knowledge of locations, places and geographical features:	<p>Substantive knowledge: Locate Africa and its countries. Identify key features of Africa's physical landscape, climate, environments, population distribution, economy.</p>



		<p>Locate Africa and its countries. Identify key features of Africa's physical landscape, climate, environments, population distribution, economy. Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region within Africa, and of a region within Asia.</p>	<p>Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region within Africa, and of a region within Asia.</p> <p>Challenge stereotypical views about the continent of Africa. Appreciate the effects of colonialism on present-day Africa. Understand the changing state of development across African countries. Understand population distribution and change in Africa. Understand how urbanisation is changing Africa. Compare urbanisation in a region of India to a region of Africa. Identify reasons for economic growth in Africa. Understand and consider the reasons for China investing in and trading with countries in Africa.</p> <p>Disciplinary Knowledge/Skills Interpret climate maps and graphs for Africa. Use atlas maps and photos to investigate Africa. Use latitude and longitude to locate places in Africa. Interpret statistics, graphs, population density maps, population pyramids to investigate population change. Consider different points of view and decisions that people make to change. Apply understanding of migration and urbanisation to analyse a range of geographical information about Ethiopia. Apply understanding of development and Sustainable</p>
--	--	---	---



			Development Goals to Africa. Use enquiry questions to describe places in Africa. Describe the physical landscape of Asia. Use a Development Compass Rose to classify and critically think about different viewpoints.
Autumn 2	How does ice change the world?	<p>Contextual world knowledge of locations, places and geographical features:</p> <p>Locate the changing global distribution of ice sheets and glaciers. Identify human and physical features of a locality – Helvellyn, Snowdon, Dinorwig, North Wales, Geiranger, Norway.</p>	<p>Substantive knowledge: Understand that the world's distribution of glaciers varies through time. Understand how erosion, deposition and transportation create and change landforms. Identify and understand how people use glacial landforms. Understand how scientists investigate how glaciers are changing.</p> <p>Disciplinary Knowledge/Skills Compare OS maps with aerial and ground-level photos to identify glacial landforms. Use OS maps to draw cross-sections to show glacial features. Describe and explain how people use glacial landforms. Use evidence to describe how the world's glaciers are changing.</p>
Spring 1	What is the Geography of Fashion?	<p>Contextual world knowledge of locations, places and geographical features:</p> <p>Shade in all the countries linked to a pair of jeans on a world map. Identify countries involved in the global supply chain for a t-shirt. Identify the global importance of Primark and countries involved in making its clothes.</p>	<p>Substantive knowledge:</p> <p>Examine why companies spread globally and compare TNCs with countries. Categorize advantages and disadvantages of globalisation into social, economic, and environmental. Explore sweatshop labour and migration from rural to urban areas. Investigate child labour and working</p>



			<p>conditions. Understand job types and economic roles in the supply chain. Analyse development plans and propose improvements. Explore economic decision-making and ethical production.</p> <p>Environmental consequences of globalisation. Social, economic, and environmental impacts of industrial disasters. Consider how human decisions affect physical environments in production areas.</p> <p>Disciplinary Knowledge/Skills Use of maps and geographical terminology. Sketching and annotating environments. Visualising and sequencing supply chain stages. Conducting a geographical enquiry using video evidence. Decision-making exercise with cost-benefit analysis.</p>
Spring 2	Why is the Middle East an important world region?	<p>Contextual world knowledge of locations, places and geographical features:</p> <p>This unit explores how global superpowers emerge, change and influence the world. Students begin by examining globalisation-its causes, impacts and cultural effects-before learning what defines a superpower and why some nations rise or decline.</p>	<p>Substantive knowledge: Through case studies of the UK, China, India, Brazil, Russia and the Amazon, pupils investigate demographic change, climate impacts, resource use and economic power. Throughout the unit, students build geographical skills in data interpretation, mapwork and extended writing, culminating in an evaluation of which country is most likely to be the next global superpower.</p> <p>Disciplinary Knowledge/Skills</p>



			Interpret and analyse geographical data, graphs, maps and images. Use map skills accurately, including grid references, compass directions and coordinates. Assess cause-and-effect relationships in global economics and politics. Build balanced arguments using evidence from case studies.
Summer 1	Why is the Middle East an important world region?	<p>Contextual world knowledge of locations, places and geographical features:</p> <p>Identify the meaning of a region. Locate the Middle East and its countries. Identify key features of the Middle East's physical landscape, climate, environments, population distribution, economy. Consider the importance of the region to the world.</p>	<p>Substantive knowledge:</p> <p>Know the physical landscape of the Middle East. Identify the impact of plate tectonics on the Middle East. Understand the pattern of climate zones in the Middle East. Compare a desert and a Mediterranean climate.</p> <p>Understand the distribution of population and ethnic groups across the Middle East. Understand the importance of oil to the economies of the Middle East and the world. Understand the changing state of development across the countries of the Middle East. Compare and understand the reasons for different levels of development and population change for UAE and Yemen. Understand the reasons for conflict in the Middle East.</p> <p>Disciplinary Knowledge/Skills</p> <p>Draw climate graphs. Use atlas maps and photos to investigate the Middle East. Interpret statistics, graphs, population density maps, population</p>



			pyramids to investigate population change. Consider different points of view and decisions that people make to change. Describe and explain the impact of plate tectonics on the Middle East. Apply understanding of development, population and economy to investigate UAE and Yemen, using a variety of geographical data. Apply understanding of the Middle East, and migration, to investigate the causes and consequences of war in Syria, critically thinking about different viewpoints.
Summer 2	What is the future for our planet?	<p>Contextual world knowledge of locations, places and geographical features:</p> <p>Global patterns of climate change and greenhouse gas emissions. Antarctica the frozen continent. Consequences of climate change in the UK.</p>	<p>Substantive knowledge: Understand the concept of climate change. Understand the role of greenhouse gases. Understand the interaction and interconnection of the Earth's spheres, principles of weather and climate and changing glaciers. Identify and classify the causes of climate change. Apply understanding of geographical concepts – economy, development, Earth's spheres, weather and climate, population change, melting glaciers – progressed through the book to investigate the causes and consequences of climate change. Understand that action to face climate change requires international agreement and collaboration.</p> <p>Disciplinary Knowledge/Skills Investigate controversial issues. Consider a range of evidence of</p>



			climate change. Consider and critically reflect on different viewpoints, detecting bias. Use a wide range of geographical data in this unit and those throughout the KS3 textbook marked with cc symbol to identify and classify the causes and consequences of climate change. Use of GIS with OS maps to identify flood risk in the UK. Debate three options for the future. Consider future personal actions as a Geographer.
--	--	--	--

GCSE Curriculum

Our geography exam board is AQA and the syllabus is directed by the AQA GCSE Geography 8035 specification. Learners are assessed on the 'Assessment Objectives (AO)':

Paper 1: Living with the Physical Environment and Paper 2: Challenges in the human environment

AO1: Demonstrate knowledge of locations, places, processes, environments and different scales

AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements

AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings

Paper 3: Geographical Applications

AO2: Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements



AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings

Disciplinary knowledge:

Learners are expected to be able to respond to all types of command word listed below as AQA does not restrict command words to individual papers. This is because each paper contains a mixture of question types (multiple choice, short answer, levels of response, extended prose), all command words are *eligible* for use in any paper. Therefore, students must develop the below disciplinary knowledge for all papers.

Command Word	What It Means	Related AO(s)	What Is Being Tested
Identify	Pick out the correct fact or feature	AO1	Recall; interpreting information
Name / State / Give	State a simple piece of information. No explanation needed.	AO1	Knowledge recall
Describe	Say what something is like. Focus on patterns, trends or characteristics.	AO1, AO3, AO4	Knowledge OR describing data
Outline	Brief summary of key ideas	AO1	Concise knowledge
Explain	Give reasons or causes using phrases such as <i>because, this means, therefore</i> .	AO1, AO2	Understanding processes/concepts + applying knowledge
Suggest	Propose a reasonable idea or reason based on knowledge and clues in resources.	AO2, AO3	Understanding + applying knowledge
Analyse	Break down information; find patterns	AO3	Interpretation & analysis
Assess	Judge importance, success or significance	AO3	Balanced judgement
Evaluate	Consider strengths and weaknesses (pros/cons) and conclude.	AO3	Evidence-based judgement



Discuss	Present different viewpoints or arguments. Usually ends with a concluding judgement.	AO2, AO3	Reasoned argument
To what extent...	Judge how far a statement is true. Requires evidence and a clear conclusion.	AO1, AO2, AO3	Evaluation with justification
Justify	Give reasons and evidence to support a specific decision.	AO3	Evidence-supported reasoning
Compare	Identify similarities and differences. Use comparative language (<i>more/less, greater/smaller</i>).	AO2, AO3	Understanding relationships
Complete	Finish a graph/table/diagram accurately	AO4	Practical geographical skills
Calculate	Perform a calculation; show working	AO4	Numerical/statistical skills
Use Figure... / Use the map / Use evidence	Support your answer using the resource	AO3	Applying and interpreting information
Plot / Draw / Annotate	Create or label graphs, sketches, diagrams	AO4	Cartographic & graphical skills

GCSE Curriculum Sequencing:**The curriculum is designed so that it:**

The curriculum is coherently structured across two years to ensure that students develop both substantive knowledge and disciplinary skills in a cumulative manner.

In Year 10, the curriculum begins with physical geography, specifically coasts and rivers. This sequencing introduces fundamental understanding of interrelationship between places, landscapes, environment, processes which underpin much of physical geography. These concepts are taught first so that they can be transferred and applied in later topics, particularly natural hazards where there is a direct link between the physical process and place, e.g. the process of an earthquake and its relationship with place, the environment and humans. This ensures that knowledge is cumulative rather than fragmented.



The curriculum then transitions into human geography through urban issues and challenges. This shift allows students to apply their understanding of physical processes and environments to human contexts such as settlement, inequality, development and sustainability. Resource management is positioned as a bridging topic, reinforcing the interconnected nature of physical and human geography.

Fieldwork is placed at the end of Year 10 so that students have developed sufficient substantive knowledge on coastal environments and urbanization to engage meaningfully in geographical enquiry. The gap between learning these topics and revisiting them for the fieldwork is important for students' long-term storage of knowledge as due to the 'spacing effect' students are forced to work harder to retrieve it from memory, which builds stronger neural pathways. Furthermore, this ensures that fieldwork is not taught in isolation, but instead strengthens both knowledge and disciplinary skills, particularly in preparation for Paper 3.

In Year 11, the curriculum builds greater synopticity by revisiting key themes such as sustainability, inequality and global development through topics including energy, the economic world and the living world. Placing *The Economic World* in Year 11 ensures that students engage with this more conceptually demanding and synoptic topic after they have developed a secure foundation in both physical and human geography. By this stage, students can draw on prior learning from topics such as urbanisation, resources and hazards to better understand complex ideas like development, inequality and globalisation. Teaching it later in the course supports higher-order thinking, particularly evaluation and extended writing, while also reinforcing key geographical themes and ensuring that important case studies and concepts remain fresh in preparation for final examinations.

Teaching *The Living World* at this stage is important because it allows students to build on their understanding of global processes and climate systems and apply this to ecosystems. After studying hazards, students are better able to understand how climate and environmental change influence the distribution, functioning and vulnerability of biomes. Placing it later also supports synoptic thinking, as students can link hazards such as droughts and climate change directly to ecosystem impacts and management and assess the outcomes of biome exploitation on development, while drawing on more developed analytical and extended writing skills.

The course concludes with issue evaluation for Paper 3, which is not available until mid-March and structured revision. This ensures that students can apply their knowledge, interpret unfamiliar sources, and demonstrate higher-order thinking in examination conditions.

Overall, the sequencing supports long-term retention through retrieval and spacing, develops both substantive and disciplinary knowledge progressively, and ensures that students are fully prepared for all aspects of the AQA GCSE Geography assessment.

Command words and skills tracker

[Command word and skills tracker.xlsx](#)

Year 10			
Term	Unit Title	Unit Purpose	Knowledge and Skills
Autumn 1	Coasts	Distinctive coastal landforms result from rock type, structure and physical processes; management strategies are needed to protect coastlines. Coastal processes and management	<p>Substantive knowledge: UK physical landscapes overview.</p> <p>Coasts: wave types; weathering; mass movement; erosion (hydraulic, abrasion, attrition); transportation (longshore drift); deposition.</p> <p>Landforms: headlands/bays, cliffs, wave-cut platforms, caves, arches, stacks; beaches, dunes, spits, bars; UK example.</p> <p>Management: hard engineering (sea walls, rock armour, gabions, groynes); soft engineering (nourishment, dunes); managed retreat; management scheme case study.</p> <p>Disciplinary Knowledge: In addition to the command words stated above the following disciplinary knowledge must be acquired: Map skills, Graphs, Data handling, evaluation, extended writing Cartographic, graphical, numerical, statistical, qualitative and quantitative interpretation, enquiry skills.</p> <p>Case study: Swanage (landforms); Lyme Regis (management).</p>



Autumn 2	Rivers	<p>The shape of river valleys changes as rivers flow downstream; distinctive fluvial landforms result from physical processes; management strategies reduce flood risk. Fluvial processes and management</p>	<p>Substantive Knowledge: Rivers: long profile and cross profile; erosion (HA, abrasion, attrition, solution); transportation (traction, saltation, suspension, solution); deposition.</p> <p>Landforms: spurs, waterfalls, gorges; meanders, oxbow lakes; levees, floodplains, estuaries; UK example.</p> <p>Flood risk: precipitation, geology, relief, land use; storm hydrographs.</p> <p>Management: hard (dams, straightening, embankments, relief channels); soft (warnings, zoning, trees, restoration); flood-management case study.</p> <p>Disciplinary Knowledge: In addition to the command words stated above the following disciplinary knowledge must be acquired: Map skills, Graphs, Data handling, evaluation, extended writing, Cartographic, graphical, numerical, statistical, qualitative and quantitative interpretation, enquiry skills.</p> <p>Case studies: River Tees (landforms); Banbury (management).</p>
Spring 1	Urban Issues & Challenges	<p>A growing percentage of the world's population lives in urban areas; urban growth creates opportunities and challenges in LICs/NEEs and UK cities; urban sustainability requires resource and transport management. Urban patterns and sustainability</p>	<p>Substantive knowledge: Urbanisation: global patterns; trends in HIC/LIC/NEE; causes (migration, natural increase); megacities. LIC/NEE city: location; importance; growth causes; opportunities (health, education, water, energy, economic); challenges (slums, services, crime, pollution, congestion); planning for urban poor. UK city: distribution; migration impacts; opportunities (culture, recreation, employment, transport,</p>



			<p>greening); challenges (deprivation, inequalities, dereliction, waste, brownfield/greenfield, sprawl, commuter settlements); regeneration project; sustainable living (water, energy, waste, green space); transport strategies.</p> <p>Disciplinary knowledge: In addition to the command words stated above the following disciplinary knowledge must be acquired: Map skills, Graphs, Data handling, evaluation, choropleth maps, extended writing, cartographic, graphical, numerical, statistical, qualitative and quantitative interpretation, enquiry skills.</p> <p>Case studies: Rio de Janeiro NEE Megacity; London HIC city</p>
Spring 1	Natural Hazards	Natural hazards pose major risks to people and property; tectonic processes cause earthquakes/volcanoes; tropical storms have significant effects; UK experiences extreme weather; climate change results from natural and human factors with varied effects. Understand causes, impacts and management	<p>Substantive knowledge: Natural hazards: definition; types; factors affecting risk. Tectonic hazards: plate tectonics theory; global distribution; processes at margins; effects/responses in HIC/LIC; management (monitoring, prediction, protection, planning). Weather hazards: global circulation; tropical storms (distribution, formation, structure, climate change impacts, effects/responses, management); UK weather hazards; extreme weather case study; evidence of increasing extremes. Climate change: evidence; natural causes (orbital, volcanic, solar); human causes (fossil fuels, agriculture, deforestation); impacts; mitigation (energy, carbon capture, trees, agreements); adaptation (agriculture, water, sea level).</p> <p>Disciplinary Knowledge: In addition to the command words stated above the following disciplinary knowledge must be acquired:</p>



			<p>Map skills, Graphs, Data handling, evaluation, extended writing Cartographic, graphical, numerical, statistical, qualitative and quantitative interpretation, enquiry skills.</p> <p>Case studies: Chile 2010 & Nepal 2015 earthquakes; Typhoon Haiyan 2013; Somerset Levels Floods 2014.</p>
Summer 1	Resource Management Overview	Food, water and energy are fundamental to human development; changing demand and provision create opportunities and challenges. Resource significance	<p>Substantive knowledge: Resource management: significance of food, water, energy; global inequalities. UK resources: food (imports, seasonal, organic, miles, agribusiness); water (demand, quality, pollution, deficit/surplus, transfers); energy (mix, renewables, declining fossil fuels, environmental/economic issues).</p> <p>Disciplinary Knowledge: In addition to the command words stated above the following disciplinary knowledge must be acquired: Map skills, Graphs, Data handling, evaluation, choropleth maps, extended writing, cartographic, graphical, numerical, statistical, qualitative and quantitative interpretation, enquiry skills.</p> <p>Case studies: Chambamontera Micro-Hydro Peru and Camisea Gas Project, Peru.</p>
Summer 2	Fieldwork	Fieldwork develops understanding of geographical enquiry and links	<p>Fieldwork: enquiry questions/hypotheses; theory; risks.</p>



		<p>theory to real-world investigation. Geographical enquiry</p>	<p>Data: primary vs secondary; sampling; methods.</p> <p>Presentation: graphs, maps, proportional symbols.</p> <p>Analysis: patterns, relationships, anomalies; statistics. Conclusions and evaluation of methods, data, reliability.</p> <p>Disciplinary knowledge: In addition to the command words stated above the following disciplinary knowledge must be acquired: Map skills, Graphs, Data handling, evaluation, choropleth maps, extended writing, cartographic, graphical, numerical, statistical, qualitative and quantitative interpretation, enquiry skills.</p> <p>Decision-making, critical evaluation, interpreting unfamiliar sources, fieldwork methods</p> <p>Fieldwork: Human: How successful has the regeneration of Stratford been?</p> <p>Physical: How effective is the coastal management of Herne Bay?</p>
--	--	---	---

Year 11			
Term	Unit Title	Unit Purpose	Knowledge and Skills



Autumn 1	Energy	Demand for energy resources is rising globally but supply can be insecure; strategies exist to increase supply and create sustainable futures. Energy issues and sustainability	<p>Substantive knowledge: Energy: global consumption/supply; rising demand; factors affecting supply (physical, economic, political, technology); impacts of insecurity (food, industry, conflict, environment); strategies: renewables, non-renewables; extraction example; sustainable future (conservation, efficiency, tech); LIC/NEE renewable scheme.</p> <p>Disciplinary knowledge: In addition to the command words stated above the following disciplinary knowledge must be acquired: Map skills, Graphs, Data handling, evaluation, choropleth maps, extended writing, cartographic, graphical, numerical, statistical, qualitative and quantitative interpretation, enquiry skills.</p> <p>Case studies: Carmisea Gas Project (Peru); Chambamontera Micro-hydro Scheme (Peru).</p>
Autumn 2	Economic World	There are global variations in economic development and quality of life; some LICs/NEEs experience rapid development; major UK economic changes affect employment and regional growth. Development and economic change	<p>Substantive knowledge: Development: global variations; measures (GNI, birth/death, infant mortality, life expectancy, doctors, literacy, safe water, HDI); limitations; DTM. Uneven development: physical, economic, historical causes;</p>



			<p>consequences (wealth, health, migration).</p> <p>Reducing gap: investment, industrial development, tourism, aid, intermediate tech, fairtrade, debt relief, microfinance; tourism example.</p> <p>LIC/NEE case: location; context; industrial structure; TNCs (advantages/disadvantages); trade; aid; environmental impacts; QoL.</p> <p>UK economy: economic change; post-industrial sectors; environmental impacts; rural change; infrastructure; north-south divide; strategies; global links.</p> <p>Disciplinary knowledge: In addition to the command words stated above the following disciplinary knowledge must be acquired: Map skills, Graphs, Data handling, evaluation, choropleth maps, extended writing, cartographic, graphical, numerical, statistical, qualitative and quantitative interpretation, enquiry skills.</p> <p>Case studies: Jamaica tourism; Nigeria NEE; UK HIC Torr Quarry UK.</p>
--	--	--	---



Spring 1	Living World	Ecosystems exist at different scales and involve interactions; tropical rainforests and hot/cold environments have distinctive characteristics and face challenges requiring sustainable management. Ecosystems and biomes	<p>Substantive Knowledge:</p> <p>Ecosystems: small UK ecosystem; components; interdependence; nutrient cycling; global biomes.</p> <p>Rainforests: characteristics; interdependence; adaptations; biodiversity; deforestation (causes, impacts); sustainable management.</p> <p>Deserts/cold: characteristics; interdependence; adaptations; opportunities/challenges; desertification causes/solutions OR cold environment value, risks, management.</p> <p>Disciplinary knowledge: In addition to the command words stated above the following disciplinary knowledge must be acquired: Map skills, Graphs, Data handling, evaluation, extended writing Cartographic, graphical, numerical, statistical, qualitative and quantitative interpretation, enquiry skills.</p> <p>Case studies: Avington Park Lake; Malaysia rainforest; Thar Desert.</p>
Spring 2	Issue Evaluation	Issue evaluation requires applying knowledge and skills to a contemporary geographical issue using pre-release resources. Apply skills to issue	<p>Substantive Knowledge:</p> <p>Issue evaluation: analysis of pre-release; interpretation of maps, graphs, photos, statistics; stakeholder views; evaluation; decision making.</p>



			<p>Disciplinary knowledge: In addition to the command words stated above the following disciplinary knowledge must be acquired: Map skills, Graphs, Data handling, evaluation, choropleth maps, extended writing, cartographic, graphical, numerical, statistical, qualitative and quantitative interpretation, enquiry skills. Decision-making, critical evaluation, interpreting unfamiliar sources, fieldwork methods</p> <p>Issue evaluation varies each year.</p>
Summer 1	Revision	Revision consolidates knowledge, skills and exam readiness. Exam preparation	Revision of all content; exam technique; skills; case studies.