• Subject	Geography				Year	7
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/Specification reference	Local Geography	Globalisation	Adventure Landscapes		Rivers and Flooding	Extreme Weather
Knowledge	Students will develop knowledge on the physical and human geography of Chepstow and nearby areas. They will develop OS map reading skills and apply them to maps of the area. Students will learn the physical and human factors that determine settlement locations, applying them to Chepstow.	Students will learn about global trade and investment, before focussing on the causes and effects of the shift of manufacturing to the east. They will examine the role of TNCs, governments, local companies and consumers in the garment industry.	Students will learn the basic concepts of geology and focus on the geology and processes affecting our local cave systems and river basins. Students will learn about how relief is shown on OS maps, and develop their understanding of contour maps and layer colouring.		Students will learn the physical geography of river systems, including the water cycle. They will then learn about flood events in the UK and Bangladesh, analysing the causes, effects and responses to both.	Students will the fundamental processes that influence our weather. They will study extreme weather case studies: heatwaves in the UK, and tropical storms in the USA. They will learn about the causes, impacts and responses to extreme weather events.
Skills	- OS Map Skills - Geographical data collection and presentation - Analysing geographical sources	- Evaluation of players - Atlas skills - Evaluation of impacts	- Atlas skills - OS map skills		- Categorisation - Storm Hydrographs - Analysing geographical sources	- Climate graphs - Hazards maps - Analysing geographical sources - Understanding weather data
Key vocabulary	Local, Regional National, Settlement Town, Village Rural, `Urban	Globalisation, Trade TNCs, NICs, Outsourcing, Profit Costs, Industrialisation Deindustrialisation Players	- Geology - Limestone - Relief - Contours		Drainage basin, Confluence River Channel, Source Mouth, Estuary Water Cycle terms	Air pressure, Climate Weather, Air Masses Tropical Storms
Assessment	OS Map Skills Knowledge Quizzes Written answer for "Why was Chepstow a good place for building a settlement?"	Knowledge Quizzes Written answer for "Explain the winners and losers in the global fashion industry"	Knowledge Quizes OS map skills Short exam-style knowledge questions		Knowledge Quizes Written answer for "Using examples, explain the causes of flooding"	Knowledge Quizes Decision making exercise on New Orleans hurricane

Subject	Geography				Year	8
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Topic/Specification reference	Geography of food		Oceans and Coasts		Population and migration	
Knowledge	Students will develop knowledge on the social and environmental issues associated with global with production and consumption. This will include food miles, pesticides and fertilisers, types of farming, biofuels, diversification and future technologies.		Students will learn about the physical processes that shape our coastline such as erosion, weathering and longshore drift. They will gain knowledge on how coastal landforms change over time before considering how engineering can protect and change our coastlines. They will then learn about the causes and impacts of sea level rise, before finishing the unit learning about the Gulf of Mexico oil spill and its impacts.		Students will learn about global population patterns and processes, including population distribution, density and growth. They will learn how growth rates and population structures differ between places of contrasting wealth and the impacts of both slow and rapid population growth. Students will then learn the links between population and migration, studying economic migration to and from the UK and global flows of migrants.	
Skills	Atlas skills, graphicacy, essay writing		OS map skills Geographical enquiry Analysing geographical information		Population pyramids, flow line maps.	
Key vocabulary	Sustainability, unsustainability, pesticides, fertilisers, intensive, organic, pastoral, arable, diversification.		Erosion, weathering, transportation, longshore drift, swash, backwash, groynes, seawalls, beach nourishment, eustatic, subsidence.		Density, distribution, patterns, wealth, poverty, push factor, pull factor, megacity, economic migrant, forced migrant, voluntary migrant, ageing population.	
Assessment	Knowledge Quizzes, exam-style questions, written answer for "Explain why global food production is unsustainable"		Knowledge Quizzes, exam-style questions.		Knowledge Quizzes, Decision-making assessment on slum improvement programmes.	

Subject	Geography				Year	9
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Topic/Specification reference	Tectonic Hazards		Climate Change		Global development	
Knowledge	Students will learn about the structure of the earth, and how activity in the mantle drives plate tectonics. They will gain knowledge on the processes and landforms at the four types of tectonic boundary, before studying earthquakes and volcanoes in more detail. they will gain case study knowledge of the Haitian earthquake in 2010 and Japan's Tohoku earthquake in 2011. The topic will also include knowledge of types of volcanoes and the differing impacts, tsunami and both mitigation and adaptation strategies.		Students will learn about climate change over both geological time scales and since the industrial revolution. They will learn about natural causes of climate change (sunspots, volcanic eruptions, orbital cycles) and human causes (enhanced greenhouse effect). Students will investigate the impacts of the climate crisis at a variety of scales, before evaluating mitigation and adaptation strategies for the future.		Students learn about the patterns, causes and impacts of global inequality. They will learn how development is measured through different indicators and evaluate the usefulness of them. Students will investigate international trade, pathways to development and the various historic and contemporary factors that keep some countries in poverty. Students will gain knowledge on the causes and impacts of China's rapid economic growth before finishing the topic studying solutions to inequality and the Sustainable Development goals.	
Skills	Atlas skills, analysing geographical information, satellite imagery, decision making.		Analysing geographical information, interpreting long-term temperature data. Evaluating causes and impacts.		Atlas skills, analysing geographical information.	
Key vocabulary	Tectonics, crust, mantle, core, convection currents, oceanic, continental, destructive, collision, conservative, constructive, earthquake, epicentre, focus, seismic waves, primary impact, secondary impact, mitigation, adaptation, shield, strato.		Climate, Quaternary Period, reliability, ice cores, sun spots, Milankovitch cycles, stretch, tilt, wobble, natural greenhouse effect, enhanced greenhouse effect, fossil fuels, sea level rise, extreme weather, mitigation, adaptation.		Development, poverty, wealth, colonialism, empire, inequality, underdevelopment, indicators, GDP, HDI, trade, FDI, outsourcing, TNCs.	
Assessment	Knowledge quizzes, written answer for "Explain why plate boundaries change the Earth"		Knowledge quizzes, exam-style questions.		Knowledge Quizzes, written answer for "What factors have caused Bolivia to be the least developed country in South America?"	

Subject	Geography				Year	10
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Topic/Specification reference	Sustaining Ecosystems	Urban Futures	Resource Reliance	Distinctive Landscapes	UK in the 21st Century	Physical Geography Fieldwork
Knowledge	Life on Earth is supported by global ecosystems and the link between human wellbeing and ecosystem wellbeing is vital. This topic seeks to explore the distribution and characteristics of the Earth's ecological wonders. Learners investigate the two contrasting ecosystems of tropical rainforests and polar environments, exploring physical cycles and processes that make these ecosystems distinctive, the threats posed to their existence and how humans are attempting to manage them for a more sustainable future.	Never before has the landscape of the planet looked more urban. Cities are growing at unprecedented rates. This topic seeks to explore why, and consider how the global pattern of urbanisation is changing. Urban challenges and opportunities are varied and unique and learners will examine these through studying two cities, one from an advanced country (AC) and one from either an emerging and developing country (EDC) or a low-income developing country (LIDC). Within each city, contrasting ways of life, geographical processes, problems and solutions will be studied in order to gain a holistic understanding of what makes up the urban fabric of each place.	Supplies of food, energy and water are three of the most challenging issues the world faces. Significant numbers of people are resource poor, whilst others consume more than their fair share. This topic investigates emerging patterns, where demand is outstripping supply, before taking the issue of food security and considering the question 'can we feed nine billion people?'. Learners will investigate what it means to be food secure, how countries try to achieve this and reflect upon the sustainability of strategies to increase food security	The UK contains a diverse and distinct range of landscapes. This topic gives learners the opportunity to unravel the geographical processes that make them distinctive. A deeper understanding of the geomorphic processes that shape river and coastal landscapes is developed and consideration of the human influence on these	A diverse range of cultures, identities and economies make up the patchwork of the UK. This topic poses questions about the changing nature of people's lives and work in the UK in the 21st century. It asks learners to consider some of the drivers for this change. As new economic superpowers emerge, questions have been posed about the global significance of the UK. This will be investigated through a study of the UK's political and cultural connections with the rest of the world.	Geographical fieldwork may be defined as the experience of understanding and applying specific geographical knowledge, understanding and skills to a particular and real out-of-classroom context. In undertaking fieldwork, learners practise a range of skills, gain new geographical insights and begin to appreciate different perspectives on the world around them. Fieldwork adds 'geographical value' to study, allowing learners to 'anchor' their studies within a real world context.
Skills	Geographical skills are fundamental to the study and practice of geography. They are integrated into all aspects of the subject: cartographic skills, graphical skills, numerical and statistical skills, formulating enquiry and argument.					
Key vocabulary	Ecosystem, biome, interdependence, sustainability.	Cycle of Urbanisation, Rural to Urban Migration, Megacities, World Cities.	Sustainability, demand, supply, mechanisation, food security.	Landscape, lowland, upland, glaciated upland, geomorphic processes, landforms, management.	Population, ageing population, Demographic Transition, diversity, economic hub, conflict, exports, cultural life.	Geographic Enquiry.
Assessment	Knowledge quizzes, exam practice.	Knowledge quizzes, exam practice	Knowledge quizzes, exam practice	Knowledge quizzes, exam practice	Knowledge quizzes, exam practice	Knowledge quizzes, exam practice

Subject	Geography				Year	11
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Topic/Specification reference	Human Geography Fieldwork / Climate Change	Global Hazards	Dynamic Development	Geographical Decision Making	Revision	
Knowledge	Climate change is one of the most controversial global issues of the 21st century. In this topic learners will analyse patterns of climate change from the start of the Quaternary period to the present day, considering the reliability of a range of evidence for the changes. Learners will study the theories relating to natural climate change and consider the influence of humans on the greenhouse effect. Social, economic and environmental impacts of climate change at both local and global scales will be examined.	This topic allows learners to develop an understanding of a variety of hazards that impact human lives both within the UK and worldwide. Learners investigate how weather can be hazardous, gaining knowledge of the major processes within the atmosphere and their impact in creating extreme weather. This is contextualised through two case studies of natural weather hazard events. Earthquakes and volcanic eruptions are just some of the deadly hazards we face on Earth. Not only do they impact humans but they also shape our land. An understanding of tectonic hazards is developed; exploring the causes, consequences and responses to a tectonic event of choice.	We live in an unequal world, where the gap between prosperity and poverty is widening. This topic asks learners to consider the changing nature and distribution of countries along the development spectrum before examining the complex causes of uneven development. The future for LIDCs is uncertain and will be investigated through an in-depth study of one country, considering its development journey so far, how its global connections may influence the future and possible alternative development strategies	The assessment of this component will be fully synoptic in nature and will draw on both the Our Natural World 01 and People and Society 02 components. Although there is no specific content prescribed within the assessment of this component, it is anticipated that content from a range of topics within both the Our Natural World 01 and People and Society 02 components will be applied, as appropriate, in relation to a specific unseen country context. The synoptic nature of bringing together ideas from different topics will allow learners to 'think like a geographer'		
Skills	Geographical skills are fundamental to the study and practice of geography. They are integrated into all aspects of the subject: cartographic skills, graphical skills, numerical and statistical skills, formulating enquiry and argument.					
Key vocabulary	Climate, Quaternary Period, reliability, ice cores, sun spots, Milankovitch cycles, stretch, tilt, wobble, natural greenhouse effect, enhanced greenhouse effect, fossil fuels, sea level rise, extreme weather, mitigation, adaptation.	Global atmospheric circulation, air pressure, tropical storms, drought, El Nino/La Nina, tectonics, convection currents, constructive, destructive, hotspots, conservative, collision, earthquakes, shield and strato volcanoes, mitigation.	Development, ACs, EDCs, LIDCs, GNI, HDI, debt, trade, Rostow's model, MDG, trade, commodities, TNCs, aid, debt relief, top-down development, bottom-up development.	Synoptic.		
Assessment	Knowledge quizzes, exam practice.	Knowledge quizzes, exam practice	Knowledge quizzes, exam practice	Knowledge quizzes, exam practice	Knowledge quizzes, exam practice	