



Subject Geography

Curriculum vision

The purpose of the geography curriculum is to inspire curiosity in pupils, and a fascination about the world and its people. Geography provides pupils with knowledge of diverse places, people, resources, and natural and human environments, with a deep understanding of the Earth's physical and human processes. The geography curriculum prepares pupils for each stage of their academic journey but also the world beyond the classroom by ensuring that young people can think like geographers and use their geographical knowledge to make sense of the world around them.

The curriculum has been carefully sequenced to introduce pupils to a variety of places, geographical concepts, processes, and issues. The thematic approach ensures that knowledge is acquired, developed over time, then applied via in-depth case studies. As pupils' knowledge and understanding develop within a unit, there are opportunities to apply this understanding via decision-making activities and geographical enquiries. This approach ensures that pupils are given every opportunity to apply their understanding and think like geographers.

Curriculum Overview

Term 1	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 7	Geographical Skills	Year 7 Geographers start the year by gaining key Geographical skills and knowledge, allowing them to unlock their Geographical thinking. These are built on throughout the rest of their studies.	What is development?	Year 7 Geographers begin to think globally during this unit. Students the causes, impacts and management of uneven development through a variety of countries and key ideas such as development indicators, AID, trade and the demographic transition model. This module has close links with all other topics.
Year 8	Why does population change?	Year 8 pupils start to understand the world through the distribution, make up, and changes in the world's population. Knowledge of development and rivers are built upon here, for example, why do populations tend to congregate near a body of water? This in turn links to development and trade.	Why does population change?	Year 8 pupils start to understand the world through the distribution, make up and changes in the world's population. Knowledge of development and rivers are built upon here, for example, why do populations tend to congregate near a body of water? This in turn links to development and trade.
Year 9	What is Climate Change?	Year 9 geographers start the year by studying climate change. Previous topics such as development, population, coasts and rivers all feature in this unit that analyses the causes, effects and management of climate change. This addresses one of the key aims in geography for students to make links between natural and human environments.	What is an NEE?	Students learn about Newly Emerging Economies (NEEs), considering the key shared characteristics of NEEs such as rapid economic development, rural to urban migration, investment from TNCs and rising living standards which links back to previous units of population and development. This is studied through a range of case studies form the BRIC (Brazil, Russia, India and China) and MINT economies (Mexico, Indonesia, Nigeria, Turkey).



<p>Year 10</p>	<p>The Changing Economic World</p>	<p>Year 10 geographers start their GCSE journey learning about the changes in development over space and time. This gives them a lens to understand their knowledge from KS3 and gives them excellent understanding in development for units moving forward.</p>	<p>The Changing Economic World</p>	<p>Year 10 geographers start their GCSE journey learning about the changes in development over time and space. This gives them a lens to understand their knowledge from KS3 and gives them excellent understanding development in units moving forward.</p>
<p>Year 11</p>	<p>The challenge of Natural Hazards</p>	<p>Year 11 geographers start by studying the causes, effects and management of natural hazards such as volcanoes, earthquakes, tropical storms and Climate Change. They will then bring in their knowledge about development, the urban world, and coasts to explore the varying effects that natural hazards in the past, present and future.</p>	<p>The challenge of Natural Hazards</p>	<p>Year 11 geographers start by studying the causes, effects and management of natural hazards such as volcanoes, earthquakes, tropical storms and Climate Change. They will then bring in their knowledge about development, the urban world, and coasts to explore the varying effects that natural hazards in the past, present and future.</p>
<p>Year 12</p>	<p>Coasts and Diverse places</p>	<p>This unit further builds on what students have learned in Years 8 and 10. It also provides opportunity to engage with coastal issues in our local area. Bournemouth is a good case study as there is a lot of diversity in the area. We are ideally placed to draw comparison with urban and rural areas.</p> <p>These topics are studied first to provide the knowledge base needed for high quality and successful fieldwork to be completed in the spring term.</p>	<p>Coasts and Diverse places</p>	<p>This unit further builds on what students have learned in Years 8 and 10. It also provides opportunity to engage with coastal issues in our local area. Bournemouth is a good case study as there is a lot of diversity in the area. We are ideally placed to draw comparison with urban and rural areas.</p> <p>These topics are studied first to provide the knowledge base needed for high quality and successful fieldwork to be completed in the spring term.</p>
<p>Year 13</p>	<p>Water and Superpowers and NEA</p>	<p>The NEA is completed in autumn term as it makes use of data students have collected over summer. Students are building on skills they have developed on data presentation in both Key Stage 3 and 4. These same skills and techniques will be even further developed for Paper 3. The NEA is intermingled between subject lessons.</p> <p>The unit on Superpowers is taught here to consolidate and build on the knowledge students already have on globalisation and the economy.</p> <p>The Water unit further builds on what has been taught in year 7 and 10 in Rivers, and year 8 in the Climate topic. The knowledge developed here will be revisited and built on at the end of the Carbon unit, which makes links between both units.</p>	<p>Water and Superpowers and NEA</p>	<p>The NEA is completed in autumn term as it makes use of data students have collected over summer. Students are building on skills they have developed on data presentation in both Key Stage 3 and 4. These same skills and techniques will be even further developed for Paper 3. The NEA is intermingled between subject lessons.</p> <p>The unit on Superpowers is taught here to consolidate and build on the knowledge students already have on globalisation and the economy.</p> <p>The Water unit further builds on what has been taught in year 7 and 10 in Rivers, and year 8 in the Climate topic. The knowledge developed here will be revisited and built on at the end of the Carbon unit, which makes links between both units.</p>



Term 2	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 7	What is development?	Year 7 Geographers begin to think globally during this unit. Students the causes, impacts and management of uneven development through a variety of countries and key ideas such as development indicators, AID, trade and the demographic transition model. This module has close links with all other topics.	Rivers	Pupils gain knowledge here to help understand rivers and flooding. This builds on development as students investigate why the impact of flooding is more severe in LICs and HICs and develops their geographical skills by using maps and images to understand the causes, impacts and management of rivers. This unit it brought to life with case studies from the UK and abroad. This unit also provides them with a foundation of key physical processes such as erosion, transportation and deposition that will be built upon in year 8.
Year 8	What are coasts?	Year 8 geographers will build on their knowledge of rivers to understand the physical processes along the coastline. Ideas such as erosion, transportation and deposition will be revisited in the formation of coastal landforms. Furthermore, pupils will learn about the interactions between the coastal environment, development population and natural hazards. This unit concludes with a local link to Bournemouth.	What are coasts?	Year 8 geographers will build on their knowledge of rivers to understand the physical processes along the coastline. Ideas such as erosion, transportation and deposition will be revisited in the formation of coastal landforms. Furthermore, pupils will learn about the interactions between the coastal environment, development population and natural hazards. This unit concludes with a local link to Bournemouth.
Year 9	What is an NEE?	Students learn about Newly Emerging Economies (NEEs), considering the key shared characteristics of NEEs such as rapid economic development, rural to urban migration, investment from TNCs and rising living standards which links back to previous units of population and development. This is studied through a range of case studies form the BRIC (Brazil, Russia, India and China) and MINT economies (Mexico, Indonesia, Nigeria, Turkey).	What are geographies of health?	This unit draws together units such as development, population, climate change and life in an NEE and studies the world through the lens of health. Students learn about the causes, impacts and management strategies of disease.
Year 10	The UK's Physical landscapes	Students study physical landscapes in the UK which brings the geographer 'closer to home'. Also by studying the natural world it offers students a variety of human and physical geography in their first two terms of study. This enables them to think like geographer as they make links between the natural and man-made world.	The UK's Physical landscapes	Students study physical landscapes in the UK which brings the geographer 'closer to home'. Also by studying the natural world it offers students a variety of human and physical geography in their first two terms of study. This enables them to think like geographer as they make links between the natural and man-made world.



<p>Year 11</p>	<p>The living world</p>	<p>This unit will build on prior knowledge and understanding from the previous topics so students can assess the causes, effects, and management of different two major biomes tropical rainforests and hot deserts.</p>	<p>The Challenge of Resource Management</p>	<p>The final thematic study in geography will be the challenge of resource management. This unit is well placed for students to use their previous knowledge and understanding to think like a geographer as they study the availability of resources on a global and national scale and look at the impact of water insecurity on people, the economy and the environment.</p>
<p>Year 12</p>	<p>Tectonics, Globalisation and Fieldwork</p>	<p>These core topics develop student understanding of tectonics gained in year 8 and at GCSE. This allows them to build on their understanding of plate margins and tectonic hazards. It also allows them to expand on their knowledge learning about hazard profiling and PAR models.</p> <p>The Globalisation unit consolidates and builds on what students have learned about development and population in years 7,8 and at GCSE. A lot of the content of this topic is needed and referred to when students go on to look at the Superpower unit.</p> <p>Fieldwork is taught in the spring term to prepare them for NEAs. Here they learn physical and human data collection techniques, as well completing risk assessment and designing their own data collection sheets.</p>	<p>Tectonics, Globalisation and Fieldwork</p>	<p>These core topics develop student understanding of tectonics gained in year 8 and at GCSE. This allows them to build on their understanding of plate margins and tectonic hazards. It also allows them to expand on their knowledge learning about hazard profiling and PAR models.</p> <p>The Globalisation unit consolidates and builds on what students have learned about development and population in years 7,8 and at GCSE. A lot of the content of this topic is needed and referred back to when students go on to look at the Superpower unit.</p> <p>Fieldwork is taught in the spring term to prepare them for NEAs. Here they learn physical and human data collection techniques, as well completing risk assessment and designing their own data collection sheets.</p>
<p>Year 13</p>	<p>Carbon and Health, Human Rights and Intervention</p>	<p>The Carbon and Health unit refers nicely to the study in climate change that students look at year 9 and then further develop at GCSE.</p> <p>The knowledge on Health and Human Rights builds on understanding of development that students gained in year 7 and at GCSE. For students who look to pursue a career in development, these units have proved useful for university applications and career progression.</p>	<p>Carbon and Health, Human Rights and Intervention Paper 3 preparation</p>	<p>The Carbon and Health unit refers nicely to the study in climate change that students look at year 9 and then further develop at GCSE.</p> <p>The knowledge on Health and Human Rights builds on understanding of development that students gained in year 7 and at GCSE. For students who look to pursue a career in development, these units have proved useful for university applications and career progression.</p> <p>Paper 3 builds on all the skills that have been taught over the entire of year 12 and 13. Teaching it here enables us to practise exam skills as close to the exam as possible.</p>



Term 3	Summer 1	Why this? Why now?	Summer 2	Why this? Why now?
Year 7	Rivers	Pupils gain knowledge here to help understand rivers and flooding. This builds on development as students investigate why the impact of flooding is more severe in LICs and HICs and develops their geographical skills by using maps and images to understand the causes, impacts and management of rivers. This unit is brought to life with case studies from the UK and abroad. This unit also provides them with a foundation of key physical processes such as erosion, transportation and deposition that will be built upon in year 8.	Rivers and a fieldwork investigation	Pupils gain knowledge to help understand rivers and flooding. This builds on development as students investigate why the impact of flooding is more severe in LICs and HICs and develops their geographical skills by using maps and images to understand the causes, impacts and management of rivers. This unit is brought to life with case studies from the UK and abroad. This unit also provides them with a foundation of key physical processes such as erosion, transportation and deposition that will be built upon in year 8. Using the knowledge gained throughout the module, students undertake a fieldwork investigation.
Year 8	What are tectonic hazards?	This unit draws upon both the physical and human geography that students have studied up until this point. For example, geographers will start to make links between natural hazards and development, or natural hazards and population distribution.	Weather and a fieldwork investigation	Year 8 geographers will build on their knowledge of the UK's physical landscape to investigate how our weather affects us on a local, regional and national scale. This Unit concludes with a focus on the microclimate in the local area whereby students will complete their own investigation into how our local weather and climate influences life in and around Bournemouth.
Year 9	Fieldwork investigation and What are biomes?	Students will develop their knowledge and fieldwork skills by conducting an investigation around the school site looking at the environmental quality. Pupils study small scale ecosystems and the world's major biomes. This enables them to apply their knowledge from KS3 to range of real-life examples and different environments. Students will learn about the characteristics and challenges and opportunities within different biomes.	What are biomes?	Pupils study small scale ecosystems and the world's major biomes. This enables them to apply their knowledge from KS3 to range of real-life examples and different environments. Students will learn about the characteristics and challenges and opportunities within different biomes.
Year 10	Urban Issues and Challenges	Students study one of the key drivers behind the geography of the modern world, urbanisation. Where they will be exposed to past, present and future changes shaping the world. This will enable them to re-visit many of the key themes from The Changing Economic World and further better their understanding of human geography.	Urban Issues and Challenges Fieldwork Investigation	During this term students will complete their fieldwork and develop their geographical skills conducting a physical and human investigation in and around Bournemouth. They will revisit many of the key concepts that have underpinned their study at KS3/4 such as coasts and urban environments and test out hypothesis in the real world.



<p>Year 11</p>	<p>Issues evaluation (pre-release)</p>	<p>The course concludes with an issues evaluation. Students will be proposed with a real-life geographical issue that will be evaluated by considering the varying social, economic and environmental impacts on a wide range of stakeholders in the issue. Students and teachers will not know the topic of this issues until it is released by exam board, just 12 weeks before the exam but it provides an excellent opportunity for students to build upon their previous knowledge and understanding to think like a geographer about a relevant geographical issue.</p>		
<p>Year 12</p>	<p>Tectonics and globalisation</p> <p>NEAs</p> <ul style="list-style-type: none"> • Selection of titles and hypothesis • Reviewing the literature • Writing up their literature review 	<p>Students start their NEAs by building upon their fieldwork studies at GCSE. Students are taught what is required for the NEA, and useful skills such as how to complete a literature review and reference sources correctly. Students are taught these skills and supported in choosing a topic, and forming questions, to enable them to collect their own data over the summer.</p>	<p>NEAs</p> <ul style="list-style-type: none"> • Deciding on data collection methods and completing data collection sheets ready to collection in the summer. • Writing up their methodology <p>Revision for UCAS mocks</p>	<p>Students start their NEAs by building upon their fieldwork studies at GCSE. Students are taught what is required for the NEA, and useful skills such as how to complete a literature review and reference sources correctly. Students are taught these skills and supported in choosing a topic, and forming questions, to enable them to collect their own data over the summer.</p>
<p>Year 13</p>	<p>Paper 3 and revision</p>	<p>Paper 3 builds on all the skills that have been taught over the entire of year 12 and 13. Teaching it here enables us to practise exam skills as close to the exam as possible.</p> <p>Any remaining time is focussed on revision.</p>		



Extracurricular Opportunities (competitions, associations and clubs)

Geographer of the year competition: [Royal Geographical Society - 2021 competition - Young Geographer of the Year \(rgs.org\)](#)

GA WorldWide international competition: [GA WorldWide international competition \(geography.org.uk\)](#)

Physical geography photo competition: [GA physical geography student photo competition](#)

Revision Guides

KS3: [KS3 Geography Complete Revision & Practice \(with Online Edition\): superb for catch-up and learning at home \(CGP KS3 Humanities\) : CGP Books, CGP Books: Amazon.co.uk: Books](#)

KS4: [Grade 9-1 GCSE Geography Revision Guide: perfect for catch-up and the 2022 and 2023 exams \(CGP GCSE Geography 9-1 Revision\) : CGP Books, CGP Books: Amazon.co.uk: Books](#)

[New GCSE Geography AQA: Knowledge Organiser & Retriever Bundle \(for the 2022 and 2023 exams\): Amazon.co.uk: CGP: Books](#)

KS5: Prisoners of Geography (Tim Marshall), Factfulness, (Hans Rosling) This Changes Everything (Naomi Klein) How to avoid a climate disaster (Bill Gates) The Spirit Level (Kate Pickett)
[Geography for Edexcel A Level Year 1 and AS Student Book \(A Level Geography for Edexcel 2016\): Amazon.co.uk: Digby, Bob, Adams, Lynn, Chapman, Russell, Hurst, Catherine: 9780198366454: Books](#)
[Geography for Edexcel A Level Year 2 Student Book \(A Level Geography for Edexcel 2016\): Amazon.co.uk: Digby, Bob, Chapman, Russell, Cowling, Dan, Sampson, Simon: 9780198366485: Books](#)

Academic Reading

Geographical: [Geographical - Geographical Magazine](#)

Routes: [Routes – The Journal for Student Geographers \(routesjournal.org\)](#)

KS5 – Wider reading set throughout the year as homework along with additional reading. The reading will vary to keep up to date with changing geographical situations in the world.