

Geography Curriculum Overview 2026-27

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<u>SoL - Amazing Places.</u> Substantive Knowledge - Students will understand the foundational divisions of the discipline by defining the three primary branches of geography. They will gain core locational knowledge of the global map, identifying and positioning the Earth's distinct continents and major oceans. Through a curated study of global physical and ecological wonders, students will learn the locations, key characteristics, and geographical importance of iconic landmarks across different continents, including Victoria Falls, Ha Long Bay, the Great Barrier Reef, the diverse landscapes of the Americas, and Norway's glaciated fjords. Finally, they will contextualise this global knowledge at a localized scale by investigating the unique physical or human features that define the geography of their own immediate living environment. Analysis – Students will investigate the spatial distribution and unique formation processes that distinguish remarkable landforms and ecosystems around the world. They will critically analyse how different physical systems create diverse landscapes, examining what makes environments like marine coral reefs, deep coastal fjords, or massive waterfalls ecologically and structurally unique. By exploring these landmarks across varied global contexts, students will analyse and compare how natural features influence regional identity and environmental value. Furthermore, they will look critically at their own local area, using the same analytical criteria applied to global landmarks to evaluate the	<u>SoL - Tropical Rainforests.</u> Substantive Knowledge – Students will understand the distinctive human and physical characteristics of tropical rainforest ecosystems, focusing on their global importance, exploitation, and sustainable management. They will gain fundamental knowledge of the geographical distribution of rainforests, their unique hot and wet climate, and the distinct vertical stratification of the forest structure. Through a focused study of the Amazon rainforest, students will learn how specialized flora and fauna adapt to survive, how humans utilise these rich ecosystems, and the severe socio-environmental impacts of deforestation on both local landscapes and the global climate. Finally, they will explore governance and conservation strategies, such as sustainable protection methods and ecotourism. Analysis – Students will investigate the complex relationships between physical systems and human activity within the rainforest ecosystem by examining why specific atmospheric conditions create equatorial climates. They will analyse the causal links between human resource demands and escalating rates of deforestation, critically evaluating how the removal of canopy cover triggers localised habitat loss while simultaneously exacerbating the global climate crisis. By assessing various management interventions, students will analyse and compare traditional protection frameworks against sustainable, economically viable alternatives like ecotourism to determine how effectively they balance conservation	<u>SoL - Weather Hazards.</u> Substantive Knowledge - Students will understand the atmospheric processes that drive global weather hazards, focusing on the mechanics, impacts, and management of extreme meteorological events. They will gain foundational knowledge of how Global Atmospheric Circulation patterns influence worldwide weather systems and dictate the distribution and formation of tropical storms. Through detailed case studies, students will examine the explicit causes, primary and secondary effects, and immediate and long-term responses to Hurricane Ian. Additionally, the unit covers how climate change is altering the frequency and intensity of tropical storms, alongside an exploration of mid-latitude extreme weather through studies of UK heatwaves and Storm Darragh. Analysis – Students will investigate the physical and human dynamics of weather hazards by analysing spatial distribution patterns and meteorological data. They will evaluate how specific factors influence where tropical storms form and look critically at the relationship between rising global temperatures and shifting storm behaviors. By comparing international and domestic hazards, such as the catastrophic impacts of Hurricane Ian versus localised extreme events like Storm Darragh and UK heatwaves, students will analyse how variations in infrastructure, preparation, and forecasting shape the overall effectiveness of immediate and long-term emergency responses.	<u>Paper 1: Section C. Physical Landscapes in the UK</u> <u>SoL - Coasts</u> Substantive Knowledge – Students will understand how subaerial and marine processes interact to shape physical coastal landscapes in the UK. They will gain foundational knowledge of weathering, mass movement, and the distinct characteristics of constructive and destructive waves. Students will learn the step-by-step formation of distinctive erosional landforms, including headlands, bays, caves, arches, stacks, and stumps, alongside depositional features like beaches, sand dunes, spits, and bars. Additionally, they will master coastal management frameworks by studying soft and hard engineering strategies. This includes exploring a localised case study of coastal protection schemes implemented in Lyme Regis. Analysis – Students will investigate how coastal landscapes change over time by examining the dynamic relationship between geological structures and wave energy. They will analyse how subaerial processes weaken cliffs and look critically at how the process of longshore drift transports material to form complex depositional features. By evaluating the case study of Lyme Regis, students will analyse and compare the environmental, social, and economic costs and benefits of soft versus hard engineering strategies, judging how successfully these management practices protect vulnerable coastlines from ongoing	<u>SoL - Paper 1: Section A – Natural Hazards</u> <u>SoL - Tectonic Hazards</u> Substantive Knowledge – Students will understand the fundamental distinctions between natural hazards and disasters, classifying them into tectonic and weather-related categories. They will gain foundational knowledge regarding the factors that exacerbate hazard risks, including population vulnerability, institutional capacity to cope, and a hazard's type, frequency, and magnitude. Students will study the historical development of tectonic plate theory through Alfred Wegener's continental drift evidence, the structural layers of the Earth—crust, mantle, outer core, and inner core—and the physical variations between continental and oceanic crusts. Furthermore, they will learn the mechanics behind plate dynamics, such as convection currents, ridge push, and slab pull, across constructive, destructive, and conservative plate boundaries. Through contrasting case studies of the 2021 Haiti earthquake and the 2022 Japan earthquake, students will examine the variation in primary and secondary effects and analysed immediate and long-term responses, concluding with an exploration of why people reside in hazardous zones and how planning, prediction, protection, and monitoring mitigate risk Analysis – Students will investigate the socio-economic disparities and physical mechanisms that dictate the severity of tectonic disasters by analysing how a nation's wealth

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	significance, distinctiveness, and geographic qualities of the place where they live. Disciplinary knowledge – Students will utilise and interpret an array of foundational geographical materials, including world maps, physical landscape diagrams, spatial data, and descriptive case studies. They will build directly on emerging geographical concepts—such as location, scale, environmental character, and landscape formation—to categorize and describe diverse features across the globe. By developing skills in map literacy and regional identification, students will learn how to extract and synthesize information about prominent physical features from various sources. Finally, by transitioning between global, continental, and hyper-local scales of inquiry, students will develop the data-handling and observational skills needed to structure clear, baseline geographical descriptions and assessments. Using the lens of amazing places, students will explore 1 amazing place per continent and through this amazing place, develop their skills for reading a map, developing their understanding and application of latitude and longitude to locate places on a map and use compass points to express directions.	with human development. Disciplinary knowledge -Students will utilise and interpret diverse geographical resources, including climate graphs, cross-sectional ecosystem diagrams, world distribution maps, and satellite imagery tracking forest cover loss over time. They will build on foundational Key Stage 3 climate concepts—such as lines of latitude, solar radiation intensity, and low-pressure atmospheric systems—to explain why tropical rainforests thrive in specific equatorial zones. By synthesizing qualitative ecological data with quantitative rates of deforestation, students will develop the critical evaluation skills necessary to weigh competing human interests against environmental preservation.	Disciplinary knowledge – Students will use and interpret complex meteorological tools and geographical data, including global circulation models, satellite imagery, pressure maps, and storm tracking data. They will build sequence models to accurately demonstrate the physical stages of tropical storm formation and learn to communicate these complex processes using precise technical terminology. By synthesizing climate trend graphs and real-time hazard data, students will develop the critical skills required to assess risk, predict the localised socio-economic impacts of extreme weather, and evaluate human resilience in the face of escalating climatic hazards.	erosion. Disciplinary knowledge – Students will utilise and interpret a range of advanced geographical tools, including Ordnance Survey (OS) maps, geological maps, cross-sectional landform diagrams, and aerial imagery. They will build directly on prior Key Stage 3 coastal concepts to identify specific erosional and depositional landforms on maps and sequence geomorphic processes using highly precise technical vocabulary. By extracting and synthesizing case study evidence from Lyme Regis, students will develop the critical evaluation and examination skills necessary to construct justified arguments regarding the sustainability of coastal management schemes for their GCSE assessments	directly shapes its vulnerability and capacity to cope. They will critically evaluate and compare why earthquakes of similar magnitudes result in radically different outcomes, analysing how non-engineered infrastructure and limited resources in a lower-income country like Haiti compound primary and secondary impacts compared to the highly resilient, technologically monitored landscape of a high-income country like Japan. By distinguishing between direct primary consequences and systemic secondary effects—such as economic disruption and disease outbreaks—students will analyse the effectiveness of immediate relief efforts against long-term resilience strategies. Additionally, they will look critically at the human geography of risk, weighing the economic and physical trade-offs that lead communities to consciously live alongside active tectonic threats. Disciplinary knowledge - Students will utilise and interpret a diverse range of geographical tools, including tectonic boundary maps, global location maps, structural cross-sections, process diagrams, and comparative data tables. They will build directly on prior physical and human geography concepts to classify consequences into primary or secondary effects and categorize interventions into immediate or long-term responses. By employing highly precise technical vocabulary—such as subduction, slab pull, conservative margins, and seismic retrofitting—students will master the language of physical geography. Finally, by extracting, synthesizing, and contrasting quantitative metrics like GDP per capita and magnitude scales with qualitative case data from Haiti and Japan, students will cultivate the critical data-handling skills required to construct well-supported,
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Autumn 2	<u>SoL - Our Local Area.</u> Substantive Knowledge – Students will understand the distinct physical and human geography of Swinton, tracking its historical trajectory and the specific socio-economic factors that caused it to develop into a large town. They will gain foundational knowledge of the contemporary local landscape, identifying the economic, social, and environmental opportunities and challenges present within their urban locality. Students will examine ongoing structural developments within Swinton and investigate the town's infrastructure, transport, and economic links to the wider global community. Furthermore, they will explore the broader metropolitan context by analysing the scale of urbanisation in Manchester and mastering the core definitions, concepts, and policy frameworks that constitute urban regeneration Analysis – Students will investigate the causal relationships behind urban growth, analysing how historical drivers transformed Swinton from its past state into a large town. They will critically evaluate the complex interplay between local opportunities and the systemic challenges of modern urban living, determining how these forces shape the daily lives of residents. By exploring Swinton's contemporary development alongside Manchester's extensive urbanisation, students will analyse how localized changes fit into wider city-regional trends. Additionally, they will look critically at the process of urban regeneration, weighing economic metrics against social and environmental outcomes to evaluate whether specific redevelopment	<u>SoL - Climate Change.</u> Substantive Knowledge – Students will understand both the natural and anthropogenic drivers of climate change, the scientific evidence used to track it, and the diverse spatial impacts it has on global ecosystems. They will develop a foundational knowledge of the planetary Greenhouse Effect and examine how human activities actively accelerate global warming. Through structured exploration, students will evaluate the validity of natural climate cycles—including Milankovitch cycles, solar flares, and volcanic eruptions—against modern anthropogenic trends. Additionally, they will investigate the physical consequences of a shifting climate, transitioning into an ecological study of arid environments to understand exactly why deserts are so hot and dry. Analysis – Students will investigate the physical systems and human behaviors that alter global climates by critically analysing geological and contemporary datasets. They will examine the complex feedback loops within the greenhouse layer and look analytically at various lines of evidence, such as ice cores and tree rings, to determine human accountability for the current climate crisis. By studying the structural and atmospheric conditions that create hyper-arid zones, students will analyse how rising temperatures and shifting pressure belts impact environmental stability, exacerbate desertification, and alter the boundary lines of global biomes Disciplinary knowledge- Students will utilise and interpret specialized paleoclimatological and	<u>SoL - Power & Conflict.</u> Substantive Knowledge – Students will understand how political power, governance systems, and resource distribution drive global conflicts and shape human development. Through a series of contemporary case studies, they will learn about the realities of authoritarianism and command economies in China and Cuba, and explore how geopolitical friction triggers humanitarian crises and the retrogression of development in nations like Yemen and Afghanistan. Additionally, students will gain knowledge of how state sovereignty, border disputes, and the control of critical strategic assets—such as maritime energy chokepoints, transboundary water systems, and emerging frontiers like the Arctic—create complex international challenges. Analysis – Students will investigate the multi-scalar causes and consequences of geopolitical friction by exploring the relationships between resources, power, and conflict. They will examine how the "resource curse" fuels tech-related conflict in the DRC, how climate change creates a new geopolitical frontier in the Arctic, and how the Russia-Ukraine war impacts sovereignty and delocalisation. By analysing specific flashpoints, such as the energy dynamics between Iran and the USA or the geopolitics of water between Egypt and Ethiopia, students will evaluate how political decisions directly alter global supply chains, economic stability, and human welfare. Disciplinary knowledge – Students will utilise and interpret a diverse range of geographical sources,	<u>SoL - Paper 2: Section B – Changing Economic World.</u> Substantive Knowledge – Substantive Knowledge – Students will understand the global variations in economic development and quality of life, focusing on the causes of uneven development and the strategies used to manage the "development gap". They will gain fundamental knowledge of structural demographic models, specifically the Demographic Transition Model and Population Pyramids, to evaluate changing population characteristics. Through focused case studies, students will learn about the role of international aid, Fairtrade, investment, and tourism in Kenya to reduce economic disparities. Additionally, they will examine the changing industrial structure and the impact of Transnational Corporations (TNCs) in an emerging economy (India), alongside a comprehensive study of the UK's post-industrial economy, its changing rural landscapes, transport infrastructure improvements, and targeted strategies to reduce the north/south divide Analysis – Students will investigate the socio-economic and environmental complexities of a changing global economy by exploring the causes and consequences of uneven development. They will critically analyse how economic shifts provide opportunities and challenges in newly industrializing nations, evaluating whether the benefits of TNC investments in India outweigh their associated socio-environmental costs. By looking at domestic trends, students will analyse the environmental impacts of industrial	<u>SoL - Paper 2: Section A – Urban Issues & Challenges.</u> Substantive Knowledge – Students will understand the global trends and drivers of urbanisation, focusing on how city growth creates distinct social, economic, and environmental profiles in contrasting global regions. They will gain fundamental knowledge of urban challenges and opportunities by examining a major city in a newly emerging economy (Lagos) and a major city in a high-income country (Liverpool), evaluating their location, global importance, and unique urban dynamics. Through focused case studies, students will learn about localised urban planning strategies used in both cities, alongside broader concepts of urban sustainability exemplified by Curitiba and multi-scale strategies for transport sustainability. Additionally, the unit transitions into global resource management, teaching students about the global distribution of resources, the UK's resource profile, and the complexities of food security. Analysis – Students will investigate the socio-economic disparities, structural challenges, and environmental pressures that accompany rapid urban development and global resource consumption. They will critically analyse and compare the opportunities and challenges of urban environments, weighing up how factors like industrial decline in Liverpool or rapid rural-to-urban migration in Lagos influence local quality of life. By exploring urban planning and management strategies, students will analyse whether local initiatives can successfully mitigate problems like traffic congestion, housing shortages,

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	schemes have truly been successful. Disciplinary knowledge – Students will utilise and interpret a variety of urban geography resources, including local maps, demographic datasets, land-use surveys, and regeneration masterplans. They will build directly on core geographical concepts—such as place, scale, continuity, and interdependence—to shift seamlessly from hyper-local inquiries up to regional and global perspectives. By employing precise technical vocabulary—including urbanisation, locality, infrastructure, and regeneration—students will learn to communicate like professional geographers. Finally, by extracting, synthesizing, and contrasting qualitative local case details with quantitative urban data, students will develop the evaluative and evidence-based argument skills required to structure high-quality geographical assessments.	meteorological sources, including atmospheric CO2 graphs, temperature anomaly charts for the Quaternary period, and global climate zone maps. They will build directly on prior atmospheric concepts—such as high and low pressure, the Hadley Cell, and global circulation models—to explain the geographic distribution of hot deserts. By evaluating international legislative frameworks, landmark protocols, and global COP conferences, students will develop the critical evaluation skills necessary to weigh the success of international mitigation strategies against localised climate adaptation.	including political boundary maps, trade route data, flow-line maps of energy corridors, and composite development indicators, to think critically about global power dynamics. They will build directly on prior learning regarding economic development and resource management to assess how conflict destabilises regions and shifts international relations. By analysing qualitative and quantitative data from varying perspectives—including state actors, non-governmental organizations, and affected populations—students will develop a nuanced framework for understanding 21st-century global governance.	processes in the UK and examine how strategic infrastructure investments attempt to balance structural economic disparities across different regions. Disciplinary knowledge- Students will utilise and interpret a diverse range of advanced economic and human geography resources, including national population statistics, development index charts, trade and aid data matrices, and transport infrastructure maps. They will build directly on prior Key Stage 3 frameworks regarding globalization, demographic indices, and regional development scales to critically evaluate global data. By extracting and synthesizing qualitative case study evidence from India, Kenya, and the UK with quantitative economic metrics, students will develop the critical examination and data-handling skills necessary to construct highly structured, justified arguments for their GCSE assessments.	and waste disposal. Furthermore, they will look critically at the global supply and management of vital resources, analysing how uneven distribution impacts international food security and resource sustainability. Disciplinary knowledge – Students will utilise and interpret a diverse array of advanced urban and economic geography resources, including satellite imagery tracking urban sprawl, demographic growth charts, sustainable transit models, and global resource distribution maps. They will build directly on prior concepts—such as push and pull migration factors, deindustrialization, inequality indices, and resource dependency—to compare contrasting global cities. By extracting and synthesizing qualitative case study data from Lagos, Liverpool, and Curitiba alongside quantitative metrics on pollution, housing, and food supply, students will develop the critical evaluation and data-handling skills necessary to construct well-supported, structured arguments for their GCSE assessments.
Spring 1	<u>SoL – Our Island Home: A study of the UK's fluvial and glacial landscapes.</u> Substantive Knowledge – Students will understand the major physical features that define the landscape of the UK, investigating how human populations utilise and interact with these environments. They will gain foundational knowledge of environmental conservation in the UK, exploring the role and structural importance of National Parks. Through a detailed study of geomorphological processes, students will learn about the profile and journey of a river system, examining the precise mechanisms	<u>SoL - Development.</u> Substantive Knowledge – Students will understand the concepts of economic and social development, how progress is measured globally, and the factors that perpetuate the global "development gap". They will gain fundamental knowledge of various development indicators and use them to evaluate the development status of the UK. Through structural exploration, students will investigate the complex, multifaceted drivers of uneven development, categorizing them into explicit physical, economic, and historical causes. Finally, the unit covers how international strategies	<u>SoL - Tectonic Hazards.</u> Substantive Knowledge - Students will understand the internal structure of the Earth and the dynamic processes that drive tectonic hazards. They will develop a foundational knowledge of tectonic plate theory and examine how different types of tectonic plate boundaries cause seismic and volcanic activity. Through contemporary, real-world examples, students will investigate the explicit causes and devastating impacts of earthquakes, focusing on the Türkiye-Syria earthquake, alongside the volcanic processes exemplified by the White Island eruption. Additionally, students will explore	<u>Paper 1: Section A – Weather Hazards & Climate Change.</u> <u>Climate Change</u> Substantive Knowledge – Students will understand the shifting nature of Earth's climate over geological time and the distinct factors driving contemporary global warming. They will gain fundamental knowledge of the primary scientific evidence used to reconstruct past environments and track current temperature anomalies. Through focused study, students will learn to classify the dynamic drivers of planetary shifts, exploring both natural causes of climate change—such as orbital changes,	<u>SoL - Paper 2: Section C - Resource Management.</u> Substantive Knowledge - Students will understand the inequalities in the global distribution of resources, focusing on how access to food, water, and energy varies significantly across the globe. They will gain foundational knowledge of the UK's resource profile, examining how national demands and supply chains are shifting. Through focused study, students will learn about the complex environmental, economic, and social factors that determine food security and the challenges surrounding large-scale food production. Additionally, they will explore

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behind waterfall formation alongside the creation of other distinct erosional and depositional fluvial features. Furthermore, they will explore the mechanics of glaciation, tracking how glaciers reshape landscapes over time and studying the specific physical and environmental impacts of historical glaciation on the Lake District. Analysis – Students will investigate the causal physical processes and human interventions that actively shape and transform the British landscape. They will critically analyse how geological, fluvial, and glacial processes operate over varying timescales to carve out complex landforms, contrasting the dynamics of river systems with the structural erosional power of moving ice. By evaluating land-use patterns, students will analyse the delicate balance between utilizing natural landscapes for economic or recreational purposes and protecting them through conservation initiatives like National Parks. Additionally, they will look critically at environmental change, evaluating the similarities in how rivers and glaciers transport material and analysing how glacial systems shift in response to climatic fluctuations over time. Disciplinary knowledge – Students will utilise and interpret a diverse range of physical geography resources, including topographic maps of the UK, river long profiles, cross-sectional landform diagrams, and glacial retreat models. They will build directly on prior geomorphological concepts—such as erosion, weathering, deposition, and transportation—to classify landscape features and track environmental changes over time. By incorporating precise technical terminology—including long profile, depositional features, glaciation, and	and localised initiatives work to reduce these disparities, using a focused case study of how the development gap is closed in Ghana. Analysis – Students will investigate the structural and systemic origins of global inequality by analysing the interplay between a nation's geography, history, and economic standing. They will look critically at how physical limitations, unfair trade systems, and historical legacies like colonialism interact to restrict a country's economic advancement. By analysing quantitative data from development indicators against the qualitative realities of specific nations, students will evaluate the potential and limitations of different aid, trade, and development schemes used to close the gap in emerging and lower-income nations like Ghana. Disciplinary knowledge– Students will utilise and interpret a wide array of socio-economic data sources, including global development maps, choropleth maps, statistical data tables, and composite indices such as the Human Development Index (HDI). They will build directly on prior data-handling and mathematical skills to cross-compare and critique development indicators, recognizing the limitations of using single measures like GDP per capita to reflect quality of life. By synthesizing case study evidence from Ghana alongside historical and physical data, students will develop the critical framework necessary to evaluate the effectiveness and long-term sustainability of international development strategies.	why people continue living with tectonic hazards and learn about the diverse management strategies used for mitigating the risk of these extreme events. Analysis – Students will investigate the spatial patterns and physical mechanisms of tectonic hazards by analysing how different plate boundaries dictate the severity and nature of earthquakes and volcanoes. They will examine the human and economic variables that influence vulnerability, looking critically at how specific populations adapt to living alongside hazardous zones. By evaluating case studies like the Turkiye-Syria earthquake and the White Island eruption, students will analyse how effectively different strategies—such as monitoring, infrastructure protection, and emergency planning—reduce risk and mitigate the overall human cost of disasters. Disciplinary knowledge – Students will use and interpret geographic models and spatial data, including global plate boundary maps, cross-sectional diagrams of the Earth, seismograph data, and volcanic risk maps, to construct a deep understanding of geological threats. They will build on historical frameworks like the theory of continental drift to explain modern hazard distributions and learn to sequence the exact physical stages of earthquakes and eruptions using precise technical vocabulary. By extracting data from contrasting case studies, students will develop the critical thinking skills required to assess tectonic risk and evaluate the effectiveness of proactive mitigation against reactive disaster management.	volcanic activity, and solar output—and explicit human causes. Additionally, they will examine the localised and global environmental and socio-economic effects of climate change, alongside a comprehensive overview of mitigation and adaptation strategies used to reduce its overall impact. Analysis – Students will investigate the physical and human dimensions of climatic variability by critically analysing how different variables accelerate the greenhouse effect. They will evaluate the complex relationship between global industrialization and rising emissions, looking critically at the extent to which human activities outpace natural environmental cycles. By examining the multi-scale effects of global warming, students will analyse how rising sea levels and extreme weather patterns threaten human populations, and evaluate the environmental, economic, and political feasibility of different domestic and international strategies used to reduce climate change. Disciplinary knowledge – Students will utilise and interpret a range of specialized climatological data sources, including temperature anomaly graphs, atmospheric CO2 trend lines, ice core data models, and mapping projections of climate risks. They will build directly on prior Key Stage 3 concepts regarding atmospheric pressure, global biomes, and human consumption to evaluate modern environmental crises. By extracting and synthesizing scientific data with qualitative evidence regarding international environmental protocols and local management strategies, students will develop the critical evaluation and data-handling skills required to construct well-supported, structured arguments	targeted regional case studies across sub-Saharan Africa, examining specific strategies used to increase food supply in Burkina Faso alongside the implementation of agroforestry techniques in Mali to cultivate a long-term. Analysis – Students will investigate the structural, environmental, and political pressures that lead to global resource insecurity and uneven development. They will critically analyse how localised challenges, climate variability, and economic constraints impact food production, determining whether a region experiences stability or deficit. By exploring strategies in developing contexts, students will analyse and compare the immediate effectiveness of different interventions used to boost food security in Burkina Faso against the long-term ecological and economic viability of sustainable practices like agroforestry in Mali. Furthermore, they will look critically at resource management frameworks to evaluate how effectively national and international strategies can balance production demands with environmental preservation. Disciplinary knowledge – Students will utilise and interpret a diverse array of resource management data, including global resource distribution maps, food security index tables, agricultural yield models, and regional case study data. They will build directly on prior geographical concepts—such as resource consumption, sustainability, carrying capacity, and environmental degradation—to contrast and evaluate agricultural practices across different scales. By extracting and synthesizing qualitative case study evidence from Burkina Faso and Mali with quantitative resource metrics, students will develop the data-handling, comparison, and
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	fluvial dynamics—students will develop the communication skills of trained geographers. Finally, by extracting and synthesizing qualitative landform descriptions with quantitative spatial and temporal data from areas like the Lake District, students will build the evaluative argument skills necessary for high-quality geographical assessments.		for their assessments. <u>Weather Hazards</u> Substantive Knowledge - Students will understand the global physical systems that drive weather patterns and the characteristics of extreme meteorological hazards. They will gain foundational knowledge of the global atmospheric circulation model, including cells, pressure belts, and surface winds, to explain the spatial distribution of tropical storms. Through focused study, students will learn the specific oceanic and atmospheric conditions required for the formation and development of tropical storms. Using a detailed case study of Hurricane Ian, they will examine the primary and secondary effects alongside immediate and long-term responses. Additionally, they will explore tropical storm management strategies—such as monitoring, prediction, protection, and planning—and evaluate extreme weather events within the UK using recent examples like Storm Arwen and domestic heatwaves. Analysis - Students will investigate the dynamic interactions within atmospheric systems and the varying vulnerability of human populations to extreme weather events. They will critically analyse how global circulation cells generate distinct climate zones and drive the intense low-pressure systems that fuel tropical hazards. By evaluating the impacts and management of Hurricane Ian, students will analyse how economic wealth and structural preparedness influence the severity of disaster effects and the overall effectiveness of the response. Furthermore, they will look critically at the rising frequency and intensity of UK extreme weather events, analysing the socio-economic and environmental consequences of	critical evaluation skills necessary to construct cohesive, well-supported geographical arguments for their GCSE assessments.
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				uncharacteristic heatwaves and powerful winter storms. Disciplinary knowledge – Students will utilise and interpret a range of specialized meteorological and geographical tools, including satellite imagery, synoptic weather charts, track maps of tropical storms, and climate data graphs. They will build directly on prior physical geography concepts—such as heat transfer, evaporation, and condensation—to sequence and explain complex atmospheric processes using highly precise technical vocabulary. By extracting and synthesizing qualitative and quantitative data from specific weather event case studies, students will develop the critical evaluation and data-handling skills necessary to construct well-justified arguments regarding the effectiveness of hazard mitigation and management for their GCSE assessments.	
Spring 2		<u>SoL - The Middle East.</u> Substantive Knowledge – Substantive Knowledge – Students will understand the physical and regional geography of the Middle East, locating its countries on a global scale and identifying its diverse populations. They will gain fundamental knowledge of the structural issues facing the region, exploring whether inequality is a systemic issue and examining the causal links between active conflict, regional instability, and heightened inequality. Additionally, students will explore the human geography of tourism, looking at why and where	<u>SoL - Population & Migration.</u> Substantive Knowledge – Students will understand the dynamics of global population growth, its relationship to resource availability, and how demographic shifts impact socio-economic development. They will gain fundamental knowledge of structural models used to track population changes over time, specifically focusing on the Demographic Transition Model and Population Pyramids. Through contrasting case studies, students will explore the distinct demographic realities and systemic impacts of a young population in Niger versus an	<u>Paper 1: Section B – Living World</u> Substantive Knowledge - Students will understand the distribution and characteristics of global large-scale ecosystems, focusing on tropical rainforests and hot deserts. They will gain foundational knowledge of how Global Atmospheric Circulation (GAC) drives the formation of these distinct biomes. Through structured exploration, students will learn about the physical characteristics of tropical rainforests—including soil fertility, nutrient cycling, vertical stratification, and plant and animal adaptations—and examine the causes of deforestation alongside	<u>SoL - Paper 3: Section A&B - Issue Evaluation & Fieldwork.</u> Substantive Knowledge - Students will be expected to apply their geographical knowledge to a new situation through critical thinking and problem solving by demonstrating their understanding by looking at a particular issue derived from the specification for AQA geography. Analysis This section is synoptic and the assessment will require students to use their learning of more than one of the themes so that they can analyse a geographical issue at a range of scales, consider and select a

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		people visit the Middle East, while developing an awareness of modern controversial strategies like sports washing and how they are used to reshape external perceptions. Analysis – Students will investigate how socio-political and economic forces interact to shape the modern Middle East. They will critically analyse the root causes of regional instability, evaluating how conflict acts as a primary driver of displacement, economic disruption, and deep-seated social inequality. By looking at the growth of global tourism alongside the concept of sports washing, students will analyse how nations use massive investments in sports and entertainment to divert international attention from human rights issues and project an altered, modernized global image. Disciplinary knowledge – Students will utilise and interpret a range of geographical and geopolitical resources, including locator maps, demographic charts, development indexes, and media articles. They will learn to apply key conceptual frameworks—such as economic, social, and gender inequality—to the region, critically assessing how wealth disparities are manifested spatially. By evaluating conflicting sources and examining soft power tactics like sports washing, students will develop the critical thinking skills required to look past superficial regional branding and objectively evaluate the human rights and geopolitical realities of the Middle East.	ageing population in Japan. Additionally, the unit examines state-led demographic management by studying the consequences of China's One Child Policy alongside an exploration of contemporary global migration patterns and immigration. Analysis – Students will investigate the human and economic challenges of shifting demographics by analysing how a country's population structure directly correlates with its level of development. They will examine the societal pressures of contrasting age distributions, looking critically at the resource and infrastructural strain caused by rapid growth in Niger compared to the economic and healthcare challenges facing an ageing workforce in Japan. By evaluating the relationship between population vs resources and tracking the push and pull factors behind immigration, students will analyse how both political policy and natural resource thresholds alter global demographic stability. Disciplinary knowledge – Students will use and interpret demographic tools and spatial data, including population pyramids, Demographic Transition Model graphs, and statistical tables to extract, analyse, and cross-compare global data sets. They will build the mathematical and analytical skills required to accurately decode population structures, identify changing birth and death rates, and predict future dependency ratios. By synthesizing evidence from specific state interventions, such as anti-natalist policies, alongside migration patterns, students will develop a nuanced framework for understanding the geographical impacts of population shifts on a local, national, and global scale.	sustainable management strategies and eco-tourism. Additionally, students will investigate hot deserts, learning about their physical characteristics, specialized biotic adaptations, the economic opportunities and challenges of desert development, and the physical and human causes and management of desertification. Analysis – Students will investigate the complex ecological relationships and human pressures within fragile biomes by critically analysing the concept of interdependence. They will examine how abiotic components like climate and soils directly dictate biotic survival, evaluating how evolutionary adaptations allow plants and animals to thrive in extreme environments. By looking critically at human interactions, students will analyse the environmental and economic trade-offs of exploiting these biomes, comparing the destructive impacts of commercial logging and agricultural expansion against sustainable alternatives. They will also analyse the systemic drivers of desertification, evaluating how climatic shifts and human land use interact to degrade arid environments. Disciplinary knowledge – Students will utilise and interpret a range of specialized ecological and geographical resources, including global biome maps, climate graphs (showing temperature and rainfall), nutrient cycle flow diagrams, and localised case study maps. They will build directly on prior Key Stage 3 concepts regarding pressure belts, atmospheric moisture, and human exploitation to model complex physical processes. By extracting and synthesizing qualitative case study data with quantitative metrics on rates of forest loss and land degradation, students will develop	possible option in relation to the issue(s) and justify their decision. The pre-release booklet is designed to test students' geographic skills, in that they can extract information and data from some source material and develop an understanding of this to complete the assessment. The theme for the booklet changes each year and is unseen until the Easter period, when it is released. Disciplinary knowledge - Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.
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				the critical evaluation and data-interpretation skills required to construct balanced, well-supported geographical arguments for their GCSE assessments.	
Summer 1	<u>SoL - Weather and Climate.</u> Substantive Knowledge - Students will understand the fundamental distinctions between short-term weather and long-term climate, mastering how atmospheric conditions are quantified using various meteorological measurement instruments. They will gain foundational knowledge regarding the origins of the UK's weather systems, identifying the dominant air masses that influence the nation's conditions. Through targeted exploration, students will learn about the social, economic, and environmental impacts created by weather events, identifying examples of extreme weather occurring both within the UK and across a global scale. Furthermore, they will investigate current trends to evaluate if weather events are becoming increasingly severe in the UK, while examining the distinct characteristics of different global climate zones and the specific behavioural and physiological ways people and animals adapt to these climates. Analysis – Students will investigate the driving atmospheric mechanisms and broader environmental pressures that generate varied weather patterns and global climate distributions. They will critically analyse how different air masses interact to create localized conditions, evaluating the immediate and systemic impacts that severe meteorological events impose on human societies and natural habitats. By comparing UK-specific hazards with catastrophic global phenomena, students will analyse patterns of severity, frequency, and risk	<u>SoL - Globalisation.</u> Substantive Knowledge – Students will understand the concept of globalisation and how increased global connectivity shapes economies, societies, and ecosystems. They will learn the definition of a Transnational Corporation (TNC) and examine how globalisation alters the nature of work, labor markets, and traditional cultures. Through explicit business case studies, students will discover the socio-economic impacts of established TNCs like Nike on China, alongside the contemporary disruptions caused by e-commerce and fast-fashion giants Shein and Temu. Additionally, the unit addresses whether fast fashion can ever be sustainable and explores the broader debate of whether globalisation can ultimately benefit people and the environment. Analysis – Students will investigate the socio-economic and environmental tensions created by a hyper-connected global economy. They will critically analyse the structural shifts in employment and manufacturing, evaluating the balance between economic development and labor exploitation in newly emerging economies like China. By looking at the rapid rise of ultra-fast fashion platforms, students will evaluate the environmental footprint of global supply chains and consumer habits. They will analyse competing perspectives to judge whether globalized corporate practices can be successfully adapted to foster sustainability and environmental preservation, or if they	<u>SoL - Issues in Geography.</u> Substantive Knowledge – Students will revise their learnings of human and physical geography over the last 3 years ahead of the trust assessment. Students will also be exposed to a pre-release booklet where they will learn how to extract information from a resource, to then use in an assessment. Analysis – Students will spend two lessons revising the physical and human geography they have learned from year 7, covering key topics such as the UK's physical features and the factors that influence different types of weather. Students will also revise their key human geography learnings such as the key terms from the development and urbanisation topics and their understanding of how development is different in different parts of the world. Students will then spend two lessons learning the issues evaluation booklet for that year's assessment, extracting the key issues and themes from the resource before assessing whether the issue is successful and/or should go ahead. This is equipping them with the key skills they will need should they choose to go on and study GCSE Geography. One lesson will be spent doing a walkthrough mock to get them prepared for their assessment. Disciplinary knowledge – Students will recap their key skills gained over the Key Stage 3 course such as utilising maps, graphs and written sources to apply to a variety of questions and to form and express their opinions on key issues in Geography.	<u>Paper 1: Section C. Physical Landscapes in the UK.</u> <u>SoL - Rivers</u> Substantive Knowledge – Students will understand how fluvial processes shape river landscapes from source to mouth across the UK. They will gain foundational knowledge of the long and cross-sectional river profiles and the sequential development of characteristic river landforms across the upper, middle, and lower courses. Students will learn about the physical and human factors that influence the severity and frequency of river flooding. Additionally, they will examine flood management frameworks by studying hard engineering strategies and analysing a localised case study of a specific flood management scheme implemented in Oxford. Analysis – Students will investigate the geomorphic mechanics and socio-economic challenges that characterize river basins by analysing the relationships between channel variables, energy, and landform development. They will critically analyse how physical processes like erosion, transportation, and deposition shift over space to create complex landforms, and interpret how drainage basin characteristics alter flood hydrographs by determining lag time and peak discharge. By evaluating the flood management scheme in Oxford, students will analyse the economic, social, and environmental costs and benefits of intervention strategies, judging how successfully human engineering protects vulnerable	GCSE PREP

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	escalation to determine if climate change is driving more extreme weather trends at a national level. Additionally, they will look critically at ecological and human survival strategies, evaluating how effectively various structural, physical, and behavioral adaptations mitigate the challenges posed by severe climate characteristics. Disciplinary knowledge - Students will utilise and interpret a diverse range of meteorological and climatological resources, including synoptic weather maps, air mass distribution diagrams, climate graphs charting temperature and rainfall, and meteorological data logs. They will build directly on prior geographical concepts—such as atmospheric circulation, scales of impact, risk, and environmental vulnerability—to classify atmospheric phenomena and track shifting global patterns. By incorporating precise technical vocabulary—including air masses, climate zones, meteorological measurement, and adaptation strategies—students will develop the professional language of physical geographers. Finally, by extracting and synthesizing quantitative weather data alongside qualitative case studies of extreme events, students will cultivate the analytical data-handling skills required to construct cohesive, evidence-based arguments for their geographical assessments.	inherently accelerate consumerism and resource depletion. Disciplinary knowledge – Students will utilise and interpret a variety of complex economic and human geography resources, including global supply chain maps, trade flow data, corporate sustainability reports, and environmental impact charts. They will build on prior Key Stage 3 concepts—such as industrialisation, cultural diffusion, and the role of TNCs in emerging nations—to construct a critical framework for assessing global interdependency. By extracting and synthesizing qualitative case study data with quantitative metrics on carbon emissions and labor standards, students will develop a consumer consciousness and the critical thinking skills required to evaluate the true human and physical costs behind their own consumption.		settlements from flood risks. Disciplinary knowledge- Students will utilise and interpret a range of advanced fluvial geographical tools, including Ordnance Survey (OS) maps, river cross-sections, long profile graphs, and flood hydrographs. They will build directly on prior Key Stage 3 physical geography concepts to identify specific upper, middle, and lower course landforms on maps and sequence geomorphic processes using highly precise technical vocabulary. By extracting and synthesizing spatial data with case study evidence from Oxford, students will develop the data-handling and critical evaluation skills necessary to construct well-supported, structured arguments for their GCSE assessments.	
Summer 2	<u>SoL - Russia.</u> Substantive Knowledge – Students will understand the unique scale and spatial vastness of Russia, investigating why it spans such an immense territory and exploring the physical geography and human geography that define its landscape. They will gain foundational knowledge of Russia's demographic	<u>SoL - Coasts.</u> Substantive Knowledge - Students will understand how marine processes shape dynamic coastal environments and influence the human geography of coastal communities. They will develop a foundational knowledge of how the sea actively affects the coastline through processes of erosion,	<u>SoL - Opportunities and Challenges in Africa.</u> Substantive Knowledge – Students will understand the complex physical and human landscape of Africa, challenging common geographical misconceptions by investigating the true size of Africa. They will explore unique physical features, such as the formation of the Great African Rift	<u>Paper 3: Section B</u> <u>SoL - Fieldwork</u> Substantive Knowledge – Students will take part in a field trip to Garstang to collect primary data in a physical and urban environment, with half the day dedicated to a river study and the other half to investigating the human impact on	

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profile, examining the diversity of its population alongside issues relating to human rights, safety, and quality of life. Through targeted investigation, students will learn how climatic conditions vary radically across this vast nation and analyse whether Russia qualifies as a global energy superpower. Furthermore, they will explore contemporary geopolitical dynamics, focusing on Russia's strategic territorial ambitions within the Arctic Circle, the underlying causes behind its invasion of Ukraine, and the multi-scale political and economic responses from the wider international community. Analysis – Students will investigate the complex physical, environmental, and geopolitical forces that govern Russia's internal structure and global relationships. They will critically analyse how its massive territorial scale drives extreme climatic variation across different regions, and evaluate how the distribution of physical environments shapes the country's broader human geography. By exploring demographic data and social issues, students will analyse inequalities to determine the extent to which safety and well-being vary across the population. Additionally, they will look critically at the geopolitical weaponisation of resources and space, evaluating how Russia uses its energy status and Arctic claims to project power, while analysing the causal mechanisms of the Ukraine conflict and the global effectiveness of subsequent international responses. Disciplinary knowledge – Students will utilise and interpret a diverse range of geographical resources, including regional maps, population density and demographic charts, climate graphs, resource	transportation, and deposition. Students will learn the step-by-step physical formation of distinctive landforms, including headlands, bays, and spits, and investigate why different types of beaches form along a shoreline. Finally, the unit explores human interactions at the coast, focusing on how humans use the coastline, the socio-economic features of coastal communities, and the diverse engineering strategies used to protect these fragile environments. Analysis – Students will investigate the physical mechanisms and human conflicts that characterize coastal landscapes by analysing the interplay between geology and wave energy. They will examine how discordant and concordant coastlines dictate the development of erosional features like headlands and bays, and evaluate how longshore drift leads to depositional features like spits. By looking critically at the human geography of coastal areas, students will analyse how rising sea levels and erosion threaten local populations, and evaluate the environmental and economic effectiveness of different coastal protection schemes. Disciplinary knowledge – Students will utilise and interpret a range of coastal geographical tools, including Ordnance Survey (OS) maps, cross-sectional landform diagrams, sediment sampling data, and aerial photography. They will build on prior Key Stage 3 physical skills to identify erosional and depositional landforms on maps and sequence geomorphic processes using precise technical language. By extracting and cross-referencing spatial data with human use statistics, students will develop the critical thinking skills required to weigh up competing stakeholder interests and evaluate the long-term sustainability of coastal	Valley and the distribution of Africa's diverse biomes. Turning to human and environmental challenges, students will learn about the drivers and impacts of desertification, alongside changing patterns of population and urbanisation across the continent. The unit also addresses global connections by examining international development, the geopolitics of resources, and targeted strategies to address food insecurity, using a specific infrastructure example like the Bagre Dam Analysis – Students will investigate how physical environments and human interventions interact to shape opportunities and challenges across the continent. They will examine how climatic forces cause desertification in fragile regions like the Sahel, and evaluate how rapid urbanisation alters socio-economic landscapes. By critically analysing international development and the geopolitics of resources, students will assess the balance of power between African nations and external global actors. Furthermore, they will evaluate the effectiveness of sustainable management schemes, measuring the success of local strategies to address food insecurity against larger engineering projects such as the Bagre Dam. Disciplinary knowledge – Students will utilise and interpret a variety of geographical representations, including map projections that correct for area distortion, cross-sectional profiles of tectonic rifting, and climate graphs representing different biomes. They will build on prior Key Stage 3 concepts—such as the Hadley Cell, global ecosystems, and population push-and-pull factors—to construct a detailed regional case study of a developing continent. By extracting	the town of Garstang. Analysis – Students will spend the morning at a river site where they will be collecting primary data around the hypothesis "Does a river's velocity increase as you move downstream." Students will be required to measure the depth and width of the river before recording how quickly the water is flowing. They will do this again at a site further downstream to determine whether they can accept or reject their hypothesis. The second half of the day is devoted to conducting an environmental impact assessment in Garstang and conducting a traffic count to ascertain how busy the town gets and whether this correlates with their impact assessment. This information and the skills they gain will be assessed in their paper 3 exam. Disciplinary knowledge – Students will have to complete a risk assessment, create a hypothesis, record and present data and conclude on their findings for both the physical and human fieldwork. All of these are key geographical skills outlined by the national curriculum	
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	infrastructure maps, and political timelines. They will build directly on prior physical and human geography concepts—such as scale, spatial distribution, demographic diversity, resource dependency, and geopolitical conflict—to construct a framework for evaluating national and global dominance. By employing precise technical vocabulary—including human geography, physical geography, energy superpower, territorial claim, and international sanctions—students will communicate using the language of academic geographers. Finally, by extracting and synthesizing quantitative resource and demographic metrics with qualitative political and historical case data, students will build the evaluative argument skills necessary for high-quality assessments.	management choices.	and cross-referencing qualitative data on resource distribution with quantitative developmental indicators, students will develop the critical thinking skills needed to evaluate the long-term success of multi-scale aid and environmental management strategies.		
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