GEOGRAPHY CURRICULUM JOURNEY

Together we belong, develop character and achieve excellence.

Curriculum overview

The Geography Tier 3 curriculum develops pupils' understanding of place, space, scale, interdependence, physical and human processes, inequality, sustainability, risk and geographical decision-making from Year 7 to Year 13. Each year is organised into two semesters, with all original schemes and curriculum content retained within the relevant semester.

BUILDING ON KEY STAGE 2 GEOGRAPHY

- Locational knowledge of the world, the United Kingdom, countries, regions and key physical and human features.
- Place knowledge through comparisons between contrasting locations and scales.
- Physical and human geography, including climate, rivers, mountains, settlements, land use, economic activity and natural resources.
- Geographical skills and fieldwork using maps, atlases, globes, compass directions, grid references, data and observation.

Tier 3 curriculum structure

Powerful knowledge	Components and end points	Fieldwork and vocabulary
Processes, places, people and decision-makers, inequality, sustainability, risk and the disciplinary skills needed to think geographically.	The component knowledge and skills pupils build towards increasingly complex explanations, evaluations, decisions and enquiries.	Fieldwork, maps, data, writing, decision-making and precise geographical vocabulary are revisited across years and key stages.

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Year	Semester	Scheme of Learning	Powerful Knowledge / Threshold Concept links	Composites and their components	End Points	Word Revolution
7	1	What is my place in the world (human) What is my place in the world (physical) Population and migration	Process: Development is the process of a country or area improving socially and economically (inc job types). People and decision makers: Human geography is to do with how humans live (social) and work (economic). Variations in population density and how it impacts life in rural and urban areas, creating both positives and negatives Inequality: Levels of development vary widely across the globe Skills: Describe geographical patterns in simple sentences. Locate continents and oceans. Process: The physical world has formed over millions of years through shifting tectonics. Weathering and erosion shape geology today, by weakening and removal of rock. Water moves around the world in the water cycle. People and decision makers: Life in rural areas Skills: Compass direction (8 point), features (on an OS map), 4 figure grid references. Climate graph interpretation Process: Populations change, grow, and shrink, as well as migrate. Skills: Line graphs, interpretation of maps, empathy, population pyramids Basic revision techniques (flashcards/mindmaps) – pre assessment 1	Composite: Understand the variation in human geography between contrasting places and scales. Components: Knowledge: What is development? Continental variation in development Difference between urban and rural areas (sparsely/densely populated) Variation between urban areas in the UK. Skills: Locate continents Locate relevant named cities in the UK (Leeds, Bradford, London). Composite: Understand different processes have shaped the physical world. Components: Knowledge: Physical geography is to do with the natural world Key features of UK physical geography The physical environment is used by humans and creates conflict. Tectonics have moved the continental plates – evidence today of earthquakes Processes of erosion and weathering shape the world today The water cycle moves water around the earth, creating weather Skills: Write directions using 8 point compass Identify locations using a 4 point compass Interpret a climate graph Composite: Understand the reasons why, and impacts of, population change. Components: Knowledge: Populations change naturally, through birth rate and death rate There are challenges and opportunities that arise from different population structures Migration is the movement of people from one place to another to live Push and pull factors cause people to migrate Migration has positive and negative impacts for both the host and source country Skills: Interpret a line graph Interpret a choropleth map Read and interpret a population pyramid	End points: Compare the UK (HIC) with of countries with differing development. Describe differences between rural and urban areas (challenges and opportunities). Locate and name continents. End points: Describe the physical processes that shape the world today. Explain how human conflict occurs in the natural environment. Use an OS map. End points: Explain why populations change. Explain why people migrate and the impacts.	Geography Physical Human Continent Development Life expectancy Literacy rate Income Primary jobs Secondary jobs Tertiary jobs Urban Rural Sparsely populated Densely populated Climate Core Mantle Crust Tectonic plates Precipitation Weathering Erosion Condensation Evaporation Geology Conflict Pollution Demographics Migration Push factors Pull factors Host country Source country Impact/effect Refugee
7	2	Climate change Biomes Fieldwork	Risk and its management: Global climate change poses risk to people, the economy, and the environment. Inequality creates vulnerability to risk Sustainability and the future: Understand some of the impact of human actions on the future. People and decision makers: People make decisions about the environment – e.g. how cities expand, how resources are used. Skills: Students can make geographical decisions backed up with evidence. Process: The natural world is made of living and non-living things which have a complex interdependence. Sustainability and the future: There is a necessity to balance the need for social and economic progress and prevent environmental destruction: both are vital	Composite: Understand the risk of climate change Components: Knowledge What is climate change? Human causes of climate change Effects of climate change at a variety of scales Reponses Skills Decision making skills Using evidence to back up decisions Composite: The natural world holds a complex interdependence between both its physical and human features. Components: Knowledge: Ecosystems are made of living and non-living things that rely on each other Biomes are large scale ecosystems of	End points: Explain the risk of climate change and how it can be managed. End points: Describe how human and physical aspects of biomes and ecosystems rely on each other. Describe how different groups of humans interact with the natural environment. Explain how the natural environment can be managed in a sustainable way. End points: Completion of fieldwork process externally (outside of school).	Greenhouse gases Greenhouse effect Climate change Risk Response Biome Ecosystem Interdependence Indigenous Fieldwork Data Conclusion Evaluation

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			for the future of the planet. (Amazon rainforest). Recognition of the conflict between development and sustainability. Risk and its management: Human actions pose a risk to the complex interdependence of biomes at a local and global scale. A variety of strategies exist for managing risk Skills: Writing in a PEE paragraph Process: The process of fieldwork is used to investigate the world around us. Risk and its management: A variety of strategies exist for managing risk. Skills: Behaviour on a trip	complex interdependence Indigenous people have managed biomes for thousands of years Due to challenges of uneven development, humans today impact biomes, creating a conflict between development and preservation of the natural world. A variety of strategies exist for managing the conflict between development and sustainability. Skills: Use a PEE paragraph to explain impacts of rainforest destruction Composite: The process of fieldwork is used to investigate the world around us. Components: Knowledge: What fieldwork is Steps of fieldwork Skills: Planning, conducting, and presenting fieldwork		
8	**1**	Natural hazards Globalisation Weather and climate	People and decision makers Political decisions impact responses to hazards. Process: Tectonic processes create hazards Inequality: Inequality shapes the impacts of natural hazards, exacerbating and creating risk. Risk and risk management: Natural hazards pose risks to humans and human life. Humans respond to these risks along a variety of time scales. Skills: Begin to work on independent tasks with less teach support People and decision makers: TNCs shape the global economy Process: Globalisation has emerged as transport and communication have improved over time Changing industrial structures are powerful forces in shaping countries and areas. Inequality: Globalisation is a force of inherent inequality, both shaped by and shaping inequality. Skills Writing: Making a judgement in writing: PEEL paragraph Decision making: Geographical decisions are nuanced and can be made along a spectrum. Process: The water cycle acts in different ways in different locations; creating different climates Inequality Development is a key factor in determining the impacts of natural hazards. Risk and risk management There are strengths and weaknesses to risk management strategies.	Composite – Countries respond differently to hazards depending on their level of development. Components Knowledge What is hazard? (Tectonic, geomorphological, atmospheric and biological) Causes of tectonic hazards (tsunamis). General impacts of specific hazards (primary and secondary) How do responses to a hazard vary in countries with differing levels of development? Skills Explain the impacts of hazards independently, using extended writing. Composite The world has been and continues to be shaped by the process of globalisation Components Knowledge What is globalisation? Historic evolution of globalisation How improvements in transportation and communication have influenced globalisation Impacts of globalisation in countries with differing levels of development. Challenges of globalisation Sectors of industry How industries develop and change as a country develops Development and impacts of containerisation Skills Making geographical decisions along a spectrum using evidence to support the argument Displaying this in a PEEL paragraph Composite Weather and climate vary across the world and have significant impacts for the countries they affect. Components Causes of different types of weather – air pressure, differences in solar energy Human and physical factors impact the water cycle to cause weather hazards like flooding Extreme weather is weather outside of	End points Explain how tectonic processes create hazards. Explain how the impacts, responses and planning for hazards varies due to a variety of risk factors, including development End point How has the world changed as a result of globalisation? What has the impact of globalisation been on HIC’s, NEE’s and LIC’s? End point To be able to explain the causes of weather in different locations Compare and contrast the impacts of extreme weather in countries with differing levels of development.	Natural hazard Hazard risk Plate boundaries Atmospheric Primary Secondary Immediate response Long term response Word revolution Globalisation Transportation Communication Deindustrialisation TNC Air pressure Solar energy Coriolis effect Tropical storm Tornado Prediction

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				the usual pattern – this looks different in different parts of the world. How does extreme weather impact countries at different levels of development Prediction, preparation and planning for hazards		
8	**2**	Urban life Cold environments Fieldwork: water cycle	People and decision makers: Life in urban areas varies globally. Life in urban areas creates a diverse range of challenges and opportunities. Process: Urbanisation is a transformative process that brings industrial change and social challenges Inequality: Urbanisation can create inequality within a country and within cities Sustainability and the future: Life in cities can be made more sustainable. Sustainability is an important consideration for managing risk Skills: Students work on group tasks in school with less teacher support Process The water cycle acts in different ways in different locations, creating different climates People and decision makers: Political decisions impact responses to hazards Risk and risk management: Humans pose a risk to the natural environment Skills: Make a judgement in writing. Decision making: Geographical decisions are nuanced and can be made along a spectrum Skills: Writing: Making a judgement in writing – PEEL paragraph. Personal Begin to work on independent tasks with less teach support. Work on group tasks in school with less teacher support. Graphical: Interpreting choropleth maps, and scatter graphs Maps: 6 figure grid references. Location: Lat/long	Composite: Urbanisation creates challenges and opportunities. Components: Knowledge: Urbanisation is the growth of towns and cities Migration causes urbanisation Rapid urbanisation transforms cities, creating growth and opportunity Rapid urbanisation creates challenges for cities, and the rural areas left behind (inequality) Rapid urbanisation transforms cities, creating growth and opportunity There are a variety of strategies for life in cities to improve. Skills: Decision making exercise Composite: Polar environments are unique in both their human and physical characteristics. Components: Characteristics of polar environment History of human interaction with polar environments – contrast between indigenous groups of the Arctic and polar exploration of the Antarctic. Current challenges facing polar regions Responses to challenges of polar regions Composite: Design and conduct in school fieldwork on microclimates Components: Knowledge: What is a microclimate What factors impact microclimate? Skills: Comparing methods of data collection Selecting most useful methods of data collection Collecting data using geographical equipment Presenting data Evaluating and concluding fieldwork	End point: Explain how and why life in cities can be made more sustainable End points: Explain the unique human and physical characteristics of polar environments Make a judgement about possible futures of polar environments. End points: Design, conduct, and evaluate in school fieldwork.	Urbanisation Squatter settlement/slum Sustainability Polar Mineral extraction Evaluation Conclusion Microclimate
9	**1**	Hydrological cycle and external fieldwork Clothes Life on the edge	Process: hydrological cycle, fieldwork Skills- personal: planning fieldwork, working with others People and decision makers: Clothing production can cause conflict. International organisations influence the clothing global supply chain. Evaluating who is responsible in the clothing global supply chain. Sustainability and the future: How clothing can be made more sustainable. Decision making: deciding who is most responsible for the negative consequences that the clothing industry has. Skills- Personal: empathy with workers in NEEs (Rana Plaza) Risk and risk management: Students understand some people choose to live in	Composite: Investigate the water cycle in the world Components: Knowledge- Processes of the water cycle Steps of fieldwork Skills- Measuring infiltration rates Recording data Composite: Understanding the impacts of clothing production on multiple stakeholders. Components: Knowledge- Global supply chain: Where are clothes made and sold? The environmental, economic and social impacts of clothing production	Create a mini fieldwork write-up/report End points: Describe the social, economic, and environmental challenges of the clothing industry Explain how the clothing industry can be improved, evaluate who should take action to do this. End points: Evaluate why people live in risky areas Explain the formation of volcanoes	Surface run off Infiltration Saturated Impermeable Permeable Throughflow Global supply chain Industrial Revolution Fast fashion NEE Environmental TNC Alternative Fashion Transparency Index Shield volcano Pyroclastic flow Volcanic bomb Caldera

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			risky environments, and what life can look like there. Students understand the role of different players in managing risk. Process: Tectonic hazards form through a diversity of tectonic processes People and decision makers: Students should evaluate different viewpoints on geographical issues	What is sustainability? What can we do to improve the clothing industry? Skills- Group work, empathy and decision making Composite: People live in risky environments for a variety of reasons; life here can be managed with different degrees of success. Components: Knowledge: Risky environments locally (coastal) Distribution of volcanoes Formation of volcanoes Living on a volcano Why people live in areas of high risk How risk is managed Conflict over risk management		Crater Supervolcano
9	2	Conflict Glaciation Global futures	People and decision makers: conflicts occur at different scales and between different actors. Inequality: can cause conflict. Risk management: and conflict resolution. Students understand the role of different players in managing risk. Sustainability and the future: there are no single solutions to global challenges Skills- Personal: empathy for those living with conflict. Decision making: different stakeholders will form and hold a variety of opinions on geographical issues Process: formation of glaciers and how they shape the landscape by erosion, transportation and deposition. Skills- writing: developing explanation People and decision makers: International organisations play a significant role in making decisions about the future of the human and physical planet. Inequality: Stakeholders have a role in managing inequality. Causes of inequality – historical colonisation, trade policies, and their consequences Sustainability and the future: Sustainability is complex and there are no single solutions to global challenges. Students assess sustainability solutions and their trade offs	Composite: Understand the causes and impacts of conflict on a variety of scales Components: Knowledge- What is conflict? Conflict – the causes and impacts – at a local, regional, national, and international scale Challenges of conflict resolution Skills- Groupwork, empathy, decision making and debating Composite: Understand how landscapes have been shaped by glaciers. Components: Knowledge- What are glacial and interglacial periods? What are glacial processes (erosion, transport and deposition)? Recognise and explain the formation of erosional and depositional glacial landforms. Skills- Recognising physical features on maps. Composite: There are significant and complex challenges facing the world, and therefore the potential solutions	End point: Explain the impacts of conflict at a variety of scales End points: Explain how glacial processes shape the landscape past, present, and future.	Conflict War Stakeholder Urban Gentrification Local Regional National International Hostage Piracy Glacial Interglacial Glacial erosion Abrasion Plucking Corrie Arete Pyramidal peak Transportation Deposition Moraine Weathering Erratic Drumlin Bulldozing Tourism
10	1	Urban global Rivers Urban UK	Process Students understand the causes of urbanisation and how this causes global variation in patterns of urbanisation. People and decision makers: Students understand the challenges and opportunities of life in urban areas in a variety of areas of differing levels of development and what efforts are made to improve these areas. Sustainability and the future Students understand the aspects of sustainable urban life Skills Decision making: Students can assess different viewpoints and weigh up advantages and disadvantages.	Composite: Students should understand the causes and consequences of urban growth, particularly in LICs and NEEs, and be able to evaluate how cities respond to the challenges and opportunities it brings. Components: What is urbanisation and why is it happening? How urban growth patterns vary globally Causes of urban growth – the role of migration and natural increase Megacities – what they are, where they're found, and why they're growing Opportunities and challenges – social, economic and environmental Urban planning – how city planning can improve living conditions for the urban	End points: Describe global urbanisation patterns and trends Explain the causes of urban growth Evaluate the opportunities and challenges created by urban growth, using a case study of a major LIC/NEE city Explain how urban planning can be used to improve quality of life in rapidly growing cities. End points: Explain how river processes shape landscapes, including key erosional and depositional landforms. Use case study examples to identify and describe river landforms and understand changes along the river profile.	Dereliction Megacities Natural increase Rural-urban fringe Deprivation Squatter settlement Traffic congestion Abrasion Attrition Cross profile Dam/reservoir Discharge Embankments Estuary Floodplain Floodplain zoning

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			Process Students understand how different fluvial processes shape rivers, and the factors that influence these processes. Analysis of the interactions between human and physical processes – e.g. in river management Risk and risk management Students know how rivers pose risks to humans, and the strategies that are used to manage these risks. Evaluation of risk management strategies and assessment of effectiveness Sustainability and the future Students understand the complexity of finding sustainable solutions to problems caused by human interaction with the natural world Process Students understand the causes of urbanisation and how this causes global variation in patterns of urbanisation. People and decision makers: Students understand the challenges and opportunities of life in urban areas in a variety of areas of differing levels of development and what efforts are made to improve these areas. Sustainability and the future Students understand the aspects of sustainable urban life Inequality Exploration of the impacts of urban inequality. Skills: Writing: Students can write structured answers using PEEL, in response to GCSE exam questions	poor Composite: Students should understand how river valleys and landforms develop through fluvial processes and evaluate how rivers are managed to reduce flood risk and protect landscapes. Components: How a river changes from source to mouth – long and cross profiles Fluvial processes – erosion, transportation, and deposition Landform formation – how different landforms develop through these processes Case study of the River Tees Flood risk factors River management Composite: Students should understand how urban change in UK cities creates both opportunities and challenges, and how regeneration and sustainability strategies are used to manage them. Components: UK urban distribution – where people live and where major cities are City case study – location, importance and impact of migration on London Opportunities and challenge in London Urban sprawl and regeneration Urban sustainability	Evaluate flood management strategies, considering their social, economic, and environmental impacts. End points: Describe how urban change has shaped a UK city, including migration impacts and regeneration. Evaluate the social, economic, and environmental opportunities and challenges facing UK cities. Explain how sustainability is promoted through urban planning and transport strategies.	Flood relief channels Fluvial Gorge Hydraulic action Hydrograph Interlocking spurs Lateral erosion Levees Long profile Meander Ox-bow lake Precipitation Saltation Solution Suspension Traction Brownfield site Greenfield site Integrated transport Rural-urban fringe Urban greening Urban regeneration Urban sprawl
10	**2**	Coasts Fieldwork Resources	Process Students understand how different coastal processes shape coasts, and the factors that influence these processes. Analysis of the interactions between human and physical processes – e.g. in coastal management Risk and risk management Students know how coasts pose risks to humans, and the strategies that are used to manage these risks. Evaluation of risk management strategies and assessment of effectiveness Sustainability and the future Students understand the complexity of finding sustainable solutions to problems caused by human interaction with the natural world Risk and risk management Students understand the threats facing the natural environments and how they can be managed. Skills Maps: Using GIS for simple analysis, interpreting more detailed thematic maps. Use of OS maps should be embedded. Personal: Students complete external fieldwork, and can work in groups and independently. Inequality: Students understand the global distribution of resources is unequal and know the physical and human reasons behind this.	Composite: Students should understand the physical processes that shape the UK's diverse coastal landscapes and evaluate how these areas are managed to reduce the impact of natural processes. Components: UK landscape overview – The distribution of upland, lowland areas, and major river systems. Wave and coastal processes – Types of waves and how processes like erosion, transportation, and deposition shape the coast. Weathering and mass movement Landform formation – How erosion and deposition create features like headlands, beaches, spits, and more. Case study of a UK coastline Coastal management – Hard, soft, and managed retreat strategies, with a case study exploring their effects and conflicts. Composite: Students should understand and apply the full geographical enquiry process—from planning and data collection to analysis, conclusion, and evaluation—through two contrasting fieldwork investigations. Components: Planning an enquiry – Choosing suitable questions, understanding geographical theory, and identifying risks. Collecting data – Using appropriate methods to gather and record both	Describe how physical processes shape coastal landforms and how geology influences these features. Explain the formation of specific erosional and depositional landforms with reference to a UK coastline. Evaluate different coastal management strategies, including reasons for their use, impacts, and associated conflicts. End points: Carry out structured geographical enquiry, using appropriate methods of data collection in physical and human environments. Interpret and analyse fieldwork data, using a range of presentation and analytical techniques. Draw evidenced conclusions and evaluate the enquiry process, including limitations and suggestions for improvement. End points Explain importance of food, water and energy Describe and evaluate global and UK specific issues related to supply and demand of resources Assess the causes and consequences of food insecurity	Abrasion Arch Attrition Bar Beach Beach nourishment Beach reprofiling Cave Cliff Deposition Dune regeneration Gabion Groyne Hard and soft engineering Hydraulic action Longshore drift Managed retreat Mass movement Rock armour Sea wall Spit Wave cut platform Primary data Secondary data Quantitative Qualitative Stratified Systematic Random Sampling Valid Accurate Reliable Agribusiness

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			Skills Graphical: Analysing more complex graphs, including multiple-variable graphs.	primary and secondary data in the field. Presenting data – Selecting and applying effective visual and graphical techniques to display results. Analysing data – Interpreting data, identifying patterns and anomalies, and applying statistical techniques. Drawing conclusions – Linking findings back to the original question or hypothesis. Evaluating the enquiry – Considering the reliability of data and conclusions, and suggesting improvements. Composite: Students should understand how the global demand and unequal access to food, water, and energy impact human development, and be able to evaluate the challenges and opportunities this creates, as well as explore a range of strategies—including sustainable solutions—for managing these essential resources. Components: What is a resource Why resources matter Uneven global distribution of resources UK resource issues – changing demand for resources in the UK creates challenges and opportunities Food insecurity and solutions Sustainable management – how resources are managed sustainably to secure future supplies		Carbon footprint Energy mix Food miles Fossil fuels Local food sourcing Organic produce Resource management Aeroponics Biotechnology Famine Food insecurity Food security Hydroponics Irrigation Permaculture Sustainable food supply New green revolution Undernutrition
11	**1**	Economic global Hazards tectonic Economic (UK)	Process: how and why economies change over time People and decision makers: social and economic measures of development Inequality: causes and consequences of economic inequality Sustainability and the future: strategies to reduce the development gap Skills- writing: exam-style longer answer responses Process: tectonic processes at different plate boundaries Risk and risk management: factors that increase hazard risk, how we can manage risk from tectonic hazards through monitoring, prediction, protection and preparation. Inequality: how impacts and responses to tectonic hazards differ between countries. Process: how and why economies change over time People and decision makers: social and economic measures of development Inequality: causes and consequences of economic inequality Skills- writing: exam-style longer answer responses	Composite: Understand how and why varying economies exist around the world and how they change over time. Components: Knowledge- What is an economy? How do we measure economic development? Demographic transition model, and how it links to levels of development What is inequality, why does it exist and what are its impacts? How can the development gap be reduced? Case study of rapid development Skills- 6 mark and 9 mark questions Composite: Understand the causes, impacts and responses of tectonic hazards. Components: Knowledge- What are the types of natural hazard? What happens at each tectonic plate boundary? What are the impacts and responses of tectonic hazards in countries of differing levels of development? (case studies) Reducing risk of hazards – why people live in hazardous areas and how monitoring, prediction, protection and planning can solve it. Skills- 6 mark and 9 mark questions Composite: Understand how and why the	End points: Explain global patterns of development, how it is measured, and the causes of uneven development. Evaluate strategies used to reduce the development gap, including specific examples such as tourism. Describe and assess the impacts of rapid economic development in a named LIC or NEE on its people, environment, and global position. End points: Explain the processes at plate margins and how they cause earthquakes and volcanoes. Compare the effects and responses to a tectonic hazard in areas of different levels of wealth using case studies. Evaluate how hazard risk can be managed and reduced through different strategies. End points: Explain how and why the UK economy has changed, and the impacts of this change on employment and the environment. Evaluate strategies used to address regional inequalities, such as infrastructure investment and local development. Describe the UK's global economic and political links, and how these influence its future growth.	Development indicator Development GNI HDI Literacy rate -Demographic Transition Model Landlocked Consequence Disparity International migration Investment Aid Intermediate technology Fairtrade Debt relief Microfinance loans TNC Natural hazard Tectonic hazard Plate margin Earthquake Volcano Distribution Primary effect Secondary effect Immediate response Long-term response Management Monitoring Prediction Protection Planning De-industrialisation Globalisation Post-industrial economy Service industries Science park Business park

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				UK economy has/is changed/changing. Components: Knowledge- What are the causes of economic change in the UK and what are the features of a post-industrial economy? What changes are happening in rural areas? What is the north-south divide and how can it be reduced? What is the place of the UK in the wider world? Skills- 6 mark and 9 mark questions		Sustainable Rural Population growth Population decline Infrastructure North-South divide Regional European Union Commonwealth
11	**2**	Hazards (weather) Pre release N/A	Process: global atmospheric circulation, formation of atmospheric hazards (tropical storms) Risk and risk management: factors that increase hazard risk, how we can manage risk from atmospheric hazards through monitoring, prediction, protection and preparation. Inequality: how impacts and responses to atmospheric hazards differ between countries. People and decision makers: how different stakeholders make decisions Skills- decision making: justifying decisions using multiple perspectives N/A	Composite: Students should understand how global atmospheric circulation, tropical storms, extreme weather in the UK, and climate change impact people and the environment, and evaluate how risks can be managed through mitigation and adaptation. Components: Knowledge- What is the global atmospheric circulation model? How do tropical storms form and move? What are the impacts and responses of atmospheric hazards in countries of differing levels of development? (case studies) Evidence for and causes of climate change. Mitigation and adaptation strategies for climate change Skills- 6 mark and 9 mark questions Composite: To critically understand and evaluate a contemporary geographical issues using a range of sources, applying their knowledge and skills from the course to reach a justified decision Components: Understanding the issue – Interpreting the theme and context using pre-release resources. Geographical skills – Applying maps, graphs, statistics, and other visual data to analyse the issue. Synoptic thinking – Drawing on knowledge from both physical and human geography across multiple themes. Stakeholder viewpoints – Identifying different perspectives and interests related to the issue. Decision-making – Weighing up options by considering pros, cons, and consequences at different scales. Justification and evaluation – Making and defending a final decision with evidence, and reflecting on its impacts. N/A	End points: Explain how global atmospheric circulation and physical conditions create tropical storms and how their impacts can be managed. Describe and evaluate the causes and impacts of extreme weather in the UK, supported by case study evidence. Explain the evidence, causes, and effects of climate change, and assess how it can be managed through mitigation and adaptation strategies. End points: Interpret and analyse a contemporary geographical issue using secondary sources and a range of geographical skills. Evaluate different viewpoints and proposed solutions in relation to both people and the environment. Make a justified decision based on a balanced consideration of evidence and potential impacts. N/A	Global atmospheric circulation model Low pressure High pressure Tropical storm Cumulonimbus clouds Eye Eye wall Climate change Primary effect Secondary effect Immediate response Long-term response Management Monitoring Prediction Protection Planning Stakeholder N/A
12	**1**	Regeneration Globalisation	Process: Students understand the process of regeneration: how stakeholders shape it, how it impacts stakeholders and the environment, and how its success can be measured.	Composite: Students should understand how and why local places change, the need for regeneration, and how success is evaluated. Components:	End points: Explain why regeneration is needed in some areas. Describe how regeneration strategies vary across different places.	Economic restructuring Gentrification Rebranding

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Year	Semester	Scheme of Learning	Powerful Knowledge / Threshold Concept links	Composites and their components	End Points	Word Revolution
		Coasts	Inequality: Students understand why places experience social and economic differences. Sustainability and the future: Debate and justify policy recommendations for sustainable development Process: The process of globalisation has developed over the long term, with a variety of drivers, and exists today with flows of capital, people, goods, and information. People and decision makers: Students understand the complexity of groups of stakeholders, the reasons behind opinions and how they shape physical and human experiences. E.g. geopolitics, economic models, ethical considerations Inequality: The process of globalisation has been shaped with inherent inequality, creating winners and losers. Critically assess global patterns of inequality Sustainability and the future: Students can balance the completing arguments for coastal management in the future and come to a decision. Students evaluate the consequences of globalisation and consider how these can be measured. Process: Students understand human and physical processes that determine the type of coastline. Risk and risk management: Student know risks on the coastline, including what stakeholders are at risk, and how those risks are managed, past, present and future. Sustainability and the future: Students can balance the completing arguments for coastal management in the future and come to a decision.	Place variation – Economic sectors, employment patterns, inequalities. Changing places – Functions, demographic and physical influences. Connections and perceptions – How past and present factors shape places. Need for regeneration – Economic decline and social deprivation. Regeneration strategies – Infrastructure investment, rebranding, government initiatives. Success of regeneration – Different measures of success and impact on people. Composite: Students should understand the causes, effects, and tensions created by globalisation and assess how different players respond. Components: Drivers of globalisation – Transport, ICT, political and economic decision-making. Uneven impacts – Winners, losers, and disconnected regions. The global shift – Economic restructuring and environmental impacts Migration and cultural change – Megacities, diaspora growth, cultural diffusion. Development gap – Measuring development, income inequality, environmental concerns. Responses to globalisation – Localism, fair trade, ethical consumption. Composite: Students should understand how coastal systems work, create distinctive landforms, and how coasts are managed sustainably against natural and human threats. Components: Coastal system basics – Littoral zone, classifications, geological influences. Processes and landforms – Marine erosion, deposition, weathering, mass movement. Sea-level change – Emergent and submergent coastlines, risks from rising sea levels. Coastal hazards – Rapid erosion, flooding, physical and human causes. Hard and soft engineering – Approaches to coastal protection. Integrated Coastal Zone Management (ICZM) – Holistic approaches and policy conflicts.	Evaluate the success of regeneration projects. End points: Explain the causes and acceleration of globalisation. Evaluate the social, economic, and environmental impacts of globalisation. Assess responses to globalisation and sustainability strategies. End points: Explain how physical processes shape coastal landscapes. Describe and assess strategies for managing coastal erosion and flooding. Evaluate sustainable management approaches using case study examples.	Regeneration Post-industrial economy Deprivation indices Place attachment Lived experience Infrastructure investment Inequality Global shift Time-space compression TNCs (Transnational Corporations) Glocalisation Diaspora KOF Index AT Kearney Index Deindustrialisation Cultural diffusion Localism Littoral zone Longshore drift Subaerial processes Coastal erosion Concordant and discordant coasts Sediment cell Isostatic change Sea-level rise Hard engineering Integrated Coastal Zone Management (ICZM)
12	**2**	Water NEA	Process: Students understand how the water cycle operates. Sustainability and the future: Students understand the threats to water cycle in the future and the management of those threats Risk and risk management: Students understand how risks to supplies of useable water and how they are managed. Analyse risk through vulnerability models and assess the effectiveness of adaptation strategies Skills: Writing: Students can structure extended writing	Composite: Students should understand the operation of the water cycle and assess how water insecurity affects societies and environments. Components: Water cycle processes – Inputs, stores, flows, outputs. Drainage basins as systems – Hydrological processes and human disruptions. Global water budget – Sources, stores, and fluxes. Causes of water insecurity – Physical, economic, and political factors. Impacts of water insecurity – Conflicts, development issues, environmental consequences. Managing water supply – Hard and soft strategies, sustainability.	End points: Explain how the global water cycle operates. Assess the causes and consequences of water insecurity. Evaluate strategies for sustainable water management. End points: Design and carry out an independent geographical investigation, including fieldwork and secondary research. Analyse and present findings effectively, using appropriate techniques to explain patterns and relationships. Critically evaluate the investigation, discussing reliability, limitations, and links to wider geographical contexts.	Drainage basin Water budget Flood hydrograph Water insecurity Saltwater intrusion Hard engineering (dams, reservoirs) Virtual water Desalination Over-abstraction Integrated Water Resource Management (IWRM)

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Year	Semester	Scheme of Learning	Powerful Knowledge / Threshold Concept links	Composites and their components	End Points	Word Revolution
			to make evaluative decisions which weigh up a variety of factors. Data and evidence are integrated into explanation. Decision making: Decisions have a variety of strands and scales: long/short term, local/national/global, and stakeholders will represent a multitude of nuanced opinions along these axes. Graphical: Students can interpret a wide variety of complex graphs, including relationships in data. Maps: Students can interpret and complete a variety of cartographical representations. Analysing satellite images, aerial photograph, and GIS outputs. Personal: Students know how to research independently. Students know how to work with others in designing independent investigations. Students work in a group and partners with little teacher support.	Composite: Students should independently plan, conduct, analyse, and evaluate a geographical investigation, demonstrating fieldwork, research, data analysis, critical thinking, and extended writing skills based on a topic from the specification. Components: Defining a question – Formulating a clear investigation focus based on compulsory or optional content, supported by background research. Planning and data collection – Designing appropriate fieldwork methodologies, including sampling strategies and equipment selection. Data presentation – Using diagrams, graphs, maps, and geospatial technologies to effectively present findings. Data analysis – Applying analytical techniques to interpret primary and secondary data in relation to the investigation focus. Drawing conclusions and evaluation – Interpreting findings critically, evaluating methods and data accuracy, and reflecting on the reliability and representativeness of results. Contextualising findings – Linking results to broader geographical contexts and recognising ethical considerations in field research.		Hypothesis Primary data Secondary data Sampling methods Fieldwork methodology Data presentation Data analysis Critical evaluation Reliability and validity Geographical context
13	**1**	Health, human rights, and intervention Superpowers Carbon	Process: Students understand the complex interrelationships between health and human rights People and decision makers: Students have an in depth understanding of what human development and human rights are, and why they are important. Students know how and why interventions have taken place, and can evaluate their success. Inequality: Students understand the global, national and regional variations in development and human rights. Synthesize multiple perspectives on inequality, proposing solutions grounded in economic, social, and political analysis Risk and risk management: Geopolitical interventions both address and create risk. This risk must be managed, with varying degrees of success. Inequality: Students understand what makes a country powerful and why some countries are considered superpowers. Use theories (e.g. dependency theory, Rostow's model) to do this Process: Critically evaluate the dynamic nature of physical and human processes and their uncertainties Sustainability and the future: Students know how patterns of power have changed and how superpowers establish and maintain power. Students use this to consider how the role of superpowers may change in the future. Process: Students understand how the	Composite: Students should understand the patterns of health and human rights, the reasons for intervention, and evaluate their outcomes. Components: Defining health and human rights – Key measures and patterns globally. Factors influencing health and rights – Economic, social, political factors. Geopolitical interventions – Reasons for and methods of intervention. Impacts of intervention – Humanitarian success and unintended consequences. Development of rights over time – Progress in gender rights, health access, political freedom. Assessing success – How interventions are evaluated. Composite: Students should understand the characteristics and influence of superpowers and assess emerging challenges to their dominance. Components: What makes a superpower – Economic, military, political, and cultural factors. Changing patterns of power – Historical and contemporary shifts. Superpower influence – Global economic systems, environmental governance. Emerging powers – BRICs and MINT countries. Global tensions – Resource security, military conflicts, territorial disputes. Futures and uncertainties – The decline of existing powers and the rise of new ones. Composite: Students should understand the carbon cycle, its role in climate regulation, and challenges related to energy security. Components:	End points: Explain what defines a superpower and how they exert influence. Evaluate the causes and consequences of changing global power patterns. Assess possible future scenarios for global power structures. End points: Explain the role of the carbon cycle in regulating the Earth's climate. Assess threats to energy security and the environment. Evaluate strategies for managing carbon and achieving sustainability.	Universal Declaration of Human Rights (UDHR) Human Development Index (HDI) Humanitarian intervention Military intervention Geopolitical intervention Gender inequality Health inequality Forced migration Democratic transition Sustainable Development Goals (SDGs) Unipolar world Multipolar world Hard power Soft power Sphere of influence Neo-colonialism Geopolitics Emerging powers (BRICS, MINT) Resource security Hegemony Carbon sequestration

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			carbon cycle operates. Critically evaluate the dynamic nature of physical and human processes and their uncertainties Risk and risk management: Students understand issues of energy security and their possible solutions, as well as threats to the carbon cycle and the responses to these threats. Sustainability and the future: Students understand the threats to carbon and water cycle in the future and the management of those threats. Make evaluative judgements about long-term geographical futures	Carbon cycle processes – Transfers, stores, fluxes, and feedbacks. Impacts of human activity – Fossil fuels, land use changes. Energy consumption – Factors influencing use and demand. Energy security issues – Supply and demand challenges. Impacts of fossil fuel use – Environmental degradation and climate change. Managing the carbon cycle – Mitigation strategies (carbon capture, afforestation).		Carbon budget Fossil fuels Energy mix Biofuels Afforestation Carbon capture and storage (CCS) Energy security Decarbonisation Feedback loops
13	**2**	Hazards Paper 3	Process: Students have a complex understanding of tectonic processes and their impact on the physical and human world. Critically evaluate the dynamic nature of physical and human processes and their uncertainties People and decision makers: Assess decision making at different scales with an awareness of bias, ethics, and power structures. Risk and risk management: Develop risk mitigation strategies for complex case studies, integrating resilience and governance Skills: Writing: Extended evaluative writing at a variety of strands and scales. Students can make complex justifications and evaluations of a fieldwork process. Decision making: Decisions have a variety of strands and scales: long/short term, local/national/global. Students can make strategic geographical decisions at various scales with critical evaluation. Graphical: Students can create a variety of complex graphs, including multi-layered, complex data sets and visual representations. Maps: Students know how to design their own mapping techniques using GIS. Personal: Students know how to research independently. Students know how to work with others in designing independent investigations. Students work in a group and partners with little teacher support.	Composite: Students should understand the causes, impacts, and management of tectonic hazards, and assess why impacts vary between locations. Components: Global distribution of hazards – Earthquakes, volcanoes, tsunamis and plate margins. Theoretical frameworks – Plate tectonics theory, sea-floor spreading, and physical processes. Tectonic hazard impacts – Primary/secondary effects and vulnerability factors. Disaster models – Hazard risk equation, PAR model, and hazard profiles. Disaster trends and mega-disasters – How tectonic trends and multiple hazards affect impact levels. Management strategies – Monitoring, prediction, protection, planning, and hazard management cycles. Composite: Students should demonstrate their ability to make connections across the course by analysing a geographical issue in depth, using different perspectives and applying key concepts such as causality, systems, inequality, sustainability, and risk. Components: Understanding synoptic themes – Players, Attitudes and Actions, Futures and Uncertainties. Applying knowledge across topics – Drawing on physical and human geography from compulsory content areas. Identifying players and their influence – Understanding the role of individuals, governments, NGOs, and businesses in decision-making. Exploring values and attitudes – How identity, politics, and priorities shape strategies and policies. Assessing futures and uncertainties – Evaluating risks, resilience, and different responses to geographical challenges. Using resource materials critically – Interpreting data, maps, diagrams, and stakeholder viewpoints in an unseen context.	End points: Explain physical processes that cause tectonic hazards. Evaluate differences in effects and responses using case study examples. Assess management strategies for reducing tectonic hazard risks. End points: Apply geographical knowledge and concepts across different topics to analyse complex issues. Evaluate the role of players, attitudes, and uncertainty in shaping geographical outcomes. Develop justified decisions and arguments, showing awareness of risks, sustainability, and interdependence.	Plate tectonics Subduction Seismic waves Vulnerability Hazard risk equation Liquefaction Benioff zone Disaster management cycle PAR model Resilience Synoptic links Players Attitudes and actions Futures and uncertainties Interdependence Globalisation Sustainability Risk and resilience Stakeholders Decision-making