

Geography

Department Overview:

Year 7			
Topic	Time Allocated	Skills	End Point
What is it like to live in Willington and how is it connected to the wider world?	11 lessons	• Map and OS skills • Fieldwork enquiry and data collection • Data presentation and pattern identification • Explanation and justified decision-making	Students should be able to use maps and fieldwork evidence to describe and explain their local area, identify patterns in environmental quality and justify ways Willington could be improved sustainably.
How and why does the natural world vary across the planet?	10 lessons	• Map interpretation and global patterns • Explaining climate-biome relationships • Comparing environments • Evaluating conservation choices	Students should be able to explain how climate shapes major biomes, describe adaptations in contrasting environments and justify which environments should be protected.
How does the River Tees shape the land - and should we try to control it?	9 lessons	• Process explanation • Map and place-specific evidence • Cause and effect • Evaluation of flood management	Students should be able to explain how river processes shape the River Tees, describe changes from source to mouth and evaluate whether and how rivers should be managed.
Why are more people living in cities and what challenges does this create?	9 lessons	• Graph and map interpretation • Explaining population change and migration • Comparing cities • Evaluating sustainable urban solutions	Students should be able to explain population growth, migration and urbanisation, describe challenges faced by cities and judge how cities can become more sustainable.
Why is the world unequal and can it become more fair?	9 lessons	• Interpreting development data • Comparing places • Explaining causes and impacts of inequality • Evaluating development strategies	Students should be able to explain how development is measured, why inequality exists and evaluate strategies such as aid and fair trade for reducing global inequality.



Year 8			
Topic	Time Allocated	Skills	End Point
How extreme is the world's weather?	9 lessons	• Weather patterns and processes • Using examples of extreme weather • Explaining causes and impacts • Interpreting geographical information	Students should be able to explain what shapes the world's weather and use examples to describe and explain extreme weather events.
Is Africa a continent of challenges or opportunities?	9 lessons	• Challenging misconceptions • Map and place knowledge • Describing physical geography • Comparing different parts of Africa	Students should be able to challenge common misconceptions about Africa and describe key features of the continent's physical geography.
Why is our food so important?	9 lessons	• Explaining global inequalities • Using geographical evidence • Considering the importance of food • Evaluating management approaches	Students should be able to explain why food inequalities exist around the world, why food is important and how food resources can be managed.
How do our rivers and oceans work?	9 lessons	• Explaining physical processes • Cause and effect • Applying knowledge to rivers and coastlines • Using geographical terminology	Students should be able to explain how physical processes affect rivers and coastlines and describe how these processes shape environments.
What are the world's main global issues?	9 lessons	• Explaining climate change • Assessing environmental impacts • Making connections between people and environment • Considering responses to global issues	Students should be able to explain what climate change is and describe how plastic is impacting the environment.
Geography in the News Investigation Project	9 lessons	• Independent geographical enquiry • Research and evidence selection • Presenting geographical information	Students should be able to investigate a current geographical issue from the academic year, select relevant evidence and communicate clear

- Drawing conclusions

geographical conclusions.

Year 9			
Topic	Time Allocated	Skills	End Point
Why do tectonic hazards occur and should people live in hazard zones?	9 lessons	• Explaining tectonic processes • Using hazard case studies • Comparing risk and vulnerability • Evaluating management and decision-making	Students should be able to explain why tectonic hazards occur, assess their impacts and responses, and make a justified judgement about living in and managing hazard zones.
Can the climate crisis be solved?	9 lessons	• Interpreting climate evidence • Explaining causes and impacts • Comparing mitigation and adaptation • Evaluating global responses	Students should be able to explain evidence, causes and impacts of climate change and evaluate local, national and global strategies for responding to the climate crisis.
Is globalisation a force for good?	9 lessons	• Explaining global connections • Fieldwork and local data collection • Assessing social, economic and environmental impacts • Balanced evaluation	Students should be able to explain how globalisation connects places, assess who benefits and who loses, and reach a balanced judgement about whether globalisation is a force for good.
How do resources shape conflict and change in the Middle East?	9 lessons	• Map and climate interpretation • Explaining resource scarcity and importance • Linking multiple causes of conflict • Evaluating future change	Students should be able to explain how water and oil shape development and conflict in the Middle East and evaluate strategies for a more sustainable future.
Is tourism a sustainable way to develop places?	9 lessons	• Explaining tourism patterns and impacts • Comparing mass tourism and ecotourism	Students should be able to explain the social, economic and environmental impacts of tourism, compare



- Using destination examples
- Evaluating sustainable management

different forms of tourism and judge whether tourism can support sustainable development.

Year 10			
Topic	Time Allocated	Skills	End Points
Physical Landscapes: Coasts	Half Term 1	• Explain coastal processes and how they create erosional and depositional landforms • Interpret maps, photographs and geographical information • Apply place-specific knowledge to Seaham • Evaluate coastal management strategies	Students should be able to explain how coastal processes shape landscapes, apply this knowledge to landforms of erosion and deposition, and assess coastal management using the Seaham case study.
Resource Management: UK Resources and Global Energy	Half Term 2	• Describe and explain global resource distribution • Interpret data on UK food, water and energy resources • Explain global energy supply and demand • Compare renewable and non-renewable energy sources • Evaluate a local energy scheme	Students should be able to explain patterns of resource supply and demand, assess the UK's changing resource needs and evaluate different approaches to managing global energy sustainably.
Urban Issues and Challenges	Half Terms 3–4	• Interpret urbanisation data and describe global patterns	Students should be able to explain global urbanisation and use Rio and Newcastle to assess



		• Explain social, economic and environmental opportunities and challenges • Apply case-study knowledge to Rio and Newcastle • Compare urban change in contrasting places • Evaluate regeneration and urban management	urban opportunities, challenges, inequality, regeneration and strategies for creating more sustainable cities.
The Living World	Half Term 5	• Explain ecosystem interrelationships • Interpret the global distribution of biomes • Explain plant and animal adaptations • Apply knowledge to tropical rainforests and cold environments • Evaluate sustainable management	Students should be able to explain how ecosystems function, describe the distribution of major biomes and assess the opportunities, challenges and sustainable management of tropical rainforests and cold environments.
Economic Challenges: Development and Nigeria	Half Term 6	• Interpret development indicators and global patterns • Explain causes and consequences of the development gap • Assess strategies for reducing inequality • Apply detailed case-study knowledge to Nigeria • Analyse economic change, environmental challenges and quality of life	Students should be able to explain the development gap and ways it can be reduced, and use Nigeria as an NEE example to assess how economic change affects people, the economy and the environment.

Year 11			
Topic	Time Allocated	Skills	End Points



Fieldwork	Half Term 1	• Plan and understand geographical enquiries • Collect and present primary and secondary data • Analyse patterns and relationships • Evaluate methods, reliability and limitations • Apply fieldwork knowledge to unfamiliar contexts	Students should be able to explain and evaluate the geographical enquiry process using human fieldwork on regeneration in Newcastle and physical fieldwork on beach gradient in Seaham.
Economic Challenges: The UK Economy	Half Term 1	• Explain changes in the UK economy • Analyse the shift towards a post-industrial economy • Assess the role of environmental industries • Interpret evidence of regional inequality • Evaluate the North–South divide	Students should be able to explain how the UK economy has changed, including the growth of post-industrial and environmental industries, and assess regional differences such as the North–South divide.
Physical Landscapes: Rivers	Half Term 2	• Explain river erosion, transportation and deposition • Explain formation of river landforms • Interpret hydrographs and flood risk • Evaluate flood-management strategies • Apply place-specific knowledge to the River Tees	Students should be able to explain how river processes create landforms, interpret flood risk and hydrographs, and assess flood-management strategies using the River Tees.
Natural Hazards: Tectonic, Weather and Climate Change	Half Terms 3–4	• Explain tectonic processes and earthquake hazards • Explain atmospheric circulation and weather hazards • Use case-study evidence, including a typhoon example	Students should be able to explain tectonic and weather hazards, assess their impacts and responses, and evaluate strategies for mitigating and adapting to climate change, including UK examples.



		• Explain evidence, causes and effects of climate change • Evaluate mitigation and adaptation strategies	
Revision, Pre-release and Examination Preparation	Half Term 5	• Retrieve and connect knowledge across the specification • Apply knowledge to unfamiliar resources • Interpret maps, graphs, photographs and numerical data • Construct extended geographical arguments and justified judgements • • Analyse and evaluate pre-release material	Students should be able to apply knowledge and skills from across the AQA GCSE Geography course to examination questions and pre-release material, using accurate evidence and well-supported geographical judgements.