

Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

Location of resources:	Geography Shared Point > Staff Resources > GCSE > - Year 10
Curriculum intent and rationale:	At John Port Spencer Academy, our Geography curriculum is carefully designed and sequenced to be ambitious, inclusive, and knowledge rich. We aim to develop confident, articulate, and culturally aware students of Geography who: • Explore and appreciate the physical and human processes that shape the Earth's landscapes, environments, and societies. • Develop a sense of place and scale, understanding local, national and global connections. • Foster curiosity and critical thinking about social, economic and environmental challenges facing the world today, such as climate change, urbanisation, and resource management. • Recognise the opportunities that the world offers alongside challenge, such as economic development, cultural exchange, and innovation. • Encourage students to become responsible global citizens who can make informed decisions about sustainable futures. • Build key geographical skills including map reading, data interpretation, enquiry, and fieldwork. • Promote independent learning and the ability to analyse complex information, communicate findings clearly, and evaluate evidence. Curriculum Organisation: Students are taught in mixed ability classes with targets 3-9. Students have 3 lessons of Geography a week with the same teacher.
National Curriculum Links:	Students study the AQA Geography specification and in year 10 cover the following: 3.1.2 The Living World 3.1.3 Physical Landscapes in the UK 3.2.1 Urban Issues and Challenges 3.3.2 Fieldwork 3.4 Geographical Skills

What content needs to be covered? Key Knowledge and skills / misconceptions to address (with vocab in bold and spelling underlined)					
By the end of the year students will know:					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
The Living World (Paper 1 GCSE Geography) + Geographical Skills Students will learn key knowledge about: • Ecosystems • Small scale ecosystems – Epping Forest (deciduous forest) • Factors that affect ecosystems • World biomes • Characteristics of tropical rainforests • Adaptations in tropical rainforests • Causes and impacts of deforestation – Amazon rainforest • Sustainable management of tropical rainforests • Characteristics of hot deserts • Adaptations in hot deserts • Opportunities and challenges in hot desert – Sahara Desert • Causes, impacts and responses to desertification on fringes of deserts	Urban Issues and Challenges (Paper 2 GCSE Geography) + Geographical Skills Students will recap, retrieve and build on key knowledge and skills from half term 1. Students will learn key knowledge about: • Global pattern of urban change • Urban trends in HICs and LICs • Urbanisation and megacities • Causes of urbanisation • Location and importance of an NEE city - Rio de Janeiro, Brazil • Causes of growth in an NEE city - Rio de Janeiro • Opportunities and challenges of an NEE city – Rio de Janeiro • Squatter settlements (favelas) in Rio de Janeiro • Urban planning for improvement – Favela Bairro	Urban Issues and Challenges (Paper 2 GCSE Geography) + Geographical Skills Human Fieldwork Enquiry (Paper 3 GCSE Geography) + Geographical Skills Students will recap, retrieve and build on key knowledge and skills from half term 1-2. Students will learn key knowledge about: • Urban change opportunities and challenges in London • An example of urban regeneration – Olympic Park, London • Features of sustainable living – water and energy conservation, waste recycling, transport strategies and creating green space.	Rivers: Physical Landscapes in the UK (Paper 1 GCSE Geography) + Geographical Skills Students will recap, retrieve and build on key knowledge and skills from half terms 1-3: Students will learn key knowledge about: • Location of major upland/lowland areas and river systems • Long profile and changing cross profile of a river and valley • Fluvial processes – erosion, transportation and deposition • Characteristics and formation of river landforms • An example of a river valley (River Tees) and its major landforms • Physical and human factors affecting flood risk	Coasts: Physical Landscapes in the UK (Paper 1 GCSE Geography) + Geographical Skills Students will recap, retrieve and build on key knowledge and skills from half terms 1-4: Students will learn key knowledge about: • Wave types and characteristics • Coastal processes – weathering, erosion, mass movement, transportation and deposition • How geological structure and rock type influence coastal forms • Characteristics and formation of coastal landforms • An example of a section of a coastline (Dorset) and its major landforms Students will learn key skills including:	Coasts: Physical Landscapes in the UK (Paper 1 GCSE Geography) + Geographical Skills Physical Fieldwork Enquiry (Paper 3 GCSE Geography) + Geographical Skills Students will recap, retrieve and build on key knowledge and skills from half terms 1-5: Students will learn key knowledge about: • Costs and benefits of hard and soft engineering methods, including managed retreat • An example of a coastal management scheme (Hornsea, Holderness) • Suitability and theory behind a human geography enquiry on regeneration in Nottingham



Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define and state to illustrate what mastery looks like however and

Students will learn key skills including: • Interpreting maps, graphs, and photos (e.g. climate graphs) • Using geographical terminology accurately. • Analysing and evaluating data, issues, and case studies. • Decision making (e.g. justifying sustainable management options). • Writing structured answers, especially for extended response questions. Key terminology: Abiotic, adaptations, biomes, biotic, biodiversity, climate, climate change, consumers, deforestation, desertification, ecosystem, food chain, food web, hot desert, interdependence, producers, sustainable, tropical rainforests Challenge: All students are challenged in lessons by ensuring they understand complex ecosystem interactions, include detailed case study place specific detail, can apply plant and animal adaptation to the specific climate and are able to evaluate opportunities, challenges and management of ecosystems. Misconceptions: • Believing all deserts are hot, some are cold – defining what is a desert • Thinking the rainforest is indestructible due to its size. • Assuming deforestation only affects trees, ignoring wider ecosystem impacts. • Confusing weather (short-term) with climate (long-term patterns).	• Distribution of population and major cities in the UK • Location and importance of major city in the UK – London • Impacts of national and international migration on character of London Students will learn key skills including: • Reading and analysing graphs, charts, and population pyramids (e.g. urbanisation trends, megacity growth). • Interpreting census data and urban statistics (e.g. housing, health, employment). • Using OS maps, thematic maps, and GIS to understand urban patterns. • Describing spatial distributions of features (e.g. squatter settlements, urban land use zones). • Analysing photos, satellite images, and field sketches to assess urban challenges. • Applying detailed knowledge of case study with place specific detail. • Decision making (e.g. justifying the success of urban planning improvements in NEEs) • Writing structured answers, especially for extended response questions. Key terminology: Challenges, distribution, economic, environmental, HIC, importance, international, LIC, location, megacity, migration, national, natural increase, NEE, population, push and pull factors, opportunities, rural-urban migration, social, urban growth, urbanisation Challenge: All students are challenged in lessons by understanding rapid urbanisation, linking cause and effect of opportunities and challenges, including place specific detail of case studies and evaluating the opportunities, challenges and improvements of urban areas. Misconceptions: • All urbanisation is negative	• Suitability and theory behind a human geography enquiry on regeneration in Nottingham • Risks associated with fieldwork and how they can be reduced Students will learn key skills including: • Reading and analysing graphs, charts, and population pyramids (e.g. UK population trends). • Interpreting census data and urban statistics (e.g. housing, health, employment). Using OS maps, thematic maps, and GIS to understand urban patterns. • Describing spatial distributions of features (e.g. population of UK, major UK cities, urban land use zones). • Analysing photos, satellite images, and field sketches to assess urban challenges. • Applying detailed knowledge of case study with place specific detail. • Comparing urban challenges (e.g. housing, transport, waste, education) between HICs and LICs/NEEs. • Decision making (e.g. justifying the success of an urban regeneration strategy) • Writing structured answers, especially for extended response questions. • Justifying reasons for data collection methods. • Selecting, measuring and recording fieldwork data collection. • Presenting and analysing fieldwork data collection. • Concluding and evaluating a geographical enquiry. Key terminology: Brownfield, commuter settlements, conservation, cultural mix, deprivation, economic, greenfield, inequalities, opportunities, population, regeneration, rural-urban fringe, social, sustainable, urban change Conclusion, data collection, data presentation, enquiry, evaluation, hypothesis, primary data, qualitative data, quantitative data, risk assessment, sampling strategies, secondary data Challenge:	• Costs and benefits of hard and soft engineering river management • An example of flood management – Boscastle flood in 2004 Students will learn key skills including: • Using and interpretation of 1:25,000 and 1:50,000 OS maps • Contour lines to identify river valley features. • Identifying features like meanders, oxbow lakes, floodplains, and levees. • Applying GIS to locate river features, flood risk areas, and to analyse spatial patterns. • Drawing and interpreting hydrographs and cross-section graphs • Understanding river velocity, width, depth, bedload measurements. • Interpreting photos and sketches of river landforms and management strategies. • Evaluating flood management strategies (hard vs soft engineering). • Applying understanding to real-world case studies such as the Boscastle flood and the River Tees. Key terminology: Cross profile, deposition, erosion, flood management, flood risk, hard engineering, human, hydrographs, landforms, long profile, lowland, physical, processes, soft engineering, transportation, upland, valley Challenge: All students are challenged by ensuring they understand the complex differences between types of erosion and transportation, the sequential of landforms such as waterfalls and meanders, applying case study knowledge and using evaluative language in extended answers when making judgements. Misconceptions: • Thinking features like meanders or waterfalls can occur anywhere along the river • Believing that erosion happens equally on both sides of a river bend. • Assuming rain is the only factor in flooding.	• Using and interpretation of 1:25,000 and 1:50,000 OS maps • Identifying coastal features like headlands, bays, spits, cliffs, and wave-cut platforms. • Using contour lines to assess coastal elevation and landforms. • Using Photos and Satellite Images to describe and analyse natural and human features and landforms, • Using GIS to analyse coastal erosion risk zones and spatial distribution of coastal management strategies or rock types. Key terminology: Deposition, erosion, geology, landforms, longshore drift, mass movement, processes, transportation, waves, weathering Challenge: All students are challenged by ensuring they understand the complex differences between erosion and wave types, including which form landforms in a particular sequence, applying case study knowledge and interpreting OS maps, photographs, cross-sections and GIS data. Misconceptions: • All waves cause erosion • Longshore drift occurs in a straight line • All coastal landforms are caused by erosion • Wave types are just about size	• Risks associated with fieldwork and how they can be reduced Students will learn key skills including: • Weighing up hard vs soft engineering strategies. • Evaluating the costs, benefits, and sustainability of coastal management schemes. • Justifying reasons for data collection methods. • Selecting, measuring and recording fieldwork data collection. • Presenting and analysing fieldwork data collection. • Concluding and evaluating a geographical enquiry. Key terminology: Conflict, data collection, data presentation, effects, enquiry, hard engineering, hypothesis, management, primary data, qualitative, quantitative, sampling, secondary data, soft engineering Challenge: All students are challenged by evaluating management strategies along the coastline whilst applying case study knowledge and understanding to the effectiveness of them. The fieldwork enquiry incorporates challenge by understanding each stage of the enquiry process, linking data to the enquiry question, evaluating methods effectively and justifying sampling methods. Misconceptions: • Hard engineering always works best • Fieldwork is just data collection • Getting data collection and presentation mixed up • Stating what they did, instead of why they did the data collection
--	---	---	---	---	--



Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear

	- Only LICs have slums/favelas Urban challenges are the same everywhere - Urban growth happens evenly across a country - All megacities are overpopulated and poorly managed - Urban problems are the same everywhere - Urban growth happens evenly across a country	All students are challenged in lessons by linking cause and effect of opportunities and challenges, including place specific detail of case studies and evaluating the opportunities, challenges and improvements of urban areas. The fieldwork enquiry incorporates challenge by understanding each stage of the enquiry process, linking data to the enquiry question, evaluating methods effectively and justifying sampling methods. Misconceptions: - Regeneration is only about building new things - Sustainable urban strategies are always effective - Fieldwork is just data collection - Getting data collection and presentation mixed up - Stating what they did, instead of why they did the data collection	- Thinking deposition doesn't play a role in the formation of landforms. - Thinking hard engineering (e.g. dams, levees) is always better. - Confusing terms like lag time, rising limb, or peak discharge on a hydrograph		
Previous learning that is particularly relevant:					
The unit links to prior learning in KS3 relating to distribution of ecosystems and biomes, climate and weather, adaptations of plants and animals and human impact on environments such as deforestation. The concept of sustainability, including the principles of social, economic and environmental are covered across a range of topics at KS3.	The unit links to prior learning in KS3 relating to settlements and urbanisation studied in place topics on Africa and Asia. The concept of sustainability, including the principles of social, economic and environmental are covered across a range of topics at KS3.		The units link to prior learning in KS3 relating to hydrology, rivers and coasts. Processes, landforms and flooding are covered in these topics are KS3 to build the foundational knowledge. OS map skills are incorporated across KS3 topics to practice these skills in preparation for KS4.		
	Fieldwork enquiry is incorporated into KS3 topics to allow students to understand the enquiry process – question, methodology, data collection, data presentation, conclusion and evaluation.		Fieldwork enquiry is incorporated into KS3 topics to allow students to understand the enquiry process – question, methodology, data collection, data presentation, conclusion and evaluation.		
Future Learning: How does content prepare students for future units, Key Stage 4, or Key Stage 5?					
The unit links to future learning in year 11 when students study the Hazards topic where the climate affects the location of certain weather hazards, the global atmospheric circulation is revisited and the effects on certain ecosystems due to hazards.	The Urban Issues unit links to future learning in KS4 in year 11 in the Changing Economic World topic where students will build on their understanding of differences in cities across the world, which will support their understanding of development and the UK in this topic.		The units link to future learning in KS4 in year 11 where students will revisit and recap their understanding of the topics on Rivers and Coasts. We revisit and recall knowledge on fieldwork enquiries in preparation for this element being assessed on paper 3. Their fieldwork understanding will support with their fieldwork at KS5 and towards their NEA investigation in year 12/13.		
The unit also links to KS5 in year 13 where students look at ecosystems and climate in the Water Cycle and Carbon Cycle building on their knowledge from KS4.	Fieldwork will be revisited later in year 10 where students will build upon and revisit their understanding of geographical enquiries. In year 11 we revisit and recall knowledge in preparation for this element being assessed on paper 3.		The units also link to KS5 where students look at processes and landforms in the Glaciation topic in year 12 and study rivers and coasts knowledge further in the Water Cycle and Carbon Cycle interlinked to the effects flooding and sea level rise by climate change.		
	The units also link to KS5 in year 12 where students study a topic on Regeneration which builds on their knowledge from KS4. Their fieldwork understanding will support with their fieldwork at KS5 and towards their NEA investigation in year 12/13				
Outcomes:					
By the end of the year pupils will be able to solve/create/produce/write:					
Our curriculum is structured for students to learn more to remember more ensuring that the AQA GCSE Geography assessment objectives are completed from the topics covered in this year:					
AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.					
AO2: Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.					
AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.					
AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.					



Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear

concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year end

Assessment Strategy - How we know our students are knowing and remembering more –

Data from hunting not fishing, formative and summative assessment/s is used to adapt teaching and provide targeted challenge and intervention, supporting SEND and disadvantaged pupils.

Formative: Recall knowledge on key terminology Questioning – methods of participation Homework – knowledge, skills and application based Knowledge organiser low stakes tests Development tasks – whole class/individual Low stakes assessment Independent written work – self and peer assessment	Summative (& cumulative) Summative assessments with a combination of pink sheet tasks (on pink paper in books) and assessments in exam conditions. Pink sheet tasks are focused on assessing knowledge and skills from exam style questions. Students will have time to respond to these in follow up development lessons after whole class or individual feedback from teachers. There will be three main summative assessments in exam conditions in HT1, HT3 and HT6. Half Term 1 – Pink sheet on Living World topic Half Term 2 – Living World Assessment Half Term 3 – Pink sheet on Urban Issues topic Half Term 4 – Urban Issues and Living World Half Term 5 – Pink sheet on Rivers/Coasts topic Half Term 6 – Mock Paper (Urban Issues, Living World and	Opportunities to revisit past learning: Retrieval tasks as part of our Do Now Activity. Tasks will incorporate prior learning to study new learning in lessons. Homework tasks are set which cover topics previously covered that year. Assessments are cumulative, covering previous topics each year – this will continue into year 11 GCSE Geography Opportunities for homework (including apps): Students will be set homework weekly on any of the following: - Key terms revision from glossaries and knowledge organisers - Microsoft Forms quizzes – multiple choice quizzes on critical knowledge and terms - Seneca tasks – recalling and testing knowledge - Create revision resources – e.g. flash cards, mind maps, etc. - Practice exam questions on key question styles and following feedback - Revision in preparation for written assessments and mocks
--	--	---

How is the curriculum adapted to meet the needs of SEND and disadvantaged pupils, while maintaining high expectations?

Teachers always teach to the top in every lesson ensuring all students, including SEND and disadvantaged can maintain high expectations. Repetition and retrieval practice reinforce key ideas. Students are supported through a variety of strategies including: key vocab lists, structure prompts/sentence starters, model answers and success criteria. Inclusive discussions and a calm, structured classroom environment further ensure that all students can participate and succeed. Teachers will use visual aids such as photographs and videos to support context of topics being taught. We know our students and use seating plans and pupil profiles to support the learning of all. Teachers also adapt lessons and assessments considering specific access arrangements. Teacher will know what strategies will work for specific students they teach.

Wider Curriculum and Enrichment – cultural capital and real world application

Enriching experiences: - Documentaries shown in lessons and widely available on streaming platforms, e.g. BBC iPlayer and Netflix, to improve their understanding and cultural capital. - Recommendations of geographical texts provided to students. Display also along department corridor displaying collection recommended. - Two fieldwork trips to a physical and human location to study contrasting fieldwork enquiries in locations most students haven't revisited.		Literacy, Oracy and disciplinary language: Embedding literacy, oracy, and disciplinary language is central to the teaching of AQA GCSE Geography, enabling students to both implicitly (through classroom activities) and explicitly (through assessments) demonstrate their ability to use geographical language accurately by reading, speaking and writing like a geographer. In Year 10, students build a strong foundation in geographical literacy through: Reading Geography Students have opportunities to read information in geography from fact files, textbooks and articles in lessons. Teachers as experts will model reading of texts and may ask some students to read as well aloud. Teachers will check students understanding of key terminology (both tier 2 and 3) whilst reading, using visual aids to support their knowledge and understanding. Geographical Writing Through structured, modelled, and independent writing tasks students develop their ability to write in depth with case study detail where applicable and to make judgements on geographical topics and issues. Scaffolded Writing and Extended Responses Writing is supported with sentence starters, paragraph structures (e.g., PEEL/PEE), and model answers to help students build confidence and accuracy in geographical writing. Vocabulary Development Tier 2 academic vocabulary (e.g., "opportunities," "challenges," "significance") and Tier 3 disciplinary language (e.g., "urbanisation," "ecosystem," "mass movement") are explicitly taught, regularly revisited, and embedded in written and spoken work. Oracy and Discussion Regular class discussions, debates, and oral rehearsal of arguments help students	Cross-Curricular opportunities / Opportunities to develop 'character': Biology / Science - Living World: ecosystems, adaptations, biodiversity - Rivers & Coasts: water cycle, erosion, pollution - Fieldwork: data collection methods Environmental Science - Living World: conservation, sustainability - Rivers & Coasts: flood and coastal management Chemistry - Living World: soil and water chemistry - Rivers & Coasts: chemical weathering, water quality Physics - Rivers & Coasts: energy in waves, erosion processes Maths - Urban Issues: demographic data, growth rates - Rivers & Coasts: measuring discharge, velocity - Fieldwork: statistics, graphing, data analysis History - Living World: human-environment interactions over time - Urban Issues: urbanisation, migration history - Rivers & Coasts: settlement patterns, historic floods Sociology / Social Studies - Urban Issues: social inequality, migration Citizenship / PSHE - Living World: sustainability ethics - Urban Issues: social inclusion			
Our curriculum supports the school value of: <table><tr><td>Joy</td><td><i>Foster enthusiasm and engagement by cultivating a love of learning and curiosity of the world. Students learnt real-world examples that are relevant and inspiring to them. Students are encouraged to ask big questions about the world and given opportunities to explore answers creatively. Fieldwork brings geographical to life through experiences that spark wonder and joy in the natural and human environment.</i></td></tr><tr><td>Progress</td><td><i>We monitor and support progress through building knowledge and skills over time and recognising improvement. Students are shown the 'big picture' of their learning and how the topic fits into prior and future learning in geography. Students are provided with low stake quizzes to allow for retrieval practice to show their improvement in retention of knowledge towards their long-term memory.</i></td></tr></table>		Joy	<i>Foster enthusiasm and engagement by cultivating a love of learning and curiosity of the world. Students learnt real-world examples that are relevant and inspiring to them. Students are encouraged to ask big questions about the world and given opportunities to explore answers creatively. Fieldwork brings geographical to life through experiences that spark wonder and joy in the natural and human environment.</i>	Progress	<i>We monitor and support progress through building knowledge and skills over time and recognising improvement. Students are shown the 'big picture' of their learning and how the topic fits into prior and future learning in geography. Students are provided with low stake quizzes to allow for retrieval practice to show their improvement in retention of knowledge towards their long-term memory.</i>	
Joy	<i>Foster enthusiasm and engagement by cultivating a love of learning and curiosity of the world. Students learnt real-world examples that are relevant and inspiring to them. Students are encouraged to ask big questions about the world and given opportunities to explore answers creatively. Fieldwork brings geographical to life through experiences that spark wonder and joy in the natural and human environment.</i>					
Progress	<i>We monitor and support progress through building knowledge and skills over time and recognising improvement. Students are shown the 'big picture' of their learning and how the topic fits into prior and future learning in geography. Students are provided with low stake quizzes to allow for retrieval practice to show their improvement in retention of knowledge towards their long-term memory.</i>					



Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear

concepts that students must grasp to progress. We define and create to illustrate what mastery looks like through end

Success	We celebrate success by achieving personal and academic goals, building confidence through understanding and application. Students are provided with examples of successful student work breaking down why it is good, using a success criterion to support. All achievements are celebrated from mastering a difficult concept to improved spelling of key words, success is measured on an individual basis as well as overall.	develop their speaking and listening skills, deepening understanding and encouraging respectful dialogue on geographical issues.	Fieldwork: ethical fieldwork practices
Act with care, kindness, respect, and integrity	We build meaningful connections with our students by fostering empathy and ethical understanding in both geographical content and classroom conduct. We integrate debate and reflection into topics such as climate change, global responsibility, resource exploitation, fair trade, urban inequality and housing access. We promote a respectful classroom culture, modelling and expecting active listening, encouragement and fair participation in individual, pair and group work. Geography as subject builds understanding of diverse cultures, environments and people, helping students to care about the world and each other.	Glossaries Use of Subject Terminology Students are taught to use precise geographical terminology in both speech and writing, helping them to think and communicate like geographers. Students are provided with a glossary of key terms and definitions at the start of each topic in their books to use and refer to.	Fieldwork: GIS, data logging, digital presentations
			English Fieldwork: report writing, communication skills
			Our curriculum supports personal development by: Including topics such as independent learning, communication skills, ethical awareness, teamwork, risk awareness, environmental responsibility, global citizenship, social awareness, empathy and resilience.
			Careers / Employability skills: How does the curriculum link to the following employability skills: Listening - following instructions during fieldwork and group discussions. interpreting information from teachers, peers, and data sources and understanding case studies and exam questions accurately Speaking – presenting findings from enquiries and fieldwork confidently, explaining geographical processes and arguments clearly and participating in debates about environmental and social issues Problem Solving - analysing causes and effects of geographical challenges (e.g., flooding, urban issues), assessing sustainable management strategies and evaluating multiple solutions and deciding the best course of action Aiming High - challenging case studies and enquiry tasks, striving for high-quality work in lessons and exams and acting on feedback to improve further Critical Thinking - evaluating data reliability and different viewpoints, comparing human and physical processes and their impacts and questioning assumptions and synthesising information Staying Positive - resilience when tackling difficult concepts or data analysis, persistence through challenging fieldwork or exam preparation and maintaining motivation to improve and learn from mistakes Leadership - leading group work during field enquiries or projects, organising roles and responsibilities in collaborative tasks and encouraging others and managing team dynamics effectively Teamwork - collaborating in fieldwork and class investigations, sharing ideas, listening to others, and negotiating outcomes and supporting peers to achieve common goals Creativity - designing innovative solutions to environmental or urban problems, using creative methods for presenting data and reports (e.g., maps, infographics) and thinking imaginatively about future sustainability and development scenarios
			Employment Sectors discussed include: Environmental conservation, forestry, agriculture, and environmental consultancy through the Living World topic; urban planning, civil engineering, social work, transport, housing, and public policy linked to Urban Issues and Challenges; hydrology, coastal engineering, disaster management, environmental monitoring, and GIS connected to Rivers and Coasts; and careers in GIS, surveying, cartography, environmental impact assessment, data analysis, research, and education through Physical and Human Fieldwork Enquiries.
Curriculum impact is evaluated through pupil study, work scrutiny, and progress data. Findings inform regular curriculum review to ensure continuous improvement			
When was this curriculum last reviewed? Include date		What changes were made and why?	How is ongoing improvement ensured?
Summer 2025 – ongoing into 2025-26 when units will be reviewed and improved prior to teaching		Sequencing of some lessons in topics to improve the flow of the topic to make links across the topic better.	Reviewing examiners report, feedback from exam board (AQA), Trust subject conferences, analysis of mock exams, referring to Geographical Association updates.



Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear

concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year end

Some case studies (rivers and coasts) will be updated to support students having to retain information. One river location and one coastal location only, instead of two for each.

Fieldwork enquiries split across the year. Moving one to around half term 3/4. This will allow more interleaving fieldwork enquiries to support students understanding of