



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 11
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 11 cover the following: 3.2.3 Resource management + Food 3.1.1 The Challenge of Natural Hazards 3.2.2 The Changing Economic World 3.3.1 Issue Evaluation 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
Resource Management + Food (Paper 2 GCSE Geography) + Geographical Skills Students will learn key knowledge about: • Significance and inequalities of food water and energy globally • Growing demand for food, food miles and agribusiness • Changing demand for water, water quality and management, supply and demand • Changing energy mix, non-renewables and renewables, issues with exploiting energy sources • Areas of food surplus (security) and food deficit (insecurity) • Factors affecting food supply • Impacts of food insecurity • Strategies to increase food supply – e.g. Irrigation at Indus River basin	The Challenges of Natural Hazards (Paper 1 GCSE Geography) + Geographical Skills Students will learn key knowledge about: • Natural hazards • Plate tectonics and boundaries • Effects and responses of Haiti (2010) and Japan (2011) earthquakes. • Reasons to live in hazard zones • Management of tectonic hazards • Global atmospheric circulation creating weather and climate • Distribution, causes and structure of tropical storms. • Effects and responses to Typhoon Haiyan (2013) • Management of tropical storms • Weather hazards in the UK • Causes, impacts and management of the Beast from the East (2018) • Causes and effects of climate change	The Changing Economic World (Paper 2 GCSE Geography) + Geographical Skills Students will learn key knowledge about: • Economic and social measures of development and limitations • Link between Demographic Transition Model and level of development • Causes and consequences of uneven development • Strategies to reduce the development • Growth of tourism in Tanzania to help reduce the development gap • Location, importance and context of an NEE, Nigeria • The changing industrial structure of Nigeria to stimulate development • The role of TNCs such as Shell in Nigeria • Changing political and trading relationships with Nigeria and the world • Impacts of aid on Nigeria	The Changing Economic World (Paper 2 GCSE Geography) + Geographical Skills Students will learn key knowledge about: • Causes of economic change and de-industrialisation in the UK • Moving towards a post-industrial economy in the UK with investment in the tertiary and quaternary sector • Impacts of mining at Torr Quarry on the environment • Social and economic changes in a rural landscape with population decline (Outer Hebrides) and a rural landscape with population growth (South Cambridgeshire) • Infrastructure improvements in the UK • The north-south divide and strategies to resolve regional differences	Issue Evaluation (Paper 3 GCSE Geography) + Geographical Skills The issue evaluation is only released 12 weeks prior to Paper 3. It will involve a geographical issue where students will have to make a judgement or decision. Students will learn key knowledge about: Knowledge will be based on other topics studied across year 10 and 11. Students will learn key skills including: • Interpreting graphs, maps and tables to identify trends and reasoning • Calculating statistics such as averages, percentages • Using map skills such a grid references, contour lines and calculating distance and area	Revision and GCSE Exams Students will consolidate their knowledge and understanding of all GCSE topics and continue to develop their exam and geographical skills in preparation for their final exams. Key terminology will be checked across multiple units to prepare students for final exams. Challenge will continue to be implemented and any misconceptions still apparent will be addressed.



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- Sustainable food supply methods – e.g. Sand dams at Makueni, Kenya

Students will learn key skills including:

- Interpretation of graphs and maps – e.g. food production and consumption, food supply, demand and price.
- Applying detailed knowledge of case study with place specific detail.
- Decision making (e.g. assessing different strategies to increase food supply)
- Writing structured answers, especially for extended response questions with well-developed ideas.

Key terminology:

Agribusiness, agriculture, calorie intake, carbon footprint, consumption, energy mix, exports, food insecurity, food miles, inequalities, irrigation, non-renewable, organic produce, renewable, resource, seasonal food, supply, sustainable, water pollution

Challenge:

All students are challenged in lessons by interpreting complex global patterns in food, water and energy, explaining how multiple factors interact e.g. climate and conflict – food insecurity, balancing perspectives in sustainability, working with geographical skills, applying case study detail effectively in extended writing and decision-making tasks.

Misconceptions:

- Food insecurity only happens in LICs
- Increasing food production is the only solution to food insecurity (also about distribution, affordability, waste and access)
- Organic farming and sustainable methods always reduce yield
- Food waste is only a household problem
- Only climate change causes food insecurity
- All technological solutions (e.g. GM crops) are negative and harmful)

- Mitigation and adaptation in managing climate change.

Students will learn key skills including:

- Interpretation of data from natural hazards and climate data
- Graphical, statistics and map skills of tectonic and weather hazards
- 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 with well-developed ideas.

Key terminology:

Adaptation, climate, climate change, earthquake, extreme weather, global atmospheric circulation, mitigation, natural hazard, plate boundary, plate tectonics, primary effect, responses, secondary effect, tectonic hazard, tropical storm, volcanic eruption, weather, weather hazard

Challenge:

All students are challenged in lessons by understanding complex physical processes e.g. plate boundaries, linking physical hazards to human impacts, evaluating responses and management strategies, interpreting graphs and applying geographical skills, applying case study detail effectively in extended writing and decision-making tasks.

Misconceptions:

- Natural hazards only occur in LICs
- All natural events are natural hazards
- You can always predict natural hazards
- People always move away from hazard zones
- All tropical storms spin in the same direction
- Tropical storms are the same as tornadoes
- Climate change only affects temperature, not natural hazards
- LICs always suffer more deaths in hazards than HICs

- Impacts of development economically and environmentally in Nigeria

Students will learn key skills including:

- Interpreting data on development indicators, population pyramids and scatter graphs and choropleth maps
- Calculating averages, percentages and ratios
- Applying detailed knowledge of case study with place specific detail.
- Decision making (e.g. evaluating whether economic growth is sustainable and who it benefits)
- Writing structured answers, especially for extended response questions with well-developed ideas.

Key terminology:

Aid, causes, consequences, cultural, debt relief, demographic transition model, development, economic measure, fair trade, gross national income, HIC, Human Development Index, industrial development, LIC, microfinance, NEE, political, primary, quaternary, secondary, social measure, social, tertiary, TNCs, uneven development

Challenge:

All students are challenged in lessons by understanding global inequality, interpreting and comparing development indicators and their effectiveness, understanding the effectiveness of strategies to reduce the development gap, applying case study detail effectively in extended writing and decision-making tasks.

Misconceptions:

- All countries fit neatly into HIC, LIC or NEE categories
- All indicators of development give a full picture
- Economic development always benefits everyone
- All industry leads to positive development
- Aid always helps a country develop
- Globalisation benefits all countries equally
- All countries in Africa are LICs

- The place of the UK in the wider world, with connections to the European Union and the Commonwealth.

Students will learn key skills including:

- Interpreting spatial differences across the UK on map
- Analysing economic data on graphs – e.g. employment trends and regional incomes
- Applying detailed knowledge of case study with place specific detail.
- Decision making (e.g. judging the effectiveness of attempts to reduce regional inequality)
- Writing structured answers, especially for extended response questions with well-developed ideas.

Key terminology:

Business park, commonwealth, culture, de-industrialisation, economic change, economy, electronic communication, environment, European Union, globalisation, government policies, infrastructure, north-south divide, population decline, population growth, regional, rural landscape, science park, sustainable

Challenge:

All students are challenged in lessons by understanding post-industrial economic change, regional economic inequalities (North-South Divide), understanding the UK's global economic links, interpreting data and graphs, applying case study detail effectively in extended writing and decision-making tasks.

Misconceptions:

- The UK's economy is entirely post-industrial now
- De-industrialisation means the UK no longer has any manufacturing
- Infrastructure improvements benefit everyone equally
- Rural areas in the UK are always wealthy and peaceful
- North-South divide in the UK is only about geography
- All areas in the South of the UK are wealthy and all areas in the North are poor

- Applying understanding of geographical issue to the resources provided, backed up by evidence
- Making a judgement or decision regarding the geographical issue.

Key terminology:

Depends on the issue evaluation geographical topic. Key terminology will be used from other topics studied, with potentially some new terminology introduced.

Challenge:

All students are challenged in lessons by using the resources provided to analyse and evaluate the geographical issue. Students will have to produce well-developed ideas with evidence from the resource booklet

Misconceptions:

If students are asked to make a decision if a geographical issue should go ahead, often students focus on own side of view without producing a balanced argument and their overall view.



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Previous learning that is particularly relevant:

The unit links to prior learning in KS3 relating to students studying how resources such as food, water and energy have been exploited. Students will have knowledge of sustainable strategies for food, water, energy and waste from a KS3 topic.	The unit links to prior learning in KS3 relating to the distribution of earthquakes, volcanoes and tsunamis. Students will have some understanding of plate boundaries, effects and responses to tectonic hazards. Students will know what a tropical storm and climate change are from KS3 topics.	The unit links to prior learning in a range of topics in KS3 where students will have learnt knowledge on development and employment sectors. Students will know that countries are classified into LICs, NEEs and HICs. Students will have knowledge on how employment has changed in the UK from a KS3 topic.	The issue evaluation unit links to prior learning in students have made decisions on geographical issues in a range of topics. In KS3 students in lessons are regularly asked to identify positive and negatives, analyse data and make judgements and decisions on geographical topics and issues.	Students will recall and revisit knowledge and understanding of geographical topics and skills acquired ensuring they demonstrate in their exams they are good geographers.
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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 where in Changing Economic World students will understand how development further affects the supply and demand of resources. At KS5 students learn further knowledge and understanding on water insecurity and energy supply in the Water Cycle and Carbon Cycle in Year 13.	The unit links to future learning in year 11 where students will build on their understanding of how hazards link to the development of countries and how the economy can be affected by certain hazards. At KS5 students study a Tectonic Processes and Hazards topic at the start of year 12 where they build on their knowledge and understanding of tectonics.	The unit links to future learning at KS5 where students will use their understanding of development, employment of the UK and other countries in a range of topics at A level such as Tectonics, Carbon Cycle, Globalisation and Health.	The unit links to future learning where students into KS5 will continue to explore and investigate geographical issues and topics. KS5 students are regularly encouraged to engage in geographical topics in the news. Paper 3 at KS5 is a similar format to this topic where information is given on a particular geography topic. This will add more complexity and evidence to use.	Students will continue to build on the knowledge learnt at KS4 into KS5 to allow for further understanding and application of geographical issues and topics.
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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.

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 HT2, HT4 and HT6 (final GCSE exams).

Half Term 1 – Pink sheet on Resource Management and Food topic

Half Term 2 – Mock Papers (Paper 1: Living World and Physical Landscapes, Paper 2: Urban Issues and Challenges and Resource Management, Food)

Half Term 3 – Pink sheet on Natural Hazards and Changing Economic World

Half Term 4 – Mock Papers (Paper 1: Living World, Natural Hazards and Physical Landscapes, Paper 2: Urban Issues and Challenges, Changing Economic World and Resource Management, Food, Paper 3: Fieldwork – familiar and unfamiliar)

Half Term 5 – Assessment on Issue Evaluation

Half Term 6 – GCSE exams (Three papers)

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, mocks and final examinations.



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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.
- The issue evaluation element of the course exposes student to a current geographical issue which they need to analyse and make a judgement on it.

Our curriculum supports the school value of:

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>
Success	<i>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. Teachers give verbal praise, positive phone calls home, rewards points and department postcards.</i>
Act with care, kindness, respect, and integrity	<i>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</i>

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 11, 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 develop their speaking and listening skills, deepening understanding and encouraging respectful dialogue on geographical issues.
- 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.

Cross-Curricular opportunities / Opportunities to develop 'character':

Science

- Resource Management & Food: water cycle, soil nutrients, ecosystems, understanding water/food security, energy types and management
- Challenges of Natural Hazards: tectonics, weather systems, climate science, causes and impacts of hazards.
- Issue Evaluation: applying scientific reasoning to sustainability and climate-based decisions.

Maths

- All Topics: data interpretation, averages, percentages, comparing development indicators (HDI, GDP). Graphs, pie charts, statistical analysis, used in food production data, natural hazard risk, economic growth.
- Issue Evaluation: Evaluating numerical evidence to make informed decisions.

Design & Technology (including Food Technology)

- Resource Management & Food: farming technology (hydroponics, irrigation), food storage and waste reduction, ethical and sustainable food design.
- Challenges of Natural Hazards: designing hazard-resistant buildings and infrastructure.

Business Studies / Economics

- The Changing Economic World: trade, globalisation, TNCs, investment in LICs/NEEs, aid, debt, and development strategies.
- Resource Management & Food: agribusiness, fair trade, global food markets.
- Issue Evaluation: cost-benefit analysis of development or sustainability projects.

English

- All Topics: structuring balanced arguments → used in issue evaluation, development debates. Descriptive/emotive writing → e.g. writing from the perspective of a hazard survivor.
- Issue Evaluation: Discursive and persuasive writing techniques.

Computing / ICT

- Issue Evaluation: GIS mapping, satellite data, digital decision-making tools.
- Natural Hazards / Resource Management: Data modelling for risk assessment or resource distribution.

RE / Citizenship / PSHE

- Resource Management & Food: Ethical consumption, stewardship, global inequality.
- The Changing Economic World: Social justice, human rights, role of aid.
- Challenges of Natural Hazards: Emergency response, humanitarian aid, ethical dilemmas.
- Issue Evaluation: Debates around environmental ethics and sustainable futures.



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cultures, environments and people, helping students to care about the world and each other.

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:
In Challenges of Natural Hazards, students can learn about roles such as volcanologists, meteorologists, disaster risk managers, and engineers who design hazard-resistant infrastructure. The Resource Management and Food topic introduces careers like agricultural scientists, water resource managers, environmental consultants, and renewable energy engineers, all working towards sustainable solutions. In The Changing Economic World, careers include international aid workers, development economists and roles within global businesses and sustainable tourism. These topics help students see how geography links to real-world challenges and inspires careers that shape a more resilient and equitable future.

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, QLA from HOD and Trust.



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Identification of critical knowledge across topics to ensure students are able to recall key knowledge.

Further retrieval practice added as do now tasks, with more opportunities for interleaved and spaced practice.