

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 Share Point > Staff Resources > -KS3 > - Year 9
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. Students have 2 lessons of Geography a week with the same teacher.
National Curriculum Links:	Students follow the KS3 Geography National Curriculum and in year 9 cover the following: • Extending their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. • Understanding geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and a region within Asia. • Understanding, using detailed-place based exemplars at a variety of scales, the key processes in physical geography relating to geological timescales, change in climate from the Ice Age to the present and glaciation. • Understanding, using detailed-place based exemplars at a variety of scales, the key processes in human geography relating to population, urbanisation and international development. • Understanding how human and physical processes interact to influence, and change landscapes, environments and climate; and how human activity relies on effective functioning of natural systems. • Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field • Interpreting Ordnance Survey maps in the classroom, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs • Use Geographical Information Systems (GIS) to view, analyse and interpret places and data

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 1-2	Half Term 2-3	Half Term 3-4	Half Term 4-5	Half Term 5-6
Asia, China and India Students will learn key knowledge about: • Countries and regions of Asia • What Asia is like – climate, culture, economy, environment and history • Biomes and landscapes in Asia • Population distribution in Asia • Causes of urbanisation in Indian cities • Monsoons of India • Environmental impacts of urbanisation in China • Child policies in China • Sustainability of fashion and Asia • Southeast Asia tourism Students will learn key skills including:	Prisoners of Geography Students will recap, retrieve and build on key knowledge and skills from half term 1-2. Students will learn key knowledge about: • What is a superpower or prisoner of geography country • USA as a superpower • China as a potential superpower • Russia as a potential superpower • Global dominance of British empire • Africa – prisoners of geography • India and Pakistan – prisoners of geography • The Middle East – can oil help it become a superpower?	Africa Students will recap, retrieve and build on key knowledge and skills from half term 1-3. Students will learn key knowledge about: • Countries and regions in Africa • Landscapes and biomes in Africa • Population distribution in Africa • Rural-urban migration and the risks in Africa • Impacts of tourism on cities in African countries • Fair trade in Africa • Conflict and piracy in Africa • The future of Africa Students will learn key skills including:	Frozen World Students will recap, retrieve and build on key knowledge and skills from half term 1-4. Students will learn key knowledge about: • Glaciation and causes of climate change • Earth history in geological time • Early humans and Neanderthals • The last ice age and changes since • How ice shapes landscapes • Glacial landforms of erosion and deposition • Human uses of glacial landscapes in the Himalayas, Antarctica and Russia Students will learn key skills including:	Nature v Humans Students will recap, retrieve and build on key knowledge and skills from half term 1-5. Students will learn key knowledge about: • Interrelationship between nature and humans • Causes of megafauna extinction • Wildfires in Australia and California, USA • Nuclear disasters – Chernobyl and Fukushima • Yellowstone super volcano • The rise in shark attacks • Sea level rise in Venice and the Maldives • Impacts of Covid-19 on the world • Human impact on the school site

Geography

Curriculum Overview

Key Stage – KS3 Year – 9

Joy



Progress



Success



Act with care, kindness, respect and integrity

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.

- Using maps and atlases to locate countries, major cities, physical and human features and regions in cities.
- Interpreting graphs such as climate graphs and weather patterns.
- Analysing population data and urban land use maps to study cities.
- Comparing graphs and charts (e.g. urban population growth in India and China)
- Evaluating environmental impacts, discussing sustainability issues and debating social, economic and environmental costs and benefits of geographical issues.
- Writing structured explanations using geographical vocabulary, using evidence to justify opinions.

Key terminology:

Biome, child policies, climate, culture, economy, environment, impacts, fashion, history, monsoons, population, regions, sustainability, tourism, and urbanisation.

Challenge:

Students will be challenged in this topic by exploring the complexity and diversity of Asia, China, and India through a range of interconnected themes. They will need to analyse how physical geography, such as biomes and monsoons, influences human activity, and evaluate the environmental, social, and economic impacts of urbanisation in rapidly developing regions like China and India. Understanding child policies in China and the sustainability of fashion in Asia will require critical thinking about government policy, ethics, and global supply chains. Students will also be encouraged to consider contrasting perspectives and develop arguments around tourism in Southeast Asia and the balance between development and environmental responsibility.

Misconceptions:

- Asia is one country or a single culture
- All of Asia is hot, humid or tropical
- Urbanisation is always positive
- China's one child policy solved their population issues and was fully successful
- Tourism is always good for local people

Students will learn key skills including:

- Assessing whether countries like China or Russia can be considered future superpowers and examining the concept of being a "prisoner of geography."
- Comparing the global influence of historic and modern powers such as the USA, British Empire, and emerging nations like India or regions like the Middle East.
- Analysing maps, geopolitical data, and historical sources to understand territorial advantages and limitations.
- Exploring how geography, resources (like oil), and political history influence power and development.
- Forming and defending viewpoints in debates on whether geography helps or hinders a nation's potential to become a superpower.
- Linking historical and current events to broader global patterns of dominance and dependence.
- Presenting complex geopolitical ideas through written and verbal explanations.
- Writing structured explanations using geographical vocabulary, using evidence to justify opinions.

Key terminology:

Climate, colonialism, conflict, development, economic power, empire, geopolitical, global dominance, globalisation, inequality, infrastructure, military, natural barriers, oil, political influence, prisoner of geography, regional power, resources, superpower, trade routes.

Challenge:

All students are challenged in lessons by critically analysed complex global issues and the interplay between geography and power. They are encouraged to evaluate what defines a superpower versus a prisoner of geography, examining how physical geography, historical events, access to resources, and political decisions shape a country's global standing. By comparing different regions and their unique circumstances—such as the impact of colonialism, the role of oil, or the limitations of landlocked nations—students must think deeply about cause and effect, inequality, and long-term development. They are also challenged to interpret a range of sources including maps, data, and case studies, and to form and defend their own opinions using evidence. Through debates, extended writing, and problem-solving tasks, they build skills in argumentation, evaluation, and synthesis of ideas.

- Locating and interpreting maps, countries, regions, and physical features of Africa.
- Analysing climate, biomes, and population distribution using data and graphs.
- Explaining causes and impacts of migration, urbanisation, and tourism.
- Evaluating issues like fair trade, conflict, and piracy using case studies.
- Developing critical thinking, debating, and decision-making skills about development.
- Using evidence for making predictions and suggesting sustainable solutions for Africa's future.

Key terminology:

Biome, development, fair trade, informal settlements, piracy, population density, resource conflict, rural-urban migration, sustainable tourism, urbanisation

Challenge:

All students are challenged in lessons by the complexity of understanding how physical environments like biomes influence human activities and settlement patterns. Grasping the causes and effects of rural-urban migration requires linking social, economic, and environmental factors, which can be abstract. The impact of tourism and fair trade involves evaluating both positive and negative consequences, encouraging critical thinking. Additionally, issues like resource conflict and piracy demand awareness of political and security dimensions that may be unfamiliar. Finally, envisioning Africa's future requires synthesising diverse challenges and opportunities.

Misconceptions:

- Africa is a country
- All countries and people are poor in Africa
- Africa is mostly rainforest or desert
- African cultures are all the same
- Africa depends entirely on aid
- African doesn't have modern cities
- All people live in slums in African cities
- Africa is always hot

- Interpreting geological timelines on graphs to understand Earth's history and climate changes over millions of years.
- Analysing causes and effects of glaciation and climate change through data and scientific evidence.
- Comparing human evolution by examining early humans and Neanderthals within the context of ice age environments.
- Identifying on OS maps and explaining glacial landforms created by erosion and deposition processes.
- Mapping and describing how ice shapes landscapes using case studies from places like the Himalayas and Antarctica.
- Evaluating human interactions with glacial environments, including sustainable use and challenges in extreme climates.

Key terminology:

Abrasion, arête, climate change, corrie, drumlin, erosion, erratic, freeze-thaw weathering, geological time, glacier, glacial advance, glacial deposition, glacial retreat, hanging valley, ice age, ice sheet, moraine, plucking, pyramidal peak, snout, u-shaped valley.

Challenge:

All students are challenged in lessons by thinking critically about the long timescales involved in Earth's geological history and how to interpret complex scientific data related to climate change and glaciation. They will compare the lifestyles and adaptations of early humans and Neanderthals within the harsh conditions of the ice age. Understanding the processes that shape glacial landforms requires spatial thinking and the ability to visualize how erosion and deposition work overtime. Applying this knowledge to real-world landscapes like the Himalayas and Antarctica demands careful analysis of physical geography and human-environment interactions. Students will evaluate the sustainability and risks of human uses in glacial regions, encouraging them to consider environmental and ethical issues.

Misconceptions:

- Glaciation only happens in very cold places today, ignoring past ice ages that affected much larger areas.
- Climate change is always rapid and recent, overlooking natural long-term shifts over millions of years.
- Early humans and Neanderthals lived in separate times without any overlap or interaction.

Students will learn key skills including:

- Analysing complex interrelationships between natural processes and human activities.
- Evaluating causes and consequences of environmental events like megafauna extinction and wildfires.
- Interpreting case studies of disasters, such as nuclear accidents and volcanic eruptions, to understand human and natural impacts.
- Assessing risks and responses related to changing natural hazards, including rising shark attacks and sea level rise.
- Applying data to understand global issues, such as climate change effects on vulnerable areas like Venice and the Maldives.
- Investigating the broader societal impacts of global events like Covid-19 on health, economy, and environment.
- Collecting and analysing environmental quality of the school

Key terminology:

Disaster, drought, extinction, hazard, megafauna, nuclear, pandemic, resilience, sea level rise, shark attacks, super volcano, sustainability, vulnerability, wildfire, wildlife.

Challenge:

All students are challenged in lessons by understanding the complex interactions between natural events and human activities, which often require analysing multiple factors at once. Students will evaluate the causes of megafauna extinction and the increasing frequency of wildfires, as these involve both natural and human influences. Interpreting the impacts of large-scale disasters like nuclear accidents and super volcanoes demands critical thinking about risk, preparedness, and long-term consequences. Understanding rising sea levels and their effects on vulnerable places such as Venice and the Maldives requires applying scientific data to real-world contexts.

Misconceptions:

- Natural disasters are entirely uncontrollable and unrelated to human actions.
- Megafauna went extinct only because of natural climate change, ignoring human hunting impacts.
- Wildfires are always bad and unnatural, without recognising their ecological role in some environments.
- Nuclear disasters have no lasting environmental recovery, overlooking how ecosystems can partially recover over time.



Geography

Curriculum Overview

Key Stage – KS3 Year – 9



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.

Misconceptions:

- All powerful countries are automatically superpowers
- Geography alone determines a country's power
- Countries with abundant natural resources (like oil) will always become superpowers
- Colonial history only has historical significance and doesn't affect current global power dynamics
- Superpowers have uncontested, permanent dominance
- Regions labelled as 'prisoners of geography' are powerless and static
- Military strength is the sole or primary factor in being a superpower
- Globalisation benefits all countries equally.

- Glaciers only carve out valleys, without understanding the variety of landforms created by both erosion and deposition.
- Ice landscapes are barren and useless to humans, ignoring how people live and work sustainably in these regions.
- The last ice age ended suddenly everywhere at the same time, instead of gradually with regional differences.

- Sea level rise only affects distant islands, not major cities like Venice or coastal communities worldwide.
- Shark attacks are dramatically increasing everywhere, ignoring that human activity often drives shark behaviour and that the actual risk remains low.

Previous learning that is particularly relevant:

The unit links to **prior learning** in KS3 (year 8) relating to the hydrology and extreme environments topics which will be revisited in this topic in the monsoons, flooding and biomes of Asia. In year 7 topics on weather and climate and industry and development build the foundations for building on knowledge in this topic.

The unit links to **prior learning** in KS3 relating to the Asia topic at the start of year 9 where China, India and Russia are studied. In year 8 topics on extreme environments and exploiting resources links to this topic with reference to superpower status and reasons for being a prisoner of geography. In year 7 industry and development build the foundations for building on knowledge in this topic.

The unit links to **prior learning** in KS3 relating to previous topics in year 9 on Asia and Prisoners of Geography where knowledge will be revisited and expanded upon. In year 8 topics such as extreme environments and restless earth are referenced in respect to hot deserts and plate tectonics in Africa. In year 7, industry and development and weather and climate built the foundations for building on knowledge in this topic of Africa.

The unit links to **prior learning** in KS3 relating to previous topics in year 9 on Asia, Africa and Prisoners of Geography where cold environments would have been discussed and some reference to glaciation. In year 8 topics on extreme environments and exploiting resources link to this topic on glaciation and how humans use these glaciated landscapes. In year 7, coastal processes will link to glacial processes as well as how landforms have been created. Industry and development, and weather and climate will continue to be built on in this topic on glaciation, frozen world.

The unit links to **prior learning** in KS3 relating to the weather and climate year 7 topic where extreme weather will have been discussed that can be applied to wildfires in this topic. The Yellowstone super volcano lesson links to work on volcanoes in the restless earth topic of year 8. Megafauna causes of extinction has overlaps with the early humans lesson in the frozen world topic earlier in year 9.

Future Learning: How does content prepare students for future units, Key Stage 4, or Key Stage 5?

The unit links to **future learning** in KS3 (year 9) relating to the prisoners of geography and Africa topic where places in Asia will be revisited and compared in these topics. At KS4 this topic will relate to globalisation and development in the Changing Economic World topic. At KS5 topics on globalisation and health will build on the knowledge and skills from this topic at KS3.

The unit links to **future learning** in KS3 (year 9) in the Africa topic where prisoners of geography will continue to be explored in this future topic. At KS4 this topic will relate to globalisation and development in the Changing Economic World topic. At KS5 students will study a superpowers topic in year 13 which will build on knowledge and skills from this topic at KS3.

The unit links to **future learning** in KS3 (year 9) relating to the humans v nature topic where students look at further examples of how humans and nature interacts. At KS4 this topic will relate to Urban Issues and Changing Economic world where urbanisation and development will be studied. At KS5 topics on globalisation and health will build on the knowledge and skills from this topic at KS3.

The unit links to **future learning** in KS3 (year 9) relating to humans v nature where impacts on certain landscapes from human activity will be compared to this unit on glaciation. At KS4 this topic will relate to the physical landscape's topic where the last extent of ice during the last ice age will be revisited. At KS5 the glaciation topic is studied with reference to processes, landforms and how humans use these landscapes.

The unit links to **future learning** in KS4 relating to natural hazards and the living world where disasters and effects on ecosystems is revisited. At KS5 students study the impacts of sea level rise in more detail in the water cycle topic in year 13, whilst looking at the impacts of health across the world in at topic in the same year. Fieldwork at the end of the nature v humans' topic will continue to build on students understanding of fieldwork enquiries which can support KS4/5 fieldwork.

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 Key Stage 3 Geography National Curriculum 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.



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.

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. 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 HT5. Half Term 1 – Written assessment on knowledge and skills from Asia, China and India topic Half Term 2 – Pink sheet on Prisoner of Geography topics – application of knowledge and skills task Half Term 3 – Written assessment on knowledge and skills from Asia, China and India and Prisoners of Geography topic Half Term 4 – Pink sheet on Africa topic – application of knowledge and skills task Half Term 5 – Written assessment on knowledge and skills from Asia, China and India, Prisoners of Geography, Africa and Frozen World topic Half Term 6 – Pink sheet on Nature v Humans topic – application of knowledge and skills task	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. Assessments are cumulative, covering previous topics covered that year. Opportunities for homework (including apps): Students will be set homework weekly focused on tasks on knowledge organisers building on the retrieval of knowledge and practicing the application of skills learnt in lessons. A knowledge organiser will be produced for each topic.
--	--	---

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. - Current geographical issues and topics are included in topics, bringing in current events and issues that arise when teaching topics.		Literacy, Oracy and disciplinary language: Embedding literacy, oracy, and disciplinary language is central to the teaching of KS3 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 9, 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., "impacts", "economic," "climate") and Tier 3 disciplinary language (e.g., "superpower," "globalisation," "freeze-thaw weathering") 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.	Cross-Curricular opportunities / Opportunities to develop ‘character’: History - Asia, China, India, Africa — colonialism, independence, cultural heritage. - Prisoners of Geography — historical causes of borders and conflicts Economics - Asia, China, India, Africa — development, trade, emerging markets. - Prisoners of Geography — resources, trade routes, economic power. - Humans vs Nature — cost of sustainability, resource use. Politics - Asia, China, India, Africa — governance, democracy, international relations. - Prisoners of Geography — power struggles, territorial disputes. - Humans vs Nature — environmental policy, climate agreements. Religious Studies - Asia, China, India, Africa — major world religions, cultural beliefs. Sociology - Prisoners of Geography — migration, ethnic tensions, social impacts. Law - Prisoners of Geography — international law, treaties, human rights. Science (Physics, Chemistry, Biology) - Glaciation — ice dynamics, greenhouse gases, cold ecosystems. - Humans vs Nature — biodiversity, ecosystems, conservation. Maths - Glaciation — data modelling, measuring change. - All topics — statistics, graphs, data interpretation. IT / Computer Science - All topics — GIS mapping, digital data analysis, modelling. Environmental Science
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</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 end points to illustrate what mastery looks like by year-end.

- 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.

- Glaciation — climate change, environmental impacts.
 - Humans vs Nature — sustainability, conservation, resource management.
- Engineering / Design & Technology**
- Glaciation — flood defences, engineering solutions.
 - Humans vs Nature — sustainable technology, eco-friendly design.
- Languages**
- Asia, China, India, Africa — studying local languages for cultural understanding.
- English**
- All topics — essays, debates, reports, presentations.

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, 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:
Studying topics like Asia, China, India, and Africa in Geography can lead to careers in international development, diplomacy, foreign trade, and journalism, while exploring *Prisoners of Geography* and geopolitics links to jobs in government policy, security and intelligence, or geopolitical analysis for think tanks. Physical geography topics like glaciation connect to roles as climate scientists, glaciologists, hydrologists, or environmental consultants



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, focused on climate change and water resources. Studying *Humans vs Nature* relates to careers in environmental management, sustainability advising, disaster risk planning, and conservation work.

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	Topic on Asia, China and India added Topic on Africa improved instead of Africa and Oceania – more of a focus on Africa and a region in Africa. Refining the Prisoners of Geography topic to make it flow better. Starting with the USA, potential superpowers, prisoners of geography.	QLA processes – review of lessons, student books, student voice, teacher voice, assessment outcomes