YEAR 7	HT1: Place and Space	HT2: UK Physical Geography	HT 3: Africa	HT 4: Population and Health	HT 5: Climate Change	HT 6: Globalisation
Why Now?	To define geography as an academic discipline including concepts such as place, space and scale; and our place in the world	Suitable progression from KS2 study covering core elements of natural processes and UK geography	To understand physical and human similarities, differences and links between the UK and Africa	To teach fundamental models and concepts of human geography on a variety of scales	An early opportunity to prevent future misconceptions and show how disciplinary knowledge changes	To demonstrate interdependence between societies, resources and environments
Knowledge	What geographers study Types of settlement Urban and rural places Burgess Model Comparing places Urban regeneration	The UK's location Relief and weather Unique landscapes Climate comparisons TDF ecosystem Extreme weather	Hadley Cell African biomes Development Case study: Kenya Rostow Model Media portrayal	World population data Population structures Types of migration Population policies Disease distribution Health inequalities	Greenhouse effect Causes of change Evidence of change Impacts on the UK Impacts in Bangladesh Microclimate fieldwork	Defining globalisation Clone town fieldwork Containerisation Fashion trade Food miles Evaluating impacts
Skills	World maps OS maps Bar graphs	OS maps Aerial photography Climate graphs	Thematic maps Averages Climate graphs	Choropleth maps Scatter graphs Averages Pie charts	Averages	Flow line maps Ratio
NC Link	• Global spatial awareness • Globes, maps and atlases • OS maps	• Coasts • Weather and climate • OS maps	• Environmental regions • International development • LK: Africa • PK: Africa regional study	• Population and urbanisation • Thematic mapping • LK: China (Asia)	• Climate change Ice Age to present • How processes interact • LK: Asia	• Use of natural resources • Secondary/virtual fieldwork
Trust Link	• Features of places • Cartographic projections • How spaces become places	• Climate, relief and air masses • Climate comparisons within the UK & to non-UK	• Climatic characteristics • Misconceptions of Africa • Social and economic development factors • Exploration of Rostow's Model	• Overview of population trends and DTM • Pro and anti-natalist policies	• SEEP impacts of enhanced climate change • UK past climate • Natural climate change processes	• Defining globalisation • Impact on climate change and food • Use of SDGs
What Next?	Apply key skills and threshold concepts to topical and regional studies	Year 8 HT3/4	Y8 HT6	Y8 HT1/2	Y8 HT3/4, 5 & 6	Y8 HT1/2, 6

YEAR 8	HT1/2: Geopolitics and Regions	HT3/4: Water, Carbon and Resources	HT5: Glacial Landscapes	HT6: Life In Hot Deserts
Why Now?	To study human geography on a global scale and how it is interdependent with politics, economics and resources; and to provide an educated response to online misinformation	To examine how natural cycles (such as water, carbon and rock) influence landscapes, systems and global resource availability	To understand how the cryosphere has changed over time, and how this will influence humans, and to study an unfamiliar landscape	To study a biome in detail focusing on characteristics, interdependence, opportunities, challenges and sustainability
Knowledge	Geopolitics and alliances Studies of Russia and India Superpower geographies Conflict in the Arctic Middle East human geography Studies of the UAE and Yemen	Earth's physical spheres River basins and profiles The River Severn case study Carbon cycle Natural resources Global diamond trade	Types of ice in cryosphere Glacial processes Glacial landforms in the UK Tourism in Chamonix Sea level rise	Characteristics & distribution Flora and fauna Thar Desert case study Sustainability of Dubai Desertification causes Impact on food security
Skills	Statistical/averages Thematic maps Percentage change	World/national maps OS maps Climate graphs	Data interpretation Climate graphs OS maps GIS – virtual landscapes	Choropleth maps Climate graphs Flow line maps
NC Link	• International development • Population and urbanisation • LK: Russia, India • PK: Asia regional study • LK: Middle East	• Rocks, weathering and soils • Hydrology • OS maps • Use of natural resources • Human activity interdependence	• Glaciation • OS maps • Climate change Ice Age to present • How processes interact	• Hot deserts • LK: Middle East • How processes interact
Trust Link	• Physical geography of Russia/India • Economic comparison of Russia/India • Social development factors • Superpower characteristics/influence • Causes of regional conflict • Role of OPEC/strategies • Population trends linked to DTM	• Bradshaw Model • Formation of two river landforms • Comparison of river basins • Carbon cycle flows and stores • Human impact to carbon cycle • Soil quality • Rock cycle		• Adaptation of flora • Evaluation of solar energy
What Next?	Y9 HT1, 4, Y10 UK in 21st Century	Y9 HT2 & 3	Y9 HT1, Y10 Distinctive Landscapes	Y9 HT1, Y10 Sustaining Ecosystems

YEAR 9	HT1: North America	HT2: South America	HT3: Tectonic Theory	HT4: Hazardous Regions	HT5: Geographical Careers	HT6: Haiti
Why Now?	To study contemporary examples of geographical theory in action, and evaluate complex issues using data and figures	To continue to study major environmental regions in detail, and study urbanisation in developing nations	To understand how the lithosphere has changed over time, and how theory has changed over time	To compare risk and vulnerability using both physical processes and human factors	To provide real life relevance of geography and decision-making exercises	An opportunity to apply core KS3 knowledge to a case study of a country
Knowledge	Arctic geography Tundra characteristics Indigenous groups US economy and job sectors Case study of Detroit Mexico-US migration	Amazon Rainforest Deforestation Urban sprawl in Manaus Sustainability of Curitiba World cities/megacities Brazil compared to Peru	Continental drift Earth structure Plate boundaries Earthquake patterns Types of volcanoes Living with volcanoes	Hazard theory Vulnerability factors AC example: California Tropical storms LIDC vulnerability Example: Bangladesh	Urban planning Weather mitigation Global companies Diplomatic decisions Coastal management	Development factors Colonialisation Tropical disease Political unrest Multihazardous areas
Skills	Global/regional maps Percentage change Decision-making	Global/regional maps Data interpretation Statistical/averages Decision-making	Statistical Numerical e.g. ratio Thematic maps	Pie charts Scatter graphs	Numerical Statistical Variety of maps OS maps Decision-making All applied to contexts	Data interpretation Statistical analysis Data presentation
NC Link	• Polar regions • Use of natural resources • Economic activity • Maps and atlases	• Environmental regions • Urbanisation • Coasts • Maps and atlases	• Geological timescales and plate tectonics • Human activity interdependence	• Weather and climate • International development • Plate tectonics	• Urbanisation • Weather • Economic activity • Coasts • Use of GIS	• International development • Population • Weather and climate • Plate tectonics
Trust Link	• Environmental biomes associated with GAC • Climate change impact on a biome • Evaluation of migration • USA as superpower	• Human activities in a named biome • Flora adaptations • Urbanisation and flows of people	• Structure of Earth and plate tectonics • Plate boundaries • Earthquake causation •	• Tropical storm conditions • Contrasting examples of Park Model hazards • Case study of a meteorological event • Multiple hazards		
What Next?	• Y10 Sustaining Ecosystems, UK in 21st Century • Apply economic geography knowledge to future topics	• Y10 Sustaining Ecosystems, Urban Futures • Writing techniques further improved	• Y11 Global Hazards • Links to Chemistry curriculum	• Y11 Global Hazards • Apply knowledge during Haiti topic	• Options evening • All skills and techniques useful for OCR B	• Y11 Development Dynamics • Y11 Global Hazards