St Cuthbert's RC High School
Curriculum Map – Geography

Geography Curriculum Map	
St. Cuthbert's Curriculum Vision 	Here at St. Cuthbert's, our curriculum is rooted in our Catholic faith and the principles laid out in Catholic Social Teaching. Our goal is to help every child shine, feel valued, and make a positive mark in the world. With our core CARE values—Catholicity, Aspiration, Respect, and Excellence—guiding us, we aim to nurture each child's academic, social, emotional, and spiritual growth. We strive to foster an environment where every student feels secure, included, and supported, both inside the classroom and out. Complete curriculum vision.docx
Subject statement of intent	In Geography we learn to understand the Earth; how it connects people and shapes our future. Our curriculum is designed to encourage our young people to become global citizens who can think critically about places, people, and how choices shape our planet. We aim to teach the knowledge and skills that stay with students for life, shaping how they see the world and act within it. Our curriculum moves through three clear themes: 1) Exploring Our Planet 2) People, Places & A Changing Planet 3) Geographies of the Future. We believe that geography must be an empowering, future-facing subject: one that helps students make sense of their place in the planet's systems, the built world, and the choices that will determine life on Earth for generations to come.

Curriculum Icons Key				
Catholic Mission	**Careers (CEIAG)**	**Cultural Capital and Enrichment Opportunities**	**Preparing for life in modern Britain**	**Skills for Life**
				

Geography 'at a glance'

KS3: Students have three lessons per fortnight, KS4: Students have five lessons per fortnight in Year 10 and six lessons per fortnight in Year 11.

AUTUMN	SPRING	SUMMER
Year 7 | Theme: Exploring Our Planet		

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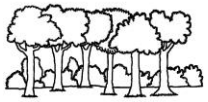
What is Geography?  **How Are Ecosystems Important to Us and the Planet?** 	**Local Area Study: Regeneration (Rochdale & Salford Quays – Urban Fieldwork Enquiry)**  **Understanding Weather and Climate** 	**Our Restless Earth**  **Geographical Skills** 
Year 8 | Theme: People, Places and a Changing Planet		
Population & Migration  **Globalisation & Interdependence** 	**How Important are our Rivers?**  **Edge of the Earth: Exploring Coastal Wonders** 	**Dark Tourism and Dramatic Destinations**  **There's no Planet B: Can we use our Resources Fairly?** 
Year 9 | Theme: Geographies of the Future		
Africa – the Forgotten Continent 	**Global Issues** 	**Geographical Decision-Making Project** 

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Mysteries of the Middle East 		**GCSE Transition: Skills Booster** 
Year 10		
Living With the Physical Environment: The Challenge of Natural Hazards	**The Living World** **River Landscapes**	**Geographical Enquiry: Field study** **(Fieldwork - The Lake District)**
Year 11		
Challenges in the Human Environment: Changing Economic World	**Urban Issues and Challenges** **Resource Management** **Coastal Landscapes**	**Geographical Applications: Issues Evaluation** **Revision / Examination**

Year 7 Curriculum Map

YEAR 7		AUTUMN		SPRING		SUMMER	
Year 7	Theme: Exploring Our Planet	What is Geography?		Local Area Study: Regeneration (Rochdale & Salford Quays – Urban Fieldwork Enquiry)		Our Restless Earth	
	Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge
		The three types of geography (physical,	Asking "what is geography?" through enquiry.	What regeneration means.	Planning and carrying out fieldwork.	Structure of the Earth. Plate tectonics.	Using maps and models to explain tectonics.

		human, environmental). The importance of place, space, and scale. Geographical skills – latitude and longitude, continents and Oceans	Using maps and data to show how geographers think.	Case studies of Rochdale and Salford Quays. Social impacts of regeneration. Economic impacts of regeneration. Environmental impacts of regeneration.	Collecting and analysing data. Evaluating the success of regeneration.	Types of boundaries. Causes of earthquakes and volcanoes. Impacts of earthquakes and volcanoes. Case studies.	Comparing case studies. Evaluating responses to hazards.
	Texts to be studied			Local council/regeneration reports (summarised for students) BBC Bitesize articles on urban regeneration in the UK		Case study news articles (e.g. Eyjafjallajökull eruption, Haiti earthquake)	
	Rationale	Geography helps us understand the world, the people in it, and the environments around us. In this unit, students will learn about physical, human, and environmental geography, the Earth's spheres, continents, oceans, and how to use latitude and longitude. They will develop skills in locating and interpreting places, which are useful for careers in travel, cartography, environmental consultancy, and technology. This knowledge provides a foundation for GCSE topics on global ecosystems, hazards, and human geography.		Cities change over time, and regeneration can improve places for communities. In this unit, students will learn why areas are regenerated, the impacts on people and the environment, and how to collect and analyse data through fieldwork. They will develop practical skills useful for careers in urban planning, architecture, surveying, and community development. This unit links directly to GCSE urban issues and challenges, and fieldwork enquiry skills.		Earthquakes, volcanoes, and tectonic processes shape our planet and affect communities. In this unit, students will learn how and why these natural events occur, their effects on people and places, and how we can respond and manage risks. They will develop skills in analysing hazards and patterns, which can lead to careers in geology, disaster management, volcanology, and engineering. This knowledge prepares them for GCSE topics on natural hazards and risk management.	
	Theme: Exploring Our Planet	**Why Are Ecosystems Important to Us and the Planet?**		**Understanding Weather and Climate**		**Geographical Skills**	

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	Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge
		Adaptations of animals living in each biome Structure of ecosystems. Food chains and food webs. Biomes. Ecosystem services. Human impacts.	Interpreting diagrams and data. Evaluating human impacts. Judging conservation strategies.	The difference between weather and climate. Elements of weather. Climate zones. UK weather systems. Extreme events.	Using weather instruments. Interpreting synoptic charts and climate graphs. Analysing extreme event case studies.	Types of maps (OS maps, thematic maps, choropleth, GIS). Graphs and data presentation (bar, line, pie, scatter, climate graphs). Use of statistics (mean, median, mode, range, percentages, ratios). Fieldwork methods (sampling, questionnaires, transects, environmental quality surveys).	Using 4- and 6-figure grid references, scale, symbols, and contour lines to interpret landscapes Designing an enquiry: asking a question, collecting, recording, and presenting field data.
	Texts to be studied	WWF case study fact sheets (Amazon rainforest, coral reefs, savannahs)		Met Office "Learn About Weather" resources			
	Rationale	Ecosystems are vital for life, providing resources, supporting biodiversity, and regulating natural systems. In this unit, students will learn how ecosystems function, why they are important to people and the planet, and how human activity affects them. They will develop observation and analysis skills, laying the groundwork for careers in conservation, wildlife management, and environmental science. This learning links directly to GCSE studies on ecosystems, sustainability, and human-environment interaction. s.		Weather and climate affect people, places, and the environment worldwide. In this unit, students will learn the difference between weather and climate, how climates are distributed, and how weather patterns impact people and places. They will develop skills in data collection and interpretation, opening doors to careers in meteorology, climate science, environmental consulting, and renewable energy. This knowledge prepares students for		Geographical skills help us explore, understand, and make sense of the world. In this unit, students will learn how to read maps, use atlases, interpret graphs and data, and locate places using latitude and longitude. They will develop practical skills in observing, measuring, and analysing, which are valuable for careers in geography, surveying, GIS mapping, environmental management, and urban planning. These skills underpin all GCSE topics and fieldwork enquiries.	

			GCSE studies on climate change, weather hazards, and global patterns.	
	Assessment	Students will sit a summative assessment that will cover all content taught at this point. Data will be entered on departmental spreadsheet that notes score and percentage correct. Students will sit end of topic tests at the end of each unit. Scores and percentages will be recorded on department spreadsheet. These will be used when grading pupils before each data drop. **End of topic and summative assessments will follow the same layout and assess based on the department assessment objectives:** **1 - demonstrate knowledge** **2 - demonstrating understanding** **3 - application of knowledge and understanding to give provide judgment** **4 - geographical skills** KS3 Assessment strategy - Geography - Copy.docx			
	Homework			

Year 8 Curriculum Map

YEAR 8	**AUTUMN**		**SPRING**		**SUMMER**	
Year 8	**Theme: People, Place and a Changing Planet**	**Population and Migration**		**How Important are our Rivers?**		**Dark Tourism and Dramatic Destinations**	
	Knowledge	**Substantive Knowledge**	**Disciplinary Knowledge**	**Substantive Knowledge**	**Disciplinary Knowledge**	**Substantive Knowledge**	**Disciplinary Knowledge**
		Population growth. Types of migration. Causes of migration. Push and pull factors.	Analysing population pyramids. Analysing migration data.	River processes (erosion, transport, deposition River landforms. Causes of flooding.	Using hydrographs. Using maps to show river features. Interpreting flood data.	What dark tourism is. Examples worldwide. Links to hazards, history, and culture	Asking questions about how places are represented. Evaluating ethical debates about dark tourism.

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		Impacts on host countries. Impacts on source countries.	Weighing different perspectives on migration.	River management.	Judging management strategies.		
	Texts to be studied	*Refugee Boy* (Benjamin Zephaniah – extracts) National Geographic Kids: *Everything Migration*		Environment Agency case study (UK floods)		*There Is No Planet B* (Mike Berners-Lee – student-friendly extracts)	
	Rationale	People move, populations change, and this shapes our world. In this unit, students will learn about population distribution, growth, and the causes and consequences of migration. They will develop skills in analysing data and trends, which are relevant for careers in urban planning, international development, humanitarian work, and social research.		Rivers shape the land, provide water, food, and energy, and support life. In this unit, students will learn how rivers work, why they sometimes flood, and how humans use and manage them. They will develop skills in observing, mapping, and analysing river environments, which can lead to careers in hydrology, civil engineering, environmental consultancy, and water management. This learning supports future GCSE studies on rivers, flooding, and water management.		Some places attract visitors because of their history, natural beauty, or dramatic events. In this unit, students will learn what dark tourism is, why people visit dramatic or unusual destinations, and how tourism impacts communities and the environment. They will develop skills in research, analysis, and evaluating different perspectives, which can lead to careers in tourism management, heritage and museum work, travel writing, and event planning. This unit also prepares students for GCSE studies on tourism, global development, and the interaction between people and places.	
	Theme: People, Place and a Changing Planet	**Globalisation and Interdependence**		**Edge of the Earth: Exploring Coastal Wonders**		**There's no Planet B: How Do We Share Our Resources?**	

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	Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge
		What globalisation is. Trade links. Cultural links. Technology links. Interdependence between countries. Fair trade.	Using trade maps and flow diagrams. Evaluating pros and cons of globalisation. Considering different viewpoints.	Coastal processes. Landforms of erosion. Landforms of deposition. Human uses of coasts. Coastal management.	Using maps and photos to interpret coastlines. Evaluating conflicting views about management.	The finite nature of Earth's resources. Global patterns of energy, water, and food distribution. Inequalities in resource use. Sustainable resource management. Case studies of sharing resources fairly.	Interpreting global resource maps and graphs. Analysing supply and demand data. Weighing up different solutions for sustainability. Making decisions about resource futures.
	Texts to be studied	Fairtrade Foundation case studies *If the World Were a Village* (David J. Smith)		*A Drop Around the World* (Barbara Shaw McKinney) BBC articles on coastal erosion in Holderness		There Is No Planet B: A Handbook for the Make or Break Years by Mike Berners-Lee	
	Rationale	The world is increasingly connected through trade, culture, and technology. In this unit, students will learn how globalisation shapes economies, cultures, and the environment, and how countries and communities depend on each other. They will develop skills in analysing patterns, evaluating impacts, and understanding complex systems, which are useful for careers in international business, logistics,		Coasts are dynamic environments that shape the land and support people and wildlife. In this unit, students will learn how coastal processes work, why coastlines change, and how humans use and manage them. They will develop skills in observation, mapping, and analysis, which can lead to careers in marine biology, coastal engineering, environmental consultancy, and tourism. This learning provides a		Resources like water, energy, and food are essential for life, but they are limited and unevenly distributed. In this unit, students will learn how people use and manage resources, the challenges of scarcity, and the importance of sustainable practices. They will develop skills in researching, analysing, and problem-solving, which are useful for careers in environmental management, renewable energy, sustainability consultancy, and global	

		marketing, global development, and policy-making. This knowledge provides a foundation for GCSE topics on global development, economic change, and human-environment interaction.	foundation for GCSE studies on coasts, erosion, and sustainable management of environments.	development. This knowledge lays the groundwork for GCSE topics on resource management, sustainability, and human-environment interaction.
	Assessment	Students will sit a summative assessment that will cover all content taught at this point. Data will be entered on departmental spreadsheet that notes score and percentage correct. Students will sit end of topic tests at the end of each unit. Scores and percentages will be recorded on department spreadsheet. These will be used when grading pupils before each data drop. **End of topic and summative assessments will follow the same layout and assess based on the department assessment objectives:** **1 - demonstrate knowledge** **2 - demonstrating understanding** **3 - application of knowledge and understanding to give provide judgment** **4 - geographical skills** KS3 Assessment strategy - Geography - Copy.docx		
	Homework			

Year 9 Curriculum Map

YEAR 9		**AUTUMN**		**SPRING**		**SUMMER**	
Year 9	**Theme: Geographies of the Future**	**Africa – The Forgotten Continent**		**Global Issues**		**Geographical Decision Making**	
	Knowledge	**Substantive Knowledge**	**Disciplinary Knowledge**	**Substantive Knowledge**	**Disciplinary Knowledge**	**Substantive Knowledge**	**Disciplinary Knowledge**
		Diversity of Africa's physical geography.	Challenging stereotypes.	Climate change. Sustainability.	Analysing global data.	Real-world case studies where decisions must be	Applying knowledge to a decision-making scenario. Weighing up different pieces of evidence.

		Diversity of Africa's human geography Development issues. Resources and opportunities.	Analysing development data. Comparing case studies.	Inequality. Resource pressures (water, food, energy. Global challenges: Diseases (Malaria, COVID-19, Ebola). Oceans (plastic pollution, overfishing). Agriculture (Hydroponics, irrigation, Desertification, politics)	Weighing up solutions. Making geographical decisions about the future.	made about people and environments. The balance between environmental, social, and economic factors. Conflicting interests of stakeholders. Examples of sustainable and unsustainable choices.	Justifying decisions with clear reasoning. Communicating conclusions effectively.
	Texts to be studied	National Geographic Kids "Destination Africa" profiles		IPCC / WWF youth-friendly climate reports		AQA GCSE Geography Pre-Release Materials	
	Rationale	Africa is a continent of incredible diversity, from landscapes and wildlife to cultures and economies. In this unit, students will learn about Africa's physical geography, key human and economic challenges, and the opportunities the continent offers. They will develop skills in researching, analysing, and presenting information, which can lead to careers in international development, humanitarian work, travel and tourism, and global business. This unit also provides a foundation for GCSE		The world faces many challenges, from climate change and pollution to conflict and inequality. In this unit, students will learn about key global issues, their causes, and the impacts on people and the planet. They will develop skills in analysing information, evaluating solutions, and thinking critically, which can lead to careers in environmental policy, international development, journalism, and humanitarian work. This unit also provides a foundation for GCSE studies on global development,		Geography often involves making choices that affect people, places, and the environment. In this unit, students will learn how to analyse information, weigh evidence, and make informed decisions about real-world geographical issues. They will develop problem-solving, critical thinking, and communication skills, which are useful for careers in urban planning, environmental consultancy, policy-making, and business strategy. This unit also prepares students for GCSE studies that require evaluation and decision-making skills, such as	

		studies on global development, population, and inequality.		sustainability, and human-environment interaction.		urban regeneration, resource management, and sustainability challenges.	
	Theme: Geographies of the Future	**Mysteries of the Middle East**					
	Knowledge	**Substantive Knowledge**	**Disciplinary Knowledge**	**Substantive Knowledge**	**Disciplinary Knowledge**	**Substantive Knowledge**	**Disciplinary Knowledge**
		Climate and deserts. Oil resources. Human geography of the Middle East. Conflict and migration. Resource challenges.	Using maps and statistics. Evaluating the role of resources. Analysing political and social factors.				
	Texts to be studied	UNICEF case studies on children's lives in the region BBC "Our World" features on water scarcity and geopolitics					
	Rationale	The Middle East is a region full of fascinating history, cultures, and landscapes, but it is also affected by current crises such as conflict, migration, and environmental challenges. In this unit, students will learn about the geography, natural resources, cultural diversity, and ongoing social and political issues in					

		the region. They will develop skills in research, analysis, and evaluating different perspectives, which can lead to careers in international relations, journalism, humanitarian work, diplomacy, and global business. This unit also provides a foundation for GCSE studies on global development, conflict, migration, and human-environment interaction.		
	Assessment	Students will sit a summative assessment that will cover all content taught at this point. Data will be entered on departmental spreadsheet that notes score and percentage correct. Students will sit end of topic tests at the end of each unit. Scores and percentages will be recorded on department spreadsheet. These will be used when grading pupils before each data drop. **End of topic and summative assessments will follow the same layout and assess based on the department assessment objectives:** **1 - demonstrate knowledge** **2 - demonstrating understanding** **3 - application of knowledge and understanding to give provide judgment** **4 - geographical skills** KS3 Assessment strategy - Geography - Copy.docx		
	Homework			

Year 10 Curriculum Map

YEAR 10		AUTUMN		SPRING		SUMMER	
Year 10	Theme	The Challenge of Natural Hazards Tectonic and Weather Hazards		The Living World: Ecosystems Tropical Rainforests		River Landscapes	
	Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge	Substantive Knowledge	Disciplinary Knowledge

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		Structure of the Earth (core, mantle, crust) and characteristics of tectonic plates. Distribution of earthquakes and volcanoes in relation to plate margins. Processes at different plate margins (constructive, destructive, conservative). Primary and secondary effects of earthquakes and volcanic eruptions. Immediate and long-term responses to tectonic hazards. Case studies: Nepal earthquake (LIC) and Chile earthquake (HIC). Reasons why people continue to live in hazardous areas. Strategies to reduce risk (monitoring, prediction, protection, planning). Global atmospheric circulation and its role in creating climate zones. Formation of tropical storms (conditions	Use and interpretation of world maps showing hazard distribution. Analysis of comparative case study data (HIC vs LIC impacts/responses). Critical evaluation of the effectiveness of hazard management strategies. Considering human decision-making: why risks are accepted in hazardous areas. Developing arguments about inequality, vulnerability, and resilience. Interpreting climate graphs, storm tracks, and satellite images. Assessing cause-effect relationships between processes and impacts.	Components of ecosystems (producers, consumers, decomposers, nutrient cycles, food chains/webs). Characteristics of a small-scale UK ecosystem. Interdependence within ecosystems and impacts of change. Global distribution and climate characteristics of tropical rainforests. Adaptations of plants and animals to the rainforest environment. Causes of deforestation (logging, farming, mining, energy, settlement). Impacts of deforestation (economic, social, environmental, global). Case study: Amazon rainforest.	Interpreting ecosystem diagrams and nutrient cycles. Applying systems thinking (inputs, processes, outputs). Considering scale (local vs global ecosystems). Evaluating economic vs environmental trade-offs. Analysing satellite images/maps of rainforest extent. Critically assessing sustainability strategies. Using case study evidence to construct arguments.	Long profile and cross profile of a river (upper, middle, lower course). Fluvial processes: erosion (hydraulic action, abrasion, attrition, solution), transportation (traction, saltation, suspension, solution), deposition. Landforms of erosion: interlocking spurs, waterfalls, gorges. Landforms of erosion and deposition: meanders, ox-bow lakes. Landforms of deposition: levees, floodplains, estuaries. Case study of a UK river valley (e.g., River Tees). Causes of flooding (physical + human). Flood hydrographs and their interpretation. Hard and soft engineering strategies for flood management. Case study of a flood management scheme	Using OS maps and cross-sections to identify river features. Interpreting hydrographs and linking to processes/events. Explaining links between processes, landforms, and river course changes. Evaluating flood management strategies (effectiveness, sustainability, conflict). Considering stakeholder perspectives in river management.

		required, structure, sequence of events). Primary and secondary impacts of tropical storms. Case study: Typhoon Haiyan (LIC/NEE) – impacts and responses. Monitoring, prediction, protection, and planning to reduce tropical storm risk. Distribution of tropical storms and links to climate change. Evidence of extreme weather in the UK. Case study of a recent UK weather event (e.g., Somerset Levels floods).	Evaluating strategies for hazard management (local vs global, HIC vs LIC). Understanding uncertainty in forecasting hazards and weather extremes. Applying geographical reasoning to explain variation in impacts across contexts.	Sustainable management (selective logging, ecotourism, international agreements, debt reduction).		(e.g., Banbury Flood Management Scheme – River Cherwell).	
	Texts to be studied	Student Book Second Edition (GCSE 9-1 Geography AQA) by Bob Digby, et al AQA GCSE (9–1) Geography Second Edition Paperback – 26 Jun. 2020 by John Widdowson, et al		Student Book Second Edition (GCSE 9-1 Geography AQA) by Bob Digby, et al AQA GCSE (9–1) Geography Second Edition Paperback – 26 Jun. 2020 by John Widdowson, et al		Student Book Second Edition (GCSE 9-1 Geography AQA) by Bob Digby, et al AQA GCSE (9–1) Geography Second Edition Paperback – 26 Jun. 2020 by John Widdowson, et al	

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	Rationale	This unit helps students understand the powerful physical processes that shape our planet and threaten human societies. It builds scientific knowledge of tectonic activity, weather systems, and climate change, while encouraging critical awareness of global inequality and resilience. Students see how risk can be reduced through prediction, preparation, and management, and why these challenges remain pressing in the 21st century.		This unit develops understanding of ecosystems as interdependent systems, from small-scale UK habitats to global biomes. Students learn how environments support life, how humans exploit them, and why sustainable management is essential. It fosters appreciation of biodiversity and critical reflection on the balance between economic growth and environmental protection.		This unit enables students to understand how rivers shape the UK's landscapes and how people interact with river systems. It links physical processes to distinctive landforms and explores the challenges of managing flood risk in an era of climate uncertainty. Students develop geographical skills and an ability to evaluate hard and soft engineering solutions, fostering awareness of sustainability and competing stakeholder needs.	
	Theme	**The Challenge of Natural Hazards: Climate Change**		**The Living World: Hot Deserts**		**Geographical Enquiry (Field Study)**	
	Knowledge	**Substantive Knowledge**	**Disciplinary Knowledge**	**Substantive Knowledge**	**Disciplinary Knowledge**	**Substantive Knowledge**	**Disciplinary Knowledge**
		Evidence for climate change (ice cores, tree rings, historical records, glaciers). Natural causes (orbital changes, volcanic activity, solar output). Human causes (fossil fuels, agriculture, deforestation). Effects of climate change on people and	Interpreting graphs of CO_2 concentration, temperature change, and sea-level rise. Weighing reliability and limitations of different sources of climate evidence. Balancing competing perspectives on mitigation vs.	Global distribution and climate characteristics of hot deserts. Plant and animal adaptations to desert conditions. Opportunities for development (mineral extraction, energy, farming, tourism). Challenges of development (water supply, extreme temperatures,	Applying cause-effect reasoning to desertification. Evaluating competing land-use pressures. Interpreting climate graphs and maps of desert regions. Judging effectiveness of management strategies.	The geographical enquiry process: question/hypothesis setting, data collection, data presentation, analysis, conclusions, evaluation. Fieldwork methods in physical and human geography. Strengths and weaknesses of different data collection methods.	Planning a geographical enquiry with appropriate methods. Collecting primary data systematically and reliably. Using statistical and graphical techniques to present and analyse data. Evaluating reliability and validity of results.

		the environment (global impacts). Mitigation strategies (renewable energy, carbon capture, afforestation, international agreements). Adaptation strategies (agriculture, water supply, flood defences).	Adaptation. Using geographical data to construct arguments about responsibility and solutions. Understanding scale (local, national, global) in responses to climate change.	inaccessibility). Case study: Thar Desert. Desertification – causes and management (afforestation, water management, soil conservation).		Examples of data presentation techniques (graphs, maps, charts). Links between fieldwork and wider geographical concepts.	Reflecting on limitations and suggesting improvements. Applying enquiry findings to exam-style questions.
	Texts to be studied	Student Book Second Edition (GCSE 9-1 Geography AQA) by Bob Digby, et al AQA GCSE (9–1) Geography Second Edition Paperback – 26 Jun. 2020 by John Widdowson, et al		Student Book Second Edition (GCSE 9-1 Geography AQA) by Bob Digby, et al AQA GCSE (9–1) Geography Second Edition Paperback – 26 Jun. 2020 by John Widdowson, et al		Student Book Second Edition (GCSE 9-1 Geography AQA) by Bob Digby, et al AQA GCSE (9–1) Geography Second Edition Paperback – 26 Jun. 2020 by John Widdowson, et al	
	Rationale	Promotes awareness of the urgent global challenge of climate change. Encourages students to consider their own role in sustainability and to engage with solutions at local, national, and international scales.				This unit develops first-hand geographical skills through fieldwork. Students experience the full enquiry process — from question setting and data collection to analysis and evaluation. It helps them appreciate how geographers work in the real world and equips them with practical, transferable skills for problem-solving, analysis, and critical reflection.	
	Assessment	• There should be a large amount of exam question practice within the lessons, ideally each lesson after learning the content the students need, they should be shown how to link this to the exam to address the bigger picture.					

		• At the end of each scheme of work, students will be expected to complete a formative assessment, this is formally marked by the teacher and a grade is given for this piece of work. Whole class feedback will be given to the students which links to misconceptions. All results will be centrally tracked which enables the teacher to deliver material to address any gaps the students may need. • At two points of the year, students will be expected to complete a summative assessment, for the first data drop this will be a mock exam of two papers, paper two will be given full (the more challenging paper), paper one will be given with the omission of two topics. This then gives a realistic grade as whilst there is content missing the more challenging content has been assessed. The second data drop will then consist of paper one and paper two with the grade boundaries from that year being used.
	Homework	Students should be set exam questions fortnightly, that supports the teacher timetable to be able to set, receive, mark and track homework. The teacher may decide to mark these individually or may choose to mark these within the lessons with the students to provide feedback. These exam questions should link to the students current learning or may be used to revisit past topics. This may be adapted to suitable revision related to the individual class as time progresses. KS4 Homework Timetable.docx

Year 11 Curriculum Map

YEAR 11		AUTUMN		SPRING		SUMMER	
Year 11	**Theme**	**The Changing Economic World**		**Resource Management**		**Issues Evaluation**	
	Knowledge	**Substantive Knowledge**	**Disciplinary Knowledge**	**Substantive Knowledge**	**Disciplinary Knowledge**	**Substantive Knowledge**	**Disciplinary Knowledge**
		Measures of development (GNI, HDI, literacy rates, birth/death rates). Limitations of economic/social indicators.	Interpreting development indicators and graphs. Analysing causes and effects of uneven development.	**The global significance of resources**: The role of food, water, and energy in economic and social well-being.	Interpreting global maps and graphs showing resource supply and demand. Analysing data on UK resource use and evaluating impacts	Context and content based on pre-release material (varies annually). Recap of relevant physical and human geography concepts	Interpreting unfamiliar resources (maps, graphs, diagrams, photos, text). Synthesising information from multiple sources.

		Causes of uneven development (historical, physical, economic). Consequences of uneven development (wealth, health, migration). Strategies to reduce the development gap (aid, investment, industrial development, fair trade, debt relief, microfinance). Case study of an NEE: economic development, role of TNCs, changing industrial structure, global relationships. UK economy: post-industrial economy, development of infrastructure, rural-urban change, impacts of industry on environment, North-South divide. UK in the wider world (trade, culture, EU, Commonwealth).	Evaluating different strategies for reducing the development gap. Using case study evidence to build arguments about development pathways. Considering scale (local, national, global) in economic change.	Global inequalities in supply and consumption. UK focus: Food: changing demand, imports, local sourcing, environmental impacts of food production. Water: distribution in the UK, water transfer, quality and pollution management. Energy: changing energy mix, economic/environmental issues of exploitation, nuclear and renewable energy. Global resources (students' study one resource in depth: food, water, or energy): Global distribution, supply, and consumption. Issues of resource insecurity (e.g., food shortages, water conflict, energy shortages). Strategies to increase resource supply (technology,	of changing patterns. Applying cause-effect reasoning to resource insecurity (e.g., population growth → increased demand → conflict). Evaluating the sustainability of different management strategies. Considering multiple perspectives (government, local people, global organisations, businesses) in resource management. Constructing arguments about resource security and future challenges.	connected to the theme. Case study references to support evaluation and decision-making.	Evaluating costs, benefits, and sustainability of different options. Decision-making: justifying a conclusion with balanced reasoning. Applying geographical concepts in a synoptic way.

				management, sustainable solutions). Case study of a large-scale management scheme (e.g., China's South-North Water Transfer Project, or an alternative depending on choice).			
	Texts to be studied	Student Book Second Edition (GCSE 9-1 Geography AQA) by Bob Digby, et al AQA GCSE (9–1) Geography Second Edition Paperback – 26 Jun. 2020 by John Widdowson, et al		Student Book Second Edition (GCSE 9-1 Geography AQA) by Bob Digby, et al AQA GCSE (9–1) Geography Second Edition Paperback – 26 Jun. 2020 by John Widdowson, et al		**AQA GCSE Geography** Pre-Release Material	
	Rationale	This unit helps students understand why global inequalities in development exist and how they can be reduced. It builds knowledge of economic and social indicators, causes of uneven development, and the strategies governments and organisations use to promote growth. By studying both LIC/NEE and UK examples, students see how economic change affects people and places differently, developing critical awareness of global interdependence.		This unit develops students' understanding of the importance of resources for human well-being and economic development. It examines global inequalities in the supply and consumption of food, water, and energy, and explores how these challenges are being addressed. By focusing on both UK and global examples, students learn how rising demand, population growth, and environmental pressures shape the availability of resources. The unit encourages critical thinking about sustainability, resource security, and how		This synoptic unit prepares students to apply their geographical knowledge, understanding, and skills to a pre-release resource booklet. It teaches them to analyse sources, consider multiple viewpoints, and make justified decisions. It strengthens critical thinking, problem-solving, and argumentation — vital skills for exams and beyond.	

				different strategies can meet future needs.			
	Theme	**Urban Issues and Challenges**		**Coastal Landscapes**		**Revision / Exam**	
	Knowledge	**Substantive Knowledge**	**Disciplinary Knowledge**	**Substantive Knowledge**	**Disciplinary Knowledge**	**Substantive Knowledge**	**Disciplinary Knowledge**
		Global pattern of urban change; factors affecting urbanisation (migration, natural increase). Megacities – distribution and growth. Case study of an LIC/NEE city: location, importance, causes of growth, opportunities (social/economic), challenges (housing, services, unemployment, waste, traffic). Management of urban issues: strategies for squatter settlements, transport, sustainability. Case study of a UK city: location, importance, migration,	Interpreting population and urban growth graphs. Analysing spatial patterns of land use on maps. Evaluating regeneration projects and sustainability strategies. Comparing urban challenges between LIC/NEE and HIC contexts. Considering stakeholder perspectives in urban decision-making.	The UK coastline: physical diversity and the influence of geology. Coastal processes Landforms of deposition: beaches, spits, bars, sand dunes. Case study of a UK coastline (e.g., Holderness or Dorset coast). Causes of coastal flooding and erosion risk (geology, fetch, human activity). Hard engineering strategies: sea walls, groynes, rock armour, gabions. Soft engineering strategies: beach nourishment, dune regeneration, managed retreat.	Interpreting OS maps, photos, and diagrams of coastal features. Linking coastal processes to landform development and sequence of formation. Analysing conflicting stakeholder perspectives in coastal management. Evaluating engineering strategies for effectiveness, cost, sustainability. Applying systems thinking to understand inputs, processes, and outputs of coastal systems.		

		opportunities and challenges, urban regeneration project. Sustainable urban living: waste, water, energy, green space, transport.		Case study of a coastal management scheme (e.g., Holderness).	Constructing arguments about trade-offs between protecting people, economy, and environment.		
	Texts to be studied	Student Book Second Edition (GCSE 9-1 Geography AQA) by Bob Digby, et al AQA GCSE (9–1) Geography Second Edition Paperback – 26 Jun. 2020 by John Widdowson, et al		Student Book Second Edition (GCSE 9-1 Geography AQA) by Bob Digby, et al AQA GCSE (9–1) Geography Second Edition Paperback – 26 Jun. 2020 by John Widdowson, et al			
	Rationale	This unit develops understanding of the opportunities and challenges of urbanisation in both LICs/NEEs and HICs. Students learn how rapid urban growth creates issues in housing, services, employment, and the environment, and how these are managed. By examining case studies, they develop evaluative skills and an appreciation of the complexities of creating sustainable cities.		This unit enables students to understand how coastal processes shape distinctive UK landscapes and how human activity interacts with these dynamic environments. It builds knowledge of erosion, transportation, and deposition, and links these to the creation of landforms. By examining case studies of coastal management, students learn to evaluate how competing demands, sustainability, and stakeholder perspectives influence decision-making. This prepares them to think critically about human responses to physical challenges.			
	Assessment	• There should be a large amount of exam question practice within the lessons, ideally each lesson after learning the content the students need, they should be shown how to link this to the exam to address the bigger picture.					

		• At the end of each scheme of work, students will be expected to complete a formative assessment, this is formally marked by the teacher, and a grade is given for this piece of work. Whole class feedback will be given to the students which links to misconceptions. All results will be centrally tracked which enables the teacher to deliver material to address any gaps the students may need. • At two points of the year, students will be expected to complete a summative assessment, for the first data drop this will be a mock exam of two papers, paper two will be given full (the more challenging paper), paper one will be given with the omission of two topics. This then gives a realistic grade as whilst there is content missing the more challenging content has been assessed. The second data drop will then consist of paper one and paper two with the grade boundaries from that year being used.
	Homework	Students should be set exam questions fortnightly, that supports the teacher timetable to be able to set, receive, mark and track homework. The teacher may decide to mark these individually or may choose to mark these within the lessons with the students to provide feedback. These exam questions should link to the students current learning or may be used to revisit past topics. This may be adapted to suitable revision related to the individual class as time progresses. KS4 Homework Timetable.docx

Catholic Social Teaching In all areas of the curriculum careers are referenced. <u>Year 7:</u> **Local Area Study: Regeneration,** *Participation* and *The Common Good* - how communities work together to improve places and ensure fairness in regeneration. **How Are Our Ecosystems Important to Us and Our Planet.** *Stewardship* and *Solidarity* - protecting biodiversity and recognising our shared responsibility to care for creation. <u>Year 8:</u> **Population and Migration**. *Dignity of the Human Person* and *Solidarity* - respecting the rights and dignity of migrants and refugees. **There's No Planet B: How Do We Share Our Resources?** *Stewardship of Creation* and *The Common Good* - caring for the planet's limited resources and ensuring they are shared fairly.	**Preparing for Life in Modern Britain** Students are encouraged in all aspects of the classroom to have mutual respect for others, particularly when giving their viewpoint and answers. Teachers should be respectful to their answers and not discourage engagement. <u>Year 7:</u> Students are encouraged to share their viewpoints and have detailed discussion particularly. Decision-making exercises in topics like *regeneration, or local fieldwork* allow students to debate how communities should develop. They practise having a voice and listening to others. <u>Year 8:</u> Students are encouraged tobe mature when discussed themes in the Population SOL such as contraception, birth and death rates. Addtionally, students are reminded during migration unit that all are allowed to have opinions but they must respect one another and listen to information based of upto date facts

St Cuthbert's RC High School
Curriculum Map – Geography

Year 9:
Mysteries of the Middle East. *Peace* and *Solidarity* - exploring conflict, crisis, and the pursuit of peace while valuing human dignity.
Ks4:

Specification Area	Topic	Relevant CST Principles	Link
Living with the Physical Environment	Natural Hazards (tectonic, weather, climate change)	*Human Dignity, Solidarity, Stewardship*	Vulnerable people are most at risk in disasters; responsibility to care for creation and support those affected.
	Ecosystems, Tropical Rainforests, Hot Deserts	*Stewardship, Common Good*	Protecting biodiversity and ecosystems supports life for all. Exploitation vs sustainability reflects CST on care for creation.
	UK Physical Landscapes (rivers & coasts)	*Stewardship, Participation*	How people manage landscapes links to shared responsibility and sustainable planning.
Challenges in the Human Environment	Urban Issues & Challenges	*Human Dignity, Common Good, Option for the Poor*	Addresses inequality, slums, housing, and regeneration — ensuring fairness and dignity in cities.
	The Changing Economic World (development gap, aid, globalisation)	*Solidarity, Option for the Poor, Participation*	Tackling inequality and poverty globally links to CST values of justice and working for the good of all.
	Resource Management (food, water, energy)	*Stewardship, Common Good, Solidarity*	Resource scarcity shows need for fair distribution and care for the planet.
Geographical Applications	Issue Evaluation	*Participation, Common Good, Stewardship*	Students weigh up decisions about sustainability, regeneration, and resource use — directly practicing moral and social responsibility.
	Fieldwork	*Participation, Stewardship*	Active engagement with local environment, encouraging responsibility and contribution to community.

ad reminded that the media and use of socila media can be biased and not based of fact. Migration, population, and tourism topics show the freedoms and choices people have — and the challenges when those freedoms are restricted.
Year 9:
Mutual respect must be established in the classroom to ensure that the mature themes taught and students will listen and form their own opinions based on up to date statistics and facts. Themes discussed are currently in headlines across the globe. Lessons on *climate change agreements, environmental laws, and planning regulations* (e.g., flood management) highlight how laws shape geographical outcomes. Units like *Africa: The Forgotten Continent, Mysteries of the Middle East,* and *Globalisation* help students understand cultural diversity and challenge stereotypes.
Year 10 & 11: Students look deeper into different cultures and way of life throughout course and content discusses countries of contrasting wealth. The course empowers students to be informed, responsible, and active citizens in modern Britain — able to understand complex issues, challenge misinformation, and contribute positively to society. The *Issue Evaluation* paper directly assesses decision-making, where students evaluate evidence and justify solutions — mirroring democratic processes of consultation and policy-making. Case studies on *urban planning, pollution control, or international agreements like the Paris Climate Accord* show how laws guide behaviour at local, national, and global scales. Additionally, topics on *urban issues, global development, and resource management* highlight how geography influences culture, and why respect and cooperation are essential in an interconnected world.

Careers

Careers have been references for each individual unit at KS3 and KS4 for reference within students learning. Several activities will also link to careers directly and areas related to the field. Whole School Events such as Careers Day/Week will also play a factor into the focus that is put into this section.

The curriculum equips students with a wide range of transferable skills that prepare them for future careers. It develops analytical thinking, problem-solving, teamwork through fieldwork, and confident communication — all highly valued by employers. Students gain strong data skills by working with graphs, maps, statistics, and GIS, which are increasingly important in a data-driven economy. The subject's global outlook supports careers in business, politics, law, media, and international development, while its focus on Earth systems, resources, and climate change links directly to STEM, sustainability, planning, and conservation pathways. By exploring population, migration, urban change, and globalisation, pupils also build insights relevant to economics, public services, and social policy. Most importantly, geographical enquiry through fieldwork mirrors the investigative skills needed in workplaces, apprenticeships, and higher education

Skills for Life

Geography prepares students to navigate the real world with confidence; making informed decisions about the environment, society, and their own lives.

It provides students with essential skills for life by teaching them how to think critically, analyse evidence, and make informed decisions about real-world issues. It develops strong communication and teamwork skills through debate, report writing, and fieldwork, while also building confidence in numeracy, data handling, and digital mapping. Students gain empathy and cultural awareness by exploring global challenges such as migration, inequality, and climate change, preparing them to be responsible citizens in an interconnected world. These transferable skills, from problem-solving and resilience to adaptability and global awareness are highly valued by employers and open pathways into a wide range of exciting future careers.

Cultural Capital and Enrichment Opportunities

KS3

Investigate 2025/2026 several trips (E.g. Salford Quays/Rochdale Town Centre to look at regeneration, Cleveleys Beach to look at the use of hard engineering – in the past Formby Beach Trip has run)

Eco-Club to promote love of Geography and looking after school, our communities and our planet (stewardship)

KS4:

Field trip run to the Lake District – successfully ran for 8 years.

PGL Revision Weekend