RIVERSACADEMY
West London An Aspirations Academy

GEOGRAPHY - Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 curriculum overview	**Geography and our world Map Skills**	**Feltham and Our Population Uk Settlements**	**Weather and Climate**	**UK Economy**	**Rocks, soils and UK Landscapes**	**Ecosystems Glaciation and Cold Environments & Hot Deserts**
Key knowledge outcomes (students should know)	Understand the difference between physical and human geography. Explain what a map is and the different types of maps like google and GIS. Evaluate the usefulness of maps. Use geographical skills like grid referencing and contour lines to identify locations on a map.	Understand the difference between regional, national and global scales of maps. Explain the pull and push factor and how they have an impact on population density and distribution in the UK. Explain the factors behind the growth of London over time. Understand the risks associated with growing populations.	Understand the difference between weather and climate. Explain the factors behind the different atmospheric processes and data. Use weather equipment to measure the weather accurately. Read and describe weather maps. Explain the causes behind the extreme weather conditions in the UK.	Explain the changing patterns of employment in the UK over time. Evaluate the different factors leading to employment pattern change like industrialisation, deindustrialisation and globalisation.	Know what a rock is and describe different types of rocks based on their structure. Understand the rock cycle and how rocks constantly change in nature. Explain the difference between erosion and weathering. Explain the formation and distribution of rocks in the UK.	Understand the different types of ecosystems. Explain the characteristics of different biomes. Evaluate the different methods of protecting our cold and hot environments.
Key skills (students should be able to)	Enquiry Atlas reference Grid referencing Describing locations UK and World place	Map reading Planning Literacy Numeracy Geometry Power Skills: Critical	Diagrams Weather instruments Synoptic charts Weather symbols Primary data Presenting	Maps & diagrams Climate graphs Interpreting photos Analysing data Numerical data	Maps & diagrams Geological maps Interpreting photos Analysing data Numerical data	Map reading Planning Literacy Numeracy, Bar graphs, line graphs, distribution &

	knowledge Using scale, surveying Power Skills: Learning to Learn: Grit, tenacity, perseverance and resilience	thinking & Complex problem solving: Making connections and identifying patterns	data Map skills Comparing & contrasting Power Skills: Critical thinking & Complex problem solving: Meaningful knowledge construction	Describing & explaining Extended writing Power Skills: Collaboration: Social, emotional and intercultural skills	Describing & explaining Extended writing Power Skills: Communication: Coherent communication using a range of communication modes	patterns Describing & explaining Extended writing Power Skills: Critical thinking & Complex problem solving: Leveraging Relevant Tools
Year 8 curriculum overview	**Water as a resource & Rivers**	**Globalisation**	**International development Africa - Malawi & Singapore**	**Russia**	**Coasts**	**Exploring the Middle East**
Key knowledge outcomes (students should know)	Understand that water is not evenly distributed around the world. Understand the difference between water surplus, scarcity and water deficit. Explain the water cycle and its impact on our lives. Explain the drainage basins and its link to the water cycle. Evaluate the impacts of water deficit and assess social, environmental and economic impacts..	Understand how we are connected to the rest of the world. Explain the causes of globalisation and its impacts. Evaluate positives and negatives of case study examples of globalisation. Identify and evaluate the costs and benefits of globalisation for different groups. To explain how globalisation caused contrast in development around	Understand the different development indicators and their limitations. Explain why some countries are more developed than others. Evaluate the development patterns in some countries like Malawi and Singapore. Explain how different countries used strategies to reduce the development gap.	Describe the location of Russia and why it is transcontinental. Explain the physical features of Russia and how they helped or hindered its economic development Explain the distribution of the population in Russia and how it is linked to resources and climate. Explain how Russia's economy has changed over time.	Explain the different processes shaping our coastline. Explain the difference between the landforms of erosion and of deposition. Explain and evaluate the difference between soft and hard engineering techniques in protecting our coastlines.	Understand the physical features of the Middle East. Explain how climate and biomes vary across the Middle East. Explain how the population and resources are distributed unevenly in the Middle East. Evaluate the causes and impacts of conflict in the Middle East.

	Evaluate the effectiveness of different strategies to reduce water deficit.	the world.				
Key skills (students should be able to)	Map skills Diagrams Understanding physical processes Power Skills: Learning to Learn: Grit, tenacity, perseverance and resilience	Map skills Diagrams Secondary data analysis Power Skills: Critical thinking & Complex problem solving: Making connections and identifying patterns	Line graphs Temperature graphs Patterns Power Skills: Critical thinking & Complex problem solving: Meaningful knowledge construction	Bar graphs Line graphs Distribution & patterns Power Skills: Critical thinking & Complex problem solving: Meaningful knowledge construction	OS/Atlas maps Sketches & diagrams Annotating Power Skills: Communication: Coherent communication using a range of communication modes	OS/Atlas maps Sketches & diagrams Annotating Interpreting photos Literacy Describing & explaining data Power Skills: Collaboration: Social, emotional and intercultural skills
Year 9 curriculum overview	**Economic Geography**	**Plate Tectonics**	**Development Gap**	**Climate Change and Data Analysis**	**Ecosystems and Cold Environments**	**Tropical Rainforests**
Key knowledge outcomes (students should know)	Understand the causes and impacts of the changing employment in the UK. Understand the North-South divide and its limitations. Explain the impacts of the post industrial economy.	Explain the distribution of earthquakes and volcanoes. Explain the processes occurring at plate boundaries. Evaluate the impacts and responses of earthquakes and volcanoes and assess social, environmental and economic impacts..	Understand different models and development indicators used for measuring development Explaining the causes of uneven development in the world. Evaluating the different methods used by different countries for reducing the development gap.	Explain how climate change is the result of human and natural causes. Explain the impacts of climate change. Explain how both adaptation and mitigation are two different ways in managing climate change.	Know the characteristics of cold environments. Explain the opportunities in Cold environments. Explain the challenges in Cold environments. Evaluate the possible methods of managing our cold environments sustainably while assessing the social,	Explain the characteristics of the Tropical Rainforests. Understand the causes of deforestation in the Tropical Rainforests. Evaluate the sustainable management methods of the Tropical Rainforests.

					economic and environmental impacts.	
Key skills (students should be able to)	Bar charts, Economic data, Map skills, Social, Economic, Environmental and Political impacts	Describing distribution, divided bar charts. Understanding frequency and magnitude	Numerical data photo evidence. Trends from graph – line/bar, pie charts, interpreting maps	Maps & diagrams, climate graphs, interpreting photos, analysing data, numerical data	Maps & diagrams, climate graphs, analysing data, numerical data, conservation strategies	Atlas, graphs, photo evidence, distribution & patterns, describing & explaining
Year 10 curriculum overview	**Urban Change in the UK - London & Urban Sustainability BedZED**	**Weather and climate hazards**	**Rivers Landscapes / River Tees**	**The Urban World - Rio**	**Coastal landscapes / Swanage bay**	**Field trips: Urban: Regeneration of Stratford Physical: River Characteristics at Debden Brook**
Key knowledge outcomes (students should know)	Explain **London's national and global importance** Analyze causes of **London's population growth.** Evaluate **social, economic, and environmental opportunities**. Assess **challenges like urban deprivation**. Examine **inner-city regeneration in London**.	Explain **global atmospheric circulation cells**. Describe **tropical storm distribution and formation**. Analyze **primary and secondary storm impacts**. Evaluate **immediate and long-term responses**. Assess **UK extreme weather event causes**.	Explain **long and cross profile changes**. Define **fluvial erosion and transportation types**. Explain **erosional river landform formation**. Explain **depositional river landform formation**. Locate **River Tees geomorphic**	Define **global urbanisation and megacity trends**. Explain **factors causing rapid urban growth**. Identify **Rio's regional and international importance**. Analyze **Rio's squatter settlement challenges**. Examine **clean water and energy**	Distinguish **destructive and constructive wave types**. Explain **weathering and mass movement processes**. Describe **marine erosion and transportation**. Explain **Swanage Bay erosional landforms**. Explain **Swanage Bay depositional**	Formulate **geographical hypotheses and enquiry questions**. Identify **primary and secondary data sources** Select **appropriate field sampling methodologies** Design **reliable primary quantitative data sheets**. Analyze **stratified and systematic**

	Define **sustainable urban living practices**. Evaluate **BedZED's sustainable management strategies**	Examine **social and economic UK impacts**. Evaluate **strategies reducing natural hazard risks**	**landforms**. Analyze **physical and human flooding factors**. Evaluate **hard and soft engineering**.	**access**. Assess **environmental issues like waste pollution**. Evaluate **Favela-Bairro project urban management**.	**landforms**. Evaluate **coastal hard engineering costs**. Evaluate **coastal soft engineering benefits**.	**sampling errors**. Evaluate **fieldwork location safety risk assessments**
Key skills (students should be able to)	Population pyramids, Bar charts, Map skills Power Skills: Critical thinking & Complex problem solving: Leveraging Relevant Tools	Line/bar graphs Annotating diagrams/sketches Interpreting maps/graphs OS/atlas maps. Understanding lines of latitude and longitude Power Skills: Communication and creativity	Map skills Diagrams Secondary data analysis Decision making, Describing relief, Map skills, sketch maps, problem solving, evaluation Power Skills: Collaboration: Social, emotional and intercultural skills	Numerical data photo evidence Trends from graph – line/bar, pie charts, interpreting maps Power Skills: Communication: Coherent communication using a range of communication modes	OS/Atlas maps, sketches & diagrams, annotating, interpreting photos, literacy, describing & explaining. Problem solving, evaluation Power Skills: Critical thinking & Complex problem solving: Leveraging Relevant Tools	Exam skills, literacy Decision making and Evaluation, Collection and analysis of fieldwork data. Map, graph and statistical skills. Evidence gathering. Power Skills: Learning to Learn: Grit, tenacity, perseverance and resilience
Year 11 curriculum overview	**G17 NEE Nigeria**	**G19 Resources G20 Food**	**G18 The changing UK economy**	**Pre-release and fieldwork skills**	**Pre-release and fieldwork skills**	**Revision**
Key knowledge outcomes (students should know)	Define **global development indicator limitations**. Explain **Nigeria's global economic importance**. Analyze **changing**	Explain **food, water, and energy distribution**. Analyze **changing UK resource demand trends**. Explain **global food**	Explain **deindustrialisation and manufacturing declines**. Analyze **post-industrial sector development**	Analyze **AQA issue evaluation booklets**. Synthesize **interlinking human-physical geography themes**.	Deconstruct **AQA multi-tariff exam questions**. Master **command word requirements correctly**. Apply **case study**	

	industrial structure shifts.. Evaluate **Transnational Corporation economic impacts**. Assess **international aid development benefits**. Examine **industrial growth environmental effects**. Evaluate **quality of life improvements**	**insecurity causes**. Analyze **food deficit impacts on populations**. Evaluate **large-scale agricultural industrialisation methods**. Examine **sustainable food supply strategies**. Assess **local food sustainability schemes**	**growth**. Examine **modern science park characteristics**. Assess **rural landscape economic changes**. Analyze **the UK North-South divide**. Evaluate **strategies reducing regional disparities**. Examine **UK global trade links.**	Apply **critical thinking to stakeholders**. Select **appropriate data presentation graphs**. Interpret **complex qualitative map data**. Evaluate **alternative geographical solution outcomes**. Formulate **justified evidence-based exam conclusions.**	**facts accurately**. Synthesize **Paper 1 physical concepts**. Synthesize **Paper 2 human concepts**. Refine **Paper 3 mathematical calculations**.	
Key skills (students should be able to)	Interpreting photographs Pie charts, Scatter Graphs, Choropleth maps, Calculating percentage change Power Skills: Collaboration: Social, emotional and intercultural skills	Pictograms, line and bar charts Power Skills: Critical thinking & Complex problem solving: Leveraging Relevant Tools	Population pyramids, Bar charts, Map skills Power Skills: Communication: Coherent communication using a range of communication modes	Interpreting photographs Pie charts, Scatter Graphs, Choropleth maps, Calculating percentage change Power Skills: Learning to Learn: Grit, tenacity, perseverance and resilience	Interpreting photographs Pie charts, Scatter Graphs, Choropleth maps, Calculating percentage change Power Skills: Learning to Learn: Grit, tenacity, perseverance and resilience	Power Skills: Learning to Learn: Grit, tenacity, perseverance and resilience
Year 12 curriculum overview	**Hazards Contemporary Urban Environments**	**Hazards Contemporary Urban**	**Hazards Contemporary Urban**	**Coasts Changing Places**	**Coasts Changing Places**	**Coasts Changing Places**

		Environments	**Environments**			
Key knowledge outcomes (students should know)	Qualitative skills and quantitative skills, Visual material, base maps, choropleth, atlas maps, literacy, numeracy, cartographic, graphical, statistical, ICT skills Power Skills: Critical thinking & Complex problem solving: Leveraging Relevant Tools	Qualitative skills and quantitative skills, Visual material, base maps, choropleth, atlas maps, literacy, numeracy, cartographic, graphical, statistical, ICT skills Power Skills: Collaboration: Social, emotional and intercultural skills	Qualitative skills and quantitative skills, Visual material, base maps, choropleth, atlas maps, literacy, numeracy, cartographic, graphical, statistical, ICT skills Power Skills: Communication: Coherent communication using a range of communication modes	Qualitative skills and quantitative skills, Visual material, base maps, choropleth, atlas maps, literacy, numeracy, cartographic, graphical, statistical, ICT skills Power Skills: Creativity and imagination	Qualitative skills and quantitative skills, Visual material, base maps, choropleth, atlas maps, literacy, numeracy, cartographic, graphical, statistical, ICT skills Power Skills: Learning to Learn: Grit, tenacity, perseverance	Qualitative skills and quantitative skills, Visual material, base maps, choropleth, atlas maps, literacy, numeracy, cartographic, graphical, statistical, ICT skills Power Skills: Learning to Learn: Grit, tenacity, perseverance and resilience
Key skills (students should be able to)	Define **natural lithospheric hazard paradigms**. Explain **plate tectonic plate movements**. Analyze **seismic event primary hazards**. Analyze **volcanic eruption secondary impacts**. Examine **tropical storm environmental conditions**.	Define **natural lithospheric hazard paradigms**. Explain **plate tectonic plate movements**. Analyze **seismic event primary hazards**. Analyze **volcanic eruption secondary impacts**. Examine **tropical storm environmental**	Understand the global trends and processes of urbanization, suburbanization, counter-urbanization , and urban resurgence. Explain the economic, social, and environmental characteristics of contemporary megacities and world cities, including urban deprivation and social segregation.	Understand the global trends and processes of urbanization, suburbanization, counter-urbanizatio n, and urban resurgence. Explain the economic, social, and environmental characteristics of contemporary megacities and world cities, including urban deprivation and social segregation.	Explain **coastal open systems concepts**. Analyze **geomorphic coastal erosion landforms**. Evaluate **coastal management realignment policies**. Define **insider and outsider perspectives**. Analyze **place meaning representation**	Explain **coastal open systems concepts**. Analyze **geomorphic coastal erosion landforms**. Evaluate **coastal management realignment policies**. Define **insider and outsider perspectives**. Analyze **place meaning**

	Analyze **wildfire distribution and causes** . Evaluate **hazard mitigation management responses**	**conditions**. Analyze **wildfire distribution and causes**. Evaluate **hazard mitigation management responses**	Evaluate strategies for sustainable urban development, managing urban waste, and mitigating environmental issues like urban heat islands and air pollution.	Evaluate strategies for sustainable urban development, managing urban waste, and mitigating environmental issues like urban heat islands and air pollution.	**sources**.. Examine **economic restructuring place impacts.**	**representation sources**.. Examine **economic restructuring place impacts.**
Year 13 curriculum overview	**Water & Carbon Cycles Global systems and global governance Fieldwork write up**	**Water & Carbon Cycles Global systems and global governance Fieldwork write up**	**Water & Carbon Cycles Global systems and global governance Fieldwork write up**	**Synoptic Practise and Exam Skills**	**Synoptic Practise and Exam Skills**	
Key knowledge outcomes (students should know)	**Water and Carbon Cycles**: Understand the water and carbon cycles as closed global systems with inputs, outputs, flows, and stores operating at multiple scales. Explain factors driving changes in these cycles over time (natural variations and human impacts like deforestation, urbanization, and farming) and evaluate the feedbacks/linkages between them	**Water and Carbon Cycles**: Understand the water and carbon cycles as closed global systems with inputs, outputs, flows, and stores operating at multiple scales. Explain factors driving changes in these cycles over time (natural variations and human impacts like deforestation, urbanization, and farming) and evaluate the feedbacks/linkages	**Water and Carbon Cycles**: Understand the water and carbon cycles as closed global systems with inputs, outputs, flows, and stores operating at multiple scales. Explain factors driving changes in these cycles over time (natural variations and human impacts like deforestation, urbanization, and farming) and evaluate the feedbacks/linkages	Analyze multi-layered relationships across different elements of physical, human, and environmental geography. Apply complex synoptic links to evaluate geographic issues, weighing conflicting viewpoints, human values, and environmental outcomes.	Analyze multi-layered relationships across different elements of physical, human, and environmental geography. Apply complex synoptic links to evaluate geographic issues, weighing conflicting viewpoints, human values, and environmental outcomes.	

	affecting climate. **Global Systems and Global Governance**: Understand the concepts of globalization and the economic, political, and cultural factors driving international integration. Analyze global governance structures (e.g., UN, WTO) and evaluate their role in managing global commons, international conflicts, and transnational issues (e.g., trade, climate change).	between them affecting climate. **Global Systems and Global Governance**: Understand the concepts of globalization and the economic, political, and cultural factors driving international integration. Analyze global governance structures (e.g., UN, WTO) and evaluate their role in managing global commons, international conflicts, and transnational issues (e.g., trade, climate change).	between them affecting climate. **Global Systems and Global Governance**: Understand the concepts of globalization and the economic, political, and cultural factors driving international integration. Analyze global governance structures (e.g., UN, WTO) and evaluate their role in managing global commons, international conflicts, and transnational issues (e.g., trade, climate change).	Master advanced exam techniques, essay structures, statistical tests (e.g., Spearman's Rank), and critical interpretation of complex datasets.	Master advanced exam techniques, essay structures, statistical tests (e.g., Spearman's Rank), and critical interpretation of complex datasets.	
Key skills (students should be able to)	Qualitative skills and quantitative skills Visual material Base maps Choropleth Atlas maps Literacy Numeracy Cartographic, graphical Statistical ICT skills	Qualitative skills and quantitative skills Visual material Base maps Choropleth Atlas maps Literacy Numeracy Cartographic, graphical Statistical	Qualitative skills and quantitative skills Visual material Base maps Choropleth Atlas maps Literacy Numeracy Cartographic, graphical Statistical	Qualitative skills and quantitative skills Visual material Base maps Choropleth Atlas maps Literacy Numeracy Cartographic, graphical Statistical	Qualitative skills and quantitative skills Visual material Base maps Choropleth Atlas maps Literacy Numeracy Cartographic, graphical Statistical	

	Power Skills: Critical thinking & Complex problem solving: Leveraging Relevant Tools	ICT skills Power Skills: Collaboration: Social, emotional and intercultural skills	ICT skills Power Skills: Communication: Coherent communication using a range of communication modes	ICT skills Power Skills: Learning to Learn: Grit, tenacity, perseverance and resilience	ICT skills Power Skills: Learning to Learn: Grit, tenacity, perseverance and resilience	