

Geography

Curriculum & Rubric Map Overview

2025-2026

Year 7

The table below details the skills and knowledge students will be covering each half term in Geography

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.



	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this half term.	It's Your Planet Knowing what Geography and understanding that there are different types of Geography Using longitude and latitude to locate the world's continents, countries and oceans Threats to natural environments (environmental geography), including The Great Barrier Reef, the Arctic and Madagascar Why Rio de Janeiro can be described as 'a city of contrasts' How the concept of 'sustainability' began on Easter Island The changing human geography of Papua New Guinea Decision-making exercise: Was Venice a good location for a city?	Being A Bedale Geographer Reading direction (using 16-points of the compass) and distance (using different scale lines) on maps Drawing a 'mental map' of a familiar area, and using this to describe a route using directions Use of local and unfamiliar OS maps: find out about areas on the map using 4-figure and 6-figure grid references, OS map symbols and scale/direction Exploring different ways that height can be shown on maps and atlases, including contour lines, layer colouring and spot heights FIELDWORK: Conduct a geographical mini enquiry in the local learning area; for example, comparing environmental quality or land use in different areas of Bedale	Dynamic Landscapes (1) Understanding why human and physical landscapes can be described as 'dynamic' Investigating the human and physical features of the Lake District National Park Knowledge of key physical processes, including types of erosion, weathering, transportation and mass movements The formation of the limestone pavement in Malham How physical processes in river landscapes can change the environment Case study of the physical and human features along the River Tees, from source to mouth Physical and human causes of flooding, how floods can affect the environment, and ways of managing flood risk	Dynamic Landscapes (2) When the last Ice Age was in the UK – and variations in the extent of the ice sheet How past glacial processes in parts of the UK shaped the landscape, including the formation of corries How physical processes in coastal landscapes can change the environment and lead to features such as wave-cut platforms, stacks, bays and spits Case study of the causes and impacts of mass movement: Holbeck Hall, Scarborough Causes and impacts of coastal erosion, and how hard and soft engineering can be used to reduce the effects of erosion FIELDWORK: Enquiry into the EITHER the impacts of human activity in Malham OR The Holderness Coast	International Development Knowing different ways of defining 'development' Different ways of categorising countries: North – South Divide; Developed, Emerging and Developing; The 'Development Continuum'. Single development indicators (e.g. 'life expectancy') and composite indicators (e.g. Gini-Coefficient and HDI) Enquiry in two countries with contrasting levels of development: Democratic Republic of Congo and Singapore Investigating the reasons why a 'development gap' exists, and ways of reducing this (e.g. through aid, trade and public and private investment) Synoptic link with migration – and the current challenge of illegal and legal immigration to the UK.	The Geography of Africa Use of atlases and globes to locate Africa and understand the diversity that exists in this continent Using an atlas and GIS, investigate Africa's key physical features Knowing how climate varies across Africa, and that this leads to four distinct biomes Use of GIS and population data to investigate the population distribution across Africa, and suggest reasons for patterns Closer look at one country in Africa – Kenya; links to prior learning on development, and use the case study of Nairobi to see how a 'development gap' can exist on a variety of scales Decision-making exercise: Is tourism a good thing for Kenya?
Assessments	End of Topic Assessment	AP1 Interim Iterative Assessment	End of Topic Assessment	AP2 Interim Iterative Assessment	End of Topic Assessment	AP3 Masters Assessment

Geography



Curriculum & Rubric Map Overview

2025-2026

Year 8

The table below details the skills and knowledge students will be covering each half term in Geography

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this half term.	Food Security Know the difference between food security and food insecurity Interpret data and maps showing global food distribution and hunger statistics. Case studies of countries or regions experiencing food insecurity. The main factors that affect food security (e.g., climate change, conflict, poverty, population growth) Exploring global patterns of food production and consumption. The role of agriculture and technology (including fertilisers and irrigation) in improving food security. Concept of a sustainable food industry, including organic farming, GM crops, and locally sourced products	Amazing Asia (1) Use of atlases and globes to locate Asia and understand the diversity that exists in this continent Using an atlas and GIS, investigate Asia's key physical features Use of GIS and population data to investigate the population distribution across Asia, and suggest reasons for patterns Comparison of population pyramids for different countries in Asia – and predictions for future population changes (and potential consequences of this) Characteristics of 'emerging countries' Closer look China: why there has been rapid economic development in China, issues of water security and life in one major city	Amazing Asia (2) Use of atlases and globes to locate Asia and understand the diversity that exists in this continent Use of GIS and population data to investigate the population distribution across Asia, and suggest reasons for patterns Causes and importance of the monsoon climate – and the challenges that this creates Variations in the quality of life across India What 'globalisation' is, and how it affects different groups of people in India India's future challenges, and strategies used to address these challenges	Tectonic Activity (1) Geological timescales, the structure of the Earth and evidence for continental drift The distribution of the Earth's tectonic plates, and the process and landforms that are found at each type: destructive (subduction and collision), constructive and conservative plate margins Case study of past and more recent eruptions in Iceland – their similarities and differences Case study of an eruption in a developed country – and a comparison to the eruptions in Iceland Reasons why people still choose to live near volcanoes	Tectonic Activity (2) Ways of predicting, planning and preparing to minimise the impacts of volcanic eruptions Knowing what an earthquake is, why they happen and how they are measured Do we have earthquakes in England? Case studies of major earthquakes in contrasting parts of the world: Haiti (2010) and Turkey-Syria (2023) Case study of when an earthquake triggers a tsunami: Japan (2011) and Indonesia (2004) Ways of predicting, planning and preparing to minimise the impacts of earthquakes	Fast Fashion Define what fast fashion is and explain how it differs from sustainable fashion. Identify key brands and practices associated with fast fashion. Interpret data and statistics related to fashion waste and production. Understand the global supply chain involved in fast fashion production. Explore the environmental impacts of fast fashion (e.g. pollution, waste, carbon footprint). Investigate the social impacts, including working conditions in garment factories. The ethical implications of consumer choices in fashion and the alternatives to fast fashion (e.g. charity shops, clothing swaps, DIY fashion)
Assessments	End of Topic Assessment	AP1 Interim Iterative Assessment	End of Topic Assessment	AP2 Interim Iterative Assessment	End of Topic Assessment	AP3 Masters Assessment

Geography

Curriculum & Rubric Map Overview

2025-2026



Year 9

The table below details the skills and knowledge students will be covering each half term in Geography

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this half term.	Weather and Climate Know the difference between 'weather' and 'climate' Know the elements of weather (temperature, precipitation, wind, humidity, air pressure). The water cycle and the causes of different types of rainfall Ways of measuring and analysing the weather The influence of air pressure on the weather FIELDWORK: Conduct a geographical mini enquiry into the microclimate of the local learning area Drawing and analysis of climate graphs for different parts of the UK How climate varies in different parts of the world	Settlements Types settlement, and different functions of settlements The 'site' and 'situation' of different settlements Settlement shape, pattern and hierarchy; how and why settlements change over time Theoretical models that show settlement structure and land use zones Reasons for, and challenges of settlement growth Challenges for areas of poor-quality housing in cities in developing countries Decision-making exercise: Should we development brownfield or greenfield sites? FIELDWORK: Conduct a geographical enquiry into change in York	Population Global population distribution – and reasons why some areas are more densely populated than others Concept of 'overpopulation' and why it is a challenge Factors that influence population growth The demographic transition model Using population pyramids to identify countries with an ageing population Challenges and opportunities created by an ageing population and by international migration Reasons for and challenges created by rural-urban migration Decision-making exercise: What should the government do about immigration?	The Middle East Use of atlases and globes to locate countries in The Middle East The major physical features of the Middle East (e.g. deserts, rivers like the Tigris and Euphrates, mountain ranges) Understand the region's strategic location between Europe, Africa and Asia Understand the main climate zones and biomes of The Middle East The importance of oil to The Middle East Causes and impacts of conflict in the region (e.g. Syria, Israel-Palestine). Explore the challenges of water scarcity and desertification A controversial decision – the building of the Ilisu Dam The extent to which Dubai is a 'sustainable' city	Energy Security Define energy security and, explaining why it is important for sustainable development. Identify global patterns of energy supply and demand. Understand the physical and human factors that influence access to energy Investigate a case study of energy insecurity and how it affects people, the environment, and the economy (e.g. Russia-Ukraine gas disputes, energy poverty in sub-Saharan Africa). Evaluate strategies used to improve energy security Assess the environmental, economic, and social impacts of different energy sources (fossil fuels, nuclear, renewables). Consider the role of sustainability in managing energy and water resources for future generations.	Climate Change Define climate change and distinguish between natural and human-induced causes. Understand the greenhouse effect and how human activities enhance it. Interpret climate graphs, CO ₂ emissions data, and maps showing global temperature change Identify evidence of climate change from historical and current Explain the environmental, social and economic impacts on different regions The role of international agreements (e.g. Paris Agreement, COP summits) in tackling climate change. Reflect on how personal choices can contribute to sustainability. Consider ethical issues and climate justice (e.g. who causes vs. who suffers from climate change).
Assessments	End of Topic Assessment	AP1 Interim Iterative Assessment	End of Topic Assessment	AP2 Interim Iterative Assessment	End of Topic Assessment	AP3 Masters Assessment

Geography

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2025-2026

Year 10



The table below details the skills and knowledge students will be covering each half term in Geography

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this half term.	The Changing Landscapes of the UK (1) There are geological variations within the UK A number of physical and human processes work together to create distinct UK landscapes A variety of physical processes interact to shape coastal landscapes Coastal erosion and deposition create distinctive landforms within the coastal landscape Distinctive coastal landscapes are the outcome of the interaction between physical and human processes	The Changing Landscapes of the UK (2) A variety of physical processes interact to shape river landscapes Erosion and deposition interacting with geology create distinctive landforms in river landscapes FIELDWORK: River landscapes – investigation of change in a river channel. Human activities can lead to changes in river landscapes which affect people and the environment Distinctive river landscapes are the outcome of the interaction between physical and human processes	Weather Hazards and Climate Change (1) The atmosphere operates as a global system transferring heat and energy The global climate was different in the past and continues to change due to natural causes Global climate is now changing because of human activity The UK has a distinct climate which has changed over time Tropical cyclones are extreme weather events that develop under specific conditions and in certain locations	Weather Hazards and Climate Change (2) There are various impacts of and responses to natural hazards caused by tropical cyclones depending on a country's level of development The causes of drought are complex with some locations more vulnerable than others The impacts of, and responses to drought vary depending on a country's level of development Ecosystems, Biodiversity & Management (1) Large-scale ecosystems are found in different parts of the world and are important The biosphere is a vital system The UK has its own variety of distinctive ecosystems that it relies on Tropical rainforests show a range of distinguishing features	Ecosystems, Biodiversity & Management (2) Tropical rainforest ecosystems provide a range of goods and services, some of which are under threat Deciduous woodlands show a range of features Deciduous woodland ecosystems provide a range of goods and services, some of which are under threat Resource Management (1) A natural resource is any feature or part of the environment that can be used to meet human needs The patterns of the distribution and consumption of natural resources vary on a global and a national scale Renewable and non-renewable energy resources can be developed	Resource Management (2) To meet demand, countries use energy resources in different proportions. This is called the energy mix There is increasing demand for energy that is being met by renewable and non-renewable resources Meeting the demands for energy resources can involve interventions by different interest groups Management and sustainable use of energy resources are required at a range of spatial scales from local to international
Assessments	End of Topic Assessment	AP1 Interim Iterative Assessment	End of Topic Assessment	AP2 Interim Iterative Assessment	End of Topic Assessment	AP3 Masters Assessment

Geography

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2025-2026

Year 11

The table below details the skills and knowledge students will be covering each half term in Geography

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.



	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this half term.	Global Development (1) Definitions of development vary as do attempts to measure it The level of development varies globally Uneven global development has had a range of consequences A range of strategies has been used to try to address uneven development The level of development of the chosen developing or emerging country is influenced by its location and context in the world The interactions of economic, social and demographic processes influence the development of the chosen developing or emerging country	Global Development (2) Changing geopolitics and technology impact on the chosen developing or emerging country There are positive and negative impacts of rapid development for the people and environment of the chosen developing or emerging country Changing Cities (1) Urbanisation is a global process The degree of urbanisation varies across the UK The context of the chosen UK city influences its functions and structure The chosen UK city is being changed by movements of people, employment and services	Changing Cities (2) Globalisation and economic change create challenges for the chosen UK city that require long-term solutions The context of the chosen developing country or emerging country city influences its functions and structure The character of the chosen developing country or emerging country city is influenced by its fast rate of growth Rapid growth, within the chosen developing country or emerging country city, results in a number of challenges that need to be managed FIELDWORK: Changing city environments – investigating change in central/inner urban area(s)	UK Challenges The UK's resource consumption and environmental sustainability challenge The UK settlement, population and economic challenges The UK's landscape challenges The UK's climate change challenges	Revision and exam preparation: 2026 Exam Dates: Paper 1: Wed 13 May Paper 2: Wed 3 June Paper 3: Thur 11 June	
Assessments	End of Topic Assessment	AP1 Assessment (Mock)	End of Topic Assessment	AP2 Assessment (Mock)		