



Curriculum Intent	<i>'I have come so that they may have life and have it to the full.'</i> John 10: Chapter 10.V 10 Inspired by the Gospel values of love, joy, and compassion, we nurture and develop the whole child so that each unique individual grows in confidence and has the knowledge and skills to enable them to achieve their true potential. In delivering our Geography curriculum, the school sets a clear intent that is ambitious and designed to provide all pupils with a deep and broad understanding of the subject. The geography curriculum is carefully sequenced to ensure progression and coherence from year 7 to year 13, with a focus on developing key geographical knowledge, skills, and understanding. The intent is not only to meet the National Curriculum requirements but to inspire a lifelong interest and appreciation for the world around us. The intent also includes promoting cultural awareness and global citizenship among pupils. This involves exploring a wide range of geographical contexts, issues, and perspectives to engender a respect for diversity and a sense of responsibility towards environmental and social challenges facing our planet today. Respecting each other, helping each other and bearing with each other: Getting better never stops.
Year 10 Intent	The intent of GCSE Geography is to provide a rich and varied curriculum that inspires a love for the subject, fosters critical thinking skills, and equips students with the knowledge and skills necessary for success in their examinations and beyond. We aim to develop geographically literate individuals who are aware of global issues, appreciative of diverse cultures and environments, and equipped to be responsible global citizens. The curriculum aims to instil a deep-rooted passion for geography, encouraging students to explore the interconnectedness of the world and nurture a curiosity that extends beyond the classroom. By fostering a sense of wonder and exploration, the intent is to create geographers who are not only academically adept but also socially conscious, environmentally aware, and culturally sensitive individuals ready to tackle the challenges of an ever-changing world.
	Cycle 1 Term 1 : Climate Change and Start Urban Issues and Challenges 6 weeks Term 2: Urban Issues and Challenges 6 weeks

Focus & Skills	Climate change: This unit covers the causes, impacts, and responses to global warming. Students study the greenhouse effect, human influences on climate, and effects on ecosystems and economies. They learn mitigation strategies like reducing carbon footprints and adaptation measures such as sustainable development. Skills developed include analysing climate data, interpreting models and policies, and understanding global impacts at various scales. Key learning for this unit: - Evidence for climate change - Human and natural causes of climate change - Effects of climate change - Management of climate change Urban Issues: This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and include places in various stages of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments, the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. Key learning for this unit: - The global pattern of urban change. - How urban growth creates opportunities and challenges for cities in NEEs.	This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and include places in various stages of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments, the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. Key learning for this unit: - The global pattern of urban change. - How urban growth creates opportunities and challenges for cities in NEEs. - How urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. - How urban sustainability requires management of resources and transport.
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	- How urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. - How urban sustainability requires management of resources and transport.	
Links to CST	The climate change unit can be linked to Catholic Social Teaching (CST) through several key principles: Stewardship and Care for Creation: Addressing climate change involves caring for the Earth and its resources, aligning with CST's emphasis on environmental stewardship. Preferential Option for the Poor: Climate change disproportionately affects vulnerable communities through increased extreme weather events, sea-level rise, and food insecurity, highlighting CST's call to prioritise the needs of the poor and marginalised. Human Dignity and Rights: Mitigating climate change impacts, ensuring access to resources, and advocating for climate justice upholds the dignity and rights of individuals affected by environmental degradation. Common Good: Acting against climate change promotes the common good by safeguarding environmental sustainability, economic stability, and social justice for current and future generations. Solidarity: Addressing climate change requires global cooperation and solidarity to mitigate greenhouse gas emissions, adapt to impacts, and support affected communities worldwide. Urban Issues:	This unit can be linked to Catholic Social Teaching (CST) through several key principles: Preferential Option for the Poor: Addressing urban poverty, slums, and inequalities in access to services and opportunities reflects CST's emphasis on prioritising the needs of the poor and marginalised. Human Dignity and Rights: Improving living conditions, sanitation, and access to basic services in urban areas supports the dignity and rights of individuals living in cities. Common Good: Promoting sustainable urban planning, environmental justice, and inclusive development policies aligns with CST's principle of the common good. Solidarity: Advocating for inclusive urban policies and supporting community-led initiatives fosters solidarity among urban residents and promotes social cohesion.

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Explicit Skill Content	• Data Collection and Analysis • Map Reading and Interpretation • Graphical Skills • Case Study Analysis • Evaluation of Urban Management Strategies • Geographical Writing • Critical Thinking	• Data Collection and Analysis • Map Reading and Interpretation • Graphical Skills • Case Study Analysis • Evaluation of Urban Management Strategies • Geographical Writing • Critical Thinking
Homework	A variety of reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes, practice of skills and GCSE Pod	A variety of reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes, practice of skills and GCSE Pod
Assessment	- Knowledge tests - Peer/self-assessment. - Regular use of R and Rs, based around exam questions to assess prior learning. - In class practice exam questions - End of topic assessment - Cycle 1 assessment - Case study analysis	- Knowledge tests - Peer/self-assessment. - Regular use of R and Rs, based around exam questions to assess prior learning. - In class practice exam questions - End of topic assessment - Cycle 1 assessment

Disciplinary Literacy Vocab	• Brownfield site • Dereliction • Economic opportunities • Greenfield site • Inequalities • Integrated transport systems • Mega-cities • Migration • Natural increase • Pollution • Rural-urban fringe • Sanitation • Social deprivation • Social opportunities • Squatter settlement • Sustainable urban living • Traffic congestion • Urban greening • Urbanisation • Urban regeneration • Urban sprawl • Waste recycling	• Adaptation • Climate change • Mitigation • Orbital changes • Quaternary period
Texts/ Resources	Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites Knowledge tests Exam questions from past papers Google Earth Worksheets Atlases/maps Relevant newspaper articles	• Brownfield site • Dereliction • Economic opportunities • Greenfield site • Inequalities • Integrated transport systems • Mega-cities • Migration • Natural increase • Pollution • Rural-urban fringe • Sanitation • Social deprivation • Social opportunities • Squatter settlement • Sustainable urban living • Traffic congestion • Urban greening • Urbanisation • Urban regeneration • Urban sprawl • Waste recycling Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites Knowledge tests Exam questions from past papers Google Earth Worksheets Atlases/maps Relevant newspaper articles
Revision Material/Sources	GCSE Pod, SENECA, YouTube, revision guides, Time for Geography, Internet Geography	GCSE Pod, SENECA, YouTube, revision guides, Time for Geography, Internet Geography

	Cycle 2	
	Term 3: UK Physical Landscapes and Coastal landscapes in the UK 7 weeks	Term 4: River Landscapes 7 weeks
Focus & Skills	In this unit students explore the diverse natural features of the UK, focusing on the processes that shape upland and lowland areas and river landscapes. Students examine the physical features and processes of coastal areas, including erosion, transportation, and deposition, as well as the impact of human activities and coastal management strategies. Students develop key geographical skills such as map reading, data analysis, fieldwork techniques, and the use of GIS to investigate and understand these landscapes and the dynamic processes that affect them. Key learning for this unit: - The UK has a range of diverse landscapes. - The coast is shaped by several physical processes. - Distinctive coastal landforms are the result of rock type, structure and physical processes. - Different management strategies can be used to protect coastlines from the effects of physical processes.	In this unit students focus on the study of river processes and landforms, including erosion, transportation, and deposition, and how these processes shape river valleys and floodplains. Students examine the characteristics of different river stages, the formation of features such as waterfalls, meanders, and oxbow lakes, and the causes and management of river flooding. The topic also involves developing skills in map reading, data interpretation, conducting fieldwork to collect and analyse primary data, and using GIS to investigate and understand river landscapes and their changes over time. Key learning for this unit: - How the shape of river valleys change as rivers flow downstream. - Distinctive fluvial landforms result from different physical processes. - Different management strategies can be used to protect river landscapes from the effects of flooding.
Links to CST	Coastal landscapes in the UK relates to Catholic Social Teaching (CST) through key principles that guide ethical responses to social, environmental and economic issues: Stewardship and Care for Creation: Promoting responsible management of coastal environments and sustainable practices aligns with CST's call for environmental stewardship. Preferential Option for the Poor: Addressing the impacts of coastal erosion and flooding on vulnerable	River landscapes in the UK relates to Catholic Social Teaching (CST) through key principles that guide ethical responses to social, environmental and economic issues: Stewardship and Care for Creation: Promoting sustainable river management and protecting water resources aligns with CST's emphasis on environmental stewardship and caring for the Earth. Preferential Option for the Poor: Addressing the impacts of flooding and water scarcity on vulnerable

	communities reflects CST's emphasis on prioritising the needs of the poor and marginalised. Human Dignity and Rights: Ensuring access to safe and resilient coastal areas upholds the dignity and rights of individuals and communities affected by coastal changes. Common Good: Advocating for policies that balance environmental health, economic benefits, and social well-being supports CST's principle of the common good.	communities reflects CST's commitment to prioritising the needs of the poor and marginalised. Human Dignity and Rights: Ensuring access to clean water and resilient river landscapes supports the dignity and rights of individuals and communities affected by river-related changes. Common Good: Advocating for policies that balance environmental health, economic benefits, and social well-being aligns with CST's principle of the common good.
Explicit Skill Content	• Knowledge of Coastal Processes • Data Collection and Analysis • Map Reading and Interpretation • Graphical Skills • Case Study Analysis • Evaluation of Management Strategies • Geographical Writing • Critical Thinking • Environmental Awareness	• Knowledge of Coastal Processes • Data Collection and Analysis • Map Reading and Interpretation • Graphical Skills • Case Study Analysis • Evaluation of Management Strategies • Geographical Writing • Critical Thinking • Environmental Awareness
Homework	A variety of reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes, practice of skills and GCSE Pod	A variety of reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes, practice of skills and GCSE Pod
Assessment	- Knowledge tests - Peer/self-assessment. - Regular use of R and Rs, based around exam questions to assess prior learning. - In class practice exam questions - Cycle 2 assessment - Case study analysis	- Knowledge tests - Peer/self-assessment. - Regular use of R and Rs, based around exam questions to assess prior learning. - In class practice exam questions - Cycle 2 assessment - Case study analysis

Disciplinary Literacy Vocab	• Abrasion (or corrasion) • Arch • Attrition • Bar • Beach • Beach nourishment • Beach reprofiling • Cave • Chemical weathering • Cliff • Deposition • Dune regeneration • Erosion • Gabion • Groyne • Hard engineering • Headlands and bays • Hydraulic power • Longshore drift	• Managed retreat • Mass movement • Mechanical weathering • Rock armour • Sand dune • Sea wall • Sliding • Slumping • • Soft engineering • Spit • Stack • Transportation • Wave cut platform • Waves
Texts/ Resources	Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites Knowledge tests Exam questions from past papers Google Earth Worksheets Atlases/maps Relevant newspaper articles	• Abrasion • Attrition • Cross profile • Dam and reservoir • Discharge • Embankments • Estuary • Flood • Flood plain • Flood plain zoning • Flood relief channels • Flood risk • Flood warning • Fluvial processes • Gorge • Hard engineering • Hydraulic action • Hydrograph • Interlocking spurs • Lateral erosion
Revision Material/Sources	GCSE Pod, SENECA, YouTube, revision guides, Time for Geography, Internet Geography	• Levees • Long profile • Meander • Ox-bow Lake • Precipitation • Saltation • Soft engineering • Solution • (Channel) straightening • Suspension • Traction • Vertical erosion • Waterfall •

	Cycle 3	
	Term 5: The Living World 7 weeks	Term 6: Fieldwork Weeks
Focus & Skills	In this unit, students explore the diversity of ecosystems and biomes across the planet, focusing on their characteristics, distribution, and the interrelationships between organisms and their environments. Topics include tropical rainforests, hot deserts, and their adaptations to environmental conditions. Students learn about biodiversity, conservation strategies, and the human impact on ecosystems. Key skills developed include data analysis, map interpretation, fieldwork techniques to study ecosystems, and evaluating conservation measures to sustain biodiversity and ecosystem services. Key learning for this unit: - Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components - Tropical rainforest ecosystems have a range of distinctive characteristics. - Deforestation has economic and environmental impacts. - Tropical rainforests need to be managed to be sustainable. - Distinctive characteristics of hot deserts - Opportunities and challenges associated with the development of hot deserts - Desertification and areas at risk	This unit prepares students for the Fieldwork section of Paper 3: Geographical Applications, equipping them with the knowledge, understanding and practical skills needed to undertake, analyse and evaluate geographical enquiries. Students will develop competence in planning investigations, collecting primary and secondary data, presenting findings, drawing conclusions and evaluating methods. Key learning for this unit: - Understand why geographers use fieldwork to investigate geographical questions and issues. - Explain the difference between primary and secondary data and how each is used in enquiries. - Develop clear geographical enquiry questions and testable hypotheses. - Identify independent and dependent variables within a fieldwork investigation. - Select appropriate sampling methods to ensure data is collected effectively and fairly. - Use a range of human and physical geography fieldwork techniques to collect accurate data. - Record fieldwork data systematically and safely in the field. - Choose suitable graphs, charts and maps to present geographical data and interpret patterns, trends and anomalies within fieldwork results. - Apply statistical techniques to analyse geographical data and identify relationships. - Draw evidence-based conclusions that answer the original enquiry question.

		- Evaluate the reliability, validity and effectiveness of fieldwork methods and results. - Suggest realistic improvements to strengthen future geographical investigations. - Apply fieldwork knowledge and skills to unfamiliar contexts in the AQA GCSE Geography Paper 3 examination.
Links to CST	The Living World relates to Catholic Social Teaching (CST) through key principles: Stewardship and Care for Creation: Studying ecosystems, biodiversity, and conservation aligns with CST's emphasis on responsible stewardship of the Earth's resources and ecosystems. Preferential Option for the Poor: Understanding the impact of environmental degradation and loss of biodiversity on vulnerable communities' underscores CST's call to prioritise the needs of the poor and marginalised. Human Dignity and Rights: Protecting and preserving biodiversity and natural habitats supports the dignity and rights of individuals who depend on these resources for their livelihoods and well-being. Common Good: Promoting sustainable practices in resource management and conservation contributes to the common good by ensuring equitable access to natural resources for present and future generations. Solidarity: Collaborating locally and globally on conservation efforts fosters solidarity among communities and nations in safeguarding the environment and promoting environmental justice.	Fieldwork skills link strongly to Catholic Social Teaching (CST) because they encourage students to understand people, communities and the environment, and to take responsibility for caring for the world around them. Stewardship and Care for Creation: Students investigate environmental issues and develop an understanding of their responsibility to care for and protect God's creation. Preferential Option for the Poor: Students explore geographical inequalities and consider how vulnerable communities can be supported to improve quality of life. Human Dignity and Rights: Students examine how environments affect people's wellbeing and recognise the right of all individuals to live in safe and healthy places. Common Good: Students evaluate how geographical decisions can improve places and support the wellbeing of communities.

		Solidarity: Students develop empathy for different communities and recognise their responsibility to contribute positively to society and the environment.
Explicit Skill Content	• Data collection and analysis • Map reading and interpretation of biogeographical maps • Graphical skills in analysing biodiversity patterns and trends • Case study analysis of specific ecosystems or biomes • Evaluation of conservation strategies and management practices • Geographical writing on ecological and conservation issues • Critical thinking in assessing human impact on the living world	• Geographical Enquiry Skills • Data Collection Skills • Sampling Skills • Map and Spatial Skills • Data Presentation Skills • Data Analysis Skills • Statistical Skills • Interpretation and Conclusion Skills • Evaluation Skills • Examination Skills • Fieldwork Investigation Skills • GIS and Digital Mapping Skills • Communication of Geographical Findings • Risk Assessment and Fieldwork Safety Skills • Use of Primary and Secondary Data Skills
Homework	A variety of reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes, practice of skills and GCSE Pod	A variety of reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes, practice of skills and GCSE Pod
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Disciplinary Literacy Vocab	• Abiotic • Biotic • Consumer • Decomposer • Ecosystem • Food chain • Food web • Nutrient cycling • Global ecosystem • Producer • Biodiversity • Commercial farming • Debt reduction • Deforestation • Ecotourism • Logging • Mineral extraction • Selective logging • Soil erosion • Subsistence farming • Sustainability • Appropriate technology (or Intermediate technology) • Desertification • Hot desert • Over-cultivation • Overgrazing	• Fieldwork • Enquiry • Investigation • Hypothesis • Primary Data • Secondary Data • Quantitative Data • Qualitative Data • Variable • Sampling • Random Sampling • Systematic Sampling • Stratified Sampling • Reliability • Validity • Bias • Accuracy • • Risk Assessment • Environmental Quality Survey (EQS) • Pedestrian Count • Traffic Count • Land Use Survey • Questionnaire • Observation • Data Collection • Data Presentation • Analysis • Interpretation
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