GEOGRAPHY CURRICULUM MAP
2024 – 2025

Intent:

Key Stage 3 (Year 7 and 8)

In line with the national curriculum for Key Stage Three geography, we intend our students to build a deep understanding of locational and place knowledge, human and physical processes and geographical skills. Each of these four interrelated forms of substantive knowledge are embedded into each topic taught across the key stage, allowing repetition to build fluency of skills and content. The primary focus of our Key Stage Three curriculum is to inspire in pupils a curiosity and fascination about the world and its people. In Years 7 and 8 the curriculum builds upon locational and place knowledge, human and physical geography and geographical skills taught at KS2 level. Each of these key components of the curriculum is built into each topic taught, allowing for repetition to build fluency of skills and content, whilst overcoming cumulative dysfluency.

Transition to Key Stage 4 (Year 9)

Our Year 9 curriculum is ambitious and challenging for all geography students, as we intend for all pupils to begin to learn the GCSE curriculum. Within this, students will re-visit and deepen their understanding of key aspects of the national curriculum developed at Key Stage Three. Some aspects of the national curriculum are re-visited in greater depth in Year 9 due to the complex nature of the topic. This means a greater extent of prior knowledge is required to access the unit to a high level of challenge, making it most suitable to study in Year 9 to avoid disfluency. Across Year 9, all pupils will engage with core concepts and case study application across all GCSE topics in Paper 1 (The Physical Environment) and Paper 2 (The Human Environment). Core concepts and substantive knowledge and skills are carefully selected to meet the core principle of pupils developing an appreciation of the interconnectivity between human and physical processes and gain a meaningful understanding of the complex interplay between human and natural phenomena.

Key Stage 4 (Year 10 and 11)

In KS4 pupils complete the Edexcel A specification and complete three exams: Paper 1 – The Physical Environment, Paper 2- The Human Environment and Paper 3- Fieldwork and UK challenges. The sequencing of topics within the papers are carefully chosen to ensure the fundamental geographic concepts are re-visited first to develop fluency and make connections between topics that help our pupils to know more, remember more and be able to do more. In order to meet Edexcel's intentions for the curriculum the Geography department aims to:

- develop and extend their knowledge of locations, places, environments and processes, and of different scales, including global; and of social, political and cultural contexts (know geographical material)
- gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer)
- develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

Implementation:						
Year	**Half Term 1**	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
7	**An Unequal World (Part 1)** Within this topic, students will learn that development occurs at different rates leading to disparities within and between countries. Through the lens of Tanzania, pupils will explore the impacts of a country's development level leading to urban and rural challenges. **Skills:** Interpretation of choropleth maps to identify global trends and patterns of development. Use of aerial photographs to identify key characteristics of areas. **Links to National Curriculum**: Locational knowledge and spatial awareness of international development. Place knowledge that investigates the human and physical geography of a region in Africa.	**An Unequal World (Part 2)** Building on themes from Part 1, pupils will evaluate strategies to promote development in Tanzania and globally. **Assessment:** Pupils will complete an assessment with opportunities to develop extended writing from the Unequal World topic **Skills:** Interpretation of choropleth maps to identify global trends and patterns of development. Use of aerial photographs to identify key characteristics of areas. **Links to National Curriculum**: Locational knowledge and spatial awareness of international development. Place knowledge that investigates the human and physical geography of a region in Africa.	**Climate Change (Part 1)** Through this topic, pupils will investigate causes of the enhanced greenhouse effect and the impacts of climate change on weather systems. **Skills:** Analysing past climatic data records to identify key trends and anomalies. Analysis and interpretation of geographical sources to reach judgements **Links to National Curriculum:** Timescales including changes in climate from past to present. Human activity relies on effective functioning of natural systems Spatial scales and temporal scales	**Climate Change (Part 2)** Pupil's will learn about how climate change is leading to droughts and wildfires in California, USA and flooding in Bangladesh to assess the future of climate change on people and the environment. **Assessment:** Pupils will complete an assessment with opportunity for extended writing from Unequal World and Climate Change **Skills:** Analysing past climatic data records to identify key trends and anomalies. Analysis and interpretation of geographical sources to reach judgements **Links to National Curriculum:** Geological timescales including changes in climate from past to present. Human and physical interactions Spatial scales and temporal scales of resources and how they have changed globally.	**Our Living World** This unit will develop students understanding of global biomes, how our environment and humans are interdependent developing a greater understanding of the interconnectedness of ecosystems and humans **Skills** Interpretation of climate graphs to shows changes in weather and climate. Maps and atlases to locate different biomes globally. Analysis of geographical sources to draw conclusions **Links to National Curriculum** Human and physical processes interact and influence landscapes, environments and the climate. Human activity relies on effective functioning of natural systems	**The Middle East** This unit is designed to synthesise pupils' understanding of human and physical processes and their interdependence through a major world region and how this has created challenges for people and the environment. **Skills** Interpret and analyse geographical sources including GIS, maps, satellite images and contemporary current affairs to reach judgements and conclusions supported by evidence Interpret graphs and population statistics Calculate percentage increase OR calculate net migration **Assessment:** Pupils will complete an assessment which includes topics from across the year. **Links to National Curriculum** Locational knowledge and spatial awareness of the worlds' countries including their environmental regions Geographical similarities, differences and links between places through the study of human and physical geography of a region within Asia

8	**Hazardous Earth** Students will develop a global view of plate tectonics and the localised events that occur on these boundaries. As well as, a greater understanding of the interacting human and physical world through exploring the impacts of earthquakes and volcanic eruptions with named case studies. **Skills** Interpret photographs and diagrams Interpret geological timescales Interpret and analyse geographical sources to reach judgements and conclusions **Links to National Curriculum:** Physical geography relating to geological timescales and plate tectonics. Human activity determining outcomes of physical events. Geographical theories (Theory of plate tectonics)	**Population Pressures (Part 1)** The topic aims to broaden pupils understanding of the challenges facing the UK as a result of urbanisation and population increase. The topic is split into two units in order to compare and contrast the challenges and solutions in London with a city in a developing country. **Assessment** Pupils will complete an assessment with an opportunity for extended writing, covering Hazardous Earth and unit 1 of Population Pressures. **Skills** Interpret and analyse geographical sources to reach judgements and conclusions Interpret graphs and population statistics Calculate percentage increase OR calculate net migration **Links to National Curriculum:** Population and urbanisation in countries of contrasting development levels International development Human geography of a region within Africa and Europe	**Population Pressures (Part 2)** By contrasting urban processes and challenges in London with Lagos in Nigeria, pupils will develop an understanding of why different cities are urbanising at different rates and that the impacts of this differ depending on location in the world. **Skills** Interpret and analyse geographical sources to reach judgements and conclusions Interpret graphs and population statistics Calculate percentage increase OR calculate net migration **Links to National Curriculum:** Population and urbanisation in countries of contrasting development levels International development Human geography of a region within Africa and Europe	**Resource Challenges** Through focusing on the uses and challenges of natural resources (minerals, food, water and energy) pupils develop an understanding of the impacts of international supply chains and resource extraction on people and the environment. **Assessment** Pupils will complete an assessment with an opportunity for extended writing, covering Population Pressures and Resource Challenges **Skills** Interpret and analyse geographical sources including maps, satellite images and contemporary current affairs to reach judgements and conclusions supported by evidence **Links to National Curriculum** The use of natural resources and how their extraction can create challenges for people and the environment Spatial scales and temporal scales of resources and how they have changed globally.	**Global Superpowers** In this topic, students will explore the role of 'superpowers' over time and the rise of powerful nations. Students will develop a global view of power and how it constantly evolves and changes based on historical, physical and contemporary issues. This topic will provide students the opportunity to study the BRIC countries and their role in today's global world as well as reach a judgement on what countries exist as superpowers today. **Skills** Analyse and interpret data, maps, and articles to determine the hard and soft power of countries with superpower potential. Have an awareness of changing superpowers overtime from a bipolar to multipolar world. **Links to National Curriculum** Study of China and Russia. Interdependence of human and physical geography. Economic sectors and trade	**Fieldwork Investigation** Pupils will follow the geographical enquiry process to investigate changes in microclimate around the school site. Pupils will plan the investigation, collect and analyse data to reach and evaluate conclusions supported by evidence. **Assessment** Pupils will complete an assessment with an opportunity for extended writing. This will be designed to assess pupils' ability to apply their understanding to new contexts in both human and physical geography. **Skills** Using and recording data accurately. Analysis and evaluation of primary and secondary data. Using geographical equipment **Links to National Curriculum** Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

9	Pupils begin to study the core themes of GCSE geography starting with a focus on Paper 2 as human processes such as development underpin all the GCSE topics. **Global Development – Paper 2** Pupils will build on their KS3 knowledge of the global process of development and associated changes to the economy and demographics of a country (KS3 topic: An Unequal World). Through a detailed exploration of India as a case study, pupils study the causes and consequences of rapid development. **Assessment:** Teachers will assess pupil's written work and skills through weekly homework including GCSE style questions (1,2,3,4 and 8 markers).	**Weather Hazards and Climate Change – Paper 1** This topic requires pupils to extrapolate knowledge from the previous topic to analyse the varying impacts of tropical cyclones and droughts around the world. The topic builds on pupils past knowledge of climate change causes and impacts (Year 7). Pupils will deepen their understanding of the atmosphere operating as a global system through atmospheric and ocean circulation. Droughts and tropical cyclones both studied with a focus on a assessing the impacts in developing and developed countries in order to answer 8 mark questions. Links to prior learning in Year 9 -Global development (economic and demographic characteristics of developing, emerging and developed countries) **Assessment:** 55-minute assessment with GCSE style questions on Global Development and Weather Hazards. Questions include 1,2,3,4 markers including mathematical skills. One 8 marker included to assess higher level 'assess' and 'evaluate' skills.	**Ecosystems, Biodiversity and Management – Paper 1** Pupils will build upon their knowledge of ecosystems introduced in Year 7 'Our Living World' Topic and through application of atmospheric circulation learnt last topic to global biome distribution. Pupils will study the characteristics of tropical rainforests and deciduous woodlands in depth through studying case studies (Epping Forest, UK and Monteverde Cloud Forest, Costa Rica) **Resource Management – Paper 2** This is sequenced after 'Ecosystems, biodiversity and management' as pupils can build on their prior knowledge of resource extraction in the past and present leading to environmental degradation. Pupils will deepen their understanding of the importance of sustainable management of energy resources through studying global demand and supply and attitudes of exploitation and consumption of resources. To develop the skills of 'assess' and 'evaluate' pupils will compare the success of sustainable management of resources in China and the UK.	**Changing Cities – Paper 2** Pupils revisit the process of urbanisation and population change in cities learnt in KS3 topics (An Unequal World + Population Pressures) through an in depth study of urban processes in London and Sao Paulo. This topic will deepen the pupils understanding of the influence of development on urbanisation causes and consequences through studying two cities within countries of contrasting development levels. **Assessment:** 55 minute assessment with GCSE style questions on Weather Hazards and Ecosystems (Paper1). Questions include 1,2,3,4 markers including mathematical skills. 8 markers included to assess higher level 'assess' and 'evaluate' skills. **Assessment:** Pupils will sit a 55-minute assessment on previous topics. Teachers will assess pupil's written work and skills through weekly homework replicating GCSE questions (1,2,3,4 and 8 markers) across both Paper 1 and 2 topics studied in Year 9.	**Changing Landscapes – Paper 1** The series of two lessons gives an overview of geomorphological and sub-aerial processes such as weathering, mass movement and erosion which are vital components in understanding composites such as river or coastal landscape formation (topics to follow) **Coastal Landscapes and Processes – Paper 1** Pupils will deepen their understanding of the role of coastal management and the consequences of engineering strategies along the Holderness Coast. Links to prior learning in Year 9 – Changing Landscapes (geomorphological and sub-areal processes), Weather Hazards and Climate Change (role of climate change on coastal processes and landscapes).	**River Landscapes and Processes – Paper 1** This topic focuses on developing the skills to interpret a range of figures (Inc. flood risk maps, photographs, hydrographs) to ensure pupils can answer 8 mark GCSE questions in this unit. **Assessment:** 55-minute assessment with GCSE style questions on Changing Landscapes, Coastal and River processes and landscapes (Paper1).

			Assessment: Pupils will not sit a formal assessment in half term 3. Teachers will assess pupil's written work and skills through weekly homework replicating GCSE questions (1,2,3,4 and 8 markers) across both Paper 1 and 2 topics studied in Year 9			
10 (Sets 1,2,3 and 4)	Pupils in sets 10GG1, 10GG2, 10GG3 and 10GG4 will have the opportunity to sit the GCSE early at the end of Year 10. Therefore, the course is designed to ensure full coverage of Paper 1, 2 and 3 to prepare pupils for success at GCSE. **Resource Management – Paper 2** Energy Resource Management (Paper 2) is taught as the first topic due to the synoptic nature of the unit and close links to the UK Challenges (Paper 3) topic studied directly after. This topic revisits the changing global energy demand and consumption previously learnt in Year 9. A greater range of strategies to promote sustainable development in both the UK and China are taught with a greater focus on factors influencing the success of each country's sustainable	**Weather Hazards and Climate Change – Paper 1** Pupils will deepen their understanding of global atmospheric and oceanic processes previously learnt in Year 9. Building on pupils' prior knowledge of droughts and tropical cyclones, pupils will spend greater time on the assessing the severity of weather hazards in countries with contrasting development levels. This will allow students to practice the skills required to achieve in 8 markers. **Ecosystems, Biodiversity and Management – Paper 1** Pupils will build upon their knowledge of global biome distribution learnt in Year 9 and apply knowledge from atmospheric processes taught in Weather Hazards. Pupils will study the characteristics of tropical rainforests and deciduous woodlands with a focus on 8 mark 'assess' and 'evaluate' questions as the Ecosystems topic has an 8	**Global Development – Paper 2** This topic is re-visited to build on the human concepts and processes learnt in Year 9. The focus of each topic is to deepen understanding of complex concepts such as reducing uneven development in order to promote higher level thinking through assessment and evaluation of factors in 8 markers. Pupils will also practice applying their knowledge to unfamiliar locational contexts during lesson time to master fundamental exam skills. **Assessment:** 1 hour 30 minutes on combined questions from Paper 2 and 1 replicating GCSE questions.	**Urban Fieldwork – Paper 3** Pupils will conduct an investigation on regeneration in Stratford and will visit Stratford to collect primary data. The enquiry cycle is followed in lessons whereby pupils will present, analyse and reach conclusions on their data. Other examples of urban fieldwork are investigated to ensure pupils can complete unfamiliar questions in the GCSE Paper 3. **Rivers Fieldwork – Paper 3** Pupils will apply the enquiry cycle learnt last topic to the geographic enquiry process undertaken during their river fieldtrip in Year 10. All year 10 classes will focus on the application of fieldwork techniques to unfamiliar fieldwork questions to develop Paper 3 exam skills. **Assessment:** 1-hour assessment on Resource	**Changing Landscapes – Paper 1** Following two lessons revisiting foundational concepts such as geomorphological processes and geology, pupils apply their understanding to the upcoming coastal and river units. **Coastal Landscapes and processes – Paper 1** **River Landscapes and Processes – Paper 1** **Assessment:** Pupils will sit full mocks for Paper 1,2 and 3 in preparation for GCSE examinations.	**Revision and exam skills for Paper 2 and 3** Teachers will use regular assessments to identify key aspects of Paper 2 and 3 to focus lesson time in best preparing pupils for their upcoming Paper 2 and 3 examination.

	management. This enables pupils to practice 'assessing' and 'evaluating' factors to achieve in 8 markers. **UK Challenges – Paper 3** This encompasses the skills and knowledge learnt from studying Paper 1 and 2 topics in Year 9. The topic stems around broad challenges the UK is facing, linking closely to previous topics taught in KS4. For example, the two-speed economy that revisits themes on UK development and urban processes (Paper 2 topics). Pupils will be taught the skills to achieve in 12-mark questions. **Assessment:** 1-hour assessment on Resource Management and UK Challenges with a range of GCSE style questions.	marker more significantly weighted than the rest of the Paper 1 topics. **Assessment:** 1 hour 30 minutes on combined questions from Paper 3 and 1 replicating GCSE questions.		Management and UK Challenges with a range of GCSE style questions.		
10 (sets 5-8)	Pupils deepen the foundational knowledge of GCSE content taught in Year 9 with a focus on application of knowledge and higher level 'assessment' of geographical themes to achieve in 8 markers. Starting with Paper 2 as human processes such as development and population change underpin all the GCSE topics.	**Resource Management – Paper 2** This topic revisits the changing global energy demand and consumption previously learnt in Year 9. A greater range of strategies to promote sustainable development in both the UK and China are taught with a greater focus on factors influencing the success of each country's sustainable management. This enables pupils to practice	**Weather Hazards and Climate Change – Paper 1** Following the completion of Paper 2 topics, pupils will move on to study the Paper 1 physical geography topics. The first is Weather Hazards and Climate Change that builds on pupils' foundational knowledge from the topic in Year 9. Through revisiting this topic in Year 10, pupils	**Ecosystems, Biodiversity and Management – Paper 1** Pupils will build upon their knowledge of global biome distribution learnt in Year 9 and apply knowledge from atmospheric processes taught in Weather Hazards. Pupils will study the characteristics of tropical rainforests and deciduous woodlands with a focus on 8 mark	**Coastal Landscapes and Processes – Paper 1** Pupils' revisit coastal processes and management techniques that shape the UK's coastal landscapes learnt in Year 9. To deepen understanding and develop exam skills, the content in Year 10 is taught through application of knowledge to 8 marker figure questions.	**Rivers Fieldwork – Paper 3** Year 10 will undertake a rivers fieldwork investigation on the changing characteristics downstream in Debden Brook (a river in Epping Forest). Following the data collection, pupils apply their graphical and mathematical skills from Paper 1 and 2 topics to present and analyse their data. All year 10 classes

	Global Development – Paper 2 Pupils will build on their Year 9 knowledge of uneven global development and the causes and consequences of rapid development in India. Application of concepts such as economic and demographic change are developed through practicing questions on unfamiliar contexts. This greater prepares pupils for a high proportion of application questions in Paper 2. **Changing Cities – Paper 2** Pupils revisit the processes or urbanisation, migration and deindustrialisation learnt previously in Year 9. Skills such as 6 figure grid referencing and interpretation of figures are developed further through embedding such skills into the in depth study of London and Sao Paulo. **Assessment:** 55-minute assessment on both topics with a range of GCSE style questions. Teachers will assess pupil's written work and skills through weekly homework replicating GCSE questions (1,2,3,4 and 8 markers).	'assessing' and 'evaluating' factors to achieve in 8 markers. Links to prior learning in Year 10 – Changing Cities (rates of population growth and urbanisation), Global development (economic and demographic characteristics of developing, emerging and developed countries) **Assessment:** 55-minute assessment with GCSE style questions on Global Development, Changing Cities and Resource Management. Question include 1,2,3,4 markers including mathematical skills. One 8 marker included to assess higher level 'assess' and 'evaluate' skills.	can focus on developing higher-level skills such as application of knowledge to unfamiliar locational examples and an increased amount of time to practice 8 marker skills. Topic is taught first (from Paper 1) as atmospheric processes and climate change provide fundamental knowledge to the understanding of the rest of Paper 1 topics. **Assessment:** 55-minute assessment with GCSE style questions on Resource Management and Weather Hazards and Climate Change. Question include 1,2,3,4 markers including mathematical skills. One 8 marker included to assess higher level 'assess' and 'evaluate' skills. Resource Management re-assessed as is weighted more in the GCSE and offers the most challenging 8 markers.	'assess' and 'evaluate' questions as the Ecosystems topic has an 8 marker more significantly weighted than the rest of the Paper 1 topics. Links to prior learning in Year 10 – Global development (influence of development on ecosystems management), Resource Management (biotic and abiotic factors), Weather Hazards and Climate Change (role of atmospheric circulation in biome distribution) **Changing Landscapes - Paper 1** The series of four lessons gives an overview of geomorphological and sub-aerial processes such as weathering, mass movement and erosion which are vital components in understanding composites such as river or coastal landscape formation (topics to follow) **Assessment:** 55-minute assessment with GCSE style questions on Weather Hazards and Ecosystems (Paper 1). Questions include 1,2,3,4 markers including mathematical skills. 8 markers included to assess higher level 'assess' and 'evaluate' skills.	Links to prior learning in Year 10 – Changing Landscapes (geomorphological and sub-areal processes), Weather Hazards and Climate Change (role of climate change on coastal processes and landscapes). **River Landscapes and Processes – Paper 1** Pupils revisit river processes and management techniques that shape the UK's river landscapes learnt in Year 9. To deepen understanding and develop exam skills, the content in Year 10 is taught through application of knowledge to 8 marker figure questions. This unit will also set the basis for fieldwork taking place in the start next half term, enabling students to apply the theory and case studies learned in lessons to the world around them. **Assessment:** Pupils will not sit a formal assessment in half term 5. Teachers will assess pupil's written work and skills through weekly homework replicating GCSE questions (1,2,3,4 and 8 markers) across both Paper 1 and 2 topics studied in Year 10.	will focus on the application of fieldwork techniques to unfamiliar contexts. **Assessment:** Pupils will complete an end of topic assessment on Rivers fieldwork. Throughout the term, teachers will assess pupil's written work and skills through weekly homework replicating GCSE questions (1,2,3,4 and 8 markers) across both Paper 1, 2 and 3 topics studied in Year 10.

11	**UK Challenges – Paper 3** This encompasses the skills and knowledge learnt from studying Paper 1 and 2 topics in Year 9 and 10. The topic stems around broad challenges the UK is facing, linking closely to previous topics taught in KS4. For example, the two-speed economy that revisits themes on UK development and urban processes (Paper 2 topics). Pupils will be taught the skills to achieve in 12-mark questions. **Urban Fieldwork – Paper 3** Pupils will conduct an investigation on regeneration in Stratford and will visit Stratford to collect primary data. The enquiry cycle is followed in lessons whereby pupils will present, analyse and reach conclusions on their data. Other examples of urban fieldwork are investigated to ensure pupils can complete unfamiliar questions in the GCSE Paper 3. **Rivers Fieldwork – Paper 3** Pupils will apply the enquiry cycle learnt last topic to the geographic enquiry process undertaken during their river fieldtrip in Year 10. All year 11 classes will focus on the application of fieldwork techniques to	**Resource Management – Paper 2** Energy Resource Management is a synoptic unit and has close links to the UK Challenges (Paper 3) topic studied in Term 1. This topic revisits the changing global energy demand and consumption previously learnt in Year 10. A greater range of strategies to promote sustainable development in both the UK and China are taught with a greater focus on factors influencing the success of each country's sustainable management. This enables pupils to practice 'assessing' and 'evaluating' factors to achieve in 8 markers. **Changing Cities – Paper 2** Pupils will re-visit this topic having studied the core concepts in Year 10 with a focus on engaging with 'assess' and 'evaluate' 8 mark questions. **Global Development – Paper 2** This topic is re-visited to build on the human concepts and processes learnt in Year 9 and 10. The focus of each topic is to deepen understanding of complex concepts such as reducing uneven development in order to promote higher level thinking through assessment and evaluation of factors in	**Weather Hazards and Climate Change – Paper 1** Pupils will deepen their understanding of global atmospheric and oceanic processes previously learnt in Year 10. Building on pupils' prior knowledge of droughts and tropical cyclones, pupils will spend greater time on the assessing the severity of weather hazards in countries with contrasting development levels. This will allow students to practice the skills required to achieve in 8 markers. **Ecosystems, Biodiversity and Management – Paper 1** Pupils will build upon their knowledge of global biome distribution learnt in Year 10 and apply knowledge from atmospheric processes taught in Weather Hazards. The Ecosystems topic has an 8 marker more significantly weighted than the rest of the Paper 1 topics, therefore a focus in Year 11 to apply knowledge from across the topic to answer synoptic 8 markers. **Assessment**: Pupils will sit a 1-hour 30 min assessment on Paper 1 and Paper 2 topics.	**Changing Landscapes – Paper 1** Following two lessons revisiting foundational concepts such as geomorphological processes and geology, pupils apply their understanding to the upcoming coastal and river units. **Coastal Landscapes and processes – Paper 1** **River Landscapes and Processes – Paper 1** **Assessment:** Pupils will sit an assessment on Paper 1 topics – Weather hazards and Climate Change, Ecosystems, Biodiversity and Management and Coastal Landscapes. Past paper GCSE questions will be used including 1,2,3,4 and 8 markers.	**Exam skills and revision** Using regular assessment of Paper 1, 2 and 3 content teachers will identify key aspects of the course to focus revision and high level exam skills such as 8 markers in preparation for summer exams. **Assessment:** Pupils will sit Paper 1, Paper 2 and Paper 3 mocks, marked by the class teacher and feedback given during lesson time.	

	unfamiliar fieldwork questions to develop Paper 3 exam skills. **Assessment:** 1-hour assessment on Resource Management and UK Challenges with a range of GCSE style questions.	8 markers. Pupils will also practice applying their knowledge to unfamiliar locational contexts during lesson time to master fundamental exam skills. **Assessment**: Pupils will sit a 1-hour 30min assessment on Paper 3 and Paper 2 topics from the last two terms. Teacher marks and a feedback lesson will follow.				

Enrichment Opportunities:

Geography Club: Attending Geography Club helps pupils enhance their geographical knowledge of the world through fun and interactive games, making learning engaging while building their understanding of different places, cultures, and environments.

Geography trips: In Key Stage Three, pupils have the opportunity to create a Geographical enquiry question which they then investigate and collect data for using geographical fieldwork equipment. In Key Stage Four pupils visit river landscape to investigate physical processes (Epping Forest) and an urban area to study regeneration (Stratford, East London).

Impact:

Formative assessment is an integral part of our approach to Teaching and Learning. Over the course of their study, we will use weekly/fortnightly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and also to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing pupils to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every half term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers) and each Subject Leader is given a report outlining the areas of strength and weakness. This is used to inform future planning, support with additional interventions and set changes.