

Curriculum Overview 2025-26 Geography

Curriculum overview for Year 7

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Curriculum Content: Priority Essential knowledge and skills that will be taught.	Where in the world do we live? Prior Learning: Continents and oceans Local area Countries and capital cities of the UK Types of settlement and land use Key Knowledge: Continents and oceans Types of Geography UK, GB and British Isles Map skills Settlement location factors Bradford past, present and future	What fantastic ecosystems are there in the world? Prior Learning: Continents and oceans Ecosystems – hot deserts; rainforests Different landscapes Key Knowledge: Lake District Impacts of tourism Antarctica Desert locations Desert adaptations Rainforest characteristics Rainforest exploitation Map skills	How do cultures vary around the world? Prior Learning: Study of a non-European country and a country within North or South America Awareness of Africa as a continent Continents and oceans Ecosystems Key Knowledge: Life in Brazil – inequality Push and pull factors for migration. Indigenous people of the rainforest Life in Africa Indigenous people of Africa – Maasai	Weather – blessing or a curse? Prior Learning: Seasons and weather Where in the world and fantastic ecosystems units Key Knowledge: Weather and climate Climate factors Types of rainfall Extreme weather in the UK Tornadoes Microclimates	How has water shaped the land in the UK? Prior Learning: Physical geography of rivers, mountains and the water cycle Key Knowledge: Water cycle River processes: Erosion, transportation and deposition Waterfall formation Meander, oxbow lake, levee and floodplain formation	Oceans – victim, saviour or both? Prior Learning: Ecosystems Climate change Coasts Key Knowledge: How oceans formed Layers of the ocean Differences between wildlife Coral reef location Coral reef goods and services Human activity in polar oceans Threats to oceans Wildlife adaptations



	Skills: Map reading Describing location Categorising Future links: UK nations Continents, oceans and countries Map skills Categorisation	Skills: Map reading Describing location Grid references Aerial and Satellite Photography Height on maps Explaining Plotting and interpreting climate graphs Contrasting physical geographies Future links: Impacts of tourism Living world - ecosystems and biomes Middle East Rainforest indigenous people	Skills: Describing location Contrasting lifestyles Map reading Build on knowledge of globes, maps and atlases, and apply and develop this knowledge. Future links: India China Urban issues and challenges Economic world	Skills: Map reading Interpreting climate graphs Weather patterns Natural hazard management Future links: Climate change Challenge of natural hazards	Skills: Describing location Map reading Explaining processes Sequence of processes Future links: Coasts Physical landscapes in the UK	Skills: Describing locations Literacy Identifying characteristics Future links: AQA GCSE - Climate change
Assessment	Baseline assessment Bradford Growth yellow zone	Ecosystems Yellow Zone Lake District yellow zone Desert adaptations yellow zone DC1 assessment	Rainforest people – contrasting lives yellow zone Contrasting lives of indigenous people yellow zone	Climate factors (applied to UK weather map) yellow zone	Importance of rivers yellow zone Flooding case study yellow zone DC2 assessment	Coral reefs value yellow zone Oceans under threat yellow zone
Spiritual, Moral, Social and Cultural (SMSC) development	Spiritual and Social and Cultural development: A sense of enjoyment and fascination in learning about themselves, others and the world around them. A use of a range of social skills in different	Spiritual development: A sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning.	Spiritual and cultural development: A sense of enjoyment and fascination in learning about themselves, others and the world around them An ability to recognise, and value, the things we share in common across cultural,	Spiritual development A sense of enjoyment and fascination in learning about themselves, others and the world around them	Spiritual development A sense of enjoyment and fascination in learning about themselves, others and the world around them	Spiritual development A sense of enjoyment and fascination in learning about themselves, others and the world around them

	contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. An understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.		religious, ethnic and socio-economic communities An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity An ability to understand, accept and respect diversity (as shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities)			
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Curriculum overview for Year 8

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Curriculum Content: Priority Essential knowledge and skills that will be taught.	The World Re-imagined project. Climate Change and the Atlantic Triangle / Development: Is our understanding of the world wrong?	How is life in India changing?	TNC or not TNC; that is the question.	How do waves shape our coastline?	What is climate change doing to our planet?	The Middle East – the cost of oil.
	Prior Learning: Weather and Climate Continents and Oceans Contrasting cultures	Prior Learning: Development World Bank country classifications – HIC, NEE and LIC Cultures – life in slums	Prior Learning: Products come to the UK from all over the world. Different countries have key products linked to them.	Prior Learning: Rivers and glaciation Erosion processes and how water shapes the landscape.	Prior Learning: Weather and climate	Prior Learning: The Middle East is a region and neither a country nor continent. Dubai is a city. Awareness of some country names in the region Awareness of oil as a significant global resource found in the region.
	Key Knowledge: Development indicators Human and physical factors Country classification Africa is not a country. Quality of life	Key Knowledge: Diverse locations of India Population changes and growth in India Industry in India – factories Mumbai challenges and opportunities Slum development Migration	Key Knowledge: Cost, revenue and profits Continents and ‘major’ / easily identifiable countries Multiple countries can be involved in the production of one item. TNCs are global companies often with main office in a HIC	Key Knowledge: Coastal processes Erosional landforms Depositional landforms Longshore drift Coastal management Holderness Coast – case study	Key Knowledge: What climate change is Natural causes Human causes UK impacts Global impacts Tropical storm formation Typhoon Haiyan – impacts and responses	Key Knowledge: Landscapes and climate Population Importance of oil Characteristics of UAE Characteristics of Yemen Characteristics of Syria Characteristics of Afghanistan



	Skills: Build on knowledge of globes, maps and atlases, and apply and develop this knowledge. Data analysis Future links: India China Urban issues and challenges Economic world	Skills: Interpreting population graphs Contrasting locations Future links: China Urban issues and challenges Economic world	and factories in NEEs or LICs TNCs can bring both benefits and problems to host countries. Skills: Describing location Map skills Empathy Numeracy – cost, revenue and profit Debating – presenting more than one side to an argument. Future links: China Maths skills Place knowledge – continents, countries, latitude and longitude Resource Management	Skills: Describing location Explaining Map reading Sequence of processes Assessment and evaluation of management – problem solving. Future links: Geomorphic processes and physical landscapes in the UK	Mitigating and adapting to climate change Skills: Build on knowledge of globes, maps and atlases, and apply and develop this knowledge. Sequence of processes Problem solving Future links: Oceans China Challenge of natural hazards Resource management	Skills: Describing location Contrasting lifestyles Map reading Build on knowledge of globes, maps and atlases, and apply and develop this knowledge. Future links: Resource management Economic world
Assessment	Factors influencing development – yellow zone	DC1 Assessment Industrious India yellow zone Mumbai yellow zone	Global connections – yellow zone	Coastal management / coastal erosion case study yellow zone DC2 assessment	Human v natural – the causes of climate change – yellow zone or Impacts of climate change – yellow zone Typhoon Haiyan yellow zone	UAE yellow zone
Spiritual, Moral, Social and Cultural (SMSC) development	Spiritual and Moral development Use of imagination and creativity in their learning. Willingness to reflect on their experiences.	Moral development An interest in investigating and offering reasoned views about moral and ethical issues and ability to	Moral development An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand	Spiritual development A sense of enjoyment and fascination in learning about themselves, others and the world around them.	Spiritual development A sense of enjoyment and fascination in learning about themselves, others and the world around them.	Spiritual and Moral development A sense of enjoyment and fascination in learning about themselves, others and the world around them.

	An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. An ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity. An ability to understand, accept and respect diversity (as shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities).	understand and appreciate the viewpoints of others on these issues. An ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England	and appreciate the viewpoints of others on these issues. An ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England			An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues
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Curriculum overview for Year 9

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Curriculum Content: Priority Essential knowledge and skills that will be taught.	Why are some volcanoes and earthquake more deadly than others? Prior Learning: Volcanoes and earthquakes Key Knowledge: Layers of the Earth Plate boundaries Shield and composite volcanoes Volcanic hazards White Island eruption – impacts and responses Earthquakes and tsunamis Tsunami case study – impacts and responses Skills: Map reading Management of hazards Describing locations Explaining and sequencing processes Empathy	What are the issues that China face? Prior Learning: Development India Climate change Key Knowledge: Location and influence Population change Manufacturing in China Current issues in China e.g., water and air pollution Persecution of Uighur Muslims Surveillance in China Communism Skills: Map reading Interpreting graphs Empathy Literacy	How water shapes our landscapes – Ice Prior Learning: Rivers Coasts Key Knowledge: Erosion processes Changing climates – glacials and inter-glacials Glacial landforms including corries, aretes, pyramidal peaks, hanging valleys and ribbon lakes Skills: Map reading Interpreting photographs Explaining processes Sequence of processes	Is dark tourism ever, ok? Prior Learning: Tourism Continents Holocaust Key Knowledge: Importance of different sites of dark tourism Why people visit these locations. Persecution – cultural identity Impacts of tourism to these locations Genocide events Terrorism events Skills: Map reading Empathy Literacy Evaluation	Resource Management Prior Learning: Distribution of natural resources Climate change Key Knowledge: Global distribution of natural resources Food, energy and water in the UK Global issues around energy Impacts of energy insecurity Increasing the UK's supply Sustainable energy use Skills: Build on knowledge of globes, maps and atlases, and apply and develop this knowledge. Problem solving Data analysis	Resource Management Prior Learning: Distribution of natural resources Climate change Key Knowledge: Global distribution of natural resources Food, energy and water in the UK Global issues around energy Impacts of energy insecurity Increasing the UK's supply Sustainable energy use Skills: Build on knowledge of globes, maps and atlases, and apply and develop this knowledge. Problem solving Data analysis



	Future links: AQA GCSE - Challenge of natural hazards	Future links: AQA GCSE - Urban issues and challenges Economic world Resource management	Future links: AQA Living World and Climate change (part of natural; hazards unit)	Future links: AQA GCSE -Resource management and energy supplies Levels of development (History – the Holocaust)	Future links: AQA GCSE - Economic world	Future links: AQA GCSE - Economic world
Assessment	Tectonic processes review yellow zone Volcano case study yellow zone Tsunami yellow zone	Manufacturing in China yellow zone Current issues in China yellow zone DC1 assessment	The UK and glaciers today yellow zone Glacial landforms yellow zone Glenridding zipwire (optional yellow zone)	Auschwitz yellow zone Is dark tourism ever ok yellow zone	Global inequalities yellow zone Food in the UK yellow zone Energy in the UK yellow zone	Global energy yellow zone Energy insecurity yellow zone Dash for gas yellow zone Chambamontera yellow zone
Spiritual, Moral, Social and Cultural (SMSC) development	Spiritual development A sense of enjoyment and fascination in learning about themselves, others and the world around them.	Social and moral development: An acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. An ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal	Spiritual and Moral development A sense of enjoyment and fascination in learning about themselves, others and the world around them. An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	Spiritual and Moral development An ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	Spiritual and Cultural development A sense of enjoyment and fascination in learning about themselves, others and the world around them. An ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.	Spiritual and Cultural development A sense of enjoyment and fascination in learning about themselves, others and the world around them. An ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.



		boundaries and, in doing so, respect the civil and criminal law of England. An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues,				
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Curriculum overview for Year 10

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Curriculum Content: Priority Essential knowledge and skills that will be taught.	Challenges of natural hazards Prior Learning: Volcanoes, earthquakes and tsunamis Layers of the earth Tectonic processes and plate boundaries Weather and climate Climate change Key Knowledge: Plate tectonics Plate boundaries Volcanoes Volcanic hazards Volcano case study Reducing risk of tectonic hazards Global atmospheric circulation Tropical storm formation Impacts of tropical storms UK weather Causes of climate change Mitigating climate change	Challenges of natural hazards / Urban issues and challenges Prior Learning: Volcanoes, earthquakes and tsunamis Weather and climate Climate change Key Knowledge: Plate tectonics Plate boundaries Volcanoes Volcanic hazards Volcano case study Reducing risk of tectonic hazards Global atmospheric circulation Tropical storm formation Impacts of tropical storms UK weather Causes of climate change Mitigating climate change	Urban issues and challenges Prior Learning: Development India China Bradford Key Knowledge: Changes in urban areas Growth of megacities Challenges and opportunities in Lagos Challenges and opportunities in Liverpool Sustainable cities	Physical landscapes in the UK - Rivers Prior Learning: Rivers Coasts Glaciation Key Knowledge: Processes at the coast Weathering Landform formation – erosion Landform formation – deposition Coastal management – hard engineering Coastal management – soft engineering Holderness Coast	The Living World – Ecosystems and tropical rainforests Prior Learning: Fantastic ecosystems (Y7) Key Knowledge: Ecosystem scales, factors affecting and global distributions Food chains, food webs and Gersmehl Model Tropical rainforest characteristics, value and human impacts	Physical landscapes in the UK - Coasts Prior Learning: Rivers Coasts Glaciation Key Knowledge: River long profile River processes Erosional and depositional landforms River Tees landforms Flood factors Flood hydrographs Flood management Flood defence schemes



	Skills: Map reading Management of hazards Describing locations Explaining and sequencing processes Empathy Future links: Geophysicist Geology Hazard response Hazard mitigation Earth sciences	Skills: Map reading Management of hazards Describing locations Explaining and sequencing processes Empathy Future links: Geophysicist Geology Hazard response Hazard mitigation Earth sciences Atmospheric sciences Hazard responses Agriculture Weather forecasting Meteorology	Skills: Map reading Describing locations Data analysis Contrasting locations Assessment of sustainability Future links: Economic World Geographical skills Resource Management Town planning Civil Engineering Council work	Skills: Describing location Explaining Map reading Sequence of processes Assessment and evaluation of management – problem solving. Future links: Fieldwork Geographical skills Town planning Civil Engineering Coastal management Council work Marine diversity officer Conservationist	Skills: Map reading Describing location Model and scenarios applications and assessment Evaluating Sustainability Explaining Adaptations Future links: Fieldwork Geographical skills Conservationist Ecologist Wildlife management Botanist Environmental campaign work	Skills: Describing location Explaining Map reading Sequence of processes Assessment and evaluation of management – problem solving. Future links: Fieldwork Geographical skills Flood risk manager Town planning Water utility Conservationist
Assessment	Various low stakes quizzes and GCSE questions	Various low stakes quizzes and GCSE questions	Various low stakes quizzes and GCSE questions	DC2 assessment Various low stakes quizzes and GCSE questions	Various low stakes quizzes and GCSE questions	DC3 assessment Various low stakes quizzes and GCSE questions
Spiritual, Moral, Social and Cultural (SMSC) development	Spiritual and Cultural development A sense of enjoyment and fascination in learning about themselves, others and the world around them. An ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-	Spiritual development A sense of enjoyment and fascination in learning about themselves, others and the world around them. An ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-	Cultural development An ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. An understanding and appreciation of the wide range of cultural influences that have shaped their own	Spiritual development A sense of enjoyment and fascination in learning about themselves, others and the world around them. Knowledge of, and respect for, different people's faiths, feelings and values.	Spiritual development: A sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning.	Spiritual development A sense of enjoyment and fascination in learning about themselves, others and the world around them. Knowledge of, and respect for, different people's faiths, feelings and values.

	economic communities.	economic communities.	heritage and that of others. An understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.			
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Curriculum overview for Year 11

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Curriculum Content: Priority Essential knowledge and skills that will be taught.	Physical landscapes in the UK – Coasts / Fieldwork Prior Learning: Rivers Coasts Glaciation Key Knowledge: River long profile River processes Erosional and depositional landforms River Tees landforms Flood factors Flood hydrographs Flood management Flood defence schemes Fieldwork skills, data collection, . Graphicacy, numeracy, analysis, conclusions and evaluation.	The Changing Economic World Prior Learning: Development indicators and World Bank country classifications -HIC, NEE, LIC. Urban Issues and Challenges – Liverpool, UK Key Knowledge: Distribution of HICs, NEEs and LICs Measures of development Demographic Transition Model Influences on global development Reducing the development gap Case study – Nigeria: Quality of life, TNCs, Aid, Environmental issues	The Living World – cold environments Prior Learning: Fantastic ecosystems – hot deserts Living World Year 10 Key Knowledge: Physical characteristics Interdependence Adaptations of flora and fauna Opportunities for and challenges of developing hot desert areas or cold environments.	The challenge of resource management Prior Learning: Resource management (Year 9) Distribution of natural resources Climate change Key Knowledge: Global distribution of natural resources Food, energy and water provision in the UK	The challenge of resource management / pre-release preparation Prior Learning: Resource management (Year 9) Distribution of natural resources Climate change Key Knowledge: Global issues around food Impacts of food insecurity Increasing the UK's supply Sustainable food use Review pre-release material.	Exam technique and revision Prior Learning: All content since the start of Year 10 Key Knowledge: Revision of content covered during the 2-year course.



	Skills: Describing location Explaining Map reading Sequence of processes Assessment and evaluation of management – problem solving. Future links: Fieldwork Geographical skills Flood risk manager Town planning Water utility Conservationist	Skills: Map reading Describing locations Assessing and evaluating impacts and responses Describing and sequencing processes Future links: Town planning Civil Engineering Council work Sustainable land use management	Skills: Data analysis Numeracy and graphicacy skills Exploring inter-relationships Assessment and evaluation Future links: Renewable energies Conservation Agricultural management Land use management	Skills: Build on knowledge of globes, maps and atlases, and apply and develop this knowledge. Problem solving Data analysis Future links: Resource management Renewable and sustainable energy research and production	Skills: Map reading Describing locations Analysing data Assessing and evaluating impacts and responses Future links: Resource management Renewable and sustainable food research and production Agricultural practitioner	Skills: Revision techniques Coverage of all skills previously listed
Assessment	Various low stakes quizzes and GCSE questions	Various low stakes quizzes and GCSE questions	DC2 assessment Various low stakes quizzes and GCSE questions	Various low stakes quizzes and GCSE questions	Various low stakes quizzes and GCSE questions	Various low stakes quizzes and GCSE questions
Spiritual, Moral, Social and Cultural (SMSC) development	Spiritual and Social development A sense of enjoyment and fascination in learning about themselves, others and the world around them. Knowledge of, and respect for, different people's faiths, feelings and values. A use of a range of social skills in different contexts, for example working and	Moral and Cultural development An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. An ability to recognise, and value, the things we share in common across cultural, religious,	Spiritual development A sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning.	Spiritual and Cultural development A sense of enjoyment and fascination in learning about themselves, others and the world around them. An ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.	Spiritual and Cultural development A sense of enjoyment and fascination in learning about themselves, others and the world around them. An ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.	

	socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.	ethnic and socio-economic communities. An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.				
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