



Geography

"Inspiring curiosity, understanding, and responsibility through the study of our ever-changing world."

Key Stage 3 Long-Term Plan

Year 7

Year 8

Year 9

Autumn 1

How have human and physical processes shaped the UK?

Should we try to manage coastal environments?

Why does food security vary around the world?

Autumn 1
Assessment:

Students' progress will be assessed through short retrieval activities, in-class discussion and ongoing monitoring of bookwork.

End of topic summary quiz

Students' progress will be assessed through short retrieval activities, in-class discussion and ongoing monitoring of bookwork.

End of topic summary quiz

Students' progress will be assessed through short retrieval activities, in-class discussion and ongoing monitoring of bookwork.

End of topic summary quiz

Autumn 2

How have human and physical processes shaped the UK?

Should we try to manage coastal environments?

Why are all hazards not disasters?

Does globalisation benefit all countries?

Autumn 2
Assessment:

Students' progress will be assessed through short retrieval activities, in-class discussion and ongoing monitoring of bookwork.

Students' progress will be assessed through short retrieval activities, in-class discussion and ongoing monitoring of bookwork.

Students' progress will be assessed through short retrieval activities, in-class discussion and ongoing monitoring of bookwork.

	End of topic summary quiz	End of topic summary quiz	Mid topic summary quiz
Spring 1	<i>What determines the weather and climate?</i>	<i>Why are all hazards not disasters?</i>	<i>Does globalisation benefit all countries?</i>
Spring 1 Assessment:	Students' progress with be assessed through short retrieval activities, in-class discussion and ongoing monitoring of bookwork. End of topic summary quiz	Students' progress with be assessed through short retrieval activities, in-class discussion and ongoing monitoring of bookwork. End of topic summary quiz	Students' progress with be assessed through short retrieval activities, in-class discussion and ongoing monitoring of bookwork. End of topic summary quiz
Spring 2	<i>What can Argentina teach us about biomes around the world?</i>	<i>Can town planning control the emotions of a person?</i>	<i>How can tropical rainforests benefit people sustainably?</i>
Spring 2 Assessment:	Students' progress with be assessed through short retrieval activities, in-class discussion and ongoing monitoring of bookwork. End of topic assessment	Students' progress with be assessed through short retrieval activities, in-class discussion and ongoing monitoring of bookwork. End of topic summary quiz	Students' progress with be assessed through short retrieval activities, in-class discussion and ongoing monitoring of bookwork.
Summer 1	<i>How does a river change as you travel from source to mouth?</i>	<i>Why are some countries in East Africa developing faster than others?</i>	<i>How can tropical rainforests benefit people sustainably?</i> <i>What is an issue evaluation?</i>

Summer 1 Assessment:	Students' progress with be assessed through short retrieval activities, in-class discussion and ongoing monitoring of bookwork. End of topic summary quiz	Students' progress with be assessed through short retrieval activities, in-class discussion and ongoing monitoring of bookwork. Mid topic assessment	Students' progress with be assessed through short retrieval activities, in-class discussion and ongoing monitoring of bookwork. End of topic summary quiz
Summer 2	<i>What is geographical fieldwork?</i>	<i>Why are some countries in East Africa developing faster than others?</i>	<i>Issue evaluation: title TBC</i>
Summer 2 Assessment:	Students' progress with be assessed through short retrieval activities, in-class discussion and ongoing monitoring of bookwork.	Students' progress with be assessed through short retrieval activities, in-class discussion and ongoing monitoring of bookwork.	Students' progress with be assessed through short retrieval activities, in-class discussion and ongoing monitoring of bookwork. End of topic summary quiz
What will a student know by the end of each year? Why?	Students will have a good understanding of key geographical concepts, including development, climate change, sustainability, global citizenship, and the ideas of space and place. They will also be introduced to essential geographical skills, such as using OS maps, four- and six-	Students will have developed and deepened their understanding of key geographical concepts, including development, climate change, sustainability, global citizenship, and space and place. They will apply these concepts to a wider range of locations and issues while further strengthening their map,	Students will have a secure understanding of the core geographical concepts of development, climate change, sustainability, global citizenship, and space and place. They will confidently apply a range of geographical skills, including map interpretation, data analysis, graph skills, and fieldwork enquiry. Why?

	figure grid references, graphs, data presentation, and basic fieldwork techniques. Why? Year 7 provides the foundations of geographical learning. Students develop an understanding of how people, places, and environments are interconnected while building the core knowledge and skills that will support all future geographical study.	mathematical, graphical, and fieldwork skills. Why? Year 8 builds upon the foundations established in Year 7, enabling students to make more sophisticated connections between geographical processes and real-world issues. Students become increasingly confident in analysing geographical information and investigating the world around them.	Year 9 consolidates students' geographical knowledge and skills, ensuring they are well prepared for the demands of GCSE Geography. It equips students with the ability to think critically about global issues, understand our changing world, and become informed and responsible global citizens.
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Extra-Curricular Opportunities

There are many opportunities to explore geography beyond the classroom, including developing your own Home Weather Station to record temperature, rainfall, cloud cover, and wind direction, creating graphs to compare results with classmates, and, in the future, taking part in a geography school trip as we continue to explore exciting opportunities.



Geography

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Key Stage 4 Long-Term Plan

Year 10

Year 11

Autumn 1

Coastal landscapes of the UK

Development

Urban issues and challenges: Lagos

Autumn 1
Assessment:

Students progress will be assessed throughout the topic through formative assessment; checking for understanding done verbally and through checking books. Students will consistently complete past paper questions in lessons.

Summative assessment will include an end of topic assessment that will use a previous AQA paper to assess student understanding of the coasts topic, whilst also exposing them to the exam style of an AQA paper.

Students progress will be assessed throughout the topic through formative assessment; checking for understanding done verbally and through checking books. Students will consistently complete past paper questions in lessons.

Summative assessment will include a past paper assessment of key misconceptions identified during the Y11 summer mocks and an end of topic assessment, following the urban issues and challenged topic. This will use a previous AQA paper to assess student understanding of the urban issues and challenged topic, whilst also exposing them to the exam style of an AQA paper.

Autumn 2

Natural hazards

Urban issues and challenges: London

		<i>Resource management</i>
Autumn 2 Assessment:	Students progress will be assessed throughout the topic through formative assessment; checking for understanding done verbally and through checking books. Students will consistently complete past paper questions in lessons. Summative assessment will include a mid-topic assessment and an end of topic assessment that will use a previous AQA paper to assess student understanding of the natural hazards topic, whilst also exposing them to the exam style of an AQA paper.	Students progress will be assessed throughout the topic through formative assessment; checking for understanding done verbally and through checking books. Students will consistently complete past paper questions in lessons. Students will sit a mock paper during the mock season. This will include questions from 2026 paper 2 and a second paper with relevant questions from the 2026 paper 3. Students will be unable to access this online but will be able to use previous papers to assess own understanding as part of their revision
Spring 1	<i>Living world</i>	<i>Changing economic world: Nigeria</i> <i>Changing economic world: UK</i>
Spring 1 Assessment:	Students progress will be assessed throughout the topic through formative assessment; checking for understanding done verbally and through checking books. Students will consistently complete past paper questions in lessons. Summative assessment will include an end of topic assessment that will use a previous AQA paper to assess student understanding of the living world topic,	Students progress will be assessed throughout the topic through formative assessment; checking for understanding done verbally and through checking books. Students will consistently complete past paper questions in lessons. Summative assessment will include an end of topic assessment that will use a previous AQA paper to assess student understanding of the economic change

	whilst also exposing them to the exam style of an AQA paper.	topic, whilst also exposing them to the exam style of an AQA paper.
Spring 2	<i>River landscapes of the UK</i>	<i>Revision</i>
Spring 1 Assessment:	Students progress will be assessed throughout the topic through formative assessment; checking for understanding done verbally and through checking books. Students will consistently complete past paper questions in lessons. Summative assessment will include an end of topic assessment that will use a previous AQA paper to assess student understanding of the rivers topic, whilst also exposing them to the exam style of an AQA paper.	N/A
Summer 1	<i>Familiar fieldwork</i>	<i>Revision</i>
Summer 1 Assessment:	Students progress will be assessed throughout the topic through formative assessment; checking for understanding done verbally and through checking books. Students will consistently complete past paper questions in lessons.	Students will sit 3 papers for their GCSE Geography qualification: Paper 1 – Living with the physical environment, Paper 2 – Challenges in the Human environment and Paper 3 – Geographical applications.
Summer 2	<i>Fieldwork</i> <i>Revision</i>	<i>N/A</i>
Summer 2	Students will sit a mock paper during the mock season.	N/A

Assessment:	This will be the full 2026 paper 1. Students will be unable to access this online but will be able to use previous papers to assess own understanding as part of their revision.	
What will a student know by the end of each year? Why?	Students will have been taught all content required for Paper 1 (Natural Hazards, The Living World, and Physical Landscapes in the UK: Coasts and Rivers). They will also have completed the fieldwork component of Paper 3, including both familiar and unfamiliar fieldwork. Throughout the year, key geographical skills, including map, graphical, and mathematical skills, will have been regularly revisited and practised. Why? Year 10 provides students with a strong foundation in physical geography and fieldwork, allowing them to develop a secure understanding of core geographical processes and enquiry skills. Regular practice of geographical skills ensures students can confidently interpret, analyse, and evaluate geographical information, preparing them for the more complex human geography content studied in Year 11 and for success in their GCSE examinations.	Students will have revisited all Paper 1 content through revision activities, homework, and intervention sessions. They will also have been taught all Paper 2 content (Urban Issues and Challenges, The Changing Economic World, and Resource Management). In addition, students will have revisited the fieldwork component of Paper 3 and explored the Issue Evaluation section through the analysis and interpretation of the pre-release materials. Throughout the year, map, graphical, and mathematical skills will continue to be rehearsed and embedded. Why? Year 11 consolidates and extends students' geographical knowledge, enabling them to draw connections between physical and human geography at local, national, and global scales. Revisiting content, refining examination skills, and engaging with real-world geographical issues ensures students are fully prepared for their GCSE assessments while developing the critical thinking, analytical, and decision-making skills needed to understand an increasingly complex and interconnected world.
Extra-Curricular Opportunities		

Year 10 students will all attend a fieldtrip to Felixstowe to collect data that is required for Paper 3.