



Topic Name	Term	Skills Developed	Prior learning	Next link in curriculum
AQA GCSE Geography Spec point.				
Paper 1: 3.1.1 Section A: The challenge of natural hazards (3.1.1.2 Tectonic hazards)				
Y10.1 – Tectonic landscapes revisited		- Interpret maps and spatial data to identify global patterns in the distribution of earthquakes, volcanoes and plate boundaries. - Interpret diagrams and cross-sections to understand the structure of the Earth, plate movement and processes at different plate boundaries. - Analyse geographical data such as earthquake magnitude, frequency, economic losses and casualty figures to compare tectonic events.	Year 7 OS map skills. Year 8 Africa and Kenya. Year 9 Tectonic hazards.	Year 11 Development. Year 11 Issue evaluation. Year 12 Tectonic landscapes.
Y10.2 – Comparing tectonic events and living with tectonic risk.		- Use case study evidence to compare the causes, effects and responses to tectonic hazards in countries at different levels of development. - Analyse photographs, maps and secondary sources to investigate the social, economic and environmental impacts of tectonic hazards. - Evaluate hazard-management strategies and use evidence to make judgements about monitoring, prediction, protection and planning.	Year 7 OS map skills. Year 8 Africa and Kenya. Year 9 Tectonic hazards.	
AQA GCSE Geography Spec point.				
Paper 1: 3.1.3 Section C: Physical landscapes in the UK (River Landscapes)				
Y10.3 River landscapes of the UK.		- Drawing annotated diagrams of landforms. - Interpreting storm hydrographs - Government Flood management plan re flood protection decisions group task –to come to a collective group decision. - Awareness of flood abatement and management strategies	Year 7 Resources and cold environments. Year 8 Weather and climate. Year 9 Coasts and climate change.	Y10 Weather hazards. Fieldwork Y10. Y13 Water cycle. Y13 Individual study (NEA) EOY Assessment and GCSE.
AQA GCSE Geography Spec point.				
Paper 2: 3.2.1 Section A: Urban issues and challenges				



Y10.4 Urbanisation and Lagos (NEE) revisited		• Interpret population growth and migration data to explain why Lagos is growing rapidly. • Analyse social and economic data to identify the opportunities created by Lagos's growth, including employment and access to services. • Interpret photographs and other sources to investigate challenges such as informal settlements, traffic congestion, waste and water supply. • Use evidence from Makoko to investigate inequalities in housing, infrastructure and quality of life. • Evaluate urban planning strategies used to improve quality of life, including improvements to transport, waste management and infrastructure.	Year 8 China, Africa and Kenya. Year 9 Urbanisation.	Year 11 Changing economic world – Looking at the economy of Nigeria and the UK. Year 12 Regeneration and Superpowers.
Y10.5 Urbanisation and London (HIC)		• Interpret population and migration data to investigate London's growth, diversity and changing population. • Use maps, GIS and satellite images to investigate London's land use, urban sprawl and growth of the rural–urban fringe. • Analyse social, economic and environmental data to identify the opportunities and challenges created by urban change in London. • Interpret census and deprivation data to investigate spatial inequalities in population, employment, housing and quality of life. • Use maps, photographs and statistical evidence to investigate the regeneration of the London Olympic Park and surrounding area. • Evaluate regeneration and sustainable urban strategies to judge how successfully London is responding to urban challenges.		
AQA GCSE Geography Spec point. Paper 1: 3.1.1 Section A: The challenge of natural hazards (3.1.1.3 Weather hazards & 3.1.1.4 Climate change)				



Y10.6 Weather hazards	• Interpret global maps and satellite images to identify patterns in global atmospheric circulation, tropical storm distribution and UK weather systems. • Analyse weather and climate data including rainfall, temperature, wind speed, atmospheric pressure and sea-surface temperatures to identify patterns and relationships. • Interpret weather maps, climate graphs and hydrographs to explain the causes and impacts of extreme weather events. • Use maps, photographs and statistical data to investigate the social, economic and environmental impacts of Typhoon Haiyan and Storm Desmond. • Apply case study evidence from Typhoon Haiyan and Storm Desmond to compare the impacts, responses and management of weather hazards in contrasting locations. • Evaluate geographical evidence and management strategies to make judgements about tropical storms, UK extreme weather and how climate change may affect weather hazards in the future.	Year 8 weather and climate. Year 9 Climate change.	Year 11 resource management. Year 12 coasts. Year 13 water and carbon cycles. Climate change supports learning at KS4 Chemistry.
Y10.7 Climate change revisited	• Interpret climate graphs, maps and historical data to identify evidence and long-term trends in global climate change. • Analyse different sources of climate evidence including temperature records, ice cores, tree rings and evidence of changing glaciers. • Use maps, photographs and statistical data to investigate the social, economic and environmental impacts of climate change at local, national and global scales. • Comparing natural and human causes of climate change using geographical evidence to understand their influence on the Earth's climate. • Evaluate adaptation and mitigation strategies including renewable energy, carbon capture, afforestation, coastal protection and international agreements to make informed judgements about managing climate change.		
AQA GCSE Geography Spec point. Paper 3: 3.3.2 Section B: Fieldwork			



Y10.8 Fieldwork Enquiry	What we do: One day trip to North Wales to look at River systems. 2 day residential to the Lake District looking at Sand dune systems at Formby, Sefton on day one – travelling to Grasmere for a humas study on the impacts of tourism on the Honeypot site. • Testing a hypothesis – looking at change in a river with distance • Collecting primary data & undertaking simple calculations • Note taking and field sketches. • Mapping using base map. • Use of GIS and Google maps. • Undertaking a risk assessment and selecting the most appropriate sampling techniques. • Data presentation skills – scatter graphs, complex techniques on base maps utilising Y7 enquiry skills • Statistical techniques (More able) using Spearman's Rank Correlation Coefficient. • Setting out a full enquiry.	Year 7 school environment survey. Year 8 Microclimate survey. Year 9 Coastal management success enquiry. Prior learning in years 9 and 10 for coasts and rivers.	Preparation for the GCSE paper 3. Ongoing use of field data collection skills. All of which are suitable for use in the individual study NEA at A2
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