

GEOGRAPHY

2026 – 2027



THE GRANGE SCHOOL



Geography – Year 7

Key Learning Objectives	- To foster an awareness of the changing world and our responsibility in safeguarding the environment for the future. - Our aim is to encourage students to investigate and interpret the world around them. - We intend to provide them with the skills necessary to do so.
Curriculum Content:	
Autumn Term 1st Half	Introduction to Geography. Map Skills 1 Direction, compass points, and four figure grid references. To develop an understanding of the location of places.
Autumn Term 2nd Half	Map Skills 2 Six figure grid references, scale, distance and map symbols. To understand how to describe the location of places around the world.
Spring Term 1st Half	Passport to the World A journey around the globe visiting a range of different nations and environments. This unit is designed to build the students awareness of the world around them.
Spring Term 2nd Half	Passport to the World (part 2) A continuation of their journey around the world and the further development of their skills in communication and location. To investigate issue such as climate change.
Summer Term 1st Half	Glaciation - The introduction of the influence of moving ice in changing the nature of the landscape.
Summer Term 2nd Half	Settlement - The growth and development of Aylesbury. To investigate how and why Aylesbury has grown and the challenges it will face in the future.
Assessments	Baseline Test. Map Skills Assessment. My World Assessment.
Homework Structure	Set fortnightly. Homework will be set using Satchel One.
School-based enrichment opportunities	Eco-club. Location study.
Resources available for home-based study	Reading widely improves the level and depth of understanding. Conducting independent research. Using websites like www.bbcbitesize.co.uk to aid learning along with class notes. Encouraging an interest in the environment.

Geography – Year 8

Key Learning Objectives	- To foster an awareness of the changing world and our responsibility in safeguarding the environment for the future. - To encourage students to investigate and interpret the world around them and provide them with the skills necessary to do so. - To develop spatial awareness. - To be able to analyse and evaluate information. - To investigate the issues that affect us.
Curriculum Content:	
Autumn Term 1st Half	Rivers and Floods The water cycle and the journey of a river. To investigate the how rivers change our landscape and the impact that it has on the environment.
Autumn Term 2nd Half	Future Floods Is flooding becoming more frequent and how can it be managed? How is climate change affecting the frequency of flooding and how can it be managed?
Spring Term 1st Half	Population dynamics How and why is the global population changing and the impact on the planet
Spring Term 2nd Half	Migration Why are people migrating from one area to another?
Summer Term 1st Half	Ecosystems What is my environment like and how can we investigate changes in the environment?
Summer Term 2nd Half	Ecosystems How is our environment different to other environments?
Assessments	Flooding assessment. Climate Assessment. Ecosystems Assessment
Homework Structure	Set fortnightly. Achievement for good and outstanding homework.
School-based enrichment opportunities	Eco-club. Located study. Fieldwork at Thames River Centre
Resources available for home-based study	Reading widely improves the level and depth of understanding. Conducting independent research. Encouraging an interest in environment. Use the BBC Bitesize website to aid your learning.

Geography – Year 9

Key Learning Objectives	- To foster an awareness of the changing world and our responsibility in safeguarding the environment for the future. - Our aim is to encourage students to investigate and interpret the world around them. - We intend to provide them with the skills necessary to do so.
Curriculum Content:	
Autumn Term 1st Half	Our Restless Planet How dangerous is my world? Natural disasters, volcanoes and earthquakes, causes and consequences.
Autumn Term 2nd Half	Coping with Earthquakes and Eruptions Case Study: Haiti Earthquake.
Spring Term 1st Half	Globalisation How am I linked to the rest of the world?
Spring Term 2nd Half	Extreme weather Is the weather of the UK becoming more extreme? How has climate change affected the change in weather and climate?
Summer Term 1st Half	Global Development: China vs USA Why are most products made in China Has China overthrown the USA as the world superpower?
Summer Term 2nd Half	Resource Management Why is resource security globally important and how secure are we?
Assessments	Tectonics Test. BRIC Test. China Assessment
Homework Structure	Set fortnightly. Topics will be available on the school website in the near future.
School-based enrichment opportunities	Eco-club. Located study. Possible trip to Sorrento (Italy) Links to RS/History/Geography – Plate Tectonics.
Resources available for home-based study	Reading widely improves the level and depth of understanding. Conducting independent research. Encouraging an interest in environment.

Geography (GCSE)

Course Details	Exam Board: AQA Level: GCSE Examination Structure: Paper 1: Living with the physical environment - 1h30min (35%) Paper 2: Challenges in the human environment - 1h30min (35%) Paper 3: Geographical applications - 1h15 min (30%) Coursework/Controlled Assessment: Compulsory fieldwork Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. Fieldwork must take place outside the classroom and school grounds on at least two occasions. The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. In at least one of the enquiries, students are expected to show an understanding of the interaction between physical and human geography.
Key Learning Objectives	• 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, the change in places and processes over space and time, and the interrelationship between geographical phenomena on 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).
Curriculum Content – Year 10	
Autumn Term (September – December)	The challenge of natural hazards. Natural hazards: tectonics hazards, tropical storms, Extreme weather in the UK, climate change
Spring term (January - April)	Urban issues and challenges. Urban issues and challenges (Rio and Bristol) Urban planning to improve quality of life for the urban poor (Favela Bairro) Urban regeneration project in the UK (Temple Quarter, Bristol) Urban sustainability and Urban Transport Strategies
Summer term (May-July)	The living world. Local ecosystems, tropical rainforests, one from deserts or cold Fieldwork - planning and preparation. Fieldwork - visits and write-up.

Curriculum Content – Year 11	
Autumn Term (September – December)	The changing economic world Global patterns, development, UK economy, country study.
Spring term (January - May)	Physical landscapes in the UK. Physical landscapes in the UK: two from Coasts, Rivers Resource management: UK resources, global resources, one from water, food and energy
Assessments	Each topic within a unit will have a formal examination test to assess students' knowledge and progress. In addition, students will sit formal mock examinations during the school internal examination periods.
Homework / independent study	Knowledge Organisers available through SMHW and VLE. Revision guides available through school or independently. Homework set 3x per half term
School-based enrichment opportunities	GCSE Revision sessions after school. Homework support.
Resources available for home-based study	Reading widely improves the level and depth of understanding. Conducting independent research. Encouraging an interest in Environmental Issues. Membership of the Royal Geographic Society with a login to access a wide range of resources and wider reading.

Geography – A-Level

Course Details	Exam Board: Edexcel Level: A-level Examination Structure: Paper 1: Physical Geography (30%) Paper 2: Human Geography (30%) Paper 3: Geographical Applications (20%) Coursework/Controlled Assessment: Independent enquiry (20%).
Key Learning Objectives	- To recognise and be able to analyse the complexity of people–environment interactions at all geographical scales and appreciate how they underpin understanding some of the key issues facing the world today. - To improve their understanding of the ways in which values, attitudes, and circumstances have an impact on the relationships between people, place, and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising ('circumstances' in this case refers to the context of people's lives, and the socio-economic and political milieu in which they find themselves). - To become confident and competent in selecting, using, and evaluating a range of quantitative and qualitative skills and approaches (including observing, collecting and analysing geo-located data), and applying them as an integral part of their studies.
Curriculum Content – Year 12	
Autumn Term (September – December)	Area of study 1, Topic 1: Tectonic Processes and Hazards - Why are some locations more at risk from tectonic hazards? - Why do some tectonic hazards develop into disasters? - How successful is the management of tectonic hazards and disasters? Area of study 2, Topic 3: Globalisation - What are the causes of globalisation and why has it accelerated in recent decades? - What are the impacts of globalisation for countries, different groups of people and cultures? - What are the consequences of globalisation for global development and how should different players respond to its challenges?
Spring Term (January - April)	Area of study 1, Topic 2, Option 2A: Glaciated Landscapes and Change or 2B Coastal Landscapes and Change Option 2B - Why are coastal landscapes different and what processes cause these differences? - How do characteristic coastal landforms contribute to coastal landscapes? - How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks? - How can coastlines be managed to meet the needs of all players? Area of study 2, Topic 4, Option 4A: Regenerating Places or 4B: Diverse Places Option 4A - How and why do places vary? - Why might regeneration be needed? - How is regeneration managed? - How successful is regeneration?

Summer Term (May - July)	Area of study 3, Topic 5: The Water Cycle and Water Insecurity • What are the processes operating within the hydrological cycle from global to local scale? • What factors influence the hydrological system over short- and long-term timescales? Area of study 4, Topic 7: Superpowers • What are superpowers and how have they changed over time? • What are the impacts of superpowers on the global economy, political systems and the environment?
Curriculum Content – Year 13	
Autumn Term (September – December)	Area of study 3, Topic 6: The Carbon Cycle and Energy Security • How does the carbon cycle operate to maintain planetary health? Area of study 4, Topic 8, <i>Either Option 8A: Health, Human Rights and Intervention or Option 8B Migration, Identity and Sovereignty</i> Option 8A • What is human development and why do levels vary from place to place? Why do human rights vary from place to place? • How are human rights used as arguments for political and military intervention?
Spring Term (January - May)	Completion of Topic 6 • What are the consequences for people and the environment of our increasing demand for energy? • How are the carbon and water cycles linked to the global climate system? Option 8B • What are the impacts of globalisation on international migration? • How are nation-states defined and how have they evolved in a globalising world? • What are the impacts of global organisations on managing global issues and conflicts? • What are the threats to national sovereignty in a more globalised world?
Assessments	Complete Topic 1: Tectonic Processes and Hazards. Review, consolidation and assessment. Complete Topic 3: Globalisation. Review, consolidation and assessment. Revision of Area of study 1, Topic 2: Glaciated Landscapes and Change or Coastal Landscapes and Change. Revision of Area of study 2, Topic 4: Regenerating Places or Diverse Places. AS examinations.
Homework / independent study	All students will receive regular homework in line with the school policy. Homework should always be meaningful, relevant and set at the correct level.
Equipment required	Geography for Edexcel A-Level
School-based enrichment opportunities	Fieldwork studies – Swanage/ Jurassic Coastline. Residential – Iceland or Sorrento.
Resources available for home-based Study	On school website.