KEY STAGE 3 GEOGRAPHY GOLDEN THREADS

Sustainability	Understanding how to meet the needs of the present without compromising the needs of future generations to meet their own needs (Brundtland 1987). We will explore the importance of becoming sustainable and what happens if we don't operate sustainability.
Systems and processes	How things function, change and move. We will explore a range of systems and processes including fluvial, coastal and glacial. We will understand inputs, outputs and flows.
Development	The process of economic and social advancement. We will explore countries at different levels of development and understand how and why development occurs at different rates.
Climate Change	What causes climate change and how climate change impacts on people, places and processes.
Inequality	The idea that people experience different standards of living. We will explore socio-economic and political inequalities for people around the globe.
Globalisation	The increasing connections between places and people across the planet. We will explore how this links have been established through trade, politics and cultural exchanges.
Biodiversity	The enormous variety of life on Earth. We will explore a range of ecosystems, their uses and management alongside a variety of flora and fauna.
Resilience	The ability of a system to maintain certain functions, processes or population after experiencing a disturbance. We will explore the resilience of communities around the world and factors that affect resilience.

YEAR 7

OUR CONNECTED WORLD

Birchwood Community High School

Year 7	HT1 / 2	HT2 / 3	HT3 / 4	HT4 / 5	HT5 /6	HT6
Learning question	What is Geography?	What makes an Earthquake so deadly?	What is the geography of the United Kingdom?	How are our clothes global?	How is Africa a diverse continent?	What are the attitudes towards climate change in my local area? (Fieldwork)
Key knowledge	• Locational knowledge • Cartographical skills • Sustainability	• Distribution • Differences between High Income Countries (HIC) and Low-Income Countries (LIC) • Plate tectonic theory	• Physical features of the UK. • Human features of the UK. • Locational knowledge of the UK. • Coasts	• Globalisation • Economic activity • Multiplier Effect • Sustainability	• Ecosystems/ Biomes • Development • Urbanisation • Tourism	• Climate Change • Enquiry questions. • Measuring and recording data. • Data Presentation. • Conclusions and evaluations.
Building and revisiting	• Building on continents and oceans and maps skills (KS2)	• Building on formation of mountains and earthquakes (KS2)	• Distribution (Y7) • Types of rocks (KS2)	• HIC/LIC terminology (Y7) • Sustainability (Y7) • Distribution (Y7)	• Locational knowledge (KS2) • Economic change (Y7) • Multiplier Effect (Y7) • Climate Graphs (Y7)	• Climate Change (Y7) • Sustainability (Y7)
Core Concepts / Golden Threads	• Sustainability	• Development • Sustainability • Systems and Processes • Inequality • Resilience	• Development • Systems and Processes • Population	• Globalisation • Sustainability • Development	• Biodiversity • Resilience • Development • Sustainability • Inequality	• Sustainability • Climate Change
Assessment	RAP: Describe the route from Padley School to Causey School.	RAP: Explain why the Haiti earthquake was so deadly?	RAP: Explain why Oxford was first established in this area.	RAP: Suggest why clothes are being made globally.	RAP: Explain how rapid urbanisation causes advantages and disadvantages	What are the attitudes towards climate change in my local area?

YEAR 8

OUR CHANGING WORLD

Birchwood Community High School

Year 8	HT1 / 2	HT2 / 3	HT4/ 5	HT 5	HT6	HT6
Learning question	Why does population change over time?	How do rivers shape our landscape?	How developed is China?	What influences Britain's weather and climate?	What are the different micro-climates around my school? (Fieldwork)	Is the Geography of Russia a hindrance or a benefit?
Key knowledge	• Population structure • Migration • Middle East (Syria)	• Hydrological cycle • Physical features of rivers • Flooding	• Economic Development • Locational Knowledge • Sustainability • Connections with Africa • Energy Resource	• Types of rain • Factors affecting climates and microclimates • Contrasting climates (Russia and Middle East)	• Microclimates • Enquiry questions. • Measuring and recording data. • Data Presentation. • Conclusions and evaluations.	• Biomes • Glaciers • Refugees • Population • Climate
Building and revisiting	• Population pyramids (Y7) • Development (Y7)	• Water Cycle (KS2) • Sustainability (Y7)	• Population Structure • Sustainability (Y7) • Energy resource (KS2) • Africa (Y7)	• Hydrological cycle (Y8) • Climate graphs (Y7)	• Microclimates (Y8) • Fieldwork (Y7)	• Population Pyramids (Y8) • Refugees (Y8) • Climate (Y8) • Biomes (Y7)
Core Concepts / Golden Threads	• Population • Development • Sustainability • Inequality • Globalisation	• Sustainability • Processes and Systems • Climate Change • Resilience	• Development • Population • Climate Change • Sustainability • Inequality	• Climate Change • Systems and Processes	• Climate Change • Systems and Processes	• Development • Population • Inequality • Resilience • Systems and Processes.
Assessment	RAP: Explain why countries go through one stage of the demographic transition.	RAP: Explain how meanders change over time.	RAP: 'The China one child policy was a success' Do you agree? Give reasons for your opinion.	RAP: 'Latitude has the largest influence on Britain's climate.' To what extent do you agree?	What are the different micro-climates around my school?	RAP: Explain the formation of a Corrie.

YEAR 9

OUR FUTURE IN THE WORLD

Birchwood Community High School

Year 9	HT1 / 2	HT2 / 3	HT3 / 4	HT4 / 5	HT5 /6	HT6
Learning Question	How do volcanoes affect people?	Does Oxfordshire need a reservoir?	What is the future of Antarctica?	How does the atmosphere create hazards?	How can Warrington's future be sustainable?	To what extent do humans impact biodiversity in our local area? (Fieldwork)
Key knowledge	• Physical features of volcanoes • Advantages and disadvantages of living near volcanoes.	• Locational knowledge • Resource scarcity • Management of water resources	• Ecosystems • Climate • Opportunities and challenges of Antarctica • Management of Antarctica • Climate Change	• Atmospheric Circulation • Causes/effects of wildfires • Managing wildfires. • Climate Change	• Transport • Housing • Sustainability • Managing Urban Issues	• Ecosystems • Enquiry questions. • Measuring and recording data. • Data Presentation. • Conclusions and evaluations.
Building and revisiting	• Natural disasters (Y7) • Plate tectonic theory (Y7) • Tourism (Y7) • Distribution (Y7/8)	• Types of rainfall (Y8) • Dams and reservoirs (Y8) • United Kingdom (Y7) • Distribution (Y7/8) • Sustainability (Y7)	• Ecosystems (Y7) • Climate (Y8) • Tourism (Y7) • Sustainability (Y7)	• Natural disasters (Y7/9) • Weather and climate (Y8) • Climate change (Y9)	• Sustainability (Y7) • Climate Change (Y9)	• Ecosystems (Y7/Y9) • Fieldwork (Y7/8)
Core Concepts	• Globalisation • Development • Systems and Processes • Resilience	• Sustainability • Climate Change • Inequality • Population • Resilience	• Development • Sustainability • Climate Change • Systems and Processes • Globalisation • Biodiversity • Resilience	• Sustainability • Climate Change • Systems and Processes • Inequality • Globalisation • Resilience	• Sustainability • Climate Change • Population • Inequality	• Climate Change • Sustainability • Biodiversity • Systems and Processes
Assessment	RAP: 'Tourism to volcanic regions should be banned' To what extent do you agree with this statement	RAP: Explain why some stakeholders may be for and others may be against the reservoir being built. Use evidence from the resource booklet and your own understanding.	RAP: To what extent does Antarctica provide both opportunities and challenges for development.	RAP: Assess the extent to which controlled burning is the best way to manage wildfires.	RAP: 'The western link is the only sustainable option to improve Warrington's transport issues.' To what extent do you agree?	To what extent do humans impact biodiversity in our local area?

YEAR 10

GCSE GEOGRAPHY – 2024/25

Year 10	HT1	HT 2	HT3	HT4	HT5/6
Specification Topic	Living World	Urban Issues	UK Landscapes: Rivers	Human Fieldwork	Economic World
Key Knowledge	• Ecosystems • Rainforests • Cold Environments	• Population distribution • Opportunities and challenges in cities • Urban sustainability	• Changes to the shape of a river • Fluvial processes • Fluvial landforms • Management strategies	• Enquiry questions. • Measuring and recording data. • Data Presentation. • Conclusions and evaluations.	• Economic development • Development gap • Rapid economic change. • Economic change in the UK.
Building and revisiting	• Antarctica (Y9) • Africa (Y7)	• Warrington (Y9) • The United Kingdom (Y7) • Africa (Y7) • Population (Y8)	• Rivers (Y8) • Coasts (Y10) • Weather and climate (Y8) • The United Kingdom (Y7)	• Warrington (Y9) • The United Kingdom (Y7) • Africa (Y7) • Population (Y8) • Urban Issues (Y10)	• Fashion (Y7) • Africa (Y7) • Earthquakes (Y7) • China (Y8) • Population (Y8)
Assessment	RAP: To what extent is a cold environment at risk from human activity? [9 marks]	RAP: Assess the importance of managing transport as part of urban sustainability. [6 marks]	RAP: Explain the processes involved in the formation of a waterfall and gorge. [6 marks]	RAP: To what extent were results of this enquiry helpful in reaching a reliable conclusion? [9 marks]	RAP: Suggest how one or more strategies might reduce regional differences in the UK [9 marks]

YEAR 11

GCSE GEOGRAPHY – 2024/25

Year 11	HT1	HT1	HT3	HT5	HT5
Specification Topic	**UK Landscapes: Rivers**	**Physical Fieldwork**	**Natural Hazards**	**Resource Management**	**Pre-Release**
Key knowledge	• Changes to the shape of a river • Fluvial processes • Fluvial landforms • Management strategies	• Enquiry questions. • Measuring and recording data. • Data Presentation. • Conclusions and evaluations.	• Natural hazards • Tectonic hazards • Weather hazards • Climate change	• Resource management • Energy	
Building and revisiting	• Rivers (Y8) • Coasts (Y10) • Weather and climate (Y8) • The United Kingdom (Y7)	• Human Fieldwork (Y10) • Rivers (Y8) • Coasts (Y10) • Weather and climate (Y8) • The United Kingdom (Y7)	• Antarctica (Y9) • Volcanoes (Y9) • Atmospheric Hazards (Y9) • Weather and Climate (Y8) • Earthquakes (Y7)	• Water (Y9) • Warrington (Y9) • China (Y8) • Rivers (Y8/11) • Living World (Y10) • Urban Issues (Y10)	• Will be linked to a topic covered in GCSE.
Assessment	RAP: Explain the processes involved in the formation of a waterfall and gorge. [6 marks]	RAP: Explain how one data presentation technique used in your enquiry helped you to interpret the data. [6 marks]	RAP: Using a named example, evaluate the immediate and long-term responses to tropical storms. [9 marks]	RAP: Using your own understanding, discuss the issues arising from the UK's changing energy mix. [6 marks]	RAP: End of Unit Assessment