



Year	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	
7	Topic : Introduction to Geography and Map Skills	Topic: Development	Topic : Cornwall and the Chocolate Factory	Topic: The Angry Earth	Topic: Africa	Topic : Enquiry Based Learning Coasts	
		Resources: In lessons students		Resources: News reporting	Resources: Students will be		
	Resources: Students will be	will use a range of graphs and	Resources: Students will	texts detailing famous	encouraged to embrace a	Resources: Students will	
	developing map skills via OS	charts and statistics to	explore resources which are	tectonic activities. Journalistic	range of news reporting texts ,	demonstrate the	
	Maps. Students will be	analyses levels of	local to Cornwall such as	publications (for example	journalistic articles when	geographical skills they have	
	encouraged to embrace a	development. Use Journalistic	local websites, live webcam	National Geographic). Written	beginning to explore	attained through the duration	
	range of news reporting texts	Publications and news articles	with chocolatier who is	accounts of famous tectonic	Geographical themes. Use of	of the Geography course to	
	when beginning to explore Geographical themes.	for examples of development. And maps and GIS to explore	located in Falmouth. Furthermore expanding to	hazards.	different types of maps to analyse a variety of factors in	problems solve a enquiry topic.	
	Geographical memes.	levels of development	alobal and local scales	Focus: Creative Writing, PEED	Africa, and graphs and data	iopic.	
	Focus: Develop basic	globally.	through the use of, maps,	Paragraphs. Developing Case	to analyse and interpret data.	Focus: This section requires	
	Geographical Skills, define the	giobally.	media, advertisements, news	Study knowledge to compare		critical thinking and problem-	
	types of Geography, develop	Focus: Creative Writing, PEED	articles.	and contrast how differing	Focus: Creative Writing, PEED	solving. This unit will provide	
	geo-spatial skills. Confidently	Paragraphs, developing Case		levels of wealth impact	Paragraphs, developing Case	students with the opportunity	
	use resources to gain	Study knowledge, Using	Focus: PEED Paragraphs,	effects and responses to	Study knowledge, Using	to demonstrate geographical	
	geographical knowledge of	sources to create arguments	Creative Writing, Using sources	earthquakes and volcanoes.	sources to create arguments	skills and applied knowledge	
	the human and physical	that address differing	to create arguments that	Use sources to create	that address differing opinions	and understanding by looking	
	world.	opinions. Analysing and	address differing opinions	arguments that address	and widely held	at a particular issues from a	
		interpreting data.	such as "Should any	differing opinions.	misconceptions.	provided topic.	
	Outcome: To develop a basic		chocolate bar be £6.00"				
	understanding of basic Geographical concepts and	Outcome: To develop an understanding of how	Linking to future learning through varies countries and	Outcome: To develop an understanding of the	Outcome: To develop a greater understanding of the	Outcome: To develop a critical perspective on the	
	skills.	development works and why	development, and	processes and the impacts	African continent. To	issues studied, and consider	
	JKIIJ.	and how different parts of the	sustainability e.g. Africa	associated with tectonic	challenge misconceptions of	the points of view of the	
	Duration: 10 Lessons	world are developed or	production and European	events at local, national and	Africa and develop a social,	stakeholders involved, make	
		developing greater than	consumption. Careers links	alobal scales.	moral, ethical and cultural	an appraisal of the	
	Repeat concepts	others.	also made to local businesses	3	understanding of local,	advantages and	
	Space and Place		within Cornwall and world	Duration: 9 Lessons	national and global events	disadvantages, and evaluate	
	Scale		wide.		taking place on the	the alternatives.	
	Enquiry	Duration: 9 Lessons		Repeat concepts	continent.		
		.	Outcome: To form and justify	Development	B H 101	Duration: 10 lessons	
		Repeat concepts	an opinion of Chocolate and	Human and physical	Duration: 10 lessons	Deve est e e e e e e e e	
		Development Scale	fair trade, the impact of chocolate on the	interrelationships Scale	Repeat concepts	Repeat concepts Sustainability	
		Space and place	environment and Cornwall's	Space and place	Development	Human and physical	
		space and place	own links to the industry and	space and place	Sustainability	interrelationships	
			wider world.		Space and place	Geomorphic processes	
					Human and physical	Enquiry	
			Duration: 10 Lessons		interrelationships	Scale	
			Repeat concepts				
			Development				
			Sustainability				
			Human and physical interrelationships				
			Scale				
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	Topic: Geofactor	Topic: Extreme Weather	Topic: Sustainable Futures	Topic: Tourism	Topic: Crime Geographies	Topic: Enquiry Based Learning Russia
	Resources: Use Journalistic	Resources: News articles,	Resources: News articles will	Resources: News articles,	Resources: News articles,	
	Publications and news articles	journalistic articles and first-	form a large piece of the text	journalistic publications and	journalistic publications and	Resources: Students will
	for examples of the impact	hand accounts written by	based learning in this unit.	travelogues. Maps and	witness accounts. There will	demonstrate the
	humans have on the natural	people who have	Students will also have the	graphs to analyse and	also be and first-hand	geographical skills they have
	world.	experienced wild weather	opportunity to study	interpret data and	accounts written by people	attained through the duration
		events. Use a range of graphs	government papers and	information relevant to	who have been caught up in	of the Geography course to
	Focus: Creative Writing, PEED	and charts and statistics to	doctors relating to sustainable	tourism.	some of the crimes we will be	problems solve a enquiry
	Paragraphs, Presentation Skills	analyses levels of	practices.		studying.	topic.
	and Public Speaking,	development.		Focus: Creative Writing, PEED		
	developing Case Study		Focus: Creative Writing, PEED	Paragraphs, developing Case	Focus: Creative Writing, PEEEL	Focus: This section requires
	knowledge, Using sources to	Focus: Creative Writing,	Paragraphs, developing Case	Study knowledge, Using	Paragraphs, developing Case	critical thinking and problem-
	create arguments that	learning through role play,	Study knowledge, Using	sources to create arguments	Study knowledge, presenting	solving demonstrating
	address differing opinions.	PEED Paragraphs, developing	sources to create arguments	that address differing	data graphically, Using	geographical skills and
		Case Study knowledge, Using	that address differing	opinions.	sources to create arguments	applied knowledge and
	Outcome: To explore a range	sources to create arguments	opinions.		that address differing	understanding
	of natural environments and	that address differing opinions		Outcome: To explore the	opinions.	
	examine how humans use	and presenting data	Outcome: To explore how the	reasons why people go on		Outcome: To develop a
	and affect them.	graphically.	human race is attempting to	holiday, Presentation Skills and	Outcome: To explore the geo-	critical perspective on the
			change in order to live a more	Public Speaking, why the	spatial trends behind crimes	issues studied, and consider
	Duration: 10 lessons	Outcome: To explore the	sustainable lifestyle.	tourism industry is key to	at a local, national and	the points of view of the
		drivers of wild weather, the		development. The	international level with links to	stakeholders involved, make
	Repeat concepts	different wild weather events,	Duration: 9 lessons	opportunities and Challenges	historical events and current	an appraisal of the
	Human and physical	how they affect people and		tourism has to the local	day examples.	advantages and
	interrelationships	the response people put in	Repeat concepts	environment and natural		disadvantages, and evaluate
	Scale	place to deal with them.	Sustainability	world.	Duration: 10 lessons	the alternatives.
	Sustainability		Scale			
	Space and place	Duration: 10 lessons	Human and physical	Duration: 9 lessons	Repeat concepts	Duration: 8 Lessons
	Development		interrelationships		Enquiry	
		Repeat concepts		Repeat concepts	Scale	Repeat concepts
		Human and physical		Sustainability	Space and place	Sustainability
		interrelationships		Scale	Development	Human and physical
		Scale		Space and place		interrelationships
				Development		Scale
						Space and place
						Development



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Topic: Population	Topic : Ecosystems and Tropical Rainforests	Topic: Ecosystems and Deserts	Topic : Challenge of Resource Management	Topic: UK Physical Landscapes (Topics, Coasts and Rivers)	Topic : UK Physical Landscapes (Topics, Coasts and Rivers)
Resources: CGP AQA Revision		Resources: CGP AQA Revision			
Guide. Hodder and Oxford	Resources: CGP AQA Revision	Guide. Hodder and Oxford	Resources: CGP AQA Revision	Resources: CGP AQA Revision	Resources: CGP AQA Revision
GCSE Text Books. Websites –	Guide. Hodder and Oxford	GCSE Text Books. Websites –	Guide. Hodder and Oxford	Guide. Hodder and Oxford	Guide. Hodder and Oxford
Cool Geography, Geography	GCSE Text Books. Websites –	Cool Geography, Geography	GCSE Text Books. Websites –	GCSE Text Books. Websites –	GCSE Text Books. Websites –
Cat and Get Revising. BBC	Cool Geography, Geography	Cat and Get Revising. BBC	Cool Geography, Geography	Cool Geography, Geography	Cool Geography, Geography
News.	Cat and Get Revising. BBC	News.	Cat and Get Revising. BBC	Cat and Get Revising. BBC	Cat and Get Revising. BBC
110103.	News.	10003.	News.	News.	News.
Focus: Being able to describe	110031	Focus: Describe the location	110113.	10003.	110003.
how and why the global	Focus: Describe the location	of major biomes with	Focus: To be able to describe	Focus: Being able to describe	Focus: Being able to describe
population is changing.	of major biomes with	particular focus on rainforests	how energy, food and water	how processes shape UK	how processes shape UK
Students will explore the	particular focus on rainforests	and hot deserts. To be able to	demand is changing in the UK	Physical Landscapes. Being	Physical Landscapes. Being
impacts of population	and hot deserts. To be able to	explain how physical, human	and how alternative energy	able to explain how processes	able to explain how processes
through different theories and	explain how physical, human	and environmental elements	sources may address these	are impacting on certain	are impacting on certain
cases studies of population	and environmental elements	of these biomes interact and	challenges to demand. Being	parts of the UK. Evaluating	parts of the UK. Evaluating
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growth across the global and	of these biomes interact and	how human activities and	able to explain why food	methods used to manage	methods used to manage
evaluate the strategies that	how human activities and	climate change will affect	insecurity is an issue and the	areas at risk of these	areas at risk of these
have been in place.	climate change will affect	them. Students will evaluate	impacts this can cause.	processes.	processes.
	them. Students will evaluate	whether the opportunities of	Students also need to		• • • • •
Outcome: To understand how	whether the opportunities of	using these environments	evaluate the successes of	Outcome: To explore the	Outcome: To explore the
and why the worlds	using these environments	outweigh the challenges.	methods and technology to	processes that shape the UK's	processes that shape the UK's
population is changing and	outweigh the challenges.		grow more food to deal with	physical landscapes, examine	physical landscapes, examine
the different impacts and		Outcome: To explore the	these food insecurity issues.	how they are changing, how	how they are changing, how
solutions there are to this	Outcome: To explore the	location of global biomes and		this affects people and what	this affects people and what
phenomenon.	location of global biomes and	to examine the physical,	Outcome: To explore the	is being done to manage it.	is being done to manage it.
	to examine the physical,	human and environmental	local, national and global		
Duration: 12 lessons	human and environmental	geography of rainforest and	challenges and solutions to	Duration: 15 lessons	Duration: 15 lessons
	geography of rainforest and	hot desert environments.	resource distribution with		
Repeat concepts	hot desert environments.		specific focus on food.	Repeat concepts	Repeat concepts
Scale		Duration: 12 lessons		Human and physical	Human and physical
Space and place	Duration: 12 lessons		Duration: 12 lessons	interrelationships	interrelationships
Development		Repeat concepts		Geomorphic processes	Geomorphic processes
Sustainability	Repeat concepts	Human and physical	Repeat concepts	Space and place	Space and place
	Human and physical	interrelationships	Sustainability		
	interrelationships	Sustainability	Human and physical		
	Sustainability	Scale	interrelationships		
	Scale	Space and place	Scale		
	Space and place	Development	Development		
	Development		Geomorphic processes		





<i>School</i>						
10	Topic: Physical Fieldwork	Topic: Challenge of	Topic: Challenge of Natural	Topic: Urban Issues and	Topic: Urban Issues and	Topic: Human Fieldwork
	(Rivers)	Natural Hazards	Hazards	Challenges HIC	Challenges LIC	(Landuse)
	Resources: CGP AQA	Resources: CGP AQA	Resources: CGP AQA	Resources: CGP AQA	Resources: CGP AQA	Resources: CGP AQA Revision
	Revision Guide. Hodder	Revision Guide. Hodder	Revision Guide. Hodder	Revision Guide. Hodder	Revision Guide. Hodder and	Guide. Hodder and Oxford
	and Oxford GCSE Text	and Oxford GCSE Text	and Oxford GCSE Text	and Oxford GCSE Text	Oxford GCSE Text Books.	GCSE Text Books. Websites –
	Books. Websites – Cool	Books. Websites – Cool	Books. Websites – Cool	Books. Websites – Cool	Websites – Cool	Cool Geography, Geography
	Geography, Geography	Geography, Geography	Geography, Geography	Geography, Geography	Geography, Geography	Cat and Get Revising. BBC
	Cat and Get Revising. BBC	Cat and Get Revising.	Cat and Get Revising. BBC	Cat and Get Revising.	Cat and Get Revising. BBC	News.
	News.	BBC News.	News.	BBC News .	News	
						Focus: To apply knowledge
	Focus: To apply knowledge	Focus: To explore the	Focus: To explore the	Focus: To learn about the	Focus: To learn about the	gained in the UK Physical
	gained in the UK Physical	challenges created by	challenges created by	reasons why more people	reasons why more people	Landscapes unit to real world
	Landscapes unit to real	tectonic and weather	tectonic and weather	are living in urban areas	are living in urban areas	fieldwork planned and
	world fieldwork planned	hazards and to address	hazards and to address the	and to address the	and to address the	implemented by students. To
	and implemented by students. To create	the methods being used	methods being used by	opportunities and	opportunities and	create methods to collect
	methods to collect data	by people to respond to these events. Students will	people to respond to these events. Students will also	challenges of living in urban areas in HIC's and	challenges of living in urban greas in HIC's and LIC's	data and explore a range of presentation methods to
	and explore a range of	also investigate the	investigate the causes, and	LIC's.		present this data. Students will
	presentation methods to	causes, and effects of	effects of climate change	LIC S.	Outcome: To explore the	also evaluate their methods
	present this data. Students	climate change as well as	as well as the strategies	Outcome: To explore the	reasons why urban	and suggest improvements if
	will also evaluate their	the strategies used to	used to mitigate and adapt	reasons why urban	populations are growing as	they were to undertake their
	methods and suggest	mitigate and adapt	against it.	populations are growing	well as examining the	fieldwork again.
	improvements if they were	against it.	againsi n.	as well as examining the	challenges and	inclawork again.
	to undertake their fieldwork		Outcome: To develop an	challenges and	opportunities of living in HIC	Outcome: To apply
	again.	Outcome: To develop an	understanding of the	opportunities of living in	and LIC/NEE Urban Areas	knowledge gained in the UK
		understanding of the	processes and the impacts	HIC and LIC/NEE Urban		CEW and Urban unit to real
	Outcome: To apply	processes and the	associated with tectonic	Areas.	Duration: 6 lessons	world fieldwork planned and
	knowledge gained in the	impacts associated with	and weather events at			implemented by students.
	UK CEW and Urban unit to	tectonic and weather	local, national and global	Duration: 10 lessons	Repeat concepts	
	real world fieldwork	events at local, national	scales. Students will also		Sustainability	Duration: 7 lessons
	planned and implemented	and global scales.	examine the causes, effects	Repeat concepts	Human and physical	
	by students.	Students will also examine	and the strategies to	Sustainability	interrelationships	Repeat concepts
		the causes, effects and	address climate change.	Human and physical	Scale	Enquiry
	Duration: 9 lessons	the strategies to address		interrelationships	Space and place	Space and place
		climate change.	Duration: 9 lessons	Scale	Development	Scale
	Repeat concepts	-		Space and place		
	Enquiry	Duration: 9 lessons	Repeat concepts	Development		
	Human and physical interrelationships	Down ash a sub-sub-	Human and physical interrelationships			
	•	Repeat concepts Human and physical	•			
	Geomorphic processes	interrelationships	Sustainability Scale			
		Sustainability	Space and place			
		Susiainability Scale	Development			
		Space and place	Geomorphic processes			
		Development				
		Geomorphic processes				
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11	Topic: The Changing	Topic: The Changing	Topic: Geographical Skills	Topic: Pre-Release	Topic: Revision and	
	Economic World	Economic World		Preparation	Examination Preparation	
			Resources: Maps, OS Maps,			
	Resources: CGP AQA	Resources: CGP AQA	Choropleth maps, photo	Resources: CGP AQA	Resources: Class exercise	
	Revision Guide. Hodder	Revision Guide. Hodder	analysis.	Revision Guide. Hodder	books, Seneca Learning,	
	and Oxford GCSE Text	and Oxford GCSE Text		and Oxford GCSE Text	BBC Bitesize, Revision	
	Books. Websites – Cool	Books. Websites – Cool	Focus: To develop skills	Books. Websites – Cool	guides, Past examination	
	Geography, Geography	Geography, Geography	required for the paper 3	Geography, Geography	papers, topic assessments,	
	Cat and Get Revising. BBC	Cat and Get Revising.	examination and paper 1	Cat and Get Revising.	personalised learning packs	
	News.	BBC News .	and 2 skills elements.	BBC News.		
					Focus: To develop	
	Focus: To know where	Focus: To know where	Outcomes: To develop a	Focus: To analyse and	examination techniques	
	there are global variations	there are global variations	range of skills that can be	evaluate the pre-release	and skills, consolidate	
	in economic development	in economic	applied to a range of	booklet in preparation for	knowledge of the AQA	
	and quality of life. Apply	development and quality	geographical tasks.	the Paper 3 Geographical	specification. Provide	
	and understand various	of life. Apply and		Applications paper.	support for areas where	
	strategies that exist for	understand various	Duration: 6 lessons		more focus for each pupil is	
	reducing the global	strategies that exist for	Development and a second	Outcome: A pre-release	needed.	
	development gap. Provide	reducing the global	Repeat concepts	booklet will be released in		
	examples of LICs and NEEs	development gap.	Scale	March, 12 weeks before	Outcome: Ensure pupils are	
	that are experiencing rapid economic development	Provide examples of LICs and NEEs that are	Space and place	the Geographical Applications exam. The	confident and prepared for their exam papers for	
	which leads to significant	experiencing rapid		content of this booklet is	Geography.	
	social, environmental and	economic development		unknown but 3 lessons	Geography.	
	cultural change.	which leads to significant		have been put aside to	Duration: 7 lessons	
	conoral change.	social, environmental and		create content to		
	Outcome: To develop an	cultural change.		prepare the students for	Repeat concepts	
	understanding of the	conordi change.		possible questions in the	Scale	
	changing economic world	Outcome: To develop an		exam and to address the	Space and place	
	and identify differing	understanding of the		key themes of the	Development	
	stages countries across the	changing economic		booklet.	Human and physical	
	globe are at in terms of	world and identify			interrelationships	
	development.	differing stages countries		Duration: 9 lessons	Sustainability	
		across the globe are at in			Enquiry	
	Duration: 12 lessons	terms of development		Repeat concepts	Geomorphic processes	
				Scale		
	Repeat concepts	Duration: 12 lessons		Space and place		
	Scale			Development		
	Space and place	Repeat concepts		Human and physical		
	Development	Scale		interrelationships		
	Human and physical	Space and place		Sustainability		
	interrelationships	Development				
		Human and physical				
		interrelationships				