Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

Geography Curriculum
Overview Mapping

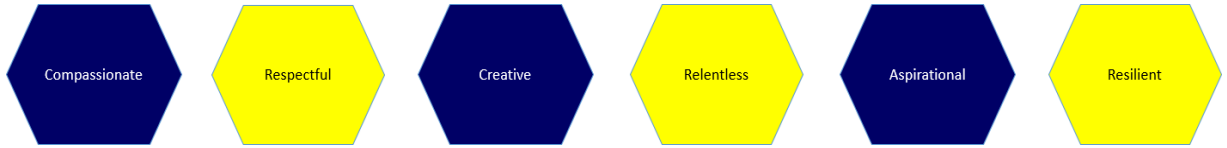
Year Group	Curriculum Intention	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Students will learn the key geographical skills to succeed in geography, starting to discover and understand the awe and wonder of the world. Because students arrive with varied primary experience, Year 7 secures the core KS2 skills (including map skills) and introduces the physical and human themes that are revisited from Year 8 to Year 13.	What is Geography?	The UK	Weather & Climate	Economy	Russia	Natural Resources
Year 8	Students will build on the foundations laid in Year 7 by taking their skills out into the wider world, moving through Brazil, Africa, Asia and the Middle East to understand how physical environments, economies and cultures differ from place to place and why. Ecosystems and Tourism are woven between these place studies so that learners begin to see how people depend on, use and change the natural world. The year develops the confidence to compare places, weigh evidence and consider different viewpoints, laying the	Brazil	Ecosystems	Africa	Asia	The Middle East	Tourism

	groundwork for the more demanding physical and human themes of Year 9 and for GCSE.						
Year 9	Students will consolidate and extend their geographical skills through the physical and human themes at the heart of the subject: rivers, coasts, development, population, tectonic hazards and climate change. Each unit demands precise terminology, a secure grasp of processes and the ability to reach and justify a judgement, so that learners finish Key Stage 3 able to think, write and argue as geographers. The year completes a broad and ambitious Key Stage 3 in its own right, while giving every student the secure knowledge and skills they need to succeed at GCSE, whether or not they choose to continue with the subject.	Rivers	Coasts	Development	Populations	Earthquakes & Volcanoes	Climate Change
Year 10	Students begin their GCSE (AQA 8035) and study the whole of Paper 1, Living with the physical environment: natural hazards, the living world and physical landscapes in the UK. Building on their Key Stage 3 knowledge and skills, they learn named case studies in depth, from the Nepal earthquake to the Holderness coast, and develop the map, graph and extended writing skills they will use across all three GCSE papers. Coasts leads directly into their Year 11 fieldwork at Seaford. NB: units don't fall neatly into half terms so there is some crossover.	The challenge of natural hazards	The challenge of natural hazards (continued): weather hazards in the UK and climate change The living world	The living world (continued): tropical rainforests PPE 1 (February)	The living world (continued): hot deserts	Physical landscapes in the UK: river landscapes	Physical landscapes in the UK: coastal landscapes PPE 2 (June)

Year 11	Students complete Paper 2, Challenges in the human environment, carry out their two fieldwork enquiries at Seaford and in Shirley, and prepare for Paper 3, Geographical applications. They bring together their knowledge and skills from both years, practising exam technique and extended writing, so they are exam-ready for their GCSE and ready for the next step in their journey, whatever that might be. NB: units don't fall neatly into half terms so there is some crossover.	Urban issues and challenges	Urban issues and challenges (continued) The changing economic world PPE 3 (November)	The changing economic world (continued) Geographical applications: fieldwork PPE 4 (February)	The challenge of resource management (water) Fieldwork write-up Paper 3 pre-release booklet	Pre-release, revision and exams	Exams
Year 12	Students begin AQA A Level Geography (7037) and study the units one at a time: Water and carbon cycles, Changing places, Coastal systems and landscapes, and Global systems and global governance, before beginning Resource security in the summer. They take their GCSE knowledge and skills further, developing the independence, extended writing and data skills that A Level demands. NB: units don't fall neatly into half terms so there is some crossover.	Water and carbon cycles (Paper 1, Section A)	Water and carbon cycles (completed) PPE 1 (November) Changing places (Paper 2, Section B)	Changing places (completed) Coastal systems and landscapes (Paper 1, Section B)	Coastal systems and landscapes (continued)	Coastal systems and landscapes (completed) Global systems and global governance (Paper 2, Section A) PPE 2 (May)	Global systems and global governance (completed) Resource security (Paper 2, Section C) begins
Year 13	Students complete Resource security, begun at the end of Year 12, and study Hazards – the two Section C options – then carry out their independent investigation (NEA): four days of fieldwork at Seaford and in Croydon, followed by the write-up. They bring together knowledge and skills from both years and are fully prepared for their A Level exams and for the next stage of their journey after Shirley High School. NB: units don't fall neatly into half terms so	Resource security (completed) Hazards (Paper 1, Section C) begins	Hazards (completed) PPE 3 (November)	NEA begins: titles, methodology and risk assessments NEA fieldwork: two days at Seaford and two days in Croydon PPE 4 (February)	NEA write-up: presentation, analysis, conclusion and evaluation	NEA submitted (by 15 May) Revision and A Level exams	Exams

	there is some crossover.						
Year 12 BTEC Travel & Tourism	Building on their existing Geographical foundation, pupils develop advanced, multi-disciplinary skills. Rather than focusing solely on traditional geography, pupils explore the interconnected realms of global economics, business management, cultural studies and consumer trends; examining how a massive international sector operates, impacts societies and drives sustainable practices.	Unit 1: The World of Travel and Tourism 90 GLH · Mandatory · External Exam (1 h 30. 75 marks)		Unit 2: Global Destinations 120 GLH · Mandatory · External Exam (Set Task: Part A & B. 60 marks)		External Assessments January and May/Jun	Year 13 content. Unit 3: Principles of Marketing in Travel and Tourism. 90 GLH · Mandatory · Internal Exam · Synoptic ·2 Assignments
	Extended Certificate 360 GLH (equivalent to 1 A-level)	A1-3: Types of travel and tourism. B1-4: The types of travel and tourism organisations, their roles and the products and services they offer to customers.	C1-4: The scale of the travel and tourism industry. D1-3: Factors affecting the travel and tourism industry. PPE Revision and exam preparation.	A1-3: Geographical awareness features and giving appeal. B1-2: Potential advantages and disadvantages of travel options. C1-4: Travel planning, itineraries, costs and suitability matched to customers' needs.	D1-2: Trends, motivating and enabling factors. E1-7: Factors affecting popularity and appeal. Revision and exam preparation	Unit 1 External Exam: January, 1h 30. 75 marks. Unit 2 External Exam: May/June Part A: Window March to April (6 monitored hours). Part B: 3h. 60 marks.	A1-4: Interrelationships between marketing and customer service in travel and tourism organisations.

Year 13 BTEC	Y13 The Expert Geographer – Students will have a full range of advanced geographical and life skills and be fully prepared for their BTEC exams coursework and for the next stage of their journey after Shirley High school.	Unit 3: Principles of Marketing in Travel and Tourism 90 GLH · Mandatory · Synoptic · Internal Assessment (2 Assignments)		Unit 9: Visitor Attractions 60 GLH · Optional · Internal Assessment (3 Assignments)		Quality Assurance Standards Verification and final resits	Course Complete Grades claimed · Results in August
	Extended Certificate 360 GLH (A level equivalent)	A1-4: Recap of marketing and customer service (Year 12 Summer 2). B1-3: The impact of marketing activities on the success of travel and tourism organisations. Assignment 1: Learning aims A and B.	C1-3: Market research to identify a new travel and tourism product or service. D1-2: A promotional campaign for the new product or service, to meet stated objectives. Assignment 2: Learning aims C and D (synoptic), handed in by Mid-Autumn 2 term.	A1-4: The nature, role and appeal of visitor attractions.	B1-4: How visitor attractions meet the diverse expectations of visitors. C1-2: How visitor attractions respond to competition and measure success and appeal. Assignments 2 and 3: Learning aims B and C, handed in by end of Spring 2.	Standards Verification: first sample to the Standards Verifier by mid-May. Retakes: exceptional, Pass criteria only. External Resits: May/June series.	Grades Claimed: all internal grades by Pearson's early-July deadline. Results: Level 3 results day in August.


Compassionate
Respectful
Creative
Relentless
Aspirational
Resilient