

Year		7	8	9	10	11	K55
Golden thread		Wonders of World (WoW), Tectonic hazards (Tec), Extreme environments (Ex), globalisation (Glob) and Shaping Yorkshire (York)	Trip of a Lifetime (ToL), Zombie apocalypse (ZA), 21 st century geography (21 st), Sustainable cities (SC), Climate change (and Development (Dev)	P1 (B) [Eco, rainf, deserts] P2 (A) [Mumbai/Leeds] P3 (B) Leeds fieldtrip	P1 (C) [Rivers/coasts] P2 (B) [development (Nigeria)], (C) [Res M] P3 (B) Rivers fieldtrip	P1 A (Hazards) P3 (A) pre-release	P1: Water and carbon, coasts, hazards P2: Global governance, changing places and contemporary urban Independent fieldwork
Locations and places	Descriptions, features and sense of place	WoW – Students practice location descriptions of wonders and are introduced to success criteria.	ToL – develops appreciation of varied locations, descriptions independently led and more directional detail added.	P2B - extend locational language to apply to distribution based skills questions. Students expected to recall case study locations.	P2B – developing sense of place through in-depth investigation of Nigeria.	P1 A – Application of theory in order to work out the type of places that are found in set locals i.e. constructive plate boundary - mid Atlantic ridge	Changing places – place as a concept
	Physical character	Tec - Association between plate boundaries and hazards. Ex - Locations of rainforests, deserts and polar environments.	Deve - exploration of how physical characteristics have impacted on lifestyle and development	P1B - Locations of major biomes and association with atmospheric circulation.	P1C – Appreciating the location dependent context of physical feature formation i.e. spits or oxbow lakes	P1A –developed understanding of plate boundaries and hazards – types of plate boundaries and connected features	Natural hazards – location specific formation
	Extending cultural capital	WoW – using google Earth to explore and introduce new and wondrous places beyond the bounds of York.	SC - deepening awareness of the world’s major cities – exploring locality and place specific issues	P2A – Creating a more in-depth case study knowledge of a major city near York [Leeds] and in an NEE. P3B – students take part in compulsory fieldtrip to Leeds in order to witness opportunities and challenges.	P3C – rivers fieldtrip to Maybeck where students conduct, record and examine field data	P1A – integrating more current examples of natural hazards through media portrayal of events exemplifying how to broaden world view through use of news/media.	Changing places and independent fieldwork
Scale, connections and time	Scale and connections	Glob – explore how local actions have global impacts. Hold - Yorkshire coastline understanding the formation of their region.	SC - Students build on their understanding of local actions generating global impacts through identification and exploration of solutions. Deve – introduction to inequalities across the world with examples in Asia	P1B– small scale ecosystem and large scale biomes. Building on students abilities to make connections between small scale actions i.e. over cultivation and large scale impacts i.e. desertification	P2B – examination of global inequalities, narrowing to national level example of Nigeria with reference to local experiences of development.	P1A – through climate change understanding how global alterations to the atmosphere can lead to global, national and localised changes	Coasts – global changes i.e. eustatic sea level rise impacts our coastlines
	Time	WoW - Physical changes over time introduced through WoW through Grand Canyon, Ayers rock, coral bleaching. Revisited through Yorkshire coastline through glacial and hydrological changes over time. Human changes over time considered through globalisation and how and why life has changed through growing global interconnections.	CC: Considering changes to climate from Ice Age to present day and examine recent temperature changes.	P1B– appreciating the interaction between human and living world and how this is changing over time i.e. changing rates of deforestation.	P1C & P3B – physical landforms/landscapes as a non-static concept, exploring how over time erosion, weathering and longshore drift shape the coast. P2B – appreciating that a country’s state of development is not fixed	P1A – through climate change understanding how through the Quaternary period we have seen vast changes to the world as a consequence of the enhanced greenhouse effect	Time – across units both physical and human understanding how all concepts studied need to be appreciated through a temporal lens
Processes and concepts	Physical processes and key concepts	Tec & Glob - introduction to basic elements of key concepts throughout units of work i.e. tectonics, convection current theory, two speed world and shrinking world. York - physical processes i.e. erosion, weathering and longshore drift	CC - enhanced greenhouse effect, Milankovich cycle, solar flares and global dimming. SC - Students introduced to urbanisation as a cause of problems in a variety of cities.	P2A - Urbanisation in relation to mega city growth and major city growth in the UK is given greater context where students are introduced to ‘push pull’ theory and ‘natural increase’.	A more detailed appreciation of physical processes i.e. formation of erosional and depositional features. Integration of a “theoretical” interpretations of the world i.e. Bradshaw model	P1A – contrasting theoretical interpretations of events i.e. slab pull and ridge push theory/ convection current. Global atmospheric circulation models and applying this to hurricane formation.	In-depth and detailed understanding of physical concepts and a more critical view of concepts such as ‘place’

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Environment and sustainability	Departmental focus enabling further development of cultural capital	WoW - opens students eyes to the varied environments around the world and presents issues related to protecting and conserving those places i.e. Great barrier reef – coral bleaching.	SC - as a concept is explored through consideration of problems generated by megacity growth, and how to solve these, therefore drawing in a more evaluative and critical approach to concepts.	P1A - Sustainability as a concept is revisited through sustainable transport initiatives within a local context. Students further their critical understanding of what sustainability truly means as they evaluate the project.	P2C – Sustainability within the context of food with a focus on rice-fish farming.	P2C – Sustainable changes is at the heart of climate change. Students are encouraged to think consciously about their own role in reducing their contribution to global warming.	Contemporary urban environments – examples of sustainable issues within cities	
Skills, interpretation and analysis	Overall summary	Basic ability to use a variety of sources and stimulus material taught in year 7, so that they understand how to ‘read’ different material and extract relevant information.	In this year group sources and stimulus are applied to different settings where students need to use the information from the graph, map or visual stimulus to assign meaning to the context or topic they are working on	Greater emphasis given to formally assessing sources and subsequently applying relevant knowledge in order to interpret that source. Fieldwork is used as an essential means by which students take control over assessment of data and presentation of results.	Introduction of a more complex array of skills. Students also required to generate their own methods of data presentation and assess their usefulness within with context of physical fieldwork.	Students are more autonomously able to tackle a variety of skill based questions using techniques that they have learnt throughout the GCSE	Students are required for 6 mark questions AO3 to be able to ‘analyse’ a range of varied sources. They need to be able to examine unseen material and assess: Trends Relationships/links Changes Manipulate information Extract values of significance	
	Graphical skills	Introduced to different types of graph in year 7 ranging from line graphs and pie charts to climate graphs (Ex and WoW).	ToL - students required to assign meaning to why graphs are the way they are	P2A - Greater variety of graphs are introduced to students from proportional symbols in urban challenges to clustered bar graphs in urban fieldwork.	P3B – students expected to work more independently when using data given to complete graphs such as cross sectional river data	P1A – students expected to work more autonomously to interpret trends from graphs and suggest through analysis and manipulation meaning		
	Numerical and statistical	Ex – using mean and range on climate graphs to compare months within a certain local and different places.	Dev - Students manipulate development indicators in last unit in order to assess what it means to be ‘developed’	P2A - Comparison of rates of urbanisation and greater application of numerical skills to concepts such as natural increase.	P1C – students given guidance on how to manipulate data. Expected to use mean, median, mode to interpret river data	P3A – students expected to assess pre-release information autonomously in order to asses potential numerical and statistical based questions		
	Map work	York - Basic map work where students identify the continents and use compass directions introduced in wonders. 4-figure grid references.	‘Zombie apocalypse’ includes a variety of map skills from contour lines, to longitude and latitude and 6 figure grid references.	P2A: Maps of Leeds and satellite towns and urban fringe – road networks etc. P3B - students create desire line and isoline maps	P1C – use of maps to identify different geographical features within the landscape. Applying photographs to OS Maps	P1A – students given examples of maps from previously unseen places and asked to interpret within the context of fieldwork.		
	Fieldwork	York - introduced to basic fieldwork skills through coastal fieldwork in summer term where they investigate disappearance of roman coastline.	ToL - uses basic fieldwork planning techniques within the assessment such as – appropriateness, title, risk assessment, methods.	P3B - Students complete official fieldwork on Leeds, linking to Urban Challenges	P3B - Students complete official fieldwork on MayBeCK, linking to Rivers	P3A – students are given time to revise and practice using unseen content the application of FW.		Students expected to carry out an independent fieldwork investigation in year 13 (20% final results).
	Visual sources	WoW - Google Earth used in wonders as a source of visual stimulus in order to engage students in different places beyond the classroom.	21 st - Videos are used to bring to light global issues from conservation to plastics. Visual sources are used in order to enhance students understanding and personal perspectives.	P1B – documentaries used to bring to life rainforest and desert ecosystems and used in order to develop wider contextual appreciation of these distant landscapes.	P1C – Using photographs and visual stimulus as a source for students to interpret changes to river and coastal systems over time	P3A – in-depth source analysis of photographs/visual stimulus in order to generate assessment on the unique situations presented within the pre-release documentation		Students given a variety of visual stimuli within changing places from photographs to sketches and asked to interpret meaning from these varied sources.