

Curriculum Overview – Geography

All Saints' Curriculum Intent Statement:

Pupils at All Saints have access to a world class curriculum – one which is broad, balanced, challenging and gives pupils a better chance of success than any other curriculum in the country.

Subject Curriculum Intent Statement:

The curriculum is much more than just lessons. It includes the ethos, attitudes and relationships which create the high-quality life in all of our schools. Our aim is to provide a broad, balanced and rigorous curriculum that meets the needs and aspirations of every young person and leaves them well prepared for their future.

The Geography curriculum is planned to ensure that students who experience barriers to travel, have an awareness and appreciation of the human and physical world. To inspire a sense of awe and wonder and instill a tolerance and appreciation of diverse places, people and resources, in order to become an active participant in the future of our planet.

Please note, all subject overviews may change based on the needs of pupils in each year group. This is indicative content only.

	Cycle 1	Cycle 2	Cycle 3
	Biomes	Population & Migration	Tectonic Hazards
	Big ideas: <ul style="list-style-type: none"> ● Geographical Skills ● Processes ● Interactions ● Sustainability ● Synoptic ● Human ● Environmental ● Economic ● Spatial 	Big ideas: <ul style="list-style-type: none"> ● Geographical Skills ● Interactions ● Sustainability ● Human ● Environmental ● Economic ● Spatial 	Big ideas: <ul style="list-style-type: none"> ● Geographical Skills ● Processes and formation ● Interactions ● Sustainability ● Human ● Environmental ● Economic ● Spatial
	Assessment: Autumn Term Assessment (Topic 1)	Assessment: Spring Term Assessment (Topic 2)	Assessment: Summer Term Assessment (Topic 3)
	Cycle 4	Cycle 5	Cycle 6
	Weather & Climate change	Development & Resources	Rivers

<p>Big ideas:</p> <ul style="list-style-type: none"> • Geographical Skills • Processes and formation • Interactions • Sustainability • Human 	<p>Big ideas:</p> <ul style="list-style-type: none"> • Geographical Skills • Interactions • Sustainability • Synoptic • Human • Environmental 	<p>Big ideas:</p> <ul style="list-style-type: none"> • Geographical Skills • Processes and formation • Spatial • Interactions • Sustainability
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<ul style="list-style-type: none"> • Environmental • Economic • Spatial 	<ul style="list-style-type: none"> • Economic • Spatial 	<ul style="list-style-type: none"> • Synoptic • Human • Environmental • Economic
<p>Assessment: Autumn Term Assessment (Topic 1)</p>	<p>Assessment: Spring Term Assessment (Topic 2)</p>	<p>Assessment: Summer Term Assessment (Topic 3)</p>
Cycle 7	Cycle 8	Cycle 9
<p>Superpowers</p>	<p>Extreme Environments</p>	<p>Urban World</p>
<p>Big ideas:</p> <ul style="list-style-type: none"> • Geographical Skills • Processes and formation • Interactions • Sustainability • Human • Environmental • Economic • Spatial 	<p>Big ideas:</p> <ul style="list-style-type: none"> • Geographical Skills • Interactions • Sustainability • Synoptic • Human • Environmental • Economic • Spatial 	<p>Big ideas:</p> <ul style="list-style-type: none"> • Geographical Skills • Processes and formation • Spatial • Interactions • Sustainability • Synoptic • Human • Environmental • Economic
<p>Assessment: Autumn Term Assessment (Topic 1)</p>	<p>Assessment: Spring Term Assessment (Topic 2)</p>	<p>Assessment: Summer Term Assessment (Topic 3)</p>
Cycle 10	Cycle 11	Cycle 12
<p>The Challenge of Living With Natural Hazards</p>	<p>The Changing Economic World</p>	<p>Physical Landscapes of the UK</p>
<p>Big ideas:</p> <ul style="list-style-type: none"> • Geographical Skills • Processes and formation • Interactions • Sustainability • Synoptic • Human • Environmental • Economic • Spatial 	<p>Big ideas:</p> <ul style="list-style-type: none"> • Geographical Skills • Processes and formation • Interactions • Sustainability • Synoptic • Fieldwork • Human • Environmental • Economic • Spatial 	<p>Big ideas:</p> <ul style="list-style-type: none"> • Geographical Skills • Processes and formation • Interactions • Sustainability • Synoptic • Human • Environmental • Economic • Spatial

	Assessment: End of Unit Assessment; (Past GCSE Paper), percentage and grade awarded.	Assessment: End of Unit Assessment; (Past GCSE Paper), percentage and grade awarded.	Assessment: End of Unit Assessment; (Past GCSE Paper), percentage and grade awarded; Physical Fieldwork (Dawlish Warren)
Ye ar 11	Cycle 13	Cycle 14	
	Living World / Resource Management	Resource Management / Urban Issues and Challenges	
	Big ideas: <ul style="list-style-type: none"> ● Geographical Skills ● Processes 	Big ideas: <ul style="list-style-type: none"> ● Geographical Skills ● Interactions 	
	<ul style="list-style-type: none"> ● Interactions ● Sustainability ● Synoptic ● Human ● Environmental ● Economic ● Spatial 	<ul style="list-style-type: none"> ● Sustainability ● Human ● Environmental ● Economic ● Spatial 	
	Assessment: End of Unit Assessment; (Past GCSE Paper), percentage and grade awarded.	Assessment: End of Unit Assessment; (Past GCSE Paper), percentage and grade awarded; Human Fieldwork (Plymouth)	