Sexey's School Geography Curriculum Map

Year: 7

Topics and links	Autumn Term		Spring Term		Summer Term	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	How do I think like a geographer? Core map, atlas, graph, fieldwork and enquiry skills; establishes place, space, scale and evidence.	**Why are rivers important?** Water cycle, river processes, landforms, flooding and human use; builds physical-process and fieldwork skills.	**Why do people move?** Migration, population change, push/pull factors and interdependence between places.	**Can we save our oceans?** Ocean systems, human pressures, resources and sustainable management; links people and environments.	**Why is the world unequal?** Global patterns of development, measures of inequality and causes/consequences of uneven development.	**Should Antarctica be protected?** Polar environments, competing uses, governance and sustainability; applies evidence to decision-making.
Co-curricular opportunities and Gatsby (careers) links	GIS, cartography & surveying (GB4); local mapping enquiry.	Hydrology, flood management & environmental engineering (GB4); river fieldwork opportunity.	Demography, planning & migration research (GB4); data interpretation.	Marine science, conservation & fisheries (GB4); sustainability campaign/enquiry.	International development, economics & NGOs (GB4); data comparison.	Polar science, climate research & conservation (GB4); debate/decision-making.
Links with Sexey's Values, our Christian ethos, and spiritual development opportunities	Courage, Resilience & Honesty: confidence with new geographical skills; accurate use of evidence.	Respect & Kindness: value water as a shared resource; reflect on human dependence on natural systems.	Empathy & Respect: understand reasons people move and different migrant experiences.	Respect & Kindness: stewardship of oceans; consider responsibilities to people and ecosystems.	Empathy, Kindness & Respect: consider inequality, fairness and human dignity.	Courage & Respect: weigh competing viewpoints; stewardship and wonder at fragile environments.

SEXEY'S SCHOOL

Year: 8

	Autumn Term		Spring Term		Summer Term	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Topics and links	**What are the causes and impacts of climate change?** Natural and human causes, evidence, impacts, mitigation and adaptation; connects physical and human systems.	**To what extent can ecosystems survive human interference?** Ecosystem processes, biodiversity, human pressures and management; develops interdependence.	**How is India changing?** Population, urbanisation, development, economy and global connections in an emerging country.	**Why does weather become extreme?** Atmospheric processes, extreme weather hazards, risk and responses.	**How has geography shaped Russia?** Physical and human geography, resources, population and geopolitical significance across scales.	**How can people and ecosystems survive in hot deserts?** Desert processes, adaptation, opportunities, challenges and sustainable management.
Co-curricular opportunities and Gatsby (careers) links	Climate science, renewable energy & policy (GB4); climate data enquiry.	Ecology, conservation & land management (GB4); ecosystem investigation.	Urban planning, development, business & logistics (GB4); place-profile research.	Meteorology, emergency planning & risk management (GB4); hazard forecasting task.	Geopolitics, energy, diplomacy & resource management (GB4); atlas/GIS enquiry.	Conservation, water management & tourism (GB4); sustainability decision-making.
Links with Sexey's Values, our Christian ethos, and spiritual development opportunities	Honesty & Resilience: evaluate climate evidence carefully and consider long-term responsibility.	Respect & Kindness: stewardship of living systems and empathy for communities dependent on ecosystems.	Empathy & Respect: challenge stereotypes and understand diverse experiences of rapid change.	Courage & Resilience: explore risk, preparedness and how communities respond to adversity.	Respect & Honesty: consider different perspectives and use evidence when examining contested places.	Resilience & Respect: reflect on human adaptation and responsible use of fragile environments.

SEXEY'S SCHOOL

Year: 9

	Autumn Term		Spring Term		Summer Term	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Topics and links	**How is fast fashion impacting the world?** Globalisation, supply chains, labour, consumption and environmental impacts; examines interdependence.	**Why is the Horn of Africa a region of challenge and opportunity?** Place study of climate, water, development, conflict, resources and regional connections.	**Why are some places more at risk from tectonic hazards than others?** Plate tectonics, hazard risk, vulnerability, impacts and management; prepares for GCSE hazards.	**Why is the Middle East so important?** Resources, population, conflict, trade and geopolitical connections; develops place and scale.	**How can we meet the world's growing demand for resources?** Food, water and energy demand, security and sustainable management; prepares for GCSE resource management.	**Should we protect our coastlines?** Coastal processes, erosion, landforms and management choices; prepares for GCSE physical landscapes.
Co-curricular opportunities and Gatsby (careers) links	Ethical business, fashion, sustainability & supply-chain management (GB4); consumer-impact enquiry.	Humanitarian aid, development, water security & diplomacy (GB4); regional evidence enquiry.	Seismology, engineering, emergency planning & insurance (GB4); hazard-risk analysis.	Energy, international relations, trade & journalism (GB4); geopolitical research.	Energy, agriculture, water management & sustainability (GB4); resource decision-making.	Coastal engineering, planning & environmental consultancy (GB4); fieldwork/coastal management enquiry.
Links with Sexey's Values, our Christian ethos, and spiritual development opportunities	Honesty, Empathy & Kindness: examine hidden impacts of consumption and treatment of workers.	Empathy, Courage & Respect: understand complex challenges without stereotypes and recognise resilience.	Resilience & Kindness: consider vulnerability, recovery and unequal impacts of disasters.	Respect & Empathy: engage with diverse cultures and viewpoints in a contested region.	Respect, Honesty & Kindness: debate fair and sustainable access to essential resources.	Courage & Respect: balance community needs, environmental stewardship and difficult choices.

Year: 10

	Autumn Term		Spring Term		Summer Term	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Topics and links	**Challenge of Natural Hazards** AQA GCSE: tectonic hazards, weather hazards and climate change; builds on KS3 hazards and extreme weather.	**Urban Issues and Challenges** AQA GCSE: urban change, opportunities/challenges and sustainable urban futures; builds on population, migration and development.	**The Living World** AQA GCSE: ecosystems and major biomes; builds on KS3 ecosystems and hot deserts.	**UK Physical Landscapes** AQA GCSE: physical processes and landscapes, including rivers/coasts; builds on KS3 rivers and coastlines.	**Fieldwork and geographical skills** Apply enquiry, data collection/presentation, maps, graphs, statistics and evaluation to GCSE fieldwork.	**Consolidation and exam practice** Synoptic retrieval, decision-making and exam technique across Year 10 content.
Co-curricular opportunities and Gatsby (careers) links	Hazard science, engineering & emergency planning (GB4).	Urban planning, regeneration, transport & housing (GB4).	Ecology, conservation & environmental management (GB4).	Hydrology, coastal engineering & environmental consultancy (GB4).	Surveying, GIS, data analysis & field research (GB4); compulsory fieldwork.	Geography pathways: planning, environment, civil service, research and data (GB4).
Links with Sexey's Values, our Christian ethos, and spiritual development opportunities	Resilience, Empathy & Kindness: unequal hazard impacts, response and recovery.	Respect & Empathy: diverse urban communities, inequality and sustainable places.	Respect & Kindness: stewardship, biodiversity and responsible management.	Courage & Respect: balance protection, cost, community and environmental interests.	Honesty & Resilience: collect reliable evidence, reflect on limitations and improve methods.	Resilience & Honesty: respond constructively to feedback and use evidence accurately.

Year: 11

	Autumn Term		Spring Term		Summer Term	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Topics and links	**The Changing Economic World** AQA GCSE: development, the development gap, economic change and globalisation; builds on KS3 inequality.	**Challenge of Resource Management** AQA GCSE: food, water and energy security and management; builds on KS3 resource demand.	**Geographical Applications and Skills** Issue evaluation, maps, graphs, statistics, decision-making and synoptic application.	**Pre-release** Analyse the AQA pre-release resource booklet, evaluate evidence and prepare for issue evaluation.	**Unseen fieldwork requirements** Review enquiry process, methods, data, analysis, conclusions and evaluation for unfamiliar fieldwork contexts.	**Revision and final examinations** Interleaved retrieval and exam practice across physical, human and fieldwork content.
Co-curricular opportunities and Gatsby (careers) links	Economics, development, business, trade & international organisations (GB4).	Energy, water, agriculture & sustainability sectors (GB4).	GIS, planning, data analysis, policy and consultancy (GB4).	Policy, journalism, research and decision-making (GB4).	Surveying, environmental science and field research (GB4).	Post-16 pathways in Geography, Geology, Environmental Science and related careers (GB4).
Links with Sexey's Values, our Christian ethos, and spiritual development opportunities	Empathy, Honesty & Respect: inequality, development choices and changing livelihoods.	Kindness & Respect: fairness, stewardship and access to essential resources.	Honesty & Courage: evaluate evidence, recognise uncertainty and justify decisions.	Respect & Empathy: consider competing stakeholder perspectives before reaching conclusions.	Honesty & Resilience: evaluate methods and limitations rather than overclaiming findings.	Resilience & Courage: sustained preparation, reflection and confidence under challenge.

SEXEY'S SCHOOL

Year: 12

	Autumn Term		Spring Term		Summer Term	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Topics and links	**Changing Spaces; Making Places** OCR A Level: place, space, identity, representation, connections and flows; develops local place profiles and contrasting places.	**Coasts** OCR A Level: coastal systems, processes, landforms, sediment cells, management and change.	**Earth's Life Support Systems** OCR A Level: water and carbon cycles, stores/flows, feedbacks and human impacts.	**Hazardous Earth** OCR A Level: tectonic processes, hazards, vulnerability, impacts and management.	**Fieldwork and geographical skills** Plan and undertake fieldwork; apply quantitative, qualitative, cartographic and statistical skills.	**Oceans** OCR A Level: ocean systems, resources, governance, energy, pollution and management.
Co-curricular opportunities and Gatsby (careers) links	Planning, regeneration, social research, GIS & place marketing (GB4); local place enquiry.	Coastal engineering, geomorphology, consultancy & marine management (GB4); fieldwork.	Climate science, hydrology, forestry & environmental management (GB4).	Geology, seismology, engineering, insurance & disaster risk reduction (GB4).	Surveying, GIS, environmental research & data analysis (GB4); fieldwork preparation.	Marine science, offshore energy, fisheries, shipping & ocean governance (GB4).
Links with Sexey's Values, our Christian ethos, and spiritual development opportunities	Empathy & Respect: multiple meanings of place, identity and lived experience.	Respect & Courage: stewardship and difficult choices in dynamic coastal environments.	Honesty & Respect: evidence-led thinking about Earth systems and human responsibility.	Resilience & Kindness: vulnerability, disaster impacts and support for affected communities.	Honesty & Resilience: ethical data collection, reliability, limitations and persistence.	Respect & Kindness: stewardship of shared ocean resources and responsibilities across borders.

SEXEY'S SCHOOL

Year: 13

	Autumn Term		Spring Term		Summer Term	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Topics and links	**Human Rights** OCR A Level: human rights, inequality, intervention and geopolitical dimensions.	**Investigative Geography** Independent investigation/NEA: question, literature, methods, data, analysis, conclusions and evaluation.	**Migration** OCR A Level: global migration patterns, drivers, impacts, policy and interdependence.	**Synoptic connections and exam practice** Connect themes across place, systems, hazards, rights, migration and oceans; practise extended evaluation.	**Final revision and examinations** Targeted retrieval, assessment-objective practice and independent preparation for terminal exams.	
Co-curricular opportunities and Gatsby (careers) links	Law, NGOs, international development, diplomacy & public policy (GB4).	Research, GIS, surveying, statistics & environmental consultancy (GB4); independent field investigation.	Planning, demography, policy, international relations & humanitarian work (GB4).	Consultancy, policy analysis and evidence-based decision-making (GB4).	Higher education, degree apprenticeships and geography-related career pathways (GB4).	
Links with Sexey's Values, our Christian ethos, and spiritual development opportunities	Empathy, Respect & Courage: dignity, justice and responsibility when rights are contested.	Honesty & Resilience: academic integrity, ethical research and perseverance through independent enquiry.	Empathy & Respect: understand migrant experiences and competing political/social perspectives.	Honesty & Courage: weigh evidence, challenge assumptions and defend balanced judgements.	Resilience & Courage: independent preparation, reflection and confidence as students move beyond school.	