

Progression map: breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum. It enables teachers to see the big picture of pupils' learning: what content is taught in which year group.

Key Concepts	Year 7	Year 8	Year 9	Year 10	Year 11
Place and Space	T1 - Story of the Earth/ Population through Time T2 - Weather T3 - Urban	T1 - Africa T2 - Coasts / Conflict	T2 - Asia T3 - Sustainable Development	T3 - Living world T3 - Physical Fieldwork	T1 - Urban Issues T1 - The Living World T2 - Resources T3 - Hazards
Time	T1 - Story of the Earth T3 - Urban	T1 - Africa T2 - Coasts T3 - Rivers	T2 - Asia T3 - Sustainable Development	T1 - Physical Landscapes	T3 - Hazards
Distance and Scale	T2 - Weather T3 - Urban	T3 - Rivers	T1 - Resources	T1 - Physical Landscapes T2 - Economic World T3 - Physical Fieldwork	T1 - Urban Issues T1 - The Living World
Human Processes	T1 - Population through Time T3 - Urban	T1 - Africa T2 - Conflict	T1 - Resources	T1 - Economic World T3 - Living world	T1 - Urban Issues
Physical Processes	T1 - Story of the Earth T2 - Weather	T1 - Africa T2 - Coasts T3 - Rivers	T1 - Resources T2 - Asia	T1 - Physical Landscapes T2 - Economic World T3 - Living world T3 - Physical Fieldwork	T1 - The Living World
Human/ Physical Interaction	T1 - Story of the Earth/ Population through Time T2 - Weather T3 - Urban	T1 - Africa T2 - Coasts / Conflict T3 - Rivers	T1 - Resources T2 - Asia T3 - Sustainable Development	T1 - Physical Landscapes T1 - Economic World T3 - Living world T3 - Physical Fieldwork	T1 - Urban Issues T1 - The Living World T2 - Resources T3 - Hazards T3 - Paper 3
Sustainability	T3 - Urban		T1 - Resources T3 - Sustainable Development	T1 - Economic World T3 - Living world	T1 - Urban Issues T1 - The Living World T2 - Resources

Long-term plan: organises the knowledge from the progression map into units to give an overview of what is taught when in your curriculum. It provides a starting point for medium term planning.

Year 7					
Autumn Term		Spring Term		Summer Term	
Unit Title: What is the story of the earth? Population through Time	Unit length: 24 hours (TBC)	Unit Title: Our Weather in the UK	Unit length: TBC	Unit Title: Urban Environments and Communities	Unit length: TBC
Domains of Knowledge: <ul style="list-style-type: none"> ● Tectonic theory ● Earthquakes and volcanoes ● Population and migration 		Domains of Knowledge: <ul style="list-style-type: none"> ● Weather ● Fieldwork skills ● Urban studies 		Domains of Knowledge: <ul style="list-style-type: none"> ● Urbanisation ● Urban studies ● Fieldwork skills ● Population 	
Relevant Key Concepts: <ul style="list-style-type: none"> ● Place ● Time ● Physical processes ● Human and physical interaction 		Key Concepts: <ul style="list-style-type: none"> ● Place and space ● Physical processes ● Human/ physical interaction 		Key Concepts: <ul style="list-style-type: none"> ● Place and space ● Human processes ● Distance and scale / Time ● Sustainability 	
Gateway knowledge: <ul style="list-style-type: none"> ● Description of physical features - eg. volcanoes. ● Differentiation between cause and effect/ oceanic and continental crust. ● Settlement - different sizes. ● Factors influencing BR and DR. ● Basic locational knowledge/ map skills. ● Differentiate between push and pull factors linked to place. 		Gateway knowledge: <ul style="list-style-type: none"> ● Hydrological (water) cycle and types of rainfall ● Air masses - their effect on weather ● Microclimate investigation - observational skills and data collection/ presentation 		Gateway knowledge: <ul style="list-style-type: none"> ● Urban model - HIC cities. ● Urban change - decline, inequality and regeneration ● FW - Environmental quality in urban environments. ● Key characteristics of High Income Countries. ● Build upon 'Population through Time' in Term 1 	
Assessment end-points: <ul style="list-style-type: none"> ● To differentiate between cause and effect. ● To understand the structure of the earth and causes of associated hazards. ● To understanding of BR and DR 		Assessment end-points: <ul style="list-style-type: none"> ● To understand processes that create/ influence the weather we receive in the UK. ● To explain factors that influence the climate in a small area. 		Assessment end-points: <ul style="list-style-type: none"> ● To understanding of the structure of major urban environments. 	

<ul style="list-style-type: none"> To explain cause and effect of international migration - linked to quality of life 	<ul style="list-style-type: none"> To be able to measure and begin to forecast the weather. 	<ul style="list-style-type: none"> To explain cause, effect and response to urban issues and management - eg: of transport management To understanding of key issues facing urban areas High Income Countries.
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Year 8					
Autumn Term		Spring Term		Summer Term	
Unit Title: Africa: A land of Contrasts	Unit length: (TBC)	Unit Title: Mighty Coasts Conflict	Unit length: TBC	Unit Title: Raging Rivers: Flooding	Unit length: TBC
Domains of Knowledge: <ul style="list-style-type: none"> Ecosystems and biodiversity Climate Urbanisation Rural Studies Development 		Domains of Knowledge: <ul style="list-style-type: none"> Coasts Geology Maps Conflict Development 		Domains of Knowledge: <ul style="list-style-type: none"> Rivers Fieldwork Skills Maps Geology Natural Hazards 	
Relevant Key Concepts: <ul style="list-style-type: none"> Space and Place Time Physical Processes / Human Processes Physical and Human Interaction 		Key Concepts: <ul style="list-style-type: none"> Physical Processes Space and Place Time Physical and Human Interaction 		Key Concepts: <ul style="list-style-type: none"> Time Physical Processes Physical and Human Interaction Distance and Scale 	
Gateway knowledge: <ul style="list-style-type: none"> Climatic difference between hot deserts & tropical rainforests & reasons for distribution. Key characteristics of Newly Emerging Economies and Low Income Countries Differentiate between Quality of life and standard of living. Differentiate between rich and poor countries - develop further to consider HIC/ NEE/ LIC's. 		Gateway knowledge: <ul style="list-style-type: none"> How geology shapes landforms - rock types hard and soft. Locate physical features on a map - applying map skills; grid references, direction and distance. Describe physical features at the coast. - In-depth knowledge of the African continent - Water as a resource - Brief knowledge of the continent of Asia. - Ability to write a diary entry/letter. Understand that conflicts can occur at different scales. Locational knowledge - oceans, continents. 		Gateway knowledge: <ul style="list-style-type: none"> Hydrological cycle - types of rainfall. Characteristics of river features such as waterfalls and meanders. Types of rock - permeable and impermeable. Define a hypothesis and use fieldwork skills to investigate. 	
Assessment end-points:		Assessment end-points:		Assessment end-points:	

<ul style="list-style-type: none"> ● To be able to explain physical characteristics of Tropical Rainforests and Hot Deserts. ● To be able to describe the characteristics of Newly Emerging Economies and Low Income Countries. ● To understand key issues facing urban areas in Newly Emerging Economies ● To articulate the link between development and QoL/ Standard of living. 	<ul style="list-style-type: none"> ● To explain processes of erosion and associated landforms. ● To be able to identify coastal features on an OS map. ● To understand the social, economic and environmental effects of coastal erosion in the UK. ● To understand that conflict isn't just about war. ● To be able to map conflict on global and regional scales. ● To be able to evaluate the causes and effects of conflicts. ● To give reasons and explain why conflicts occur over land, resources and oceans. 	<ul style="list-style-type: none"> ● To be able to describe the long and cross profile of a river and explain the difference between erosion, transportation and deposition. ● to understand how human and physical factors increase the risk of flooding, describe the effects of flooding.
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Year 9					
Autumn Term		Spring Term		Summer Term	
Unit Title: Does the earth need protecting?	Unit length: (TBC)	Unit Title: Asia: A fascinating and dangerous place?	Unit length: TBC	Unit Title: Our Living World	Unit length: TBC
Domains of Knowledge: <ul style="list-style-type: none"> Resources Natural Resources Climate Change Fieldwork 		Domains of Knowledge: <ul style="list-style-type: none"> Tectonic Theory Volcanoes and Earthquakes Geomorphology Climate Change 		Domains of Knowledge: <ul style="list-style-type: none"> Ecosystems and biodiversity Conflict Climate Change Urban Studies Rural Studies 	
Relevant Key Concepts: <ul style="list-style-type: none"> Sustainability Physical and Human interaction Human Processes Physical Processes Distance and scale 		Key Concepts: <ul style="list-style-type: none"> Physical processes Physical and Human Interaction Space and Place Time Place and Space 		Key Concepts: <ul style="list-style-type: none"> Sustainability Space and Place Time Physical and Human Interaction 	
Gateway knowledge: <ul style="list-style-type: none"> Difference between resources and commodities. Define sustainability with reference to resources. Why the UK industrial structure has changed - historical context. 		Gateway knowledge: <ul style="list-style-type: none"> Types of plate boundaries - constructive, destructive and conservative. Primary and Secondary Effects of tectonic hazards. Responses to tectonic hazards Link between level of development and risk. 		Gateway knowledge: <ul style="list-style-type: none"> Food chains, food webs Layers of the rainforest Plant and animals adapt to climates Climatic characteristics - precipitation and temperature. Issues affecting ecosystems. 	
Assessment end-points: <ul style="list-style-type: none"> Understand the link between resources and development in the UK. Examine the factors influencing the location of renewable energy developments. To explain the need to manage resources sustainably and management strategies. Apply knowledge to conduct a fieldwork enquiry. 		Assessment end-points: <ul style="list-style-type: none"> To be able to explain causes, effects and responses to tectonic Hazards - earthquakes To be able to differentiate between S and P waves. To explain the influence of wealth on the effects and responses to Earthquakes. To understand the characteristics and distribution of earthquakes. 		Assessment end-points: <ul style="list-style-type: none"> Understand how ecosystems are interdependent. Explain how plants and animals adapt to climatic conditions. Explain the causes, impacts and management strategies for issues affecting Tropical Rainforests such as deforestation. 	

Year 10					
Autumn Term		Spring Term		Summer Term	
Unit Title: Physical Landscapes in the UK (Rivers) Changing Economic World (Development gap/ NEE)	Unit length: (TBC)	Unit Title: Physical Landscapes in the UK (Coasts) Changing Economic World (HIC)	Unit length: TBC	Unit Title: Physical Fieldwork The Living World (Rainforests and Cold Environments)	Unit length: TBC
Domains of Knowledge: <ul style="list-style-type: none"> ● Rivers ● Map Skills ● Development ● Urban Studies ● Rural Studies ● Climate Change 		Domains of Knowledge: <ul style="list-style-type: none"> ● Coasts ● Map Skills ● Development ● Urban Studies ● Rural Studies ● Natural Resources 		Domains of Knowledge: <ul style="list-style-type: none"> ● Fieldwork Skills ● Ecosystems and Biodiversity ● Climate ● Climate Change 	
Relevant Key Concepts: <ul style="list-style-type: none"> ● Physical Processes ● Sustainability ● Physical / Human Interaction ● Distance and Scale 		Key Concepts: <ul style="list-style-type: none"> ● Physical Processes ● Sustainability ● Physical / Human Interaction ● Distance and Scale 		Key Concepts: <ul style="list-style-type: none"> ● Physical Processes ● Space and Place ● Distance and scale ● Physical / Human Interaction ● Sustainability 	
Gateway knowledge: <ul style="list-style-type: none"> ● Bradshaw Model - concept of discharge, velocity, bedload. ● Shapes of drainage basins affecting surface runoff and river discharge. ● Why deposited sediment is graded. ● Hard and soft engineering. ● Single and multiple development indicators ● Multiplier effect (positive and negative) ● Identify causes of uneven development and describe different levels of development. ● Strategies to reduce the development - eg. Fair Trade. ● Definition of economy - industrial structure. 		Gateway knowledge: <ul style="list-style-type: none"> ● Distinguish between erosion, transportation and deposition. ● Deposition - how sediment is deposited in a graded profile. ● Identify and describe coastal landforms. ● Definition of economy - industrial structure. ● Difference between an industrial and post - industrial economy. ● Causes and effects of industrial decline. 		Gateway knowledge: <ul style="list-style-type: none"> ● Fieldwork process - creating an appropriate hypothesis, selecting and justifying a location to study/ completing a risk assessment. ● Conducting primary data collection. ● Data presentation and analysis. ● Writing a fieldwork conclusion. ● Basic evaluation of primary data collection. ● Nutrient Cycle - rate of decomposition affects the vegetation. ● Ecosystems are interdependent. ● Value of tropical rainforests and cold environments for both the human and physical environments. 	

<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Understand how the shape of river valleys changes as rivers flow downstream. ● Explain how distinctive river landforms result from different physical processes. ● Explain humans and physical factors causing flooding, apply knowledge to analyse storm hydrographs. ● Understand how different management strategies can be used to protect river landscapes from the effects of flooding. ● Identify river landforms on OS maps. ● Understand there are global variations in economic development and quality of life - causes and consequences of this. ● Examine various strategies for reducing the global development gap. ● Explore how LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change - with reference to Nigeria. ● Explain the causes, consequences and strategies to reduce the development gap. ● Examine the benefits and limitations of development strategies in a NEE (Nigeria) 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Understand how the coast is shaped by physical processes (weathering, erosion, transportation and deposition). ● Explain how distinctive coastal landforms are the result of rock type, structure and physical processes. ● Examine how different coastal management strategies are used to protect coastlines from physical processes. ● Identify coastal landforms on OS maps. ● Understand and explain the transition from an industrial to post - industrial economy in the UK. ● Explain how major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth - infrastructure development, North - South Divide. ● Understand the importance of international political and trade relationships. 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Articulate the fieldwork process. ● The ability to select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry ● Understanding of; <ul style="list-style-type: none"> ○ Data collection methods ○ Data presentation methods ○ Describing and analysing fieldwork data ○ Concluding and evaluating a fieldwork project. ● Understanding ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. ● Tropical Rainforests and cold environments have distinctive characteristics. ● Deforestation has economic and environmental impacts and needs to be managed sustainably. ● Cold Environments have both opportunities and challenges for development. They are at risk and require management.
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Year 11 2022-23					
Autumn Term		Spring Term		Summer Term	
Unit Title: Resource Management Physical Fieldwork The Living World (Rainforests and Cold Environments)	Unit length: TBC	Unit Title: The Challenge of Natural Hazards (Recap) Urban Issues and Challenges (Recap)	Unit length: TBC	Unit Title: Geographical Issues - Pre Release Material Revision and Exams	Unit length: TBC
Domains of Knowledge: <ul style="list-style-type: none"> ● Development ● Resources ● Fieldwork Skills ● Ecosystems and Biodiversity ● Climate ● Climate Change 		Domains of Knowledge: <ul style="list-style-type: none"> ● Tectonic theory ● Earthquakes and volcanoes ● Weather ● Maps ● Urbanisation ● Urban Studies ● Development ● Migration 		Domains of Knowledge: <ul style="list-style-type: none"> ● Fieldwork skills ● Maps 	
Key Concepts: <ul style="list-style-type: none"> ● Physical Processes ● Space and Place ● Distance and scale ● Physical / Human Interaction ● Sustainability 		Key Concepts: <ul style="list-style-type: none"> ● Place and Space ● Sustainability ● Human/ Physical Interaction ● Climate ● Physical Processes ● Space and Place ● Distance and scale ● Physical / Human Interaction ● Sustainability 		Key Concepts: <ul style="list-style-type: none"> ● Place and space ● Physical/ Human Interaction 	
Gateway knowledge: <ul style="list-style-type: none"> ● Concept of a resource - food, water, energy. ● Describing patterns - maps and graphs ● Development gap and features of sustainable development ● Fieldwork process - creating an appropriate hypothesis, selecting and justifying a location to study/ completing a risk assessment. 		Gateway knowledge: <ul style="list-style-type: none"> ● Describe natural hazards ● Locational knowledge - continents/ oceans ● Basic plate tectonic theory - structure of the earth, types of plate boundaries and convection. ● Differentiate between cause, effect and response. 		Gateway knowledge: <ul style="list-style-type: none"> ● Fieldwork process - creating an appropriate hypothesis, selecting and justifying a location to study/ completing a risk assessment. ● Conducting primary data collection. ● Data presentation and analysis. ● Writing a fieldwork conclusion. ● Basic evaluation of primary data collection. 	

<ul style="list-style-type: none"> ● Conducting primary data collection. ● Data presentation and analysis. ● Writing a fieldwork conclusion. ● Basic evaluation of primary data collection. ● Nutrient Cycle - rate of decomposition affects the vegetation. ● Ecosystems are interdependent. ● Value of tropical rainforests and cold environments for both the human and physical environments. 	<ul style="list-style-type: none"> ● Define urban and rural environments ● Process of urbanisation ● Social, Economic and Environmental opportunities and challenges in HIC's/ LIC's. ● Regeneration and sustainable living examples. ● Causes and effects of migration. 	
<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Describe and explain the UK's changing demand for food, water and energy. ● Explain the impact of changing demand on the UK's carbon footprint. ● Understand how food production can be made more sustainable on a small scale and large scale. ● Articulate the fieldwork process. ● The ability to select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry ● Understanding of; <ul style="list-style-type: none"> ○ Data collection methods ○ Data presentation methods ○ Describing and analysing fieldwork data ○ Concluding and evaluating a fieldwork project. ● Understanding ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. ● Tropical Rainforests and cold environments have distinctive characteristics. ● Deforestation has economic and environmental impacts and needs to be managed sustainably. 	<p>Assessment end -points:</p> <ul style="list-style-type: none"> ● Understanding the causes, effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. ● Explain how management can reduce the effects of a tectonic hazard. ● Understand the physical conditions resulting in a Tropical Storm and their effects on people and the environment. ● Explain the causes and impacts of extreme weather events in the UK. ● Understand various causes, effects to climate change and associated attempts to adapt and mitigate the effects. ● Understand rates of urbanisation across the world. ● Explain how urban growth creates opportunities and challenges for cities in LICs and NEEs. ● Explain how urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. ● Understanding urban sustainability requires management of resources and transport. 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● The ability to apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry (Pre Release - Issue Evaluation). <p>Fieldwork Enquiry :</p> <ul style="list-style-type: none"> ● The ability to select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry ● Understanding of; <ul style="list-style-type: none"> ○ Data collection methods ○ Data presentation methods ○ Describing and analysing fieldwork data ○ Concluding and evaluating a fieldwork project.

<ul style="list-style-type: none"> • Cold Environments have both opportunities and challenges for development. They are at risk and require management. 		
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Year 11 2023-24

Autumn Term		Spring Term		Summer Term	
Unit Title: Urban Issues and Challenges Human Fieldwork	Unit length: (TBC)	Unit Title: The Challenge of Natural Hazards Resource Management	Unit length: TBC	Unit Title: Geographical Issues - Pre Release Material Revision and Exams	Unit length: TBC
Domains of Knowledge: <ul style="list-style-type: none"> • Urbanisation • Urban Studies • Development • Migration 		Domains of Knowledge: <ul style="list-style-type: none"> • Tectonic theory • Earthquakes and volcanoes • Weather • Maps • Development • Resources 		Domains of Knowledge: <ul style="list-style-type: none"> • Fieldwork skills • Maps 	
Key Concepts: <ul style="list-style-type: none"> • Physical Processes • Space and Place • Distance and scale • Physical / Human Interaction • Sustainability 		Key Concepts: <ul style="list-style-type: none"> • Place and Space • Sustainability • Human/ Physical Interaction • Climate 		Key Concepts: <ul style="list-style-type: none"> • Place and space • Physical/ Human Interaction 	
Gateway knowledge: <ul style="list-style-type: none"> • Define urban and rural environments • Process of urbanisation • Social, Economic and Environmental opportunities and challenges in HIC's/ LIC's. • Regeneration and sustainable living examples. • Causes and effects of migration. 		Gateway knowledge: <ul style="list-style-type: none"> • Describe natural hazards • Locational knowledge - continents/ oceans • Basic plate tectonic theory - structure of the earth, types of plate boundaries and convection. • Differentiate between cause, effect and response. • Concept of a resource - food, water, energy. • Describing patterns - maps and graphs • Development gap and features of sustainable development 		Gateway knowledge: <ul style="list-style-type: none"> • Fieldwork process - creating an appropriate hypothesis, selecting and justifying a location to study/ completing a risk assessment. • Conducting primary data collection. • Data presentation and analysis. • Writing a fieldwork conclusion. • Basic evaluation of primary data collection. 	
Assessment end-points:		Assessment end -points:		Assessment end-points:	

<ul style="list-style-type: none"> • Understand rates of urbanisation across the world. • Explain how urban growth creates opportunities and challenges for cities in LICs and NEEs. • Explain how urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. • Understanding urban sustainability requires management of resources and transport. 	<ul style="list-style-type: none"> • Understanding the causes, effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. • Explain how management can reduce the effects of a tectonic hazard. • Understand the physical conditions resulting in a Tropical Storm and their effects on people and the environment. • Explain the causes and impacts of extreme weather events in the UK. • Understand various causes, effects to climate change and associated attempts to adapt and mitigate the effects. • Describe and explain the UK's changing demand for food, water and energy. • Explain the impact of changing demand on the UK's carbon footprint. • Understand how food production can be made more sustainable on a small scale and large scale. 	<ul style="list-style-type: none"> • The ability to apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry (Pre Release - Issue Evaluation). <p>Fieldwork Enquiry :</p> <ul style="list-style-type: none"> • The ability to select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry • Understanding of; <ul style="list-style-type: none"> ○ Data collection methods ○ Data presentation methods ○ Describing and analysing fieldwork data ○ Concluding and evaluating a fieldwork project.
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