

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 7	<p>Mapskills taught to establish proficiency in reading maps via a range of scales and formats whilst building on oceans and continents work covered in KS1 and 2</p> <p><i>Locational knowledge and geographical skills – decoding, construction</i></p> <p>Plate tectonics and dynamic Earth, building on atlas work, specifically land masses, and developing idea of dynamic change</p> <p><i>Place knowledge Physical process</i></p>	<p>Challenges and Opportunities of the continents: human and physical geography of Asia and Africa, linking to physical and human dynamism</p> <p><i>Place knowledge Geographical skills</i></p>	<p>World Climatic regions & biomes</p> <p>Hydrological cycle and global climatic regions build on knowledge of contrasts between continents before considering UK seasons, climate and microclimates before an in-depth study of rainforests, polar regions and regions within the boundaries of Russia</p> <p><i>Knowledge of environmental, physical and human geography processes</i></p>	<p>Rivers</p> <p>Knowledge of global rivers and the impacts of them – inputs, processes and outputs of river systems before a study of the Amazon and its drainage basin</p> <p><i>Locational knowledge Place knowledge Knowledge of E, P & H processes</i></p>	<p>Flooding</p> <p>changes in the balances and stores of the water cycle</p> <p>Deeper consideration of impacts of increased water levels and human responses to living on floodplains with a comparative study of Bangladesh & the UK prior to local fieldwork focused on the Thames.</p> <p><i>Locational knowledge Place knowledge Knowledge of E, P & H processes</i></p>	<p>World population</p> <p>Where do people live and why?</p> <p>Why are some places home to more people than others and what are the impacts of human choices?</p> <p>A review of changing populations in the UK, China & Canada and examples from Asia & Africa (Japan & Gambia)</p> <p>Locational knowledge</p> <p><i>Place knowledge Geographical skills – analysing distributions and relationships; interpreting information to draw conclusions Knowledge of E, P, H processes</i></p>
Year 8	<p>Human and Physical Geography of the UK – application of knowledge from yr 7 in context of the British Isles including a consideration of current challenges facing the UK population, linked to sustainable goals and futures</p> <p><i>Location Place Geographical skills – analysis, coding and construction</i></p>	<p>Coasts</p> <p>Understanding forces of change affecting coasts in the UK and globally, with a in depth study of Swanage bay & Dunwich; using OS maps to interpret coastal features and suggest future impacts and associated solutions</p> <p><i>Knowledge of place and physical and human processes; interconnectedness through physical process and human</i></p>	<p>Weather & Climate</p> <p>Understanding elements of weather and related atmospheric conditions and extreme weather events including heatwaves and storms in the UK</p> <p>Knowledge of physical process</p>	<p>Settlement</p> <p>Linking reasons for human choices for settlement to physical place and space, including recent functional change and patterns of UK urbanisation, suburbanisation and counter-urbanisation</p>	<p>Migration</p> <p>Building on settlement work a focus on reasons why people move, where they move and impacts of that movement on donor and recipient regions</p>	<p>Economic change</p> <p>From the understanding that many people move to enjoy better Quality of Life, a study of types of economic activity, economic models, industrial development and change in UK and China and a consideration of growth of TNCs</p>

		<i>response</i>				
Year 9	<p>Development Building on the understanding of economic activities from end of yr 8 students consider global pattern of development and consider the reasons for change in UK, East Africa, UAE and Russia, before reviewing theories and solutions on reducing the development gap in Nigeria</p> <p><i>Interconnectedness and knowledge of less familiar concepts developed</i></p>	<p>Tectonic Hazards building on tectonic theory studied in yr 7 and an increasing economic awareness in year 8 this unit provides opportunities to review responses to physical hazards and impact of level of development on ability to do so – Haiti, Chile, Japan and Indian Ocean nations</p> <p><i>Location Place Knowledge of P, H & E processes and interconnectedness of places</i></p>	<p>Climatic Hazards building on weather & climate with a focus on cyclones and associated actions – prediction, preparation and mitigation followed by the contrasting hazard of drought in Ethiopia and Las Vegas</p> <p><i>Place knowledge Knowledge of physical, human & environmental processes – developing knowledge of less familiar contrasting locations, linked to development and opportunities to take action</i></p>	<p>Climate Change Use of data to understand what climate change is, the causes and impacts of it on a range of scales for different locations on the planet – impacts on polar regions, arid climatic zones and the UK; Consideration of mitigations and actions on personal to international efforts</p> <p><i>Knowledge of processes and a deepening understanding of the interconnectedness of places and people</i></p>	<p>Ecosystems Developing specific knowledge of ecosystems – global distribution, UK’s ecosystems and the specific examples of rainforests and tundra regions</p> <p><i>Knowledge of place and processes Impact of human decisions to sustain or destroy</i></p>	<p>Middle East conflict Application of knowledge of human decisions related to economic development and reliance on energy and access to water</p> <p><i>Knowledge of place Interconnectedness of nations and natural resources</i></p>
<p>By the end of Key Stage 3 students will have knowledge of different regions across the 7 continents and the physical, human and environmental worlds within those regions. Students will have used maps and a range of data to support investigations into cause and effect of changes to our planet. Students will have undertaken geographical enquiries through fieldwork and wider research to suggest solutions to emerging issues.</p>						

<p>Year 10</p>	<p>Weather Hazards & Climate Change Chosen foundation module for GCSE, physical processes and phenomena which impacts on subsequent physical and human processes, features and decisions studied across GCSE; example of a global system which has evolved and remains dynamic</p>	<p>Global development A study of a global concept for which there is no one definition or measurement but for which unequal access to resources can define life chances and life expectancy; students focus on sustainable and judicious futures</p>	<p>Rivers Building on KS3 and 4 knowledge, understanding the variation in river basins and processes that result in unique drainage basins; recognisable and distinct features can be created in unique landscapes; unique landscapes pose unique but comparable issues and solutions; an evaluation of the interconnectedness of physical and human processes of change and management</p>	<p>Coasts Building on focus on rivers students recognise the distinct hydrological land shaping processes in a contrasting context, with associated distinct coastal features of erosion, transportation and deposition; an evaluation of the interconnectedness of physical and human processes of change and management</p>	<p>Physical Fieldwork Students visit Walton-on-the-Naze to consider effectiveness of coastal management strategies and impacts on social, economic and environmental stakeholders; also to develop and apply fieldwork investigation techniques and extend experience of testing a hypothesis and formal enquiry presentation</p>	<p>Changing Cities Students are aware that urbanisation is a global process but results in unique settlements with unique features resulting from human interaction with the environment; urban areas require management and planning to meet the needs of their inhabitants which can impact locally, nationally and internationally</p>
<p>Year 11 2021-2022</p>	<p>Ecosystems, Biodiversity & Management Developing knowledge of climate from yr 10, a consideration of climatic conditions and human interaction with local conditions create dynamic and in some cases, threatened ecosystems.</p>	<p>Energy Management Building on global development and access to resources this unit considers the patterns of distribution, consumption and interventions taken by different groups to secure and/or improve access to fundamental resource whilst proposing options to establish sustainable futures. A geopolitical unit which demands a full consideration of the interconnectedness of humans, their physical environment and the role of politics in access to a key resource.</p>	<p>Virtual Physical Fieldwork Use of virtual data to investigate effectiveness of coastal management strategies and impacts on social, economic and environmental stakeholders; also to develop and apply fieldwork investigation techniques and extend experience of testing a hypothesis and formal enquiry presentation</p>	<p>UK Challenges Students are required to draw on their knowledge and understanding of the physical and human characteristics of the UK and use their geographical skills, to investigate a contemporary challenge for the UK.</p>	<p>Exam prep</p>	<p>Exams</p>

<p>Year 11 2022-2023</p>	<p>Urban Fieldwork A study of the internationally renowned regeneration of Kings Cross and impacts on local communities, businesses and wider locality. An opportunity to devise and develop a geographical hypothesis which is tested with a range of fieldwork techniques Building on an extended independent research project for</p>	<p>Ecosystems, Biodiversity & Management Developing knowledge of climate from yr 10, a consideration of climatic conditions and human interaction with local conditions create dynamic and in some cases, threatened ecosystems.</p>	<p>Energy Management Building on global development and access to resources this unit considers the patterns of distribution, consumption and interventions taken by different groups to secure and/or improve access to fundamental resource whilst proposing options to establish sustainable futures. A geopolitical unit which demands a full consideration of the interconnectedness of humans, their physical environment and the role of politics in access to a key resource.</p>	<p>UK Challenges Students are required to draw on their knowledge and understanding of the physical and human characteristics of the UK and use their geographical skills, to investigate a contemporary challenge for the UK.</p>	<p>Exam prep</p>	<p>Exams</p>
<p>By the end of Key Stage 4 students will have enhanced their geographical knowledge and understanding of location, place, processes and interactions between humans and their physical environment. They will have studied wider social, political and cultural contexts for change and will have extended their research and investigation skills through wider use of maps, GIS and use of secondary evidence sources.</p>						
<p>Year 12 Teacher 1</p>	<p>Coastal Landscapes & Change Coastal landscapes develop due to the interaction of winds, waves and currents, as well as through the contribution of both terrestrial and offshore sources of sediment. These flows of energy and variations in sediment budgets interact with the prevailing geological and lithological characteristics of the coast to operate as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy and estuarine coastlines. These landscapes are increasingly threatened from physical processes and human activities, and there is a need for holistic and sustainable management of these areas in all the world’s coasts. Coursework set up</p>	<p>Southwold Trip Coursework write up (2 weeks)</p>	<p>Tectonic Processes and Hazards Tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. An in-depth</p>	<p>Mock Exams</p>	<p>The water cycle and water insecurity Water plays a key role in supporting life on earth. The water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Changes to the most important stores of water are a result of both physical and human processes.</p>	

				understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.		
Year 12 Teacher 2	<p>Regenerating Places Places vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised. This creates and exacerbates considerable economic and social inequalities both between and within local areas.</p>		<p>Southwold Trip Coursework write up (2 weeks)</p>	<p>Globalisation Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.</p>	<p>Mock Exams Start Superpowers</p>	<p>Superpowers Geopolitical power stems from a range of human and physical characteristics of superpowers and their access to resources. Patterns of power and change over time Emerging powers vary in their influence on people and the physical environment, which can change rapidly over time.</p>
Year 13 Teacher 1	<p>The water cycle and water insecurity (EQ2/3) Water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply.</p>	<p>The carbon cycle and energy security A balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon</p>	<p>Mock Exam (AP2) Coursework</p>	<p>Synoptic paper Y12 Paper 1 Revision</p>	<p>Revision</p>	<p>Exams</p>

		<p>between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions.</p> <p>The water and carbon cycles and the role of feedbacks in and between the two cycles, provide a context for developing an understanding of climate change.</p> <p>Anthropogenic climate change poses a serious threat to the health of the planet. There is a range of adaptation and mitigation strategies that could be used, but for them to be successful they require global agreements as well as national actions.</p>				
<p>Year 13 Teacher 2</p>	<p>Superpowers Superpowers have a significant influence over the global economic system. Superpowers and emerging nations play a key role in international decision making concerning people and the physical environment. Developing nations have changing relationships with superpowers with consequences for people</p>	<p>Migration Globalisation involves movements of capital, goods and people. Tensions can result between the logic of globalisation, with its growing levels of environmental, social and economic interdependence among people, economies and nation states and the traditional definitions of national sovereignty and territorial integrity.</p>	<p>Mock Exams Migration, identity and sovereignty Global governance has developed to manage a number of common global issues (environmental, social, political and economic) and has a mixed record in its success in dealing with them. It has promoted growth and</p>	<p>Synoptic Y12 Paper 2 Revision</p>	<p>Revision</p>	<p>Exams</p>

	<p>and the physical environment. Existing superpowers face ongoing economic restructuring, which challenges their power.</p> <p>Migration Globalisation has led to an increase in migration both within countries and among them.</p>	<p>International migration not only changes the ethnic composition of populations but also changes attitudes to national identity. At the same time, nationalist movements have grown in some places challenging dominant models of economic change and redefining ideas of national identity.</p> <p>Revision</p>	<p>political stability for some people in some places whilst not benefiting others. Unequal power relations have tended to lead to unequal environmental, social and economic outcomes.</p>			
<p>By the end of Key Stage 5 students will have developed their knowledge of locations, places, processes and environments at all geographical scales from local to global. They will have achieved an in-depth understanding of physical and human processes that create and shape our planet, at a range of temporal and spatial scales. They will be able to recognise and analyse the complexity of interactions between people and their environments and appreciate the significance of these in understanding some of the key issues facing the world today. They will have gained an understanding of specialised concepts that include causality, systems, equilibrium, inequality, identity, globalisation, interdependence, adaptation, sustainability and risk. Confidence and competence in the selection, use and evaluation of quantitative and qualitative skills and approaches will have been developed, with a clear understanding of the contribution of learnt fieldwork techniques to the generation of new knowledge about the real world.</p>						

Geography at Pimlico is the study of complex, interdependent relationships between human societies and physical, chemical and biological components of our planet. Geographers acquire locational knowledge, knowledge of place and knowledge of human and natural phenomena to recognise differences and dynamics in cultures, economies, landscapes, environments and political systems. Pimlico geographers investigate the forces that contribute to changing place and space over time and develop expertise in interpreting impacts and proposing sustainable futures. They develop their skills in collecting, representing and interpreting spatial information, through the use of maps, graphs, GIS and practical fieldwork. They learn to ‘think like a geographer’ and become able to transfer and draw meaning from their knowledge to different contexts to consider alternative futures and their ability to shape, and influence, these.

The KS3 curriculum considers aspects of every region of the world, developing locational knowledge and contextual understanding alongside a consideration of specific challenges and opportunities that relate to selected areas of study. Named examples of places and features are studied from each region to allow comparison and consideration of the processes that make each place and space unique. Students will have developed a strong sense of place and location in their first year at Pimlico whilst also having the first of several fieldwork experiences; collecting and interrogating primary data from the world around them in order to connect their learning in classrooms with the complexity of the real world. They will deepen their knowledge of the United Kingdom in Year 8 through the study of the physical, human and environmental processes that shape our home and extend their knowledge of these processes to describe and explain more remote landscapes and concepts in Year 9 by focussing on the interconnected nature of our world and the people within it. By the end of Key Stage 3 students will have knowledge of different regions across the seven continents and the physical, human and environmental worlds within those regions. Students will have used maps and a range of data to support investigations into cause and effect of changes to our planet. Students will have undertaken geographical enquiries through fieldwork and wider research to suggest solutions to emerging issues.

KS4 Geographers continue to explore the world they inhabit, the challenges it faces and their own place within it. Students build on their knowledge and understanding of physical and human processes and agents of change acquired in their first three years of geographical study whilst extending their experience of geographical enquiry and investigation with fieldwork studying physical and human processes and change. They have a deepening understanding of geographical place, space and the processes that are less visible and less familiar. They become more fluent in identifying, interpreting and explaining specific locations and making meaningful comparisons between them, reflecting a deeper appreciation of the dynamic planet we inhabit. A synoptic study of the UK allows students to consider the interconnectedness of location, place and players and focuses them on finding solutions to contemporary and emerging issues. By the end of KS4 students will have enhanced their geographical knowledge and understanding of location, place, processes and interactions between humans and their physical environment. They will have studied wider social, political and cultural contexts for change and will have extended their research and investigation skills through wider use of maps, GIS and use of secondary evidence sources.

KS5 Geographers engage critically with real world issues and apply their knowledge, understanding and skills to make sense of the world and suggest sustainable, improved futures. Pimlico A-level geographers explore and evaluate contemporary geographical issues, whilst establishing and extending subject expertise in understanding physical and human geography, the complexity of people and their environments. They ask geographical questions related to cause, effect and futures; appreciate context of current thinking; and seek to provide informed answers. By the end of KS5 students will have developed their knowledge of locations, places, processes and environments at all geographical scales from local to global. They will have achieved an in-depth understanding of physical and human processes that create and shape our planet at a range of temporal and spatial scales. They will be able to recognise and analyse the complexity of interactions between people and their environments and appreciate the significance of these in understanding some of the key issues facing the world today. They will have gained an understanding of specialised concepts which include causality, systems, equilibrium, inequality, identity, globalisation, interdependence, adaptation, sustainability and risk. Confidence and competence in the selection, use and evaluation of quantitative and qualitative skills and approaches will be developed with a clear understanding of the contribution of learnt fieldwork techniques to the generation of new knowledge about the real world.