



Striving for Excellence

Note: The order of some topics may be subject to change within year groups

Curriculum Overview: Geography 2026-2027

Enquiry / Fieldwork topic

Exam Board: AQA

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

7

Where in the world?

- Know a range of geographical skills and know how to apply them to fieldwork situations.
- Know the symbols and features shown on OS maps and know how to interpret them.

What is weather and climate?

- Know the difference between weather and climate and the way weather and climate impact our world.
- Know how to measure the weather.
- Know how to conduct local fieldwork into microclimates.

Why are rivers important?

- Know how river features change from the source to the mouth.
- Know how to explain how processes create the different features.

How are populations changing?

- Know which parts of the world are sparsely populated and which are densely populated.
- Know the challenges population growth brings to places.

What is development?

- Know how countries develop over time.
- Know how HICs support LICs to develop.
- Know the structure of the UK economy.

What are opportunities and challenges in Africa?

- Know how some African countries are connected to the UK via trade and other connections.
- Know how our lifestyle and culture is different from those in African countries.

8

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Why do hazards become disasters?

- To understand how the earth's structure causes hazards and how these are managed. To look at the varying effects these can have on different parts of the world.

What happens where the land meets the sea?

- To understand how the coastal landscapes around the UK are shaped, including the processes of erosion and deposition.

How does ice shape the land?

- To look at the role glaciers have had in shaping the land. To investigate how regions of the UK rely on glaciers.

What is an economy?

- Know how countries develop over time.
- Know how HICs support LICs to develop.
- Know the structure of the UK economy.

How is Asia being transformed?

- To look at China and India as examples of newly emerging economies. To understand the opportunities and challenges faced in them.

9

Why is the Middle East an important region?

- To know the places that are located in the Middle East and how these have changed over time and the challenges faced here.

Is the Geography of Russia a curse or a benefit?

- To understand the geography landscape of Russia and the population distribution and reasons.

Why are tropical rainforests important biomes?

- To understand the characteristics of a tropical rainforests, the animal and plant adaptations and how they are managed sustainably.

What are the challenges and opportunities for hot deserts?

- To know where hot environments are found, the opportunities and challenges within them and the protection taken.

What is the future for our planet?

- To know about the causes, impacts and effects of climate change. To understand the ways people can mitigate and adapt to climate change.

Decision Making

- To investigate real world issues and make informed decisions on the best possible solutions
- For example, learners may explore how our new build school may influence and be influenced by the natural world

10

Challenge of Natural Hazards

- To know how geological hazards occur and the impacts they have.
- To know the causes of climate change and the impacts this has in the UK and the world.
- To know how climate change can be managed.

Changing Economic World (Global)

- To understand the demographic transition model and the links with development.
- To understand the strategies used to reduce the development gap.
- To know the NEE case study and the role TNCs play in development.

Challenges of Resource Management

- To know the 3 main resources and the distribution of these around the world – food, water and energy.
- To know the impacts of resource insecurity.

Challenge of Natural Hazards (weather)

- To know how meteorological hazards occur and the impacts they have.
- To know the way the UK economy varies.

Physical Landscapes - Rivers

- To understand how the river valley changes from upper course to middle, explaining the features and landforms found, and knowing the reasons and management of flooding.

Paper 3 Fieldwork 1

- To conduct fieldwork, collect data and present findings of flood management at Bewdley

11

Urban Issues and Challenges (UK)

Paper 3 Fieldwork 2

- To conduct fieldwork and present findings of urban change in Dudley (metro)

Challenges of Resource Management (Energy)

- To consider the impacts of rising energy demand and supply
- To know how different strategies can be used to increase energy supply.

Urban Issues and Challenges (Global)

- To know the urban issues faced by a NEE city and how urban planning can be used to overcome them.

Tailored Revision & Paper 3 – Pre Release

- To discuss themes and issues presented in the pre release document and prepare for the paper 3 GCSE exam.

Extra-Curricular Opportunities: KS3 Eco Club and GCSE Breakfast Club

National Trips:

- Year 7 trip to Cadbury World
- Year 8 trip to Wrens Nest Nature Reserve & annual Geographical Association quiz
- Year 9 trip to Birmingham Botanical Gardens

International Trips: Iceland 2027 (Years 8 & 9).



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Why do we need to understand how the Earth works?

- Know which resources are most important for a high standard of living.
- Know that sustainable use of resources is the best way to live.

Why do hazards become disasters?

- To understand how the earths structure causes hazards and how these are managed. To look at the varying effects these can have on different parts of the world.

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Paper 3 Fieldwork 2

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Changing Economic World (UK)

- To know the way the UK economy varies.
- To learn about our post-industrial economy and its impacts
- To know ways to reduce our regional economic differences

Physical Landscapes - Coasts

- To understand the processes that change the shape of the coastline, create landforms and how people around the UK are trying to protect them.

Tailored Revision & Paper 3 – Pre Release

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Extra-Curricular Opportunities: KS3 Eco Club and GCSE Breakfast Club

National Trips:

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International Trips: Iceland 2027 (Years 8 & 9).

Curriculum Intent

- Our aim in Geography is for learners to leave Beacon Hill Academy with the capacity to make **informed decisions** that positively contribute to the **sustainability of the places and communities** they reach.
- Our broad and balanced curriculum is sequenced using **key concepts and 'big ideas'** as golden threads to deliver powerful substantive knowledge to all learners.
- Our curriculum follows the DAT SMART curriculum that is **carefully sequenced** to offer regular opportunities for learners to **consolidate, apply, and recall** important geographical knowledge and skills. Clear **exposition phases** highlight the coherent links and connections of prior learning. Lessons embed appropriate **scaffold** and **stretch** opportunities.
- **Assessments of knowledge acquisition** take a range of forms like half termly holistic class tests, extended writing tasks and mock exam series.
- Our learners are guided to consistently produce high quality work that they are **proud** of.
- Our learners are encouraged to **understand and articulate** their roles in society, with **confidence and respect**, by considering different viewpoints, values, and attitudes.
- Our KS3 curriculum draws on **significant real-world challenges and opportunities** to deepen learners **locational and place knowledge** of Antarctica, Africa, Asia, and Europe.
- Our KS4 curriculum explores national and international **case studies** to deepen **contextual knowledge** of topics like climate change, poverty, and sustainable resource management.
- Our curriculum embeds **functional knowledge** of the English language through the delivery of tiered vocabulary and promotes accuracy of numerical and statistical skills.
- We offer a range of **extra-curricular opportunities** to bring learning to life, such as breakfast clubs, guest speakers and trips to places like Birmingham Botanical Gardens.
- We also encourage learners to act as **responsible global citizens** through fieldwork enquires and international expeditions, which have included impact project-work in Kenya.
- A strength of our curriculum is that it is **ambitious and challenging**. Our next steps are to develop more KS3 opportunities for GIS and geographical enquiry.

Curriculum Implementation

- The KS4 curriculum is guided by **AQA GCSE Geography** with the fieldwork being driven by Physical Landscapes of the UK (Paper 1) for a **rivers** study at Carding Mill Valley, and Urban Issues and Challenges (Paper 2) for an **urban regeneration** enquiry of Longbridge, Birmingham.
- The KS3 curriculum is guided by the **National Curriculum** whereby a range of topics are used as vehicles to develop geographical **skills**, such as use of GIS, and strengthen **knowledge** of location, place, human and physical geography. Each scheme of work utilises golden threads of core knowledge and skills, which include **systems, sustainability, development, interdependence, globalisation, inequality, mitigation & adaptation, and risk & resilience**.
- All lessons begin with a recall and retrieval **'Do Now Activity'** that is responsive to prior learning over a range of time periods i.e., last lesson, last topic, last year. There will also be a clear **exposition** phase to address **misconceptions** and highlight links to prior / future learning, as well as explaining the **Progress Indicators** of the lesson for good and outstanding progress.
- Geography staff use **explicit and implicit vocabulary instruction**, such as using the **Fraye model** for learners to develop their understanding of words. Learners will also have dual-coded glossaries and Learning Journey's at the beginning of each topic, which is to be self-reviewed using a 3-tick system to show confidence in the keywords and intended outcomes.
- Teachers of Geography at Beacon Hill Academy will adapt the DAT SMART curriculum to **tailor lessons** for learner progression using appropriate **scaffold** and **stretch**.
- Teachers use **scaffolding strategies (I/We/You Do)**, **live modelling**, **'The Zone'** and **planning mats** to facilitate the appropriate level/challenge needed for learners.
- In KS3 **Reciprocal Reading and Guided Reading strategies** are utilised for the learners to explore real-world applications of their geographical knowledge whilst being supported by teachers to access reading age-appropriate **texts** and then interpret them independently through **text-dependent and extended writing questions**.
- Teachers routinely use Doug Lemov **'Teach like a Champion' strategies** to assess learning and to **stretch** understanding, such as cold-call and targeted questioning.
- The **geography department marking and feedback policy** states that teachers should close the feedback loop as soon as possible to maximise its effectiveness. During lessons, this is achieved through consistent verbal feedback and live marking in red pen. **'Demonstrate and connect' tasks** also offer a mixture of peer, self and teacher assessed opportunities every half term for written work. This feedback is communicated to learners through RAG rated success criteria and detailed **WWW and EBI** comments. The EBI comments and Connect task should be actioned to make incremental improvements to their work, as identified in green pen (Green for Growth).
- Through regular tracking and monitoring of summative assessments and performance in lesson tasks, teachers can **identify learners who may need intervention**. Regular liaison with class teachers, SENCO, parents/guardians and learning managers is utilised to identify the most effective next steps for individual learners. At KS4, immersive revision days/sessions are used to help tackle gaps in learning, which include **Walking Talking Mocks, half term masterclasses, Breakfast Club and Period 6 sessions**.
- Learners have partaken in **extra-curricular experiences** such as annual regional quiz competitions through the Geographical Association, guest speaker sessions from Greenpeace, and trips to Birmingham Botanical Gardens. International trips have also been offered to Kenya and Iceland with future trips planned to Italy and Canada.

Impact

- GCSE summer exam progress improvements now aiming for 50%+ to achieve a 4+ each year.
- Cohort numbers have increased from 45 learners entered in the 2022 summer exams to **97 entered for the 2025 exams.**
- More learners choosing to study Geography (or similar) courses in next Post-16 steps
- Clear links to learning and addressing misconceptions through clear exposition phases. Also, more promotion of literacy through reciprocal reading, glossaries, spelling tests, and Frayer Models.
- Quality Assurance, book scrutinies and lesson observations show improved quality (scaffolding, stretch & challenge) and quantity of learner-produced written work, especially in extended writing.
- KS3 and KS4 assessments show improved breadth & depth of learning. Improvements to the consistency of the feedback cycle including purposeful PLCs & clear reteach and reassess phases.
- Overall, positive and calm learning environments across the Geography department with a more engaging and up-to-date curriculum.
- Trip impacts can be seen below:

Fieldwork

International

Date	Event	Intended Impact	Year Group	Maximum size	Fundraising / Subsidies
July – Aug 2023	Kenya	To positively impact local communities. We were involved in projects like brick making, building mud houses, school grounds' improvements, and a beach clean-up of microplastics. We also went on safaris, trekking and snorkeling.	10 & 11	9	F: Yes for x2 through charity projects in and out of school
Oct 2023 + Now annual trip	GA Quiz (hosted at BHA)	To allow learners to apply their skills and knowledge, in a team, under the pressure of a competition setting against other secondary schools in the local area.	8	4	Free
June 2023 + Now annual trip	Birmingham Botanical Gardens	To apply understanding of plant adaptations to extreme climates	9	30	S: Yes (Partial)
Nov 2023 + Now annual trip	Longbridge	To conduct a study of urban regeneration to assess the social, economic and environmental impacts. We visit the Lickey Hills, two comparative housing estates, and the town centre.	11	100	S: Yes (all)
Mar 2024 + Now annual trip	Carding Mill Valley	To conduct a rivers study to compare to the Bradshaw Model. We measure the width, depth, velocity and sediment of the river, and the gradient of the valley at multiple sites.	10	100	S: Yes (all)
Feb 2024 + Now annual trip	Cadbury World	To deepen knowledge of economic sectors and job opportunities within the chocolate industry.	7	30	S: Yes (partial)
Mar 2024	Iceland	To explore the sights of Reykjavik (glaciers, volcanoes, Golden Circle tour, national park, geothermal spas & power plant workshop).	9 & 10	30	No
Jun 2025	Sicily	To explore the geographical features of the country including Mount Etna and Catania city	8, 9 & 10	30	F: Yes for x2 through school bake sales
June 2025	Ilam Park, Dovedale	To explore the natural geographical features of the Peak District and identify these on a valley walk	8	30	Free
Nov 2025	Canada	To explore the geographical features of the country including Niagra Falls	10 & 11	30	F: Yes for x1 through school bake sales