



	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
Reporting Y7		CfCs			BfL & LAL					BfL & LAL						BfL & LAL		
Year 7	Geography Introduction: Students complete a series of 3 lessons focusing on introduction to geography, different types of geography and key concepts e.g. social / environmental/ economic areas.	Our Cornwall- Unit of Study. We begin with our first unit of study exploring Cornwall's unique Geography, with a starting point of location / geographical skills using atlas skills. Economic differences are compared when looking at levels of deprivation across the county and nationally. This is then linked to Cornwall's industrial past exploring mining and Cornwall China clay. Key concepts of social, environmental and economic impacts of these industries upon Cornwall are investigated followed by a written task where students produce an extended writing task on Cornwall being a place of both opportunities and challenges . Students study the growth of tourism within the county evaluating if it is a sustainable industry. Assessment: knowledge, understanding and skills tested with Term 1 assessment.			Development- Students study the features of measuring development indicators, students identify the HDI and how it can be used to measure countries level of development. The development gap is explored using multiple extracts from the book 'Factfulness'. With a particular emphasis based on misconceptions around development issues within Africa. Solutions to reducing the development gap are investigated through fair trade and sustainable development schemes. Assessment: evaluating the development gap methods - with skills and sense of place tested.			Geographical Hazards: Students initially focus on tectonic hazards. The learning begins with causes of these hazards with the plate tectonic theory studied and different plate margins and hazards at these margins. The students also identify locations of these hazards and the patterns that occur using geographical skills. Students then study volcanoes for a series of lessons, focusing on an eruption - an example with causes, effects and responses to this eruption. E.G - Iceland Eyja or Mount St Helens. Assessment: Students explain why people live near volcanoes and the risks they face. Volcanoes are studied in detail due to using earthquakes at GCSE. After volcanoes, earthquakes are studied with Haiti case study (different to GCSE) focusing at skills of social, environmental and economic impacts of this hazard. Tsunamis are then studied using example either Indonesian Ocean example or Japanese Tsunami with Fukushima.			Resource Issues: Students study resource issues from fossil fuels to sustainable resources. They identify energy production using renewable and non-renewable sources comparing the energy sources and the impact they have on the environment. Nuclear energy is also studied as an energy source debating the advantages and disadvantages of using it using Chernobyl as an example. Sustainable energy cities are studied revisiting Middle East with Sustainable City as an example of a sustainable city. Assessment: Assessment recalls knowledge and understanding with different energy types. Geothermal focus with local example of future energy power.			Oceans: Students begin exploring how oceans cover over 70% of the Earth's surface and play a vital role in climate regulation, ecosystems, trade, and human livelihoods. This unit develops students' understanding of ocean processes, global interconnections, and contemporary challenges, while strengthening geographical skills such as map use, data interpretation, and critical thinking. This unit explores in depth Examine how oceans influence climate and weather with examples such as the Whale Pump learned as a carbon sink. Investigating human uses of oceans and resulting challenges on a global scale with Sir David Attenboroughs Ocean film provoking debate on unsustainable practices within oceans such as bottom trawling as well strategies to help oceans recover and thrive. The unit ends with developing an awareness of sustainability and stewardship of marine environments, especially around the Cornish coast.			Curriculum Enrichment Week	
Reporting Y8		CfCs			BfL & LAL					BfL & LAL						BfL & LAL		
Year 8	Ecosystems - Tropical Rainforests Students study the location of specific biomes across the World. The unit of study focussed specifically on the Tropical Rainforests - with features of adaptations of flora and fauna. Reasons for equatorial climate are investigated and numeracy skills through use of climate graphs to support comparison of different climatic zones. Indigenous people of the forest studied - Penan Tribe, investigate differences in lifestyle - social / economic and environmental issues comparing life with the Tawai Tribe. Threats to the forest are identified and sustainable management techniques are debated. A decision making exercise is completed on the Peruvian Road Building project - students assess the benefits and costs of this project. Evaluation skills used. Assessment: Comparison of Penan Tribe and our lifestyles - to what extent focus with skills, knowledge and understanding. Assessment: DME - evaluating skills - sense of reason and place				Weather : Students study key concepts of weather - with key features, weather recording and the concept of meteorological air pressure systems. Different rainfall types are studied with examples of an extreme weather event within the UK - Storm Goretti 2026. Tropical Storms are studied focussing on the causes, effects and responses through different levels of development of countries. Make links between global weather patterns and previous topics eg. low pressure belts over Tropical Forests on equator.				Climate Change This unit opens with physical and human causes to climate change. The unit identifies the climate crisis and the links between CO2 levels and global temperatures rising. Effects of the climate crisis on specific locations across the globe. Solutions to reducing the climate crisis are investigated. Assessment: To what extent is Climate Change unfair				How has conflict shaped Afghanistan? Students study the physical geography of Afghanistan in lesson 1 exploring Hindu Kush and its climate, also introducing the Taliban. Then historical conflicts are summarised exploring their impacts on Afghanistan of today and their links to limiting development. Focus upon life under Taliban rule using personal testimony from RLS staff member who grew up in Kabul as a female under the Taliban, then moving onto 'The Breadwinner' book to allow students to understand the challenges of life for females in particular under the Taliban rule. Wider focus to finish on key reasons behind being LIC.				Curriculum Enrichment Week	
Reporting Y9		CfCs			BfL & LAL					BfL & LAL						BfL & LAL		

Year 9	Population Pressures and Migration: Students study issues associated with population from global population distribution and the reasons for this, to numerical skills for population growth. Key questions centred around carrying capacity on planet earth are explored with critical thinking applied to 'How many people can fit on planet earth' - This involves students applyign interconnected thinkng to many previously learnt topics such as development, Ecosystems, Resources etc. Students learn about poluatin policies that have been used e.g. China to transmigration in Indonesia. Migration is also studied with a focus on causes and responses to migration for didfferent locailties e.g. European Migrant Crisis to Mexico to USA Migration route. Assessment : Popuplation Change - series of knowledge, skills and sense of place questions with a large written questinobased on populaton policies.	River Landscapes: Rivers Students study UK Physical Landscapes using relief maps to identify the link between location of rivers and relief. River processes are investigated as well as changes down stream in featires from the drainage basin. Examples of river use with a DME based locally with the River Fal - Assessment. Flooding case study with Boscastle students evaluate the causes of the event a DME. Assessment: River landscapes issue evaluation based on skills and application of knowledge.	Coastal Landscapes : Students continue their UK landscapes study with a focus on coastal landscapes. Weathering and erosional processes are revisited in this environment which then supports erosional features and their formation. Transportation processes then are investigated with features of deposition in the coastal environment identified. Coastal Management techniques are researched and an assessment DME on which techniques are used appropriately on location is evaluated.	Decision Making Exercise: Students investigate a specific local Geography scenario - Do you agree with the proposed Langarth Garden Village Development? Leading up to the final extended written piece on the topic question stdudents explore the housing crisis, greenfield vs brownfield site developments and exploring the different stakeholders perspective on the new development. Students then make their own final decision on the development with critical thinking skills required to be evaluative and justifying their final opinion.	Curriculum Enrichment Week	
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