

Curriculum Intent:

At BBG Academy we believe that Geography is a dynamic, diverse and exciting subject that allows pupils to learn about and explore the fascinating world in which we live. Throughout the Geography curriculum students study a wide range of locations around the world, developing their knowledge about diverse places, people and resources. From climate change to sustainability, we recognise that Geography is relevant to everyday life and therefore pupils can relate to and engage with the wide variety of topics we study. We continuously aim to challenge their perspectives of what the world is like and why. Geography is a key subject in terms of inter-connecting the human and physical world. We have extremely high expectations from all our pupils and support them to achieve the best they can through hard work, resilience and the desire to succeed.

The aims of the Geography Department are:

- To enable all pupils to increase their knowledge and understanding of geographical systems, develop new skills and make good progress in all areas
- Ensure all pupils have a greater understanding of their own sense of place on a local, regional and global scale
- Make geography an exciting and relevant subject which pupils can relate to by bringing the subject to life through geographical enquiry
- To continuously review and create stimulating, interesting and exciting lessons which pupils enjoy and engage in, where they are active learners who are in control
- We aim to use the language of resilience that allows pupils to gain confidence in a safe learning environment and learning from their mistakes

Overview of topics:

Year 7 – Skills (incl. fieldwork), Global citizen, Urban Environments, Map skills, Kenya vs Japan

Year 8 – The Power of Water (Rivers and Glaciers), Understanding Africa, Understanding the Middle East, Global Economy, The power of Weather

Year 9 – Tectonic Hazards, Understanding Russia, Ecosystems (rainforests and Savannah), Tourism, Coasts, Global development

Year 7

Year 7 assessment dates

Assessment week 1 – 12.01.2026

Assessment week 2 – 20.04.2026

Term	Content	Sequencing	Assessment	Careers links, Experiences & Future Subject Ambition (KS4/KS5)	
Autumn 1 (8)	Topic: Geography skills <ol style="list-style-type: none"> 1. Introduction to Geography 2. Our world 3. Our country 4. Fieldwork introduction 5. Fieldwork – on site 6. Fieldwork write up 	KEY KNOWLEDGE: <p>Observation and description: Identifying and describing geographical features in the field</p> <p>Data Collection Techniques: Learning how to collect primary data using methods like surveys, tally charts, and field sketches.</p> <p>Locational Knowledge: Understanding continents, countries, and oceans</p>	Consolidation/Summative assessment:	Explore the role of a university lecturer - Higher education lecturer Explore careers National Careers Service ^ specialising in fieldwork	Paper 3 – Q4 & 5 Links to Geographical fieldwork investigation

		<p>KEYWORDS:</p> <ul style="list-style-type: none"> • Continents • Oceans • Physical • Human • Fieldwork • Primary data <p>Previous topics built on in this topic:</p> <p>N/A</p>			
<p>Autumn 2 (7)</p>	<p>Topic: Global Citizen</p> <ol style="list-style-type: none"> 1. Natural resources 2. Running out of resources 3. Food miles 4. Insects bite back 5. Water in our world 6. What is fast fashion? 7. What are sweat shops? 8. Assessment built within 	<p>KEY KNOWLEDGE:</p> <p>Global Awareness: Understanding interconnectedness between people, places, and environments across the world.</p> <p>Critical Thinking and Evaluation: Evaluating pros and cons of different energy sources or clothing production methods. Discussing ethical issues, such as: Worker exploitation in fast fashion</p> <p>KEYWORDS:</p>	<p>Consolidation/Summative assessment:</p> <p>Consolidation – Global Citizen</p>	<p>Explore the role of an energy engineer - Energy engineer Explore careers National Careers Service</p> <p>Explore the role of a fashion assistant - Fashion design assistant Explore careers National Careers Service</p>	<p>Paper 2 – Q3 & Q5</p> <p>Resource security 3.2.5</p> <p>Natural resource issues 3.2.5.2</p> <p>Resource futures 3.2.5.6</p>

		<ul style="list-style-type: none"> • Resources • Renewable • Non-renewable • Energy • Landfill • Global <p>Previous topics built on in this topic:</p> <p>N/A</p>			
<p>Spring 1 (6)</p>	<p>Topic: Urban Environments</p> <ol style="list-style-type: none"> 1. How were early settlements chosen? 2. Which part of the city do you live in? 3. Sustainable cities of the future 4. What is a squatter settlement? 5. Urban assessment 6. Building a squatter settlement 	<p>KEY KNOWLEDGE:</p> <p>Geographical Thinking: Understanding urbanisation processes and why cities grow. Analysing reasons for locational choices. Exploring the concept of sustainability in urban planning and development.</p> <p>KEYWORDS:</p> <ul style="list-style-type: none"> • Settlement • Site • Function 	<p>Assessment week 1 – 12.01.2026</p> <p>Consolidation/Summative assessment:</p> <p>Summative – Combined Geography skills and Global Citizen</p>	<p>Explore the role of a town planner - Town planner Explore careers National Careers Service</p>	<p>Paper 2 – Q2</p> <p>Urbanisation 3.2.3.1</p>

		<ul style="list-style-type: none"> • Sustainable • Central Business District • Inner city <p>Previous topics built on in this topic:</p> <p>N/A</p>			
<p>Spring 2 (5)</p>	<p>Topic: Map skills</p> <ol style="list-style-type: none"> 1. Longitude and Latitude 2. Choropleth maps 3. 4 figure grid reference 4. 6 figure grid reference x 2 lessons 5. Relief 	<p>KEY KNOWLEDGE:</p> <p>Understanding compass directions</p> <p>Grid References: Using 4-figure and 6-figure grid references to locate places accurately</p> <p>Contour Lines and Relief: Reading contour lines to determine elevation and landforms</p> <p>Latitude and Longitude: Identifying global location using lines of latitude and longitude</p> <p>KEYWORDS:</p> <ul style="list-style-type: none"> • Longitude • Latitude 	<p>Consolidation/Summative assessment:</p>	<p>Explore the role of a HGV driver - HGV driver Explore careers National Careers Service</p> <p>Explore the role of a pilot - Airline pilot Explore careers National Careers Service</p>	<p>Paper 3 – Q4 & 5</p> <p>Geographical fieldwork investigation 3.3</p>

		<ul style="list-style-type: none"> • Compass points • Grid references • Relief • Choropleth <p>Previous topics built on in this topic:</p> <p>Geography Skills – Y7, Autumn 1 Urban environments – Y7, Spring 1</p>			
<p>Summer 1 (9)</p>	<p>Topic: Kenya and Japan</p> <ol style="list-style-type: none"> 1. Introduction (location) 2. Physical Geography of Japan 3. Physical Geography of Kenya 4. Population of Japan 5. Population of Kenya 6. Natural hazards in Japan 7. Natural hazards in Kenya 8. Growth of Tokyo 9. Growth of Nairobi 	<p>KEY KNOWLEDGE:</p> <p>Geographical Knowledge & Understanding: Physical geography: Understanding landforms, tectonic activity (especially in Japan), rivers etc</p> <p>Human geography: Exploring population distribution, urbanisation, economic activities, development levels, and cultural elements of both countries.</p> <p>Comparative Thinking: Comparing and contrasting the two countries in terms of development, physical environments, and cultural differences.</p>	<p>Assessment week 2 – 20.04.2026</p> <p>Consolidation/Summative assessment:</p> <p>Summative – all Y7 topics so far</p>	<p>Explore the role of an aid worker - Aid worker Explore careers National Careers Service</p> <p>Explore the role of a transport planner (linking to growth of cities) - Transport planner Explore careers National Careers Service</p>	<p>Paper 1 – Q1, Q3 & Q4</p> <p>Paper 2 – Q2</p> <p>Concept of hazards in a Geographical context 3.1.5.1</p> <p>Urban forms 3.2.3.2</p>

		<p>KEYWORDS:</p> <ul style="list-style-type: none">• Population pyramid• Densely• Sparsely• Hazard• Urbanisation• HIC/LIC <p>Previous topics built on in this topic:</p> <p>Geography skills – Y7, Autumn 1 Urban Environments – Y7, Spring 2</p>			
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