

Daffodil Grammar School for Girls

Curriculum Plan - Geography

Key Stage 3 and Key Stage 4 Scheme of Work

Key stage / year groups KS3-KS4 (Years 7-11)	Time allocation KS3: 2-3 periods weekly; KS4: 3 periods weekly.	Delivery model Discrete Geography lessons covering physical, human and environmental geography, skills and fieldwork.	Grouping / pathway Mixed ability, with in-class differentiation and stretch through enquiry and evaluation.
Curriculum coverage Final subject scheme of work for the stated key stage(s).	Assessment cycle Regular formative checks, summative assessment and targeted intervention.	Review cycle Annual curriculum review, supported by termly assessment analysis.	Version 1.2
Intent Clear subject purpose with ambitious knowledge, skills, literacy and character development.	Implementation Cumulative sequencing across the key stage(s), with deliberate retrieval and careful modelling.	Assessment Response Regular formative checks, summative assessments and question-level analysis to guide intervention.	

1. Curriculum intent (Geography)

Geography at Daffodil Grammar School for Girls aims to ensure that all pupils:

Develop knowledge of globally significant places – in the UK and worldwide – and understand key physical and human processes.

Build strong locational knowledge (maps, atlases, GIS, grid references, scale, latitude/longitude).

Understand how and why places change, and the interdependence between people and environments.

Develop geographical skills: enquiry, data collection, mapwork, graphical skills, analysis and evaluation.

Think as global citizens and future leaders, reflecting on stewardship of the Earth in line with Islamic values and British values (responsibility, justice, respect, sustainability).

Are well prepared for GCSE Geography, with experience of physical, human and environmental geography and fieldwork.

Time allocation: typically 2–3 periods per week in Years 7–9 and 3 periods per week in Years 10–11.

Grouping: mixed ability, with in-class differentiation and stretch.

2. KS3 overview (Years 7–9)

Core principles

Across KS3, pupils will:

Develop a secure mental map of the UK, Europe and the wider world.

Study a balance of physical and human geography each year.

Revisit “big ideas”: weather & climate, tectonics, development, urbanisation, ecosystems, globalisation.

Undertake at least one fieldwork/enquiry activity each year.

Year 7 – “Our World and Our Place in it”

Overall intent: Build core map skills, basic physical geography and first human geography concepts, with a strong sense of place.

Term	Enquiry / Unit	Key Content	Skills & Outcomes	Key Assessment(s)
Autumn 1	What is Geography? Our local place and the UK	- Types of geography (physical, human, environmental)- UK regions, major cities, rivers and mountains- Local area study around the school/London	- Map skills (grid references, scale, symbols)- Describing location and features	Baseline map skills test; short local-area enquiry write-up
Autumn 2	Weather & Climate – why does the weather change?	- Elements of weather; measuring weather- UK weather patterns; simple climate zones- Extreme weather in the UK (storm/flood case study)	- Interpreting climate graphs- Fieldwork: simple microclimate survey around school	Weather & climate test; microclimate fieldwork report
Spring 1	Fantastic Places – continents, countries and regions	- Continents, oceans, key lines of latitude/longitude- Case study region (e.g. Middle East/South Asia) linking to pupils’ heritage	- Atlas skills; describing and comparing places- Using choropleth maps and simple thematic maps	Assessment: “Describe and explain the characteristics of a chosen region”
Spring 2	Rivers & Flooding – how do rivers shape the land?	- River processes: erosion, transport, deposition- River features (meanders, oxbow lakes, floodplains)- Flooding causes, impacts and simple management	- Drawing/annotating diagrams- Basic decision-making using pros/cons	Topic test on rivers & flooding; diagram-based task
Summer 1	Population & Settlements – where do people live and why?	- Population distribution and density- Settlement types and hierarchy- Push/pull factors and migration (intro)	- Using population data and graphs- Describing patterns and giving reasons	Population and settlements assessment (short answers + extended question)
Summer 2	Fieldwork / local investigation	- Simple urban or environmental quality survey in local area	- Planning an enquiry; collecting data; presenting results	End-of-year exam (skills + content from Y7 units)

Year 8 – “Dynamic Earth and Unequal World”

Overall intent: Introduce tectonic hazards, development and urbanisation; strengthen enquiry and decision-making.

Term	Enquiry / Unit	Key Content	Skills & Outcomes	Key Assessment(s)
Autumn 1	Restless Earth – why do earthquakes and volcanoes happen?	- Structure of the Earth; plate boundaries- Earthquakes & volcanoes: causes and effects- Case studies: one HIC, one LIC/NEE	- Explaining physical processes- Comparing impacts in contrasting countries	Extended answer: “Why are some countries more affected by tectonic hazards than others?”
Autumn 2	Development & Global Inequality	- Measuring development (GNI, HDI, life expectancy etc.)- Uneven development – historical and current factors- Case study: LIC/NEE development strategies	- Graphs and development indicators- Interpreting choropleth maps	Development test; data-handling and explanation
Spring 1	Urbanisation – growth of cities	- Causes of urbanisation, rural–urban migration- Case study: megacity in an LIC/NEE (e.g. Dhaka, Lagos)- Urban problems & solutions (slums, transport, services)	- Analysing settlement patterns- Evaluation of different solutions	Assessment: planning & writing an 8-mark evaluation question
Spring 2	Weather Hazards & Climate Change (intro)	- Global atmospheric circulation (basic)- Tropical storms: causes, impacts, responses- Climate change causes and effects (overview)	- Interpreting and constructing climate graphs- Understanding risk and vulnerability	Short test + written piece: “To what extent is climate change a threat?”
Summer 1	Africa – a diverse continent	- Physical features and climates of Africa- Contrasts within Africa (rich/poor, rural/urban)- Positive stories and development challenges	- Place-specific knowledge and case study detail- Considering stereotypes and challenging misconceptions	Africa unit assessment (short and extended questions)
Summer 2	Fieldwork / enquiry: urban or environmental quality	- Fieldwork in urban area or green space- Environmental quality surveys, land-use maps	- Sampling methods; data presentation (bar charts, scatter graphs, maps)- Drawing conclusions and evaluating methods	End-of-year exam (cumulative content)

Year 9 – “Changing Environments, Changing Futures” (GCSE bridge)

Overall intent: Prepare pupils for GCSE topics and skills – coasts, ecosystems, resources, globalisation and decision-making.

Term	Enquiry / Unit	Key Content	Skills & Outcomes	Key Assessment(s)
Autumn 1	Coasts – processes, landforms and management	- Coastal processes: erosion, transportation, deposition- Landforms: headlands/bays, cliffs, beaches, spits- Coastal management (hard/soft engineering)	- OS map skills (coastal landscapes)- Evaluating different management strategies	Extended answer: “Which coastal management option is best for X coastline?”
Autumn 2	Ecosystems & Tropical Rainforests	- Small-scale ecosystems & food webs- Tropical rainforest characteristics and adaptations- Deforestation: causes, impacts, sustainable management	- Biome mapping- Making links between human activity and ecosystems	Topic test with GCSE-style 6–9 mark questions
Spring 1	Cold Environments / Hot Deserts (optional second biome)	- Characteristics and adaptations- Opportunities and challenges in extreme environments	- Case study writing and comparison of biomes	Short assessment; focus on case study structure
Spring 2	Globalisation, Trade & Resources	- Globalisation and interdependence- Trade, fair trade, TNCs- Resource issues: water, energy, food (intro)	- Interpreting trade and flow maps- Understanding multiple perspectives	Assessment with structured questions + evaluation task
Summer 1	Global Issues & Sustainable Futures	- Climate change recap; environmental refugees- Sustainable cities and sustainable living- Islamic and British perspectives on stewardship and justice	- Decision-making exercise (DM): sustainability scenario- Structuring an argument, considering stakeholders	End-of-Year 9 exam (GCSE-style skills and timing)
Summer 2	GCSE skills starter: exam questions & fieldwork recap	- Practice of 4–6 mark questions- OS map & data skills- Planning a simple enquiry	- Building confidence with GCSE-style command words	Diagnostic data used for KS4 grouping/support

3. KS4 overview (Years 10–11)

Physical Geography: natural hazards, ecosystems, rivers/coasts, landscapes.

Human Geography: urban issues, economic change, resources.

Fieldwork & Geographical Applications: two enquiries + decision-making style exam section.

Year 10 – Core content: Physical & Human units

Overall intent: Cover most of the core physical and human topics, embed fieldwork skills, and start exam skills.

Term	Component	Focus Topics	Skills & Outcomes	Key Assessment(s)
Autumn 1	Physical	Natural Hazards (tectonic + weather hazards; climate change)	- Plate tectonics and tectonic hazards (HIC vs LIC case studies)- Tropical storms & extreme weather in the UK- Climate change: causes, impacts, management	Topic test; 6–9 mark exam questions
Autumn 2	Physical	Ecosystems, Tropical Rainforest & Cold/Hot Environments	- Small-scale ecosystems- Tropical rainforest & either hot desert/cold environment (depending on board choice)- Opportunities, challenges, management	Assessment on biomes; exam-style extended response
Spring 1	Physical	Rivers and/or Coasts (depending on spec)	- Processes and landforms- River/coastal flooding and erosion issues- Hard/soft engineering; integrated management	Paper-style section test; OS map/diagram questions
Spring 2	Human	Urban Issues and Challenges	- Global pattern of urban change; megacities- Case study: NEE city (e.g. Lagos/Dhaka) – opportunities & challenges- UK city case study (e.g. London or regional city)	Urban unit test; 6–9 mark question practice
Summer 1	Human	Changing Economic World / UK Economy	- Global development & inequality- NEE economic development case study- UK economic change; North–South divide; post-industrial economy	Test with data-response and extended questions
Summer 2	Fieldwork & Skills	Fieldwork Preparation & First Enquiry	- Fieldwork methods and enquiry process- Practical human or physical fieldwork (e.g. urban quality or river study)- Data collection, presentation, analysis	Fieldwork write-up; end-of-Year 10 exams (mixed paper)

Year 11 – Remaining content, fieldwork and exam preparation

Overall intent: Complete remaining specification content (e.g. resource management), carry out second fieldwork enquiry, and intensively prepare for exams.

Term	Component	Focus Topics	Skills & Outcomes	Key Assessment(s)
Autumn 1	Human / Physical	Resource Management (e.g. water or energy focus)	- Global resource inequalities- Case study: resource management scheme	PPEs (mocks): full set of GCSE papers including fieldwork/issue evaluation sections
Autumn 2	Applications	Issue Evaluation / Decision-Making unit (pre-release material when available)	- Analysing pre-release booklet- Stakeholder perspectives- Writing a balanced decision with justification	Issue evaluation practice; targeted re-teach based on mock analysis
Spring 1	Revision by Paper	Paper 1 / Physical Revision	- Hazards, ecosystems, rivers/coasts- Past paper practice; timing strategies	Physical paper practice exams
Spring 2	Revision by Paper	Paper 2 (Human) & Paper 3 (Skills/Applications)	- Urban, economic, resources + fieldwork & issue evaluation- Full exam technique review	Final in-class mocks; question-level analysis and personalised revision
Summer 1	Exams	Public GCSE Geography exams	- Application of knowledge and skills in external exams	External GCSE papers

4. Geographical skills and fieldwork

Core skills (KS3 & KS4)

Map skills:

OS maps (4- and 6-figure grid references, scale, contour lines).

Thematic maps (choropleth, flow lines, desire lines, etc.).

Atlas work and GIS (where available).

Data skills:

Graphs (bar, line, pie, scatter, proportional symbols, climate graphs).

Data tables; interpreting and constructing.

Calculations: averages, percentages, ratios, index numbers (where appropriate).

Enquiry skills:

Asking geographical questions.

Planning an enquiry (hypotheses, methods).

Collecting, recording and presenting primary data.

Analysing data and reaching evidence-based conclusions.

Evaluating methods and validity.

Fieldwork

KS3: at least one local fieldwork activity per year (microclimate, land use, environmental quality, river from a bridge, etc.).

KS4: at least two contrasting enquiries (as required by spec), e.g.:

Physical: small river study or coastal fieldwork.

Human: urban change/environmental quality in a local centre.

5. Assessment schedule

KS3

Regular low-stakes quizzes on key places, vocabulary and facts.

At least one substantial written assessment per unit (e.g. decision-making exercise, extended explanation).

End-of-year exams in Years 7, 8 and 9:

Combination of knowledge questions, data/map skills and extended responses.

KS4

Topic tests at the end of each main unit (hazards, ecosystems, rivers/coasts, urban, economic, resources).

Year 10 end-of-year exams: 1–2 papers structured like GCSE (mixture of physical/human questions).

Year 11 PPEs: full set of GCSE Geography papers (Paper 1, Paper 2, Paper 3/Applications as per board).

Question-level analysis used to target intervention and revision.

6. Inclusion, SEND and EAL in Geography

Support will include:

Differentiated tasks: core/support/extension questions within lessons.

Writing frames for extended answers; exemplar answers and sentence starters.

Visual resources (diagrams, photos, maps) to support comprehension.

Chunked reading texts with key vocabulary explained.

Collaborative work (paired/group) to rehearse answers orally before writing.

For high attainers:

Challenge questions tackling synoptic and evaluative aspects.

Independent enquiry tasks and deeper research.

For EAL pupils:

Pre-teaching key geographical vocabulary.

Use of bilingual glossaries where appropriate.

Emphasis on speaking and listening to build academic language.

7. SMSC, British values and Islamic ethos in Geography

SMSC & British values:

Investigation of inequality, development, migration and urban issues – reinforcing ideas of justice, fairness and respect.

Study of democratic decision-making in planning and environmental management.

Exploration of cultural diversity and migration shaping the UK.

Islamic ethos:

Emphasis on stewardship of the Earth (khilafah) and responsible use of resources.

Reflection on environmental ethics: climate change, deforestation, pollution.

Encouraging compassion and responsibility towards vulnerable communities (drought, flooding, climate refugees).

8. Homework and independent learning

Homework will:

Reinforce recent learning (e.g. mapwork exercises, short written tasks).

Build long-term memory (e.g. knowledge organisers, retrieval quizzes).

At KS4, include exam-style questions and revision tasks aligned with the taught units.

Pupils will be encouraged to:

Read / watch reputable geography news and documentaries (e.g. climate, hazards, migration).

Maintain a Geography Glossary and revision booklets especially at KS4.

Curriculum quality assurance checklist

Use this checklist during annual curriculum review, departmental moderation and inspection preparation.

Area	Quality question	Evidence
Intent	Curriculum intent is clear, ambitious and linked to the school ethos.	
Sequencing	Knowledge, skills and vocabulary build logically over time.	
Assessment	Key assessments identify gaps and inform teaching, intervention and revision.	
Inclusion	SEND, EAL, foundation and high-attaining pupils are considered without lowering ambition.	
Implementation	Resources, routines and lesson expectations are understood by staff.	
Impact	Pupil work, assessment evidence and pupil voice show progress over time.	

Suggested review evidence: scheme updates, assessment analysis, samples of pupil work, intervention records, pupil voice, lesson visits, book looks and department meeting notes.