Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class - **Navigator Curriculum** - *Geography/4 Lessons weekly*

Year	2026 – 2027 Autumn 1 Unit 1	2026 – 2027 Autumn 2 Unit 2	2026 – 2027 Spring 1 Unit 3	2026 – 2027 Spring 2 Unit 4	2026 – 2027 Summer 1 Unit 5	2026 – 2027 Summer 2 Unit 6
Year 10 (8035) **Paper 1 Living with the physical environment** **Paper 2 Challenges in the human environment**	**Topic: Section C Physical landscapes in the UK** – 9 UK landscapes, 10 Coastal landscapes. **Key questions:** **Key skills and knowledge:** **9 UK landscapes.** 9.1 The UK's diverse landscapes. • understand the meaning of 'relief' • identify land height, mountains, and other important relief features • locate and name the UK's major uplands and lowlands • locate the UK's major rivers and describe a river's course	**Topic: Section C Physical landscapes in the UK** – 11 River landscapes, 12 Glacial landscapes. **Key Questions:** **Key skills and knowledge:** **11 River landscapes.** 11.1 Changes in rivers and their valleys. • understand the components of the drainage basin and their connections • describe the long profile of a river and its graphical representation • describe and explain how a river channel and its	**Topic: Section A Urban issues and challenges** – 13 The urban world. **Key Questions:** **Key skills and knowledge:** **13 The urban world.** 13.1 An increasingly urban world. • explain what is meant by urbanisation • give reasons why urbanisation is occurring • describe how rates of urbanisation vary between countries at different levels of economic development. 13.2 Factors affecting the rate of urbanisation.	**Topic: Geographical applications** – 23 Issues evaluation, 24 Fieldwork, 25 Geographical skills. **Key Questions:** **Key skills and knowledge:** **23 Issues evaluation.** 23.1 How to answer issue evaluation paper. **24 Fieldwork.** Field work and 6 stages of enquiry. - Strand 1 Developing questions for your enquiry. - Strand 2 Selecting, measuring and recording data. - Strand 3 Processing and	**Topic: Section A Urban issues and challenges** – 14 Urban change in the UK, 15 Sustainable urban developments. **Key Questions:** **Key skills knowledge:** **14 Urban change in the UK.** 14.1Where do people live in the UK? • describe how the UK's population has changed since 1951 • describe and give reasons for the distribution of the UK's population • identify the UK's major cities, and explain the reasons for their development • explain how the distribution of	**Topic: Section B The changing economic world -** 16 The development gap. **Key Questions:** **Key skills and knowledge:** **16 The development gap.** 16.1 Our unequal world. • describe the factors affecting a country's level and speed of development • understand how Gross National Income (GNI) can be used to describe economic development • understand how Human Development Index (HDI) is calculated and how it

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	• understand and use compass point directions in the interpretation of an atlas map • compare locations and relief in association with photos • consider the effectiveness of height category colours **10 Coastal landscapes.** 10.1 Wave types and their characteristics. • understand the formation of waves (wind and tectonic activity) • describe the sequence of events resulting in the breaking of waves • compare the formation and characteristics of constructive and destructive waves. 10.2 Weathering and mass movement. • understand the processes of weathering (mechanical, chemical, and biological)	valley changes downstream. 11.2 Fluvial (river) processes. • understand the difference between vertical and lateral erosion • describe the processes of erosion operating in rivers • understand the processes of sediment transportation in rivers • explain why deposition occurs when the velocity of a river decreases. 11.3 River erosion landforms. • understand that distinctive fluvial landforms are associated with processes of erosion and deposition • describe the characteristics of interlocking spurs, waterfalls, and gorges	• explain how rural–urban migration and natural increase are leading to greater proportions of people living in urban areas • identify a range of reasons why people move from rural to urban areas and be able to classify these into push and pull factors • understand what is meant by a megacity • describe how the global distribution of megacities has changed over time. 13.3 Introducing Rio de Janeiro. • describe the location of Rio de Janeiro • explain why Rio de Janeiro is important regionally, nationally, and internationally • describe how the population of Rio de Janeiro has changed over time • explain how international migration, internal migration and natural increase have caused Rio de	presenting fieldwork data. - Strand 4 Analysing fieldwork data. - Strand 5 Reaching conclusions. - Strand 6 Evalutaing your geographical enquiry. - How to approach skills based questions. **25 Geographical skills.** - Cartographic skills. - Graphical skills. - Statistical skills.	population in the UK might change in the future. 14.2 Introducing Bristol. • describe the location of Bristol • explain why Bristol is an important city in the UK and the wider world • describe some of the positive and negative impacts of migration on the character of Bristol. 14.3 How can urban change create opportunities? (1). • give reasons why Bristol can provide a diverse range of social opportunities • describe and give examples of some of the cultural opportunities available in Bristol • describe and give examples of some of the recreation and entertainment opportunities in Bristol. 14.4 How can urban change create opportunities? (2).	can be used to describe social development • explain why quality of life is hard to measure. 16.2 Measuring development. • understand the difference between economic and social measures • identify a selection of economic and social measures • describe patterns of development using a scattergraph • understand the usefulness and limitations of economic and social measures • explain why it is hard to measure people's quality of life objectively. 16.3 The Demographic Transition Model. • identify the characteristics of the DTM • explain the links between stages of the DTM and economic development • identify examples of countries that

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	• describe the sequence of events involved in freeze-thaw (mechanical) weathering • describe the processes of mass movement (sliding, slumping and rockfalls) • understand the role of weathering and mass movement in the coastal system. 10.3 Coastal processes. • describe the processes of erosion operating at the coast • understand the mechanisms of sediment transportation at the coast • describe the process of longshore drift • explain why deposition occurs in sheltered coastal areas such as bays. 10.4 Coastal erosion landforms. • understand the roles of geological structure and rock type in the	• explain the formation of interlocking spurs, waterfalls, and gorges. 11.4 River erosion and deposition landforms. • describe the characteristics and explain the formation of meanders • describe the sequence of events leading to the formation of ox-bow lakes • explain the formation of levées, floodplains and estuaries • assess the role of flooding in the formation of river deposition landforms. 11.5 River landforms on the River Tees. • describe the location and course of the River Tees • draw a sketch from a photo	Janeiro's population to increase. 13.4 Social opportunities in Rio. • explain how urban growth has created social opportunities in Rio de Janeiro • describe how Rio de Janeiro's social opportunities compare to other parts of Brazil • describe the health, education, water and energy provision in Rio de Janeiro. 13.5 Economic opportunities in Rio. • explain how urban growth and economic development have created economic opportunities in Rio de Janeiro • give reasons for why industry has been attracted to Rio de Janeiro • give examples of industries in Rio de Janeiro • explain how industrial areas have		• describe the changes in Bristol's industry and employment structure • explain why high-tech industries have developed in Bristol • give examples of businesses that are in Bristol. 14.5 How can urban change create opportunities? (3). • explain what is meant by 'integrated transport system' and 'urban greening' • describe Bristol's integrated transport system • describe and give examples of some of the urban greening initiatives in Bristol. 14.6 Urban change – challenges (1). • explain what is meant by 'urban deprivation' • describe some of the economic, social and environmental characteristics of urban deprivation	represent different stages of the DTM. 16.4 Changing population structures. • describe the characteristic shapes of population pyramids • interpret population pyramids to understand trends in a country's population • compare the population pyramids of two countries with different levels of development (Mexico and Japan) • use appropriate data to construct a population pyramid. 16.5 Causes of uneven development. • describe and explain the physical factors affecting development • explain why global trade and a dependence on a limited range of primary products can affect the rate of development • suggest how colonialism has hindered economic

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	formation of coastal erosion landforms • describe the formation of headlands and bays • describe the formation of cliffs and explain how coastal erosion processes form wave-cut platforms • describe the sequence of events in the formation of caves, arches, and stacks. 10.5 Coastal deposition landforms. • explain the formation of beaches • describe the sequence of events in the formation of sand dunes • understand the role of longshore drift in the formation of spits • explain the formation of bars. 10.6 Coastal landforms at Swanage. • understand the role of rock type and geological structure	adding labels to identify and describe landforms of erosion • use photos to describe the characteristics of river landforms on the River Tees • explain the formation of river landforms on the River Tees. 11.5 Photos and OS maps. • demonstrate accurate use of grid references, direction and distance • use and understand contours • identify and describe physical landforms on photos and an OS map • use a key to identify symbols such as land use on an OS map	stimulated economic development. 13.6 Managing the challenges of urban growth. • understand why many people live in slums and squatter settlements in Rio de Janeiro • explain the difference between slums and squatter settlements • describe the three different types of squatter settlement in Rio de Janeiro: *loteamentos, invasões* and *favelas* • describe some of the challenges of living in favelas related to construction, services, unemployment, crime, and health. 13.7 Managing water, sanitation and energy. • understand why it is difficult to provide basic services in Rio de Janeiro • describe the challenges related to		• describe the inequalities in housing, education, health and employment in Bristol. 14.7 Graphs and statistical skills. • use and interpret ground photos • use pie charts and bar charts to present data • interpret and extract information from pie charts and bar charts • evaluate the usefulness of ground photos to show social inequalities • evaluate the usefulness of housing tenure and type to measure social inequality. 14.8 Urban change – challenges (2). • explain the reasons for dereliction in Bristol's city centre and inner-city areas • explain the terms 'brownfield site' and 'greenfield site' • describe the advantages and	development in some parts of the world. 16.6 Uneven development – wealth and health. • describe the causes and explain the effects of global inequalities of wealth • understand the connection between levels of development and health • describe global patterns of malaria. 16.7 Uneven development – international migration. • describe the characteristics of different types of migrant • explain why economic migrants have been attracted to the UK • describe and explain recent international migration from Syria • Explain how uneven development leads to international migration. 16.8 Reducing the development gap. • describe how countries and TNCs invest in LICs

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	in the formation of coastal landforms • describe landforms of coastal deposition • explain the formation of coastal landforms, such as the beach in Swanage Bay and sand dunes at Studland. 10.7 Photos and OS maps. • demonstrate accurate use of grid references, direction, and distance • identify and describe physical landforms on photos and an OS map • use a key to identify symbols used on an OS map • draw and label a sketch map from an OS map • use a map in association with an aerial photo to identify and describe coastal landforms • understand the formation of a stack	• draw and label a sketch map from an OS map • use a map in association with an aerial photo to identify and describe river landforms • suggest how meanders may change shape due to river processes • evaluate the use of OS maps and aerial photos when studying river landforms. 11.6 Physical and human factors affecting flood risk. • understand the causes of river flooding in the UK • explain how physical and human factors can increase the risk of flooding • identify and describe the components of a hydrograph	the provision of water, sanitation and energy in Rio de Janeiro. 13.8 Social challenges – access to health and education. • understand why it is difficult to provide health care and education in Rio de Janeiro • describe the challenges related to health care and education in Rio de Janeiro. 13.9 Challenges of social and environmental issues. • explain why there are high rates of unemployment and crime in Rio de Janeiro • describe the challenges related to unemployment and crime in Rio de Janeiro • describe some of the environmental issues facing Rio De Janeiro related to waste, water pollution, traffic		disadvantages of developing brownfield and greenfield sites • explain why there are waste disposal issues in Bristol • describe ways in which Bristol is managing waste disposal. 14.9 Urban change – challenges (3). • explain why urban sprawl is occurring in Bristol • give examples of the types of developments that are occurring on the rural–urban fringe • describe some of the economic, social, and environmental impacts of development on the rural–urban fringe • outline what is being done in Bristol to reduce urban sprawl • explain why commuter settlements have developed.	• understand how investment can reduce the development gap • understand how industrial development can reduce the development gap • explain how tourism can help to reduce the development gap. 16.9 Reducing the gap – aid and intermediate technology. • describe the different types of international aid • understand how international aid can help to reduce the development gap • understand the meaning of intermediate technology • explain how intermediate technology can help to reduce the development gap. 16.10 Reducing the gap – fair trade. • explain how countries use tariffs and quotas to protect trade

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	in the context of Old Harry (photo C) • evaluate the influence of rock type on the formation of coastal landforms • consider the management issues at Studland • evaluate the use of OS maps and aerial photos when studying coastal landforms. 10.8 Managing coasts – hard engineering. • understand the principles of costs and benefits in managing the coast • understand the three management strategies • describe the use of sea walls, rock armour, gabions and groynes in protecting the coastline and evaluate their advantages and disadvantages. 10.9 Managing coasts – soft engineering.	• explain how rainfall and drainage basin characteristics affect hydrograph shape. 11.7 Managing floods – hard engineering. • understand the principles of costs and benefits in managing floods • understand that both hard and soft engineering strategies can be used to reduce the risk of flooding • describe and explain the use of hard engineering strategies in reducing the risk of flooding and evaluate their advantages and disadvantages. 11.8 Managing floods – soft engineering. • understand how soft engineering works with	congestion and air pollution. 13.10 Planning for Rio's urban poor. • explain what is meant by quality of life • describe the economic, social, and environmental features of the Favela Bairro Project • evaluate the success of the Favela Bairro Project. 13.11 Line chart and satellite image. • use a line chart to present data • calculate percentages • extrapolate trends • use direction, scale, and distance • use and interpret satellite images; evaluate the accuracy of estimating area using satellite images • evaluate the usefulness of extrapolating population data • describe patterns of urban sprawl.		14.10 Urban regeneration in Bristol (1). • explain what is meant by urban regeneration • describe the main features of the Temple Quarter and what it was like before regeneration • explain why Bristol's Temple Quarter needed regeneration. 14.11 Urban regeneration in Bristol (2). • outline why the Temple Quarter was regenerated • describe the key aspects of the Temple Quarter regeneration project • describe some of the successes of the Temple Quarter regeneration project. **15 Sustainable urban developments.** 15.1 Planning for urban sustainability. • explain what is meant by sustainability	• understand the principles of free trade • describe the advantages of poor countries in joining a trading group • explain how Fairtrade supports ordinary farmers in poor countries. 16.11 Reducing the gap – debt relief and loans. • explain why many of the world's poorest countries face a debt crisis • describe the global distribution of highly indebted poor countries (HIPC) • describe the system of debt relief • explain how debt relief can reduced the development gap • evaluate the effectiveness of microfinance in reducing the development gap. 16.12 Reducing the development gap – tourism. • outline the state of Jamaica's economy

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	• describe the use of beach nourishment and reprofiling, and dune regeneration in protecting the coastline • evaluate the advantages and disadvantages (costs and benefits) of soft engineering strategies • consider the extent to which soft engineering strategies are sustainable. 10.10 Managing coasts – managed retreat. • understand that managed retreat is considered to be a long-term sustainable approach of coastal management • understand that managed retreat (coastal realignment) is one of four approaches of coastal management adopted by Shoreline Management Plans (SMPs) in England and Wales	natural processes • describe how flood warnings and preparation can help to reduce the impact of flooding on people • understand how floodplain zoning reduces vulnerability and exposure to flooding • explain how planting trees and river restoration slows water transfer. 11.9 Managing floods at Banbury. • understand the reasons for flood management at Banbury • describe and explain the hard and soft management strategies employed to reduce the risk of flooding			• describe some of the approaches to water conservation in cities • explain and give examples of how urban drainage can be made more sustainable • describe some strategies used by cities to conserve energy • understand types of waste that can be recycled, and methods used • explain how creating green spaces in urban areas makes them more sustainable. 15.2 Sustainable traffic management strategies. • explain what is meant by traffic congestion • describe the effects of traffic congestion economically, socially, and environmentally • describe a variety of transport management methods and be able to classify these according to	• describe the tourist attractions in Jamaica • explain how tourism has helped to boost the economy and reduce the development gap • evaluate the advantages and disadvantages associated with developing the tourism industry. 16.13 Atlas maps and graphs. • use and understand coordinates (latitude and longitude) in describing the location of Malawi on an atlas map • construct a line graph showing population change; calculate average annual percentage change in a population • construct an appropriate graph/chart to represent data on export products (e.g. pie chart or divided bar chart) • use and interpret a ground photo; suggest potential problems with

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	• describe a managed retreat scheme and evaluate its advantages and disadvantages. 10.11 Coastal management at Lyme Regis. • understand the reasons for coastal management at Lyme Regis • describe and explain the five management phases involving both hard and soft engineering • evaluate the positive (successes) and negative (conflicts) outcomes associated with the management scheme.	• evaluate the costs and benefits (social, economic and environmental) associated with the management scheme. **12 Glacial landscapes.** 12.1 The role of ice in shaping the UK's landscape. • describe the maximum extent of ice cover in the UK • describe and explain the importance of freeze-thaw weathering • outline the processes of glacial erosion and transportation • explain why and where glacial deposition occurs. 12.2 Glacial erosion landforms. • describe the characteristics and explain the formation of high mountain landforms – corries, arêtes, and pyramidal peaks			whether they are 'carrot' or 'stick' measures • describe the transport management methods used in Singapore and Beijing to reduce traffic congestion.	interpreting a single photo • evaluate the usefulness of predicting population change.

		• outline the characteristics and explain the formation of glacial valley landforms (truncated spurs, glacial troughs, ribbon lakes and hanging valleys) • use annotated diagrams to identify the characteristics and explain the formation of glacial erosion landforms. 12.3 Glacial transportation and deposition landforms. • describe the different ways in which weathered and eroded rocks can be transported by glaciers • identify and describe the four types of moraine (ground, lateral, medial, and terminal) • describe and explain the formation of drumlins and erratics. 12.4 Photos and OS maps.				

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		• demonstrate accurate use of grid references, direction, and use of the key • identify and describe physical landforms on photos and a 1:50 000 OS map • use an OS map in association with an aerial photo to describe glacial landforms • evaluate the use of OS maps and aerial photos when studying glacial landforms. 12.5 Economic opportunities in glaciated upland areas. • describe how upland glaciated areas are well suited to tourism, farming, forestry, and quarrying • explain how these activities provide economic opportunities, providing income and employment for local people • suggest how economic				

		developments in upland glaciated areas have the potential to cause social and environmental issues. 12.6 Conflicts in glaciated upland areas. • outline how upland glaciated areas provide opportunities for development that can cause conflicts between different land uses • understand the conflicts arising from the development of wind farms • explain how conflicts can arise between development (e.g., zip-wires) and conservation. 12.7 Managing tourism in the Lake District. • describe the physical, cultural, and historical attractions of the Lake District for tourism				

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	Assessment outcomes: **Practice exam question.**	• explain why tourism can lead to social, economic, and environmental issues • evaluate the success of management schemes in minimising conflict between different land uses. **Assessment outcomes:** **Practice exam question.**	**Assessment outcome:** **Practice exam question.**	**Assessment outcome:** **Practice exam question.**	**Assessment outcome:** **Practice exam question.**	**Assessment outcome:** **Revision sessions** **Mock test paper**
Links to Gatsby Benchmarks:	**Gatsby Benchmark** 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.	**Gatsby Benchmark** 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	**Gatsby Benchmark** 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.	**Gatsby Benchmark** 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	**Gatsby Benchmark** 6. Experiences of workplaces. Students to consider what skills are needed to access the opportunities they are interested in.	**Gatsby Benchmark** 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.