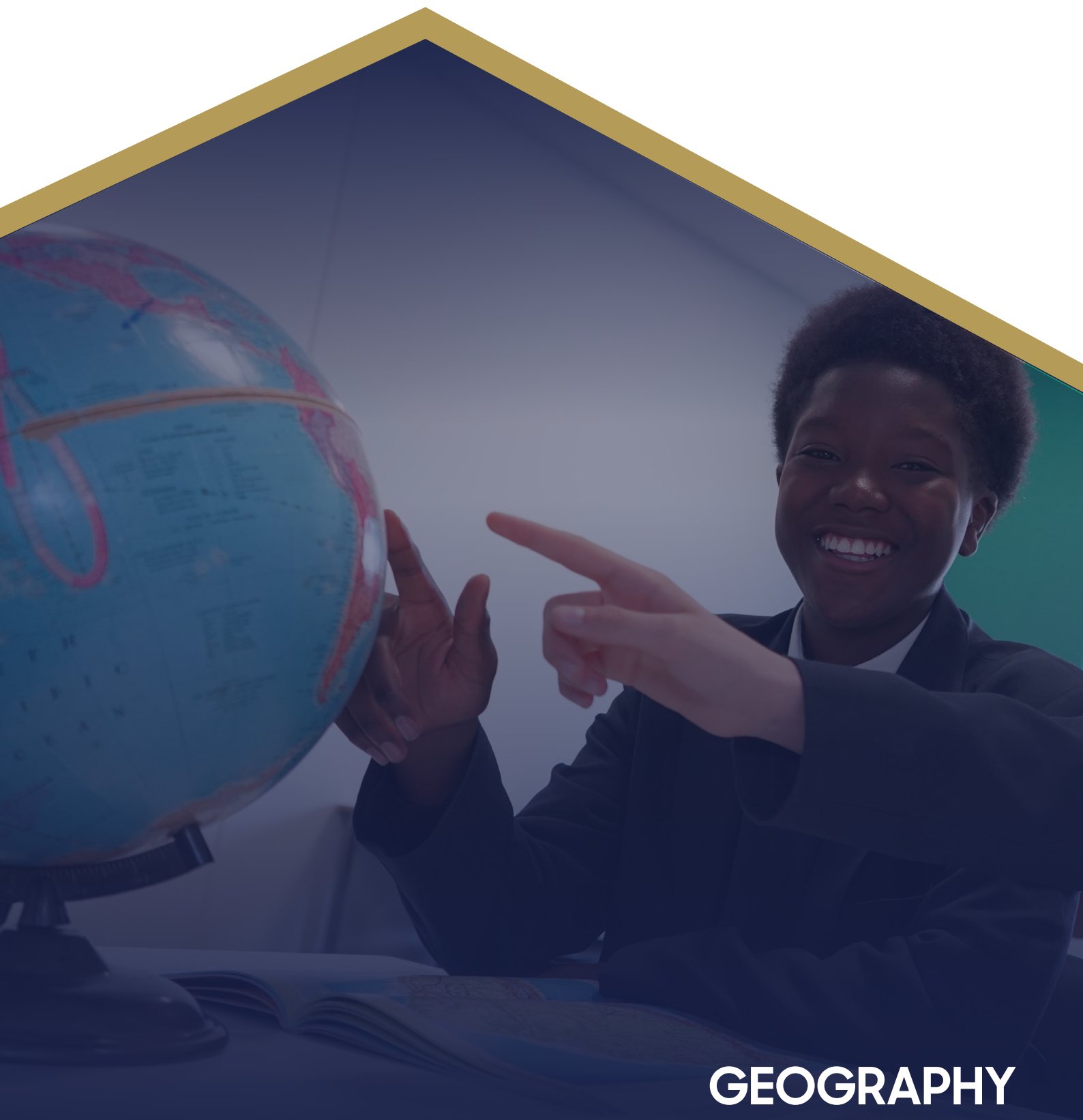


All Hallows RC High School

Believe. Belong. Achieve.



GEOGRAPHY

CURRICULUM OVERVIEW

Mr D Critchley

September 2026



Mission Statement

Believe. Belong. Achieve.

At All Hallows RC High School, we are a Christ-centred community committed to living out the Gospel values in every aspect of our school life. Our school mission is to inspire, support and challenge every member of our school. We **believe** that every person is created in the image of God and that they grow in faith guided by the teachings of Christ. We strive to foster an environment where love, peace, courage, justice and kindness guide our actions so we develop into compassionate, resilient individuals who contribute positively to the world around them.

We are a community built on love, demonstrating unconditional respect and kindness for all. By fostering strong relationships, we ensure that every individual feels that they **belong**, are valued, supported and accepted as part of our family. We celebrate our differences and each person's uniqueness. We encourage forgiveness and understanding to create an environment where every pupil can flourish in their own way.

Through these values, All Hallows RC High School nurtures the whole person spiritually, academically and socially so they can **achieve**. We are a school where the Gospel values are not just ideals but the foundation of everything we do. With Christ at the centre, we enrich the lives of our pupils and guide them on the path of faith, purpose and integrity.

Curriculum Intent

At All Hallows we value the beauty and significance of the world God created, we teach our pupils the importance of understanding and appreciating the geography and diversity of His creation as part of their learning journey. Catholic Social Teaching is integral to the whole geography curriculum.

All Hallows geography curriculum aims to :

- Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives
- Provide a broad, balanced, high-quality, ambitious and engaging geography education that reflects the local context of the geographically diverse landscape of the City of Salford
- Teach a geography curriculum that is carefully planned and sequenced so that new knowledge and skills build on what has been taught before and has clear end points, and pupils are aware of what they need to be able to know and do at these end points
- Equip pupils with a growing knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes and the interactions between them
- Develop competency in the geographical skills needed to interpret a range of sources of geographical information and communicate geographical information in a variety of ways and collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Equip pupils with the geographical knowledge and skills needed in order to take advantage of opportunities, responsibilities and experiences of later life
- Equip pupils to be educated global citizens, introducing them to the best that has been thought and said in geography, gaining the academic knowledge and cultural capital they need to succeed in life

KS3 Order of Teaching

Locational/place knowledge	Knowledge of physical and human geography	Geographical skills + fieldwork	Catholic Social Teaching link
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*Topics may run either side of HT

Year	HT1	HT2	HT3	HT4	HT5	HT6
7	1- What is a geographer?	2- Is the Earth running out of natural resources?	3 - What is an economy?	4 - What is weather and climate?	5 - Why are rivers important?	6 - Environmental quality fieldwork enquiry
	Continents/oceans, UK	UK, South America	UK, China	UK, global	UK, local, global	UK, local
		Geological timescale, rocks, weathering, and soils, natural resources	Economic activity	Weather and climate	Hydrology, rocks, weathering, and soils, physical processes, resources, economy	Urbanisation, resources
	OS maps, locational skills,, fieldwork, data/graphs,	OS maps, data/graphs	OS maps, data/graphs, decision making,	Maps, data/graphs, synoptic code, enquiry	OS maps, GIS, data/graphs	OS maps, GIS, data/graphs, fieldwork enquiry
	Creation and the environment: Historical and modern maps, GIS	Creation and the environmentThe Common Good: Earth's spheresGeological time scaleRenewable and non-renewableSustainability	The dignity of work and participationThe Common GoodSolidarity Creation and the environment: Economic employment sectorsTrade - cocoa beansGlobalisation	Creation and the environment: Weather and climate	The common goodCreation and the environment: Characteristics of riversFlooding and managementWater fieldwork	Creation and the environment:: environmental quality of the school outside space
8	6 - Is the geography of Russia a curse or a benefit?	7 - What happens where the land meets the sea?	8 -What is development?	9 - How are populations changing?	10 - How is Asia being transformed?	11 - Infiltration fieldwork enquiry
	Russia and region	UK	Global, Nepal, UK	Global, UK, Russia, China	Asia, India, China, Nepal, regions, urbanisation	UK, local
	Weather and climate, population, natural resources, economic activity	Hydrology, coasts, rocks, weathering, and soils, physical processes	International development	Population and urbanisation, natural resources	Weather and climate, population and urbanisation, economic activity, international development	Urbanisation, hydrology
	Maps, data/graphs, GIS	OS maps, decision making, GIS	Data/graphs, maps	Maps, OS maps, data/graphs,	Maps, graphs/data	OS maps, GIS, data/graphs, fieldwork enquiry
	Creation and the environmentDignity: Physical and human geography of Russia	The common goodCreation and the environmentPeace: Characteristics of coastsErosion and management	The common goodThe option for the poorSolidarity: Global distribution of GNI/HDIREasons for povert	The common goodDignity: Global population distributionPopulation policies - China and Russia	Creation and the environmentThe dignity of work and participation: Physical and human geography of AsiaChange in the economy of Asia	Creation and the environment: Environmental investigation

Year	HT1	HT2	HT3	HT4	HT5	HT6
9	12 - Can we ever know enough about earthquakes and volcanoes to live safely?	13 - What are the challenges and opportunities facing Africa?	14 - Why is the Middle East an important world region?	15 - How does ice change the world?	16 - How are biomes under threat? Deserts + TRF	17 - How is our climate under threat?
	Nepal, New Zealand	Africa, countries, regions, China	Middle East region	Global, UK	Africa, South America, global	UK, global
	Plate tectonics, international development	Plate tectonics, weather and climate, deserts, population and urbanisation, economic activity, international development	Weather and climate, deserts, plate tectonics, development, population, economic activity	Glaciation, rocks, weathering, Weather and climate, climate change, glaciation, natural resources, deserts, population, enquiry	Biomes, weather and climate, hydrology, natural resources, population,	Weather and climate, economic activity, natural resources, population
	Maps, graphs/data	Maps, data/graphs	Data, OS maps, GIS,	Maps, data/graphs, GIS, OS maps	Maps, data/graphs, GIS	Data/graphs, decision-making
	Creation and the environmentThe option for the poorSolidarity: Tectonic theoryHazards impacts and management	DignityCreation and the environmentSolidarity: Challenging single story Physical and human geography of AfricaUrbanisation challenges	Creation and the environmentThe dignity of work and participation: Physical and human geography of Middle EastResources of the Middle East	Creation and the environment: Creation and use of glaciated landscapes	Creation and the environmentThe dignity of work and participationThe common good: Tropical rainforests and deserts	Creation and the environmentThe common goodSolidarity: Global climate change, causes and effect

KS4 Order of Teaching

Locational/place knowledge	Knowledge of physical and human geography	Geographical skills + fieldwork	Catholic Social Teaching link
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*Topics may run either side of HT

Year	HT1	HT2	HT3	HT4	HT5	HT6
10	Changing Economic world -Global economic development (4 lessons) -Reducing development gap (2 lessons) -India case study (6 lessons)	Changing Economic world-Changes in the UK economy (12 lessons)	The living world -Ecosystems (2 lessons) -Tropical rainforests (8 lessons) -Hot deserts (8 lessons)	Urban issues and challenges -Urbanisation (1 lesson) -Case study Lagos (9 lessons) -Case study Salford (9 lessons) Urban sustainability (2 lessons)	Physical landscapes in the UK -UK physical landscapes (1 lesson) -Coastal landscapes (10 lessons)	Coasts ContinuedUnfamiliar fieldwork (3 lessons) Fieldwork - Enquiry 1 (Coasts) (6 lessons) + 1 day fieldwork Fieldwork - Enquiry 2 (Urban) (6 lessons) + 1 day fieldwork
	UK, India, Global	UK, India, Global	Global, South America, Africa, UK, local	UK, Salford, global, Nigeria, Lagos	UK	UK, Fleetwood, LancashireSalford Quays
	Population, urbanisation, economic activity, enquiry	Population, urbanisation, economic activity, enquiry	Biomes, Weather and climate,, economic activity, population, urbanisation,development	Population and urbanisation, natural resources, economic activity,	Physical processes, rocks, weathering, hydrology	Physical processes, rocks, weathering, enquiry, urbanisation
	Maps, OS maps, graphs/data, GIS , fieldwork	Maps, OS maps, graphs/data, GIS , fieldwork	Maps, graphs/data	Maps, graphs/data, GIS	Maps, graphs/data, GIS, OS maps	Maps, OS maps, graphs/data, GIS , fieldwork
	Dignity of work and participationSolidarity Option for the Poor: Global development (India case study)UK economy	Dignity of work and participationSolidarity Option for the Poor: Global development (India case study)UK economy	Creation and the environmentThe common goodSolidarityDignity of work and participation: Ecosystems, TRF and deserts, Opportunities & challenge	Creation and the environmentCommon GoodDignity of work and participationPeace and toleraUrbanisation of Lagos and SalfordnceSolidarity:	Creation and the environmentCommon Good: UK physical landscape & characteristics of coasts and riversHazards and management	Creation and the environmentCommon Good: UK physical landscape & characteristics of coasts and riversHazards and management

Year	HT1	HT2	HT3	HT4	HT5	HT6
11	Physical landscapes in the UK-River landscapes (10 lessons)	Changing Economic world -Global economic development (4 lessons) -Reducing development gap (2 lessons) -India case study (6 lessons)	Changing Economic world-Changes in the UK economy (12 lessons)	The challenge of resource management-Food, water, energy overview (8 lessons) -Energy (7 lessons)	Pre release Revision	Revision and exams
	UK	UK, India, Global	UK, India, Global	UK, India, Global		
	Physical processes, rocks, weathering, hydrology	Population, urbanisation, economic activity, enquiry	Population, urbanisation, economic activity, enquiry	Population, resources		
	Maps, OS maps, graphs/data, GIS , fieldwork	Maps, OS maps, graphs/data, GIS , fieldwork	Maps, OS maps, graphs/data, GIS , fieldwork	Maps, OS maps, graphs/data		
	Creation and the environmentCommon Good: UK physical landscape & characteristics of coasts and riversHazards and management	Dignity of work and participationSolidarity Option for the Poor: Global development (India case study)UK economy	Dignity of work and participationSolidarity Option for the Poor: Global development (India case study)UK economy	Creation and the environmentCommon GoodSolidarity Option for the PoorPeace: Global provision of food, water and energy resources		

Sequencing of Topics

The All Hallows geography curriculum is planned using a 'spiral' model of enquiry based learning where the key geographical concepts are learnt through the teaching of powerful substantive knowledge (content and skills) and disciplinary knowledge (relationships between content) and these are then mastered throughout the learning journey that encompasses all aspects of the National Curriculum for Geography.

Substantive knowledge and skills (or procedural knowledge) are taught in a coherent way and linked together by disciplinary knowledge, the knowledge of how geography creates and contests knowledge over time. Pupils are taught to 'think like a geographer' to consider how what they know changes the way they see the world and how to ask questions to explore this knowledge further.



The basic building blocks of substantive knowledge are taught and then revisited several times, with the complexity of each topic increasing with each revisit. This 'interweaving' of the key concepts throughout the course enables pupils to apply new learning to more understand more complex concepts. New learning is related to previous learning, so pupils can make links, put it into context and remember it. The benefits of this model is that learning is reinforced and solidified each time the subject matter is revisited, therefore learning allows a logical progression from simplistic ideas to complex ideas. Pupils are then able to apply early knowledge and skills gained to later subject matter.

Pupils are introduced to the All Hallows geography curriculum where pupils learn the key skills that they can apply and develop in their future studies (Y7 HT1; What is a geographer?) Following this, the building blocks of human and physical geographical processes are taught: Y7 HT2; Is the Earth running out of natural resources?; HT3; What is an economy?; HT4 What is weather and climate?). The more complex physical processes and hydrology (Y7 HT 5) Why are rivers important?) are taught at the end of Year 7, followed by a skills-based environmental fieldwork enquiry (Y7 HT 6).

The first locational study (Y8 HT1 Is the geography of Russia a curse or a benefit?) comes at the start of Year 8 to allow pupils to understand and apply their new knowledge to the context of the location study. Following this in HT2 pupils are introduced to Coasts, building on their knowledge of physical processes from Year 7 (HT2 What happens where the land meets the sea?). Y8 HT3 What is development?; HT4 How are populations changing?; are then taught, developing substantive knowledge of human geography, followed by the more complex locational study of Asia (Y8 HT5; How is Asia being transformed?) which again allows the application, re-visiting and development of the knowledge related to human and physical processes learnt earlier. The fieldwork skills learnt in Year 7 are built on at this stage, with pupils carrying out a fieldwork enquiry

Again, a more complex level of understanding of human and physical processes is required for Tectonic processes (Y9 HT1; Can we ever know enough about earthquakes and volcanoes to live safely?) followed by the locational studies of Africa (Y9 HT2; What are the challenges and opportunities facing Africa?) and the Middle

East (Y9 HT3; Why is the Middle East an important world region?). Again, these location studies allow the development and application of knowledge and skills gained earlier in the Key Stage, for example, population, resources and urbanisation. Key Stage 3 continues with pupils learning about more complex physical processes; glaciation (Y9 HT4 How does ice change the world?); and then large scale global ecosystems (How are biomes under threat?HT5). Finally, pupils learn about the challenges faced by humans in the face of climate change and ways we can responds to it in How will climate change affect the Earth's future? (HT6). The All Hallows Key Stage 3 curriculum equips all pupils with the knowledge and skills they need to understand the complex world in which we live, or to progress their knowledge and skills in GCSE Geography.

Current Year 10 pupils begin their study of GCSE geography with learning about major topics in physical and human geography (Changing Economic world, The living world, Urban issues and challenges, and Physical landscapes in the UK Coasts) which further build on the foundations of knowledge and skills learnt at Key Stage 3. These GCSE topics provide the building blocks of understanding for the pupils to begin their GCSE course, allowing pupils to use their knowledge and skills to put their new learning into context. Fieldwork in a physical and human context is completed in the summer of year 10.

Current Year 11 pupils progress their Key Stage 4 with the more complex physical geography topics of Physical landscapes in the UK Rivers; The challenge of natural hazards and The challenge of resource management to finish the GCSE syllabus. Pupils end the Key Stage well prepared with knowledge and skills required to complete GCSE external examinations and for their further studies at Key Stage 5.

The teaching of geographical skills is built into the KS3 and KS4 curriculum, starting with simple map skills and building up to the use of GIS and increasingly complex thematic maps and use of statistical data. Fieldwork opportunities are planned into Year 7 (Environmental quality), Year 8 (Hydrology) and Year 10-11 (Coasts and Urban).



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