

<u>Overview Document</u> <u>2026/2027</u>	Curriculum Area: ACE Geography	Year Group: Z
	Personnel Responsible: PPR	Quality Assured by: EGY

Cycle	Topic/Unit Title – Big Question	Content Coverage	Skill Development and Links to Other Areas of This Subject's Curriculum
1	What Are Fantastic Places?	In this topic, students will study several global locations with a variety of human and physical geographical features. The unit starts by looking at an area on each continent and using specific geographical skills to investigate the area. Skills that will be used are compass directions; 4 figure grid references and sketch maps. The second part of this cycle looks at India as a fantastic place. This includes a more in-depth study of the country, applying the skills that have been learned and examining the key physical geography of India.	This geography unit develops students' understanding of the world through a strong focus on locational knowledge, key geographical concepts and essential fieldwork skills. Students begin by revisiting prior learning, including the difference between human, physical and environmental geography, and securing their knowledge of the seven continents, five oceans and the location of the United Kingdom. They build on this foundation by exploring the location of Europe, South America and Asia, identifying key countries and significant places such as Brazil, Rio de Janeiro, India and the River Ganges. Through these studies, students gain a broader understanding of the world and begin to recognise how different regions are interconnected. Alongside locational knowledge, students develop important geographical skills, including using atlases, applying 8-point compass directions and interpreting four-figure grid references, as well as latitude and longitude. These skills are applied in context as students investigate regions such as India, comparing its human and physical geography with that of the UK. They explore key features including rivers, climates and biomes, with a particular focus on tropical rainforests, deserts and mountain ranges such as the Himalayas. Students also learn how to interpret climate graphs and understand how physical landscapes vary across the globe. The unit culminates in students demonstrating their understanding of all key concepts, combining their knowledge of place,

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			location and geographical processes with practical mapping and enquiry skills.
3	What Makes Britain Beautiful?	This topic focuses on the study area of Britain. Several locations within the British Isles will be studied, therefore helping to build upon student's locational knowledge. The unit begins with physical aspects of geography such as weather, geology, and rivers. Students will then study human geography of the British Isles, for instance population.	This geography unit provides students with a comprehensive understanding of the United Kingdom and the wider British Isles, focusing on both physical and human processes that shape the landscape. Students begin by developing their locational knowledge, identifying the countries of the UK—England, Scotland, Wales and Northern Ireland—as well as the Republic of Ireland, and locating the British Isles within Europe. They explore surrounding seas and oceans, alongside key upland and lowland regions, using atlases to support and deepen their geographical awareness. Building on this, students investigate the geology of the UK, learning about different rock types (igneous, sedimentary and metamorphic) and the processes of weathering and erosion, including freeze–thaw weathering and the formation of glacial landscapes. As the unit progresses, students focus on rivers and landscapes, gaining an understanding of river basin features such as the source, tributaries, confluence, watershed and mouth, and how rivers change along their course. They examine how landforms such as meanders are created through erosion and deposition, and study real-life examples such as the River Severn. Students also explore the causes and impacts of flooding, considering both physical factors (such as heavy rainfall and relief) and human influences (including land use and deforestation), supported by case studies of affected areas. The unit further develops students' ability to analyse data through the use of statistics and graphs, particularly

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			when exploring migration and immigration to the UK. Throughout, students apply a range of geographical skills and fieldwork techniques, consolidating their understanding of locational, place-based and environmental geography through assessment of key concepts.
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