GEOGRAPHY CURRICULUM OVERVIEW

A Lakelands Geographer should be able to demonstrate an awareness of their physical and human world, and an understanding of environmental management and sustainability. They will understand the importance of their place within the world and the impact they may have through their actions, to help them become a well-rounded citizen.

Lakelands Whole Academy Curriculum Intent:

Our aim is to provide a diverse, accessible, challenging and inspiring curriculum for the students of Lakelands, our core purpose to develop well-rounded, confident young people, with the integrity, resilience and high aspirations to thrive in the future. The curriculum is designed to provide them with the core knowledge they need to succeed in education, and to become successful members of society. We encourage them to be curious and open-minded, and develop the necessary critical, creative and problem-solving skills to be able to make a difference in their future lives. All students benefit from a culturally enriching curriculum that has depth, breadth and regular revisiting of knowledge to give them the confidence to succeed. It is a curriculum designed to encourage learners to step outside their comfort zone and embrace challenge. By drawing on the best that's been thought, said and done in each subject, we hope that our curriculum enables our young people to appreciate and participate in the full richness of the human experience.

Geography Curriculum Intent:

"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."

(Barack Obama)

Geography is concerned with the study of places, the human and physical processes that shape them and the people who live in them. It is our intent that Geography inspires students with a curiosity and fascination, a sense of awe and wonder about the world and its people that will remain with them for the rest of their lives. We aim to prepare students with knowledge about diverse places, people, resources and natural and human environments. Our aim is to provide a rich, knowledge and skills-based Geography curriculum which allows our students to have an insight into the world, a better understanding of how it works and the geographical skills to support their understanding. They will develop a deep understanding of the Earth's key physical and human processes and their interconnections. Students develop their awareness, understanding and skills that allows them to explain how the Earth's features at different scales are shaped, interconnected and change over time. We contextualise this information to their local area and context. We also broaden their understanding through studies of other contrasting locations. It should create a sense of place, space and time to enable students to think about the world they live in and to be able to communicate that thinking to others.

As students progress through KS3, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. The threshold concepts of *cause, effect* and *response* are key to this. We want our students to gain confidence and practical experiences of geographical knowledge. In KS4, they will develop location and place-based knowledge that will allow them to analyse, assess and evaluate to reach balanced conclusions. They will focus on the Pearson Geography A specification. Our overall intention is for Lakelands students to have a sense of belonging and respect for their world at a range of levels. This will inspire them to become positive global citizens and help them to succeed and enjoy their studies.

How the Geography curriculum links to our core Curriculum Principles:

Lifelong Learning	Students are encouraged to be fascinated, curious, independent and analytical thinkers – essential for lifelong learning across all subject areas.
Aspiration to succeed	Geography has a spiral curriculum which increases challenge and complexity of knowledge/skills throughout KS3 and KS4 which builds confidence and the aspiration to succeed. Careers in Geography are signposted throughout the KS3 and KS4 curriculum.
Knowledge building	Regular retrieval practice is embedded in both the KS3 and KS4 curriculum delivery. Enabling students to access the higher-level skills of geographical enquiry, interpretation and evaluation all essential for success at KS4.
Empathy for others	Values of compassion, tolerance, inclusion and diversity are reinforced through the spiral curriculum of KS3 and KS4.

IMPLEMENTATION

Year 7 Curriculum Implementation In Year 7, our students gain a love of the geographical world. They will acquire an understanding of the human and physical processes that have created our local, national and international locations. They will be introduced to the fundamental concepts that underpin the study of all aspects of human and physical geography, giving them a strong foundation for GCSE. The key focus for developing depth of knowledge in Year 7 is the application of understanding in relation to map skills, place and physical and human processes.		
	Knowledge and skills	**Assessment**
1	What is Geography? And Map Skills This unit introduces students to the fundamentals of Geography. Due to the variable experiences of Geography in our feeder primary schools, we go back to basics in this first topic so that by the end of it, all students have a spatial awareness of continents and key countries and a knowledge of characteristics of human and physical Geography. Students will be able to use a range of maps and atlases and be able to recognise OS map symbols. These are the foundations that will be developed and built upon throughout their Geography education at Lakelands.	End-of-Topic Test
2	Britain and Europe This topic builds on the previous topic by focussing on the UK's human and physical features. We also look at the different identities of people living in the UK, as well as considering which places mean something to our pupils. Year 7s learn about where people live within the UK and how voting works. We finish this topic by looking at Europe's key features, considering migration within Europe and looking at the UK's role within the European continent.	End-of-Topic Test (Progressive)
3	Population We then expand geographical understanding by moving on to look at a more global perspective, considering global population growth and distribution, as well as the impact that continued population growth is having and will have on our planet in the future. We learn about urbanisation and what life in like in some slums around the world. Finally, we consider what cities might look like in the future and how sustainable development can help.	End-of-Topic Test (Progressive)
4	Ecosystems In this unit, we explore all the major ecosystems around the world, from rainforests and deserts to the deep blue sea. Pupils will learn about how plants and animals are adapted to their climate and ecosystems, while also considering some of the problems and issues that threaten these environments.	End-of-Topic Test (Progressive)
5	Coastal Landscapes Extending their work on ecosystems, students will develop understanding of marine ecosystems by looking at how coastal processes can sculpt landforms and the wider coastal landscape.	End-of-Year 7 Test (Summative)
6	Introduction to Fieldwork In this unit, pupils are introduced to fieldwork and the enquiry process, building strong foundations for future fieldwork.	Project
Cross-curricular links in Y7: Numeracy – mapping, grid references and scale, Literacy – description of landscapes, Science – ecosystems, plant and animal adaptations, physical processes of weathering and erosion.		
Careers: Britain and Europe – jobs in different sectors and roles with our democratic system; Coastal landscapes – how fishing is important to trade and economy.		

Year 8 Curriculum Implementation

In Year 8, our students will build on the key concepts and skills learnt in Year 7, with more challenging content and on a global scale. Year 8s will start to look at how global development is measured and the differences between MEDCs and LEDCs. They will then go on to study water as a precious resource, thinking about its uses and beginning to explore threats to and conflict over water resources. Then, pupils start to learn about river landscapes, a topic they will return to in Year 10. The next topic is Resources, where they will investigate issues and threats to food, energy and building resources. This links well with the following topic, Climate Change, where pupils examine how global temperatures have changed over time and how human use of resources has contributed to this. Year 8 learning will be completed with an introduction to the continent of Asia and some of the key powers at work there, particularly India, which features as a case study for Global Development in GCSE Geography.

	Knowledge and skills	**Assessment**
1	Global Development Year 8 Geography builds on all that we learnt in Year 7 and first focuses on Global Development. Pupils learn how development is measured, how it varies and how we can support countries around the world to become more developed.	End-of-Topic Test
2	Water Resources As water is a vital resource for citizens around the world, this topic explores how much water we use, the distribution of water resources, how these can be used and managed sustainably and looks at the environmental issues surrounding bottled water, too.	End-of-Topic Test (Progressive)
3	River Landscapes The natural progression sees us next study Rivers, a classic Geography unit, which is revisited and developed in Year 10. We cover all the basics to do with rivers, including the water cycle, key processes and landforms as well as flood events and flood management techniques.	End-of-Topic Test (Progressive)
4	Resources Having studied water resources earlier this year, we then focus on resources more widely, considering soils, energy resource, food and some of the issues surrounding resources like diamonds. We finish this unit looking at whether global resource use is sustainable and the impact that this has on our planet.	End-of-Topic Test (Progressive)
5	Climate Change Year 8s study climate change next, where they look at how Earth's temperature has changed over time and the causes of this. Next, they look at the effects that this is having and will have in the future. We explore different ways of reducing emissions, at different scales.	End-of-Topic Test (Progressive)
6	An Introduction to Asia Year 8 is finished with a closer look at the continent of Asia, where pupils begin to look at some key countries. India is an important case study at GCSE, so this is a brilliant introduction to India, too.	End-of-Year 8 Test (summative)

Cross-curricular links in Y8: Science – Climate change and Energy Resources, the water cycle, the greenhouse effect, Numeracy – measures of global development, resources (UK energy mix), Literacy – Conflict over water (debate writing), climate change headlines.

Careers: Development – jobs in the formal and informal sectors; Resources – diamonds supply chain and different roles within it.

Year 9 Curriculum Implementation

In Year 9, our students apply their invaluable knowledge from Year 7 and 8, starting with the classic Geography topic of Tectonics. The focus is also for students to gain a mastery of the core geographical knowledge and skills that will underpin their learning at GCSE. There is a focus in Year 9 on students honing their written communication skills with an expectation that their core knowledge is robust enough to now develop their fluency, confidently applying their knowledge as skills. The last topic of Year 9 gives a key introduction to GCSE Geography.

	Knowledge and skills	**Assessment**
1	Our Restless Earth – Tectonic Processes The core geographical knowledge of physical geography developed in Years 7 and 8 is applied on a global scale with students developing an understanding of how tectonics have shaped the world that we see today. Students will evaluate the issues surrounding monitoring, predicting and preparing for tectonic events. Pupils gain depth of understanding by comparisons between similar tectonic events in countries at different development levels. Case studies will be relevant to the time, but may include classic examples, where more appropriate, showing the dynamic nature of geography and its ongoing relevance to people around the world.	Newspaper Article End-of-Topic Test
2	Going to Extremes – Weather and Climate This topic begins with and introduction to the difference between weather and climate. We then look at how we measure weather and climate and the distribution of world climate zones, exploring the reasons for this. The second part of this topic looks at both Extreme Weather Events and places with Extreme Climates, like Oymyakon, the coldest place on Earth.	End-of-Topic Test (progressive)
3	The Geography of Crime This topic really captures Year 9s' attention, as we look at how crime is linked with Geography, where crime happens and strategies to try to tackle it. We study crime in our local area and compare this to other areas of the UK. Then, we consider how global trade has led to the movement of drugs around the world and organised crime in the rainforest. Students will finish off this topic by considering some arguments for why crime happens and expressing their opinions in relation to this.	Written piece on why crime happens
4	The Role of Stones This unit introduces pupils to the geological processes and landforms that they will study further at the beginning of their GCSE course, in the next unit as well as revisiting learning from the Tectonics topic at the beginning of Year 9. We look at the different types of rock, how they are formed and how they contribute to the distinctive landscapes that we see around us. Next, we think about how geology has provided so many fossil fuel resources as well as considering the issue of fracking, how shale gas is recovered and the potential issues this poses for our environment.	End-of-Year 9 Test (summative)
5	The UK's Changing Landscapes This is a GCSE unit of work designed to allow students to understand what natural and human factors create the world they live in. We start by studying the characteristics and distribution of different types of geology in the UK. Then, we look at the role of geology and tectonic processes in the formation of upland and lowland areas. Students should be able to make the link between the rock types and either upland or lowland areas.	End-of-Topic Test

Cross-curricular links in Y9:

Science – structure of the Earth, the rock cycle, physical processes of weathering and erosion, Numeracy – working with weather and climate data, constructing climate graphs, Literacy – why crime happens and fracking debate.

Careers: Homework Task – researching different jobs within Geography, qualifications required and rates of pay; Geography of Crime – different roles within the UK Police Force; Weather and Climate – difficulties working in extreme climates and during extreme weather events.

Year 10 Curriculum Implementation

In Year 10, the curriculum aims to combine the application of students' knowledge and communication skills in exploring challenging and contentious local and global issues. Students are expected to be able to apply their knowledge of the human and physical world to their learning about new places, such as Birmingham and Mexico City and reach well-reasoned opinions on managing the challenges faced by different places around the world. They are also encouraged to gain an even deeper appreciation of our precious and delicate planet through an in-depth study of both Weather & Climate and Ecosystems & Biodiversity. This study aims to highlight the inextricable links between biotic and abiotic factors that ensure the health of our planet, and our role in maintaining this balance. Through rigorous and highly academic discussions, we support students to re-evaluate humanity's role as the guardian of nature.

	Knowledge and skills	**Assessment**
1	River Landforms and Processes There is a large focus on processes and landforms. Some of the physical processes cross over with coasts for interleaved learning. This unit is also revisited in the fieldwork unit, later in Year 10. Understanding how rivers change downstream may help students understand the reasons for occurrence of landforms. It is important to understand processes so they can be applied to landforms. Human activities should be covered in a general context, as should the effects of recession and flooding. Managing rivers with defences is a familiar concept. All the above will need to be drawn together to understand a stretch of river and the relationships between human and physical factors to help form and develop this landscape over time.	Rivers Test
2	Coastal Landforms and Processes As this is a connected unit, we revisit terminology used in rivers, and students will learn about the power of the sea and the way in which the land could be managed. This unit covers basic geology, erosional and depositional processes and finishes with a small number of case study locations including The Holderness Coast & Dawlish Warren. This unit aims to improve understanding and skills connected with coastlines, providing the frameworks and approaches to explain coastal features. We consider how coasts are shaped, interconnected and change over time.	Coasts Test Topic 1 Test
3	Changing Cities Students were introduced to settlement and urbanisation in Year 7 and 8 and the first part of this topic will serve to build on KS3 knowledge of the growth of settlements over time. Students will learn about how urbanisation is a global process which occurs at different rates in countries of different levels of development. We will consider the changes and challenges in major cities that result from processes; including migration, deindustrialisation and globalisation, and how these challenges are being managed in cities in contrasting parts of the world. In this part we look at Birmingham, a major UK city and Mexico City as a developing/ emerging city. This links to global development unit which is revisited in Year 11.	Cities Test
4	Weather Hazards and Changing Climate Building on knowledge from Year 9, students will be introduced to the global atmospheric circulation system and how this creates our weather and climate in different parts of the world. We increase depth of knowledge about factors affecting climate by learning about the Milankovitch Cycles and how these affect climate change over time. We extend their KS3 knowledge and understanding through the study of weather hazards – focussing on tropical storms and drought, including detailed case studies for each.	Weather and Climate test Year 10 Mixed Mock
5	Geographical Investigations: Fieldwork (Physical – Rivers) The experience of fieldwork helps students to develop new geographical insights into the two contrasting environments - students apply their geographical knowledge, understanding and skills to these environments gained from KS3 and the River Landforms and Processes topic. Pupils will learn about, and implement the enquiry	Report Write-up

	process in this rivers investigation, where they will: formulate enquiry questions; use a range of data collection methods (quantitative and qualitative, primary and secondary); present their data; analyse the results; draw conclusions; and finally, evaluate their investigation.	Exam practice is carried out every 2 – 3 weeks End-of-unit test
6	Global Development: Students were introduced to the key principles of development in Years 7 and 8. This GCSE topic will build and revise KS3 knowledge and understanding of how and why countries are at different levels of development. We will consider a range of different ways that development can be measured and introduce students to the Human Development Index. Students learn about the consequences of uneven development at a range of scales. We then undertake a more in-depth study of how differences in development affect India as an emerging country. We will introduce students to top down and bottom-up strategies to tackle inequalities within a country.	Development Test
Cross-curricular links in Y10: Maths/numeracy - using statistics to measure levels of development, RE- trade, aid and the work of charities, the interconnectedness created by globalisation, History – historical factors in India's development and their geopolitical relationships.		
Careers: Changing Cities – different parts of the city relating to trade and economy; Global Development – considering different global issues and how varying levels of development can affect people in a country – links to economy, globalisation and international links; Alongside Work Experience Week – a real focus on Geographical Skills for Work.		

Year 11 Curriculum Implementation

In Year 11, our students is a synoptic programme of study that requires students to combine their knowledge from all topics studied so far in Geography and to draw on learning and skills in Science and Maths to respond to challenges faced within the UK, China and Germany on issues such as population growth, energy resources, flooding and climate change. Students are expected to be able to retrieve knowledge from across their learning and apply it fluently to assess and evaluate the responses by different key stakeholders to a range of geographical issues. Students' solid knowledge base is now celebrated as they prepare to be the next generation to meet the challenges that we face both globally and nationally.

	Knowledge and skills	**Assessment**
1	Ecosystems, Biodiversity and Management: This is the last Physical Geography Unit that Year 11s will study, building on learning about Ecosystems from KS3. Pupils will gain an overview of the distribution and characteristics of global and UK ecosystems and two detailed studies of deciduous woodlands and tropical rainforests. Within each ecosystem, pupils will learn about the factors that influence these ecosystems, plant and animal adaptations, threats to biodiversity, sustainable management and the goods and services that they provide.	Ecosystems End-of-Topic Test
2	Resource Management: Energy Resources. In Year 8, pupils learnt about renewable and non-renewable resources and that is built upon in this unit. This covers an overview of the global and UK distribution of food, energy and water and detailed studies of energy resource management in a developed country (Germany) and a developing or emerging country (China). This unit also looks at how we use energy, the threats this can pose to our environment and the controversial issue of fracking for shale gas.	Resources Assessment Year 11 Mixed Mock
3	Geographical Investigations: Fieldwork (Human - Rural) This second piece of Human Geography Fieldwork, where we study our very own town of Ellesmere, builds on the enquiry skills learnt during fieldwork in Year 10. As a contrasting environment, the geographical investigation and theory are different, but the skills used remain the same.	
4	Geographical Investigations: UK Challenges This is a synoptic unit, which brings together learning from Year 10 and 11 and applies this to the UK as a whole. We look at UK population growth and the pressure this puts on our ecosystems. We learn about sustainable transport options in the UK and consider settlement, population and economic challenges. Next, we look at the UK's landscape, coastal and climate change challenges.	UK Challenges Test
5	Exam Technique Practice and Revision for GCSE Exams A programme of in-class revision based on identified needs of students in each class. We do lots of exam practice, focussing on how to successfully answer 'assess' and 'evaluate' questions in an exam, as well as revisiting the Geography skills we have learnt and consolidated since Year 7.	

Cross-curricular links in Y11:

Maths/numeracy - using statistics and graphical skills in Fieldwork, Science – Ecosystems, adaptations, nutrient cycles and energy resources.

Careers: Ecosystems – Goods and Services provided by ecosystems; UK Challenges – thinking about the big issues facing the UK – economy, trade, population, migration, etc; Fieldwork – through development of fieldwork skills, thinking about which careers these are helpful for.

IMPACT OF THE GEOGRAPHY CURRICULUM
Progress is measured within lessons, and over terms, years and key stages. In lessons, progress is measured through quizzes, questioning and other Assessment for Learning strategies, such as peer- and self-assessment. Mastery is achieved through regular opportunities to practice recalling key information, and redrafting and improving work based on feedback from the teacher. Progress is tracked throughout the year and tested in a summative assessment at the end of each topic and cumulatively at the end of the year. Data from end of topic tests will be entered into Pupil Progress software for teachers for the purpose of reviewing and monitoring progress, tailoring further practice or consolidation, where required. Gaps are addressed and closed at the end of each topic to ensure students have a solid understanding before another topic is taught. This may lead to classes starting topics in different weeks but will ensure all students are secure in their understanding. Key terms will be learnt and tested for each topic studied. Engagement in Geography will be evident in a healthy uptake for GCSE, and again on to A Level when they leave Lakelands. Conversations about home countries, travel and holidays throughout the school year will show students' interest in applying their geographical knowledge to places they have visited. Geographers at Lakelands will be proud to talk of their travels to other countries, visits to different parts of Shropshire, and documentaries and TV programmes, showing the impact of people and processes on the places that people live in. The diverse and knowledge rich curriculum at Lakelands should develop confident and articulate geographers who want to learn more about the world around them.

WIDER CURRICULUM OFFER

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum.

Personal Development within the Geography curriculum	
Personal Development	Geography at Lakelands aims to support our students to develop in many diverse aspects of life. We provide opportunities within our learning to enable our students to do this in a number of ways: **Responsible, respectful, safe and active citizens**: through our delivery of social, economic, political and environmental Geography in a range of locations, students are able to develop their opinions and attitudes to topics as wide ranging as global climate change and population pressures faced by different countries. **Inclusive Environmen**t: Geography at Lakelands ensures inclusivity. Through our field trips, we ensure that all students have full access to experiences out in the field. This has included students who are wheelchair users, or with mobility issues, attending our Carding Mill Valley trip. **Character**: We use a range of controversial topics including population control, resource management and climate change to help students to develop their own views and attitudes. We help them to learn how to debate and develop their argument in a positive way so that they can cooperate consistently well with others. This is a fundamental aspect of teaching and learning to prepare them for life. **Confidence, Resilience and Mental Health**: We believe that by helping students to be aware of local and global issues, and empowering them to voice their opinions of those issues, we are helping them to build confidence. This, in turn, builds resilience which can impact positively on mental health.

SMSC	**Spiritual**: The awe and wonder of the natural world is at the heart of geographical investigation. Our studies of the power of the planet and how people interrelate with the landscape and atmosphere are intrinsic elements of this subject. **Moral**: Geography provides us with the opportunity to appreciate different opinions and values at a range of scales. We consider the impact of government decisions such as China's One Child Policy and attitudes towards global warming. We focus on local actions and their global effects and try to relate pupils' own experiences to help them form their own opinions. **Social**: People are at the heart of Geography. We consider the impact of people on their physical environment as well as how they interact with each other. Through the study of Geography, students become aware of their sense of identity, community and place in the world. **Cultural**: Geography is naturally multicultural. Through our study of places, we can recognise what makes us different as well as our commonalties. Students can gain a better understanding of their own sense of place and space. We foster knowledge, tolerance and understanding and help to encourage social cohesion, locally and globally.
British Values	**Fundamental British Values**: Students in Geography learn about the growth and change that has taken place in the United Kingdom in both geological and human timescales, enabling them to build a full understanding of the geographical history of our country. This helps students to understand the source of our values and to build mutual respect and tolerance. Early in Year 7, we look at different ideas of identity amongst British people and learn about the electoral system.
Extracurricular & Enrichment	We enjoy a range of enrichment opportunities in Geography and we are always looking for new ways to enhance our classroom learning. Current enrichment/extracurricular opportunities: • Local area studies • Field trips to Carding Mill Valley • Field work in Ellesmere, centred around the Mere • Cross-curricular links, especially with Maths and Science • Primary liaison and transition work • Year 11 Intervention and additional revision sessions Future enrichment/extracurricular opportunities we plan to develop: • Enrichment trips • Further development of field work opportunities • Further development of links with industry and further/higher education

Careers in the Geography curriculum

There has never been a more important time to use geographical knowledge and skills to pursue a career. None of the changes and challenges facing the UK and the world in the 21st century, including climate change, energy security, migration, urbanisation and globalisation, can be properly understood, let alone tackled, without Geography. This is the discipline that connects the natural and the human, the local and the global and in doing so, enables us to plan sustainably for the future. Whether our pupils' future career lies in the environmental sector, business, education, the natural or social sciences, the media, in geospatial industries or in travel, Geography opens up a range of choices for their future work and career.

The skills our pupils learn in Geography can be applied throughout their lives. They will develop communication and teamwork skills. They'll learn how to analyse and evaluate while looking for connections and explanations. These are key skills required by employers - in fact, geographers are seen as some of the most employable students in the UK thanks to their range of skills and ability to think laterally.

We make links to Careers and the world of work wherever we can, in Geography lessons. We look at the labour market in the UK and compare this to different countries in Year 7. We have a classroom display which shows a huge range of jobs, in different branches of Geography.
Cultural Capital in the Geography curriculum *The essential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.*
Cultural Capital is encouraged in Geography through regular reference to the most up to date geographical theory. This includes research, television programmes and a wide range of reading material from a variety of sources. This enables us to develop and prepare our students for their next phase of education and also ensures that staff are up to date with current geographical concepts and theory. We work closely with the exam board and make links to current work in the geographical field, where possible.
SEND in the Geography curriculum
The Geography curriculum is designed to be inclusive and accessible, ensuring that students with Special Educational Needs are supported through differentiated teaching, clear scaffolding, and a variety of learning approaches. Content is broken into manageable steps, with key geographical concepts revisited to strengthen understanding and long-term retention. Visual resources such as maps, diagrams, photographs, and GIS tools help students interpret spatial information, while structured fieldwork tasks and guided questioning support the development of enquiry skills. Opportunities for discussion, practical activities, written responses, and creative tasks allow students to demonstrate their understanding in different ways, promoting confidence and engagement. Adaptations such as simplified case studies, targeted support, and explicit vocabulary instruction ensure that all learners can access and succeed in the Geography curriculum.
Safeguarding in the Geography curriculum
The Geography curriculum promotes safeguarding by exploring how people, places, and environments are shaped by issues such as inequality, vulnerability, risk, and the impacts of crime. Through studying topics like urban environments, population change, resource distribution, and global development, students consider how geographical factors can influence safety, wellbeing, and access to rights and protections. Learning about the geography of crime—including patterns, causes, and the effects on communities—helps students understand how environments can be designed or managed to reduce risk and promote safer living spaces. Structured enquiry, case studies, and guided discussion encourage students to reflect on ethical questions, recognise the importance of laws and community support, and understand how individuals and societies can work to keep people safe. This supports the development of critical thinking, empathy, and an awareness of their own rights and responsibilities, helping students to stay safe and seek help when needed.