



# St Dunstan's School

GLASTONBURY



## **Geography Curriculum Booklet 2023-24**

**Subject Lead: Mrs J Manning**



## Geography Curriculum Intent:

*Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that? Michael Palin*

The St Dunstan's Geography curriculum intends to instil the St Dunstan's core values of Truth; Resilience; Ambition; Community and Kindness (TRACK) as follows:

- **Truth:** The curriculum intent is to give students the **geographical understanding and competencies** needed to make informed decisions in their future lives.
- **Resilience:** The curriculum intent is to develop students' **problem-solving** abilities, where they apply key skills to difficult propositions through geographical enquiry.
- **Ambition:** The curriculum intent is to ensure that all learners are studying a **challenging curriculum**. Students flourish and achieve above expected outcomes because of this challenge.
- **Community:** The curriculum intent is to develop in students a deep appreciation of the patterns and relationships between human and physical geography and how they have developed.
- **Kindness:** The intent for our implementation of the curriculum is to be delivered with pace, challenge and kindness. Students should be rewarded for their positive contributions in lessons. A **positive learning environment** flourishes in the classroom.

In designing our curriculum, we have ensured that we meet the needs of our learners, here at St. Dunstan's. As a school that is predominantly white British, our curriculum ensures that our students experience other cultures and challenge any misconceptions they may have due to the lack of diversity in our town and its surrounding villages.

We embrace topical and challenging topics, such as migration and climate change, enabling our students to tackle issues surrounding equalities in a timely and sensitive fashion. The acquisition of language is very important in Geography and our students are taught to use the language of geography and not just learn key words. Students learn what the Geographical association terms "the grammar of geography"; patterns, human and physical processes and the connections between different patterns and processes are the golden threads that run through geography lessons from Year 7 to Year 11.

Students will be taught skills of geographical investigation based on information from research and fieldwork collected from the real world. Lessons allow students to use and become skilled at using a wide range of Geographical sources including; text, maps, graphs, photographs, graphs, tables of data.

At Key Stage 4, students study the AQA GCSE Geography course as it meets the needs of our learners. The course covers a wide range of human, physical and environmental topics. The course also contains an important skills and decision-making element (in paper 3) which makes it highly relevant and engaging. This enables students to build the knowledge and skills required to move on to A Level study at nearby colleges. We want students to see how Geography is relevant to the world of work. We do this through creating lesson activities that link to real life scenarios and decision making that are reflective of those being made by people in real jobs every day.

## Geography Curriculum Implementation:

In designing our curriculum, we have ensured that we have not only met but exceeded the National Curriculum and followed the guidance of the Geographical Association to design a program of learning that is ambitious, challenging and rigorous.

Our curriculum covers a broad range of geographical topics including human, physical, environmental and synoptic themes. Students are taught in English based sets at KS3 and mixed ability groups at KS4, so our planning has an emphasis on providing challenge for all students.

This is done by providing a range of adapted activities including challenge tasks for students who require stretch as well as providing extra support and scaffolding of tasks for those who require more support.

We sequence the learning in our curriculum so that it becomes more complex over time starting with developing skills of description and explanation and then later emphasising assessment and evaluation. Students will be given regular opportunities to learn and retrieve key knowledge in lessons through 'Do now' tasks and through homeworks and low stakes hinge assessments. We support the school's drive on reading by supplying students with a wide range of stimulus materials to work from including reading of different text types.

### Key Stage 3

Lessons at KS3 focus on developing the key geographical terminology and knowledge needed to be successful geographers. The key skills that we will focus on at KS3 will be describing and explaining patterns and processes.

Over time lessons become more challenging with more emphasis on the application of knowledge and making decisions using geographical information. We also introduce learning about research skills and the use of geographical data. Written assessments are completed at the end of each topic with a focus of literacy and understanding of subject knowledge.

### Key Stage 4

Lessons at GCSE consolidate the key knowledge and skills of KS3 whilst adding depth and detail. Describing and explaining patterns and processes are still important skills at GCSE but we start to shift the focus of teaching more towards evaluation.

Learning about research and fieldwork builds upon the skills developed at KS3, and at KS4 we encourage students to start to think more deeply about how and why they collect data and how to critically evaluate their findings. Students are given regular opportunities to learn key terms and knowledge and to practise retrieval. Students are also taught how to apply their knowledge and understanding to a range of skills-based, short and long written questions.

Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

### Allocated Curriculum Time:

Year Group	Y7	Y8	Y9	Y10	Y11
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<b>Fortnightly lesson allocation in hours</b>	3 lessons	3 lessons	3 lessons	5 lessons	5 lessons
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## Curriculum Plan: Year 7

Term	Curriculum Foci Areas	Assessment Criteria
1	<b>Local Geography and Map Skills</b> <ul style="list-style-type: none"> <li>Baseline assessment</li> <li>UK/GB/British Isles</li> <li>Directions</li> <li>Four figure grid references</li> <li>Six figure grid references</li> <li>Measuring height on maps</li> <li>Measuring distances on maps</li> <li>OS map of the local area</li> </ul>	<b>Baseline assessment</b>  <b>Assessment 1:</b> Map Skills
2	<b>Impossible Places</b> <ul style="list-style-type: none"> <li>Antarctica</li> <li>Dubai</li> <li>Aral Sea</li> <li>Mount Everest</li> <li>Chernobyl</li> </ul>	
3	<b>Impossible Places (continued)</b> <ul style="list-style-type: none"> <li>Antarctica</li> <li>Dubai</li> <li>Aral Sea</li> <li>Mount Everest</li> <li>Chernobyl</li> </ul>	<b>Assessment 2:</b> Impossible Places
4	<b>Weather and climate</b> <ul style="list-style-type: none"> <li>Measuring</li> <li>MicroClimates</li> <li>Types of rainfall</li> <li>High and Low Pressure</li> <li>Factors affecting climate</li> <li>Climate graphs / Global climates</li> </ul> Extension - Extreme Weather	<b>Assessment 3:</b> Weather and Climate
5	<b>Rivers</b> <ul style="list-style-type: none"> <li>Water Cycle</li> <li>Erosion and Transport</li> <li>Drainage Basins and Long Profiles</li> <li>Landforms of Erosion</li> <li>Deposition</li> <li>Flooding Case Study - Somerset Levels</li> <li>Hydrographs</li> </ul> Extension - Bangladesh	

6	<b>Crime</b> <ul style="list-style-type: none"> <li>• What is crime?</li> <li>• Perception of crime</li> <li>• Global crime</li> <li>• Crime prevention</li> <li>• Crime survey</li> </ul>	<b>Assessment 4:</b> Crime
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## Curriculum Plan: Year 8

Term	Curriculum Foci Areas	Assessment Criteria
1	<b>Population</b> <ul style="list-style-type: none"> <li>• Population Growth</li> <li>• Population Change</li> <li>• Population Pyramids</li> <li>• Ageing Populations</li> <li>• Migration - including the Windrush Generation.</li> <li>• Population Policies</li> <li>• Impacts of Policies</li> </ul>	<b>Assessment 1:</b> Population
2	<b>Population (continued)</b> <ul style="list-style-type: none"> <li>• Population Policies</li> <li>• Impacts of Policies</li> </ul> <b>UK Energy Mix</b> <ul style="list-style-type: none"> <li>• UK and global energy mix</li> <li>• Renewable and nonrenewable energy</li> <li>• What is fracking?</li> <li>• Why does the UK need fracking?</li> <li>• Why should we be concerned about fracking?</li> <li>• Should we use wind power?</li> <li>• Biofuels</li> </ul>	
3	<b>UK Energy Mix (continued)</b> <ul style="list-style-type: none"> <li>• UK and global energy mix</li> <li>• Conventional</li> <li>• What is fracking?</li> <li>• Why does the UK need fracking?</li> <li>• Why should we be concerned about fracking?</li> <li>• Should we use wind power?</li> <li>• Biofuels</li> </ul>	<b>Assessment 2:</b> Energy
4	<b>Marine Ecosystems</b> <ul style="list-style-type: none"> <li>• Marine ecosystems</li> <li>• Distribution of marine ecosystems</li> <li>• Impact of human activity and climate change</li> <li>• mangroves</li> <li>• Coral reefs</li> <li>• Protecting marine environments</li> </ul>	<b>Assessment 3:</b> Marine ecosystems

5	<b>Exploring Britain</b> <ul style="list-style-type: none"> <li>● UK settlements</li> <li>● Rural/urban</li> <li>● Changes in UK energy</li> <li>● Globalisation</li> <li>● Global Britain</li> </ul>	
6	<b>Ice and Glaciation</b> <ul style="list-style-type: none"> <li>● Glacial Budget</li> <li>● Process</li> <li>● Erosion</li> <li>● Deposition</li> <li>● Tourism</li> <li>● Global Warming</li> <li>● Avalanches</li> </ul>	<b>Assessment 4:</b> Ice and Glaciation

## Curriculum Plan: Year 9

Term	Curriculum Foci Areas	Assessment Criteria
1	<b>Coasts (from September 2024 - already covered by current Year 9 when in Year 8)</b> <ul style="list-style-type: none"> <li>Erosional landforms</li> <li>Depositional landforms</li> <li>Hard/soft engineering</li> <li>Managed retreat</li> <li>Challenges faced along the coastline</li> </ul>	<b>Assessment 1:</b> Coasts
2	<b>Tectonic hazards - TERM 1 2023-24</b> <ul style="list-style-type: none"> <li>Structure and Convection Currents</li> <li>Plate boundaries</li> <li>Volcano Structure/Formation</li> <li>Living with Volcanoes</li> <li>Super Volcanoes</li> <li>Case study</li> </ul>	<b>Assessment 1:</b> Tectonic hazards
3	<b>Development</b> <ul style="list-style-type: none"> <li>Development Indicators</li> <li>Global Distribution of Development</li> <li>Reasons for unequal development</li> <li>International Aid</li> <li>Fairtrade</li> <li>Top Down v Bottom Up support</li> </ul>	
4	<b>Development (continued)</b> <ul style="list-style-type: none"> <li>Development Indicators</li> <li>Global Distribution of Development</li> <li>Reasons for unequal development</li> <li>International Aid</li> <li>Fairtrade</li> <li>Top Down v Bottom Up support</li> </ul>	<b>Assessment 2:</b> Development
5	<b>Ecosystems</b> <ul style="list-style-type: none"> <li>Ecosystems/biomes</li> <li>Global distributions</li> <li>Location, use and management of tropical rainforests</li> <li>Location, use and management of the tundra</li> <li>Location, use and management of deserts</li> </ul>	

6	<b>Climate Futures</b> <ul style="list-style-type: none"> <li>• Changes in climate</li> <li>• Causes (human)</li> <li>• Causes (physical)</li> <li>• Impacts</li> <li>• Mitigation vs Adaptation - Being Prepared</li> </ul>	<b>Assessment 3:</b> Climate futures
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**Curriculum Plan: Year 10 Geography**  
**Exam Board: AQA Geography**

Term	Curriculum Foci Areas Assessment Criteria	Assessment Criteria
1	<b>GCSE Natural Hazards</b> <ul style="list-style-type: none"> <li>• Cause of tectonic hazards- plate tectonics</li> <li>• The effects and responses of tectonic hazards</li> <li>• Case study comparison of a low income country LIC (Nepal) and high income country HIC (Japan)</li> <li>• Managing tectonic hazards</li> </ul>	<b>Assessment 1:</b> Natural hazards assessment
2	<b>GCSE Natural Hazards (continued)</b> <ul style="list-style-type: none"> <li>• Climate change- natural and human causes, management</li> <li>• Tropical storms- cause and effects</li> <li>• Case study of Typhoon Haiyan- impacts and responses</li> <li>• Reducing the effects of tropical storms</li> <li>• Extreme weather in the UK</li> <li>• Case study- Somerset Levels floods</li> </ul>	<b>Assessment 2:</b> Natural hazards assessment
3	<b>GCSE UK Landscapes- Rivers</b> <ul style="list-style-type: none"> <li>• Uplands and lowlands in the UK</li> <li>• River landforms and processes</li> <li>• Case study of the River Tees</li> </ul>	<b>Assessment 3:</b> Mid topic assessment- Rivers
4	<b>GCSE UK Landscapes- Coasts</b> <ul style="list-style-type: none"> <li>• Coastal landforms and processes</li> <li>• Case study- Landforms at Swanage</li> <li>• Managing coasts</li> <li>• Case study- Coastal management at Lyme Regis</li> </ul>	<b>Assessment 4:</b> Rivers/Coasts assessment



5	<b>GCSE Living World</b> <ul style="list-style-type: none"> <li>Ecosystems and biomes</li> <li>Rainforests- characteristics, adaptation and biodiversity</li> <li>Case study- The Malaysian rainforest- cause and impacts of deforestation.</li> <li>Sustainable management of rainforests.</li> <li>Tundra and polar- characteristics, adaptation and biodiversity</li> <li>Case study- Svalbard- opportunities and challenges</li> <li>Managing cold environments</li> </ul>	<b>Assessment 5:</b> Living World assessment
6	<b>GCSE Fieldwork</b> <ul style="list-style-type: none"> <li>How successful has the regeneration been of Bristol Harbourside (collecting data and analysing)</li> <li>Pond study (local ecosystems)</li> </ul>	<b>Assessment 6:</b> Year 10 Exam

## Curriculum Plan: Year 11 Geography

### Exam Board: AQA Geography

Term	Curriculum Foci Areas Assessment Criteria	Assessment Criteria
1	<b>GCSE Urban Issues and Challenges</b> <ul style="list-style-type: none"> <li>Patterns of urbanisation</li> <li>Causes of urbanisation</li> <li>Megacities</li> <li>In depth study of urban area (London) in a High income country (HIC)</li> </ul>	Urban <b>Assessment 1:</b> World
2	<b>GCSE Urban Issues and Challenges (continued)</b> <ul style="list-style-type: none"> <li>In depth study of urban area (London) in a High income country (HIC)</li> </ul> <b>GCSE The Changing Economic World</b> <ul style="list-style-type: none"> <li>Measuring development</li> <li>Demographic transition Model</li> <li>Causes of uneven development</li> <li>Impacts of uneven development</li> <li>Reducing the development gap</li> </ul>	<b>Assessment 2:</b> Mock exam (paper 1)
3	<b>GCSE The Changing Economic World (Continued)</b> <ul style="list-style-type: none"> <li>In depth case study of a newly emerging economy (NEE)</li> <li>Nigeria's development</li> </ul>	<b>Assessment 3:</b> Economic World

4	<b>GCSE The Changing Economic World (Continued)</b> <ul style="list-style-type: none"> <li>In depth case study of a high income country (HIC) The UK's changing economic structure</li> </ul>	<b>Assessment 4:</b> Mock exams 2
5	<b>GCSE The Challenges of Resources</b> <ul style="list-style-type: none"> <li>The distribution of resources</li> <li>Provision of food, water and energy in the UK.</li> <li>Energy - energy demand, energy insecurity, increasing energy supplies.</li> </ul>	<b>Assessment 5:</b> <b>Mock Exams:</b> Paper 2
5	<b>Pre-release Booklet/Revision</b> <ul style="list-style-type: none"> <li>GCSE revision and issue evaluation (pre- release)</li> </ul>	<b>Assessment 6:</b> Pre release mock exam

### Geography Final Assessment Structure:

Component	Weighting	Content	Proposed Date of Examination
<b>Paper 1</b>	35%	Living with the Physical Environment 1 hour 30 minutes	17th May (provisional date)
<b>Paper 2</b>	35%	Challenges in the Human Environment 1 hour 30 minutes	5th June (provisional date)
<b>Paper 3</b>	30%	Geographical Application 1 hour 15 minutes	14th June (provisional date)

Please see exam board websites for up to date information:

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

### Revision and Support

There are many ways in which you can support your child in the study of Geography such as:

- Read the daily papers and or relevant web articles e.g. on BBC
- Discuss current events here in the UK and around the world
- Watching relevant documentary programs
- Reading/ watching the news and discussing together
- Visiting different places of interest locally or further afield

- Taking out a subscription to a periodical such as National Geographic Magazine
- Please see individual Google classrooms for your class support
- Seneca GCSE revision podcasts: <https://open.spotify.com/show/OR0mqRLGxaeRqbmDyjZZnv>
- AQA GCSE Geography: <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>
- BBC Bitesize revision: <https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>