



# Buckler's Mead Academy

**Curriculum Booklet: Geography**

**Subject Lead: Mrs Lewis**



## 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 provides students with an understanding of the world around them and enables students to contextualise many of the events happening in a world that is changing more rapidly than ever. Geography is much more than a list of content. It is a viewpoint and way of making sense of the world by examining the links between different patterns and phenomena. An understanding of Geography helps students to understand the relationship between human and natural systems and how they work together and therefore how we can live more sustainably. We feel that studying Geography will change the way students think.

Buckler's Mead is a comprehensive school that takes students across the full range of prior ability so our curriculum reflects the needs of all our students, regardless of their starting point, and allows them to achieve their full potential. 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.

In designing our curriculum, we have ensured that we meet the needs of our learners, here at Buckler's Mead. The school has a growing number of children from families of ethnic minorities in the town that historically has had a lack of diversity. Our curriculum celebrates the culture of students that come from other countries to us, such as Nigeria and the Philippines so that any misconceptions or misunderstandings are challenged and correct knowledge is taught. 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 through our six golden threads of Geographical Knowledge; Place, Location, Physical and Human Processes, as well as Geographical Skills and Sustainability.

At Key Stage 4, students study the AQA GCSE Geography course as it meets the needs of our learners. This course contains important skills and a decision making element which makes it highly relevant and engaging. This enables students to build the knowledge and skills required to move on to A Level study..

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.



The Geography department offers a range of core and enhancement trips throughout the year. These include, Year 7 Map skills at Corfe Castle, Year 8 Coastal Landscapes fieldwork, Year 9 Somerset Flooding and GCSE trips to Swanage and Bristol city centre.

### Geography Curriculum Implementation

Students are taught in mixed ability groups at both KS3 and KS4, so our planning has an emphasis on providing support and challenge for all students. All lessons follow the school's Learning Cycle (Connect, Describe, Challenge and Demonstrate). A range of differentiated activities are provided to students, including challenge tasks for students who require stretching and support and scaffolding of tasks for those who require more support.

We sequence the learning in our curriculum so that it becomes more complex within each topic, starting with developing skills of description and explanation and then later emphasising assessment and evaluation. 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, GIS, photographs, graphs, tables of data.

Students are given regular opportunities to practise retrieving and applying their geographical knowledge and understanding through low stakes quizzes and formal assessments. Students are also taught how to apply their knowledge and understanding to a range of skills-based, short and long written questions. 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

KS3 lessons focus on developing the key geographical terminology and knowledge needed to be successful geographers. The key skills that we focus on at KS3 are 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 introduce research-based learning, fieldwork and the use of data.

### Key Stage 4

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. Also running through the course are key themes of patterns, places, scale and sustainability. At GCSE, we encourage students to think more deeply about how and why they collect data and how to critically evaluate their findings.

### Allocated Curriculum Time

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Lessons per fortnight</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>5</b>



## Year 7 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	<p><b>Introduction to the UK</b></p> <ul style="list-style-type: none"> <li>Understanding the UK is a diverse country with links to rest of the world</li> <li>Study their local environment and how areas need redevelopment providing opportunities for practical investigation.</li> </ul>	
2	<p><b>Introduction to the UK (cont.)</b></p> <ul style="list-style-type: none"> <li>The interpretation and understanding of OS maps (such as grid references, measuring distance and direction)</li> <li>Fieldwork: Visit to Corfe Castle</li> </ul> <p><b>Weather and Climate of the UK</b></p> <ul style="list-style-type: none"> <li>Measuring, recording and presenting weather</li> <li>Air Masses, Water Cycle and Rainfall</li> </ul>	<p><b>Introduction to the UK</b></p> <p><b>Time:</b> 40 mins <b>Marks:</b> 40 marks</p>
3	<p><b>Weather and Climate of the UK (cont.)</b></p> <ul style="list-style-type: none"> <li>Extreme weather in the UK</li> <li>Urban Microclimates and heat islands</li> <li>Fieldwork investigation- weather around the school site</li> </ul>	<p><b>Weather and Climate</b></p> <p><b>Time:</b> 40 mins <b>Marks:</b> 40 marks</p>
4	<p><b>Challenges and Opportunities in the UK</b></p> <ul style="list-style-type: none"> <li>Social issues e.g. poverty in the UK</li> <li>Water supply in the UK where and why is there variation</li> <li>How the UK meets the high demands of water</li> </ul>	
5	<p><b>Challenges and Opportunities in the UK (cont.)</b></p> <ul style="list-style-type: none"> <li>Waste Disposal in the UK</li> <li>Energy supply and demand in the UK</li> <li>Urban issues around traffic and air pollution</li> </ul>	
6	<p><b>Our Living World</b></p> <ul style="list-style-type: none"> <li>Ecosystems and Biomes location and structure</li> <li>Mediterranean Biome- characteristics and adaptations</li> <li>Coral Reefs- characteristics and threats</li> <li>Cold environments- characteristics and adaptations</li> </ul>	<p><b>End of Year 7 Exam</b></p> <p><b>Time:</b> 45 mins <b>Marks:</b> 45 marks</p>



## Year 8 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	<p><b>Our Unequal World</b></p> <ul style="list-style-type: none"> <li>• Global development variations</li> <li>• Measuring development</li> <li>• Escaping inequality- migration</li> </ul>	
2	<p><b>Our Unequal World (cont.)</b></p> <ul style="list-style-type: none"> <li>• Food inequality- The UK and South Sudan</li> <li>• Health Inequality- India and Japan</li> </ul> <p><b>Focus on Africa</b></p> <ul style="list-style-type: none"> <li>• Sahara Desert- characteristics</li> <li>• Desertification</li> <li>• Country of contrasts- Nigeria</li> </ul>	<p><b>Our Unequal World</b></p> <p><b>Time:</b> 40 mins <b>Marks:</b> 40 marks</p>
3	<p><b>Focus on Africa (cont.)</b></p> <ul style="list-style-type: none"> <li>• Sahara Desert- desertification</li> <li>• Country of contrasts- Nigeria</li> </ul>	<p><b>Focus on Africa</b></p> <p><b>Time:</b> 40 mins <b>Marks:</b> 40 marks</p>
4	<p><b>Physical Landscapes in the UK (rivers, coasts and glaciers)</b></p> <ul style="list-style-type: none"> <li>• UK Geology</li> <li>• Landscape processes (weathering)</li> <li>• Limestone Pavements</li> </ul>	
5	<p><b>Physical Landscapes in the UK (cont.)</b></p> <ul style="list-style-type: none"> <li>• River landscapes (processes and landforms e.g. waterfalls)</li> <li>• Coastal Landscapes (processes and landforms e.g. headlands and bays)</li> <li>• Mountain and glacial landscapes</li> </ul>	<p><b>End of Year 8 Exam</b></p> <p><b>Time:</b> 45 mins <b>Marks:</b> 45 marks</p>
6	<p><b>Our Extreme World</b></p> <ul style="list-style-type: none"> <li>• Tectonics</li> <li>• Monsoons</li> <li>• Year 8 Fieldwork: Charmouth</li> </ul>	



## Year 9 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	<p><b>Extreme Weather</b></p> <ul style="list-style-type: none"> <li>• Global Atmospheric Circulation</li> <li>• Tropical Storms Characteristics</li> <li>• Real example of a Tropical Storm looking at the impacts and responses</li> </ul>	
2	<p><b>Extreme Weather (cont.)</b></p> <ul style="list-style-type: none"> <li>• Tropical Storms- Management- how people can try and reduce the risk</li> <li>• Weather hazards in the UK</li> <li>• Why extreme weather is happening more often</li> <li>• Impacts of an extreme weather event in the UK e.g. Somerset Levels</li> </ul>	<p><b>Extreme Weather</b></p> <p><b>Time:</b> 40 mins <b>Marks:</b> 40 marks</p>
3	<p><b>Natural Environments- Tropical Rainforests</b></p> <ul style="list-style-type: none"> <li>• Ecosystems structure</li> <li>• Nutrient Cycle</li> <li>• Impacts of change on ecosystems</li> <li>• Characteristics of Rainforests</li> <li>• Deforestation in Rainforests (Cause, Impacts, Solutions)</li> </ul>	
4	<p><b>Natural Environments- Tropical Rainforests (cont.)</b></p> <ul style="list-style-type: none"> <li>• Characteristics of Rainforests</li> <li>• Causes of Deforestation</li> <li>• Impacts of Deforestation</li> <li>• Sustainable Management of Tropical Rainforests</li> </ul>	<p><b>Extreme Weather &amp; Natural Environments</b></p> <p><b>Time:</b> 40 mins <b>Marks:</b> 40 marks</p>
5	<p><b>Ever Changing Climate</b></p> <ul style="list-style-type: none"> <li>• Natural Theories Climate Change</li> <li>• Human Causes of Climate Change/ Enhanced Greenhouse Effect</li> <li>• Managing Climate Change (Mitigation and Adaptations)</li> </ul>	
6	<p><b>The Urban World</b></p> <ul style="list-style-type: none"> <li>• Urbanisation around the world (megacities)</li> <li>• Rural to urban migration</li> <li>• Opportunities and Challenges of urban growth in LIC/NEEs</li> <li>• Squatter Settlements</li> </ul>	<p><b>End of Year 9 Exam</b></p> <p><b>Time:</b> 45 mins <b>Marks:</b> 45 marks</p>



**Year 10 GCSE Geography Programme of Study**  
**Exam Board: AQA**  
**Exam Specification: 8035**

<b>Term</b>	<b>Curriculum Foci</b>	<b>Formal Assessment</b>
<b>1</b>	<b>Natural Hazards</b> <ul style="list-style-type: none"> <li>● Plate Tectonics</li> <li>● Distribution of Earthquakes and Volcanoes</li> <li>● The effects of Earthquakes in contrasting locations</li> <li>● Living near tectonics</li> <li>● Reducing the risks from tectonic hazards</li> </ul>	<b>Assessment 1</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
<b>2</b>	<b>The Development Gap</b> <ul style="list-style-type: none"> <li>● Measuring development</li> <li>● Demographic Transition Model</li> <li>● Changing Population Structures</li> <li>● Cause and Impacts of Uneven development</li> <li>● Strategies on reducing the development gap</li> </ul>	<b>Assessment 2</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
<b>3</b>	<b>Hot Environment</b> <ul style="list-style-type: none"> <li>● Physical characteristics of hot deserts</li> <li>● Opportunities for development in hot deserts</li> <li>● Challenges of development in hot deserts</li> <li>● Desertification-cause, impacts and management</li> </ul>	<b>Assessment 3</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
<b>4</b>	<b>Coastal Landscapes in the UK</b> <ul style="list-style-type: none"> <li>● Geology of the UK</li> <li>● Coastal Processes</li> <li>● Coastal Landforms</li> <li>● Coastal Management</li> </ul>	<b>Assessment 4</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
<b>5</b>	<b>River/ Fluvial Landscapes in the UK</b> <ul style="list-style-type: none"> <li>● Geology of the UK</li> <li>● River Processes</li> <li>● River Landforms</li> <li>● River Management</li> </ul>	<b>Assessment 5</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
<b>6</b>	<b>Physical Fieldwork Enquiry- Swanagem, Dorset</b> <ul style="list-style-type: none"> <li>● Key question: Does longshore drift occur at Swanage Beach?</li> <li>● Collect primary data and the summarise their findings and evaluate their fieldwork enquiry</li> </ul> <p>Note: this work is assessed on Paper 3 of the final GCSE Exams.</p>	<b>Year 10 Exams - GCSE Paper 1 (past paper)</b>  <b>Time:</b> 1 hour 30 mins <b>Marks:</b> 88 marks



**Year 11 GCSE Geography Programme of Study**

**Exam Board: AQA**

**Exam Specification: 8035**

<b>Term</b>	<b>Curriculum Foci</b>	<b>Formal Assessment</b>
<b>1</b>	<p><b>Urban Change in the UK</b></p> <ul style="list-style-type: none"> <li>● UK population</li> <li>● How urban change in a UK City (Bristol) can cause opportunities and challenges (social, economic, environmental)</li> <li>● Urban regeneration</li> </ul>	<p><b>Assessment 1</b></p> <p><b>Time:</b> 40 mins <b>Marks:</b> 40 marks</p>
<b>2</b>	<p><b>Newly Emerging Economy- Nigeria</b></p> <ul style="list-style-type: none"> <li>● Characteristics of Nigeria</li> <li>● Nigeria and the wider world</li> <li>● Changing industrial structure of Nigeria</li> <li>● The impacts of TNCs on Nigeria</li> <li>● The impacts of international aid on Nigeria</li> <li>● Environmental Issues in Nigeria</li> <li>● Quality of life in Nigeria</li> </ul>	<p><b>GCSE Mock Exams Paper 1</b></p> <p><b>Time:</b> 1 hour 30 mins <b>Marks:</b> 88 marks</p>
<b>3</b>	<p><b>The Changing UK Economy</b></p> <ul style="list-style-type: none"> <li>● Post industrial Economy in the UK</li> <li>● Science and Business Parks</li> <li>● Environmental impacts from industry</li> <li>● Changing Rural Landscapes- Counterurbanisation</li> <li>● Changes in Transport Infrastructure</li> <li>● The North/ South Divide</li> <li>● The UK and its links with the Wider World</li> </ul> <p><b>Resource Management in the UK</b></p> <ul style="list-style-type: none"> <li>● Global distribution of resources</li> <li>● Provision of Food in the UK</li> <li>● Provision of Water in the UK</li> <li>● Provision of Energy in the UK</li> </ul>	<p><b>Assessment 2</b></p> <p><b>Time:</b> 40 mins <b>Marks:</b> 40 marks</p>
<b>4</b>	<p><b>Food Management</b></p> <ul style="list-style-type: none"> <li>● Global foody Supply</li> <li>● Cause and Impacts of Food Insecurity</li> <li>● Increasing food supply (large and small schemes)</li> <li>● Sustainable Food production Methods</li> </ul> <p><b>Human Fieldwork Enquiry</b></p> <ul style="list-style-type: none"> <li>● Students go to Bristol- study Urban regeneration</li> <li>● Assessed in Paper 3 of final GCSE exam</li> </ul>	<p><b>GCSE Mock Exams Paper 2</b></p> <p><b>Time:</b> 1 hour 30 mins <b>Marks:</b> 88 marks</p>
<b>5</b>	<p><b>Pre Release Booklet for Paper 3 Exam</b></p> <ul style="list-style-type: none"> <li>● Issued by exam board 12 weeks before the Paper 3 Exam</li> <li>● Decision making exercise on a theme determined by the exam board</li> </ul> <p><b>Revision</b></p>	





## Revision and Support:

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

- Reading the daily papers and or relevant web articles e.g. on BBC
- Discussing 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/0R0mqRLGxaeRqbmDyjZZnv>
- AQA GCSE Geography:  
<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>
- BBC Bitesize revision: <https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>
- Internet Geography: <https://www.internetgeography.net/aqa-gcse-geography/>

## Final GCSE Assessment Structure:

Component	Weighting	Content	Proposed Examination Date
<b>Paper 1</b> <b>1 hour 30 mins</b>	35%	<b>Living with the Physical Landscape</b> Physical Geography: <ul style="list-style-type: none"> <li>• The Challenge of Natural Hazards</li> <li>• The Living World</li> <li>• Physical Landscapes in the UK</li> </ul>	May
<b>Paper 2</b> <b>1 hour 30 mins</b>	35%	<b>Challenges in the Human Environment</b> Human Geography: <ul style="list-style-type: none"> <li>• Urban Issues and Challenges</li> <li>• The Changing Economic World</li> <li>• The Challenge of Resources</li> </ul>	June
<b>Paper 3</b> <b>1 hour 30 mins</b>	30%	<b>Geographical Applications</b> Fieldwork, Skills and Decision-Making: <ul style="list-style-type: none"> <li>• Issue Evaluation- pre-release</li> <li>• Fieldwork Enquiry questions</li> </ul> <p>Synoptic paper drawing on content from across the syllabus with resource booklet in exam.</p>	June

Please see exam board websites for up to date information: [GCSE Geography Specification](#)