



**St Dunstan's School**  
GLASTONBURY



**Geography Curriculum Booklet  
2024-25**

**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
Fortnightly lesson allocation in hours	3 lessons	3 lessons	3 lessons	5 lessons	5 lessons

## Curriculum Plan: Year 7

Term	Curriculum Foci Areas	Assessment Criteria
1	<b>An Introduction to Geography and Development</b> <ul style="list-style-type: none"> <li>● Key geographical skills and knowledge</li> <li>● Countries and continents of the world</li> <li>● Physical and Human Geography</li> <li>● Measuring and comparing development</li> <li>● Countries of the world - Research Project</li> </ul>	<b>Introduction to Geography Assessment</b>  <b>Time:</b> 40 mins <b>Marks:</b> 45 marks
2	<b>Extreme Environments</b> <ul style="list-style-type: none"> <li>● The factors that make environments extreme</li> <li>● The global distribution of extreme environments</li> <li>● Polar environments - Arctic and Antarctica</li> <li>● Hot desert environments - Sahara Desert</li> <li>● Mountain environments - Mt. Everest and the Himalayas</li> </ul>	
3	<b>Dangerous Planet - Part 1</b> <ul style="list-style-type: none"> <li>● The structure of the Earth</li> <li>● The global distribution of earthquakes and volcanoes, including plate tectonic theory</li> <li>● Tectonic plate boundaries</li> <li>● Volcanic hazards and types of volcanoes - composite and shield volcanoes</li> <li>● The impacts of volcanoes, including supervolcanoes</li> <li>● Why people live close to tectonic hazards</li> </ul>	<b>Dangerous Planet Assessment</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
4	<b>Dangerous Planet - Part 2</b> <ul style="list-style-type: none"> <li>● The causes of earthquakes at different plate boundaries</li> <li>● Measuring earthquake magnitude - Richter Scale</li> <li>● The impacts and responses to the Haiti earthquake</li> <li>● The causes, impacts and responses to the Japan tsunami</li> <li>● Why the impacts of earthquakes vary between places</li> <li>● Reducing the impacts of tectonic hazards - Prediction, Protection and Preparation</li> </ul>	
5	<b>Fantastic Places in the UK - Part 1</b> <ul style="list-style-type: none"> <li>● UK countries - location, characteristics, history and culture</li> <li>● The human and physical Geography of the UK</li> <li>● UK map skills (1) - Compass directions and map symbols</li> <li>● UK map skills (2) - 4 and 6 figure grid references</li> <li>● UK map skills (3) - Relief, contour lines, scale and distance</li> </ul>	<b>End of Year 7 Exam</b>  <b>Time:</b> 45 mins <b>Marks:</b> 60 marks
6	<b>Fantastic Places in the UK - Part 2</b> <ul style="list-style-type: none"> <li>● The UK physical landforms - mountains, rivers, coasts and glacial landscapes</li> <li>● Coastal processes and UK coastal landforms</li> <li>● Coastal erosion and sea defences</li> <li>● UK population - changes over time and distribution</li> <li>● The North-South Divide - causes and evidence</li> <li>● Fantastic Places in the UK - Research project and presentation</li> </ul>	

## Curriculum Plan: Year 8

Term	Curriculum Foci Areas	Assessment Criteria
1	<p><b>Global Issues and Challenges - Part 1</b></p> <ul style="list-style-type: none"> <li>● The key global issues facing the world in the 21st Century</li> <li>● Global population growth - changes and issues</li> <li>● Patterns of urbanisation in LICs, NEEs and HICs</li> <li>● Issues and challenges of rapid urbanisation in Manila</li> <li>● Sustainable cities - BedZED, Curitiba</li> <li>● Species extinction - causes, impacts and solutions</li> </ul>	
2	<p><b>Global Issues and Challenges - Part 2</b></p> <ul style="list-style-type: none"> <li>● Evidence for climate change</li> <li>● Human causes of climate change, including the greenhouse effect</li> <li>● The social, economic and environmental impacts of climate change on different countries</li> <li>● The solutions to climate change - adaptation and mitigation</li> <li>● The global distribution of key natural resources</li> <li>● The impacts of resource shortage - food, water and energy</li> <li>● The sustainable solutions to resource shortages</li> </ul>	<p><b>Global Issues and Challenges Assessment</b></p> <p><b>Time:</b> 40 mins <b>Marks:</b> 40 marks</p>
3	<p><b>Living in a Globalised World</b></p> <ul style="list-style-type: none"> <li>● Employment sectors - primary, secondary, tertiary</li> <li>● How employment sectors change over time (UK) and different between countries - Clarke-Fisher Model</li> <li>● The global economy - trade and investment</li> <li>● Globalisation - positive and negative impacts on different countries and groups</li> <li>● TNCs - examples, distribution and global impacts</li> </ul>	<p><b>Living in a Globalised World Assessment</b></p> <p><b>Time:</b> 40 mins <b>Marks:</b> 42 marks</p>
4	<p><b>The Geography of Crime</b></p> <ul style="list-style-type: none"> <li>● Crime classification and mapping crime in Bristol</li> <li>● Strategies to reduce crime</li> <li>● Illegal drugs and county lines</li> <li>● Modern piracy in the Horn of Africa</li> <li>● The causes and impacts of illegal migration (Mexico-USA)</li> <li>● The causes, impacts and solutions to illegal animal trade</li> </ul>	
5	<p><b>Coasts (for 2024-25 only)</b></p> <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>	<p><b>End of Year assessment</b></p> <p><b>Time:</b> 40 mins <b>Marks:</b> 42 marks</p>
6	<p><b>Tribes of the World</b></p> <ul style="list-style-type: none"> <li>● Examples and distribution of tribal groups</li> <li>● How tribes use biomes to meet their essential needs</li> <li>● Threats to the Matis tribes, including deforestation</li> <li>● Threats to the Inuit tribe, including climate change</li> <li>● Threats to the Suri tribe, including cultural changes</li> </ul>	

## Curriculum Plan: Year 9

Term	Curriculum Foci Areas	Assessment Criteria
1	<p><b>Tourism - Paradise or Peril - Part 1</b></p> <ul style="list-style-type: none"> <li>● Examples of tourism - types and destinations</li> <li>● How and why global tourism is changing</li> <li>● How tourist destinations change over time - The Butler Life Cycle Model</li> <li>● Tourism in the UK - including London as a destination</li> <li>● Tourism in the UK's National Parks - location and impacts</li> </ul>	
2	<p><b>Tourism - Paradise or Peril - Part 1</b></p> <ul style="list-style-type: none"> <li>● The positive and negative impacts of mass tourism in Dubai, Kenya, Spain and Greece</li> <li>● The growth of extreme tourism in sensitive environments</li> <li>● Sustainable tourism - Ecotourism in Ecuadorian rainforest</li> <li>● The opportunities and challenges of tourism in Jamaica, including Jamaica Decision Making Exam</li> </ul>	<p><b>Tourism Decision Making Exam</b></p> <p><b>Time:</b> 40 mins <b>Marks:</b> 40 marks</p>
3	<p><b>Dangerous Planet - Part 1 (for 2024-25 only)</b></p> <ul style="list-style-type: none"> <li>● The structure of the Earth</li> <li>● The global distribution of earthquakes and volcanoes, including plate tectonic theory</li> <li>● Tectonic plate boundaries</li> <li>● Volcanic hazards and types of volcanoes - composite and shield volcanoes</li> <li>● The impacts of volcanoes, including supervolcanoes</li> <li>● Why people live close to tectonic hazards</li> </ul>	<p><b>Dangerous Planet Assessment</b></p> <p><b>Time:</b> 40 mins <b>Marks:</b> 40 marks</p>
4	<p><b>Dangerous Planet - Part 2 (for 2024-25 only)</b></p> <ul style="list-style-type: none"> <li>● The causes of earthquakes at different plate boundaries</li> <li>● Measuring earthquake magnitude - Richter Scale</li> <li>● The impacts and responses to the Haiti earthquake</li> <li>● The causes, impacts and responses to the Japan tsunami</li> <li>● Why the impacts of earthquakes vary between places</li> <li>● Reducing the impacts of tectonic hazards - Prediction, Protection and Preparation</li> </ul>	
5	<p><b>Wild Weather</b></p> <ul style="list-style-type: none"> <li>● Weather and climate - including measuring the weather</li> <li>● The UK's weather and climate - including weather forecasting, climate graphs and extreme weather</li> <li>● Global climatic zone and global atmospheric circulation</li> <li>● Tropical storms - formation, structure and impacts</li> <li>● Wildfires - causes, impacts and responses</li> <li>● Preston School microclimate investigation</li> </ul>	<p><b>End of Year 9 Exam</b></p> <p><b>Time:</b> 45 mins <b>Marks:</b> 50 marks</p>
6	<p><b>Resource Management</b></p> <ul style="list-style-type: none"> <li>● The global distribution of key resources - food, water and energy</li> <li>● Resource issues in the UK - including water quality and transfer, food miles and the UK's changing energy mix</li> <li>● Global energy issues - energy security</li> <li>● Sustainable energy - including renewables</li> </ul>	

# Curriculum Plan: Year 10 Geography

## Exam Board: AQA Geography

Term	Curriculum Foci Areas Assessment Criteria	Assessment Criteria
1	<p><b>Natural Hazards - Part 1</b></p> <ul style="list-style-type: none"> <li>● Natural hazards classification</li> <li>● Plate tectonics and tectonic plate boundaries</li> <li>● The impacts and response of earthquakes in contrasting locations - Chile and Nepal earthquakes</li> <li>● Reducing the risks from tectonic hazards</li> </ul>	<p><b>Natural Hazards (Part 1) Assessment</b></p> <p><b>Time:</b> 40 mins <b>Marks:</b> 40 marks</p>
2	<p><b>Natural Hazards - Part 2</b></p> <ul style="list-style-type: none"> <li>● Global atmospheric circulation</li> <li>● Tropical storms - formation, structure and climate change</li> <li>● Impacts and response of tropical storms - Typhoon Haiyan</li> <li>● Extreme weather in the UK - Somerset Levels floods</li> <li>● Natural and human causes of climate change</li> <li>● The impacts of climate change</li> <li>● Managing climate change - mitigation and adaptation</li> </ul>	<p><b>Natural Hazards (Part 2) Assessment</b></p> <p><b>Time:</b> 40 mins <b>Marks:</b> 45 marks</p>
3	<p><b>Urban Issues and Challenges - Part 1</b></p> <ul style="list-style-type: none"> <li>● Patterns of urbanisation in LICs, NEEs and HICs</li> <li>● Factors affecting the rate of urbanisation</li> <li>● Emergence of megacities</li> <li>● The location, importance and opportunities and challenges in an LIC / NEE city - Rio de Janeiro</li> <li>● Urban planning in an LIC / NEE city - Favela Barrio Project</li> </ul>	<p><b>Urban Issues and Challenges (Part 1) Assessment</b></p> <p><b>Time:</b> 40 mins <b>Marks:</b> 44 marks</p>
4	<p><b>Urban Issues and Challenges - Part 2</b></p> <ul style="list-style-type: none"> <li>● The UK's population change and distribution</li> <li>● The location and importance of a UK city - Bristol</li> <li>● The opportunities and challenges in a UK city - Bristol</li> <li>● Urban regeneration in a UK city - Temple Quarter, Bristol</li> <li>● Sustainable urban living and transport - Freiburg</li> </ul>	<p><b>Urban Issues and Challenges (Part 2) Assessment</b></p> <p><b>Time:</b> 40 mins <b>Marks:</b> 40 marks</p>
5	<p><b>Physical Landscapes in the UK - Coasts and Rivers</b></p> <ul style="list-style-type: none"> <li>● Coastal and river processes - erosion, transportation and deposition</li> <li>● Coastal and river landforms - erosional and depositional (Swanage and River Tees)</li> <li>● Hard and soft coastal management strategies</li> <li>● Coastal and flood defences - Lyme Regis and Banbury</li> </ul>	<p><b>Physical Landscapes in the UK Assessment</b></p> <p><b>Time:</b> 40 mins <b>Marks:</b> 40 marks</p>
6	<p><b>The Living World</b></p> <ul style="list-style-type: none"> <li>● Ecosystems, biomes and food webs</li> <li>● Tropical rainforests - distribution and characteristics</li> <li>● The causes and impacts of deforestation - Malaysia</li> <li>● Sustainable management of tropical rainforests</li> <li>● Animal and plant adaptation in cold environments</li> <li>● Opportunities / challenges in cold environments - Svalbard</li> <li>● Sustainable management in cold environments</li> </ul>	<p><b>Year 10 Exam (Natural Hazards, Urban Issues and Physical Landscapes)</b></p> <p><b>Time:</b> 1 hour 30 mins <b>Marks:</b> 96 marks</p>

## Curriculum Plan: Year 11 Geography (for 2024-25 only)

### Exam Board: AQA Geography

Term	Curriculum Foci Areas Assessment Criteria	Assessment Criteria
1	<p><b>GCSE Urban Issues and Challenges</b></p> <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> Urban World
2	<p><b>GCSE Urban Issues and Challenges (continued)</b></p> <ul style="list-style-type: none"> <li>● In depth study of urban area (London) in a High income country (HIC)</li> </ul> <p><b>GCSE The Changing Economic World</b></p> <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	<p><b>GCSE The Changing Economic World (Continued)</b></p> <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	<p><b>GCSE The Changing Economic World (Continued)</b></p> <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	<p><b>GCSE The Challenges of Resources</b></p> <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	<p><b>Pre-release Booklet/Revision</b></p> <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
Paper 1	35%	Living with the Physical Environment 1 hour 30 minutes	14th May 2025 (provisional date)
Paper 2	35%	Challenges in the Human Environment 1 hour 30 minutes	6th June 2025 (provisional date)
Paper 3	30%	Geographical Application 1 hour 30 minutes	12th June 2025 (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>