



# PYRLAND SCHOOL

**Geography**

**Curriculum Booklet for 2025 - 2026**

**Subject Lead: Ms H Jeffries**

## **Geography Curriculum Intent:**

*"The more clearly we can focus our attention on the wonders and realities of the universe about us, the less taste we shall have for destruction."* – **Rachel Carson (Marine biologist and Conservationist)**

Geography is more than a class subject as it is entwined in many aspects of our lives; without realising it, we are all geographers. From local scale issues such as refuse collection to global issues such as climate change, we are all intrinsically linked to everything around us. It is our duty to understand geography; it is a subject that is essential for everyone. It starts very early, when a young child encounters and begins to discover the world. Geography has the power to nourish and enrich a whole lifetime of learning.

At Pyrland School, the Geography department delivers a rigorous curriculum to enthuse pupils about geography by inspiring curiosity and fascination about the world and its people. We actively encourage pupils to gain an understanding of, and respect for the world around them, in all its beauty and complexity.

In designing our curriculum, we have ensured that we have exceeded the National Curriculum and followed the guidance of the Geographical Association to design a program of learning that is exciting, ambitious, challenging and rigorous. Our curriculum covers a broad range of geographical topics including human, physical and synoptic themes. We embrace topical and challenging topics such as migration and climate change, enabling our students to tackle issues surrounding equality in a timely and sensitive fashion. We visit the highest and wettest places on earth, we explore different ecosystems, extreme environments, migration and globalisation. Geography opens a world of endless curiosity and questions that we nurture with our curriculum.

Sustainability is a broad theme of geography that we enthusiastically foster. This allows students to consider sustainable futures and to live life to the full by making more informed choices about how to engage with the world around them. 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.

The acquisition of language is very important in Geography and our students are taught how to use the language of geography using the six golden threads of Geographical Knowledge: Place, Location, Physical and Human Processes as well as Geographical Skills and Sustainability.

Geography improves life chances and helps students to develop an informed concern for the world and an ability and willingness to take positive action, both locally and globally. We want students to see how Geography is relevant to the world of work. We do this through creating lesson activities that link into real-life scenarios and decision making that is reflective of those being made by people in real jobs every day. Gaining a firm understanding of geography could lead from securing a position as a local town planner, working in the nuclear industry at Hinkley Point to travelling the globe as a marine biologist.

## **Geography Curriculum Implementation:**

Students are taught in their maths set groups in KS3 and in mixed ability groups at KS4. Our planning has an emphasis on providing support and challenge for all students, including challenging 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, photographs, graphs and tables of data.

Students are given regular opportunities to practice retrieving and applying their geographical knowledge and understanding through low stakes quizzes and formal assessments. We are working closely with the Midsomer Norton Schools Partnership to enhance and strengthen our assessment processes for the coming calendar year.

We support the school's literacy offer by supplying students with a wide range of stimulus materials to work from including reading of different types of text. We also use the school reading strategy to help students access written material with confidence

### **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 of the application of knowledge and making decisions using geographical information. We also introduce research-based learning, fieldwork and the use of data.

### **Key Stage 4**

At KS4, students study the AQA GCSE Geography course. 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:**

Lessons per fortnight	Year 7	Year 8	Year 9	Year 10	Year 11
	3	3	3	6	6

## Year 7 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	<b>An Introduction to Geography and the UK</b>  An introduction to Physical and Human Geography in the UK including cities, rivers, lowland areas, highland, and population.	<b>Baseline Assessment</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
2	<b>Map Skills</b>  A topic that develops map skills including how to work out direction, 4 and 6 figure references, how to show height on a map and what map symbols are.	<b>Map Skills Assessment</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
3	<b>Rivers</b>  A topic looking at how the course of a river changes from source to mouth. It includes the processes that create landforms, river flooding and flood management.	<b>Rivers Assessment</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
4	<b>Movement of people, push/pull factors.</b>  This topic considers the migration of people and looks at living in towns and cities and rural living.	<b>Migration Assessment</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
5	<b>Africa</b>  In this topic we look at the vast range of countries, biomes, culture, history and development issues. It includes an in depth look at the tourism industry in Kenya.	<b>Africa Assessment</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
6	<b>Field study and Fantastic Places</b>  This term the pupils complete a microclimate investigation on the school grounds collecting, recording, analysing and evaluating data. They then finish the term looking at fantastic places across the world including Death Valley and The Great Barrier Reef.	<b>End of Year Assessment</b>  <b>Time:</b> 50 mins <b>Marks:</b> 50 marks

## Year 8 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	<b>Plate Tectonics</b>  A study of Plate tectonics theory, the scientific theory that attempts to explain why the Earth's crust acts the way it does and produces the landforms we can see including volcanoes and the hazards that result such as tsunamis and earthquakes.	<b>Tectonics Assessment</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
2	<b>Urbanisation</b>  This topic looks at the opportunities and challenges of living in an urban area. It covers illegal settlements and sustainable living.	<b>Urbanisation Assessment</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
3	<b>Ecosystems part 1</b>  This topic focuses on ecosystems. We begin with the importance of soil then look at weather and climate, lining to different biomes. Then an in-depth study of the characteristics of a tropical rainforest and the plants and animals found there.	
4	<b>Ecosystems part 2</b>  Continuing with ecosystems we now focus on deforestation and how it can be managed then we focus on hot and cold deserts and animal adaptations in these extreme environments.	<b>Ecosystems Assessment</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
5	<b>Asia</b>  This topic looks at some of the most extreme places on Earth, including the wettest and highest places. We consider the importance of Mangrove swamps taking an in depth look at the largest swamp on the planet and endangered species found in Asia.	
6	<b>Coasts</b>  This topic focuses on the UK's changing coastline due to erosion and deposition and how this can be managed. We look at case studies including Holderness and Harlech.	<b>End of year exam</b> <b>Time:</b> 50 mins <b>Marks:</b> 50 marks

## Year 9 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	<b>The Development Gap</b>  This topic focuses on the development gap, the factors affecting development including colonialism. How development is measured and how the development gap can be reduced.	<b>Development Assessment</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
2	<b>Russia: A study of the largest country in the world</b>  We will explore location, key physical features, climate and biomes and population density. The topic also considers the countries natural resources and permafrost.	
3	<b>Climate Change</b>  An in depth look at climate change beginning with fossil fuels and their formation. The causes of climate change and the enhanced greenhouse effect. Also considered are the impacts of a changing climate and how we can adapt.	<b>Climate Change Assessment</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
4	<b>Natural Hazards</b>  A topic focused on a variety of natural hazards, their impacts and how we respond. This includes the study of volcanic eruption, flooding and earthquakes. We consider the impact of the disruption of human activities and infrastructure.	
5	<b>Natural Resources</b>  This topic focuses on natural resources including water and energy. We look at a UK water transfer scheme and a shrinking sea then focus on energy including fossil fuels, renewable energy and nuclear with a look at Hinkley Point.	<b>End of KS3 Exam</b>  <b>Time:</b> 50 mins <b>Marks:</b> 50 marks
6	<b>Geography in the News</b>  This term focuses on current stories in the news. Pupils are encouraged to read current scientific articles and link them to geography. They consider what the message of each story is, how it affects people and the environment, and if there needs to be a response.	

## Year 10 Programme of Study

Exam Board: AQA

Term	Curriculum Foci	Assessment
1	<b>Natural Hazards - Part 1</b> <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 – L'Aquila, Italy and Nepal earthquakes</li> <li>Reducing the risks from tectonic hazards</li> </ul>	<b>Natural Hazards (Part 1) Assessment</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
2	<b>Natural Hazards - Part 2</b> <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>	<b>Natural Hazards (Part 2) Assessment</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
3	<b>Urban Issues and Challenges - Part 1</b> <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 – Lagos, Nigeria</li> <li>Urban planning in an LIC / NEE city – Lagos Metropolitan Development and Governance Project (LMDGP)</li> </ul>	<b>Urban Issues and Challenges (Part 1) Assessment</b>  <b>Time:</b> 40 mins <b>Marks:</b> 44 marks
4	<b>Urban Issues and Challenges - Part 2</b> <ul style="list-style-type: none"> <li>The UK's population change and distribution</li> <li>The location and importance of a UK city - London</li> <li>The opportunities and challenges in a UK city - London</li> <li>Urban regeneration in a UK city – Lower Lea Valley, London</li> <li>Sustainable urban living and transport – BedZed, London</li> </ul>	<b>Urban Issues and Challenges (Part 2) Assessment</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
5	<b>Physical Landscapes in the UK - Coasts and Rivers</b> <ul style="list-style-type: none"> <li>Coastal and river processes - erosion, transportation and deposition</li> <li>Coastal and river landforms - erosional and depositional (Dorset and River Severn)</li> <li>Hard and soft coastal management strategies</li> <li>Coastal and flood defences - Lyme Regis</li> </ul>	<b>Physical Landscapes in the UK Assessment</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
6	<b>The Living World</b> <ul style="list-style-type: none"> <li>Ecosystems, biomes and food webs – Epping Forest</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 hot environments</li> </ul>	<b>Year 10 Exam (Natural Hazards, Urban Issues and Physical Landscapes)</b> <b>Time:</b> 1 hour 30 mins <b>Marks:</b> 96 marks

Term	Curriculum Foci	Assessment
1	<b>Geographical fieldwork</b> <ul style="list-style-type: none"> <li>Human: 'Environmental and economic impacts of tourism on Lyme Regis'</li> <li>Physical: Changes along the long and cross profile of a river 'The River Holford, The Quantocks</li> <li>Enquiry questions and data collection</li> <li>Data presentation and data analysis</li> <li>Conclusion and evaluation</li> <li>Field trip to Lyme Regis</li> </ul>	<b>The Living World Assessment</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
2	<b>The Changing Economic World - Part 1</b> <ul style="list-style-type: none"> <li>Methods of measures of development</li> <li>Demographic Transition Model and population pyramids</li> <li>The causes and consequences of uneven development</li> <li>Methods of reducing the development gap, including tourism in Rwanda</li> <li>The location and importance of an NEE - Nigeria</li> <li>TNCs and impacts of industrial development in an NEE - Nigeria</li> </ul>	<b>GCSE Mock Exam 1 Paper 1 (Physical)</b>  <b>Time:</b> 1 hour 30 mins <b>Marks:</b> 88 marks
3	<b>The Changing Economic World - Part 2</b> <ul style="list-style-type: none"> <li>How and why the UK's economy has changed</li> <li>The UK's post-industrial economy</li> <li>Sustainable industries - Torr Quarry</li> <li>Improvements in the UK's transport infrastructure</li> <li>Changes in rural areas in the UK - South Cambridgeshire and Norfolk</li> <li>The UK's North-South Divide</li> <li>The UK's links to the wider world</li> </ul>	<b>Geographical Fieldwork Assessment</b>  <b>Time:</b> 40 mins <b>Marks:</b> 40 marks
4	<b>Revision for Paper 1 (Physical) and Paper 2 (Human) Exam</b> <ul style="list-style-type: none"> <li>Revision for Natural Hazards (Paper 1)</li> <li>Revision for Living World (Paper 1)</li> <li>Revision for Physical Landscapes (Paper 1)</li> <li>Revision for Urban Issues and Challenges (Paper 2)</li> <li>Revision for Changing Economic World (Paper 2)</li> <li>Revision for Challenge of Resource Management (Paper 2)</li> </ul>	<b>GCSE Mock Exam 2 Paper 2</b>  <b>Time:</b> 1 hour 30 mins <b>Marks:</b> 88 marks
5	<b>Pre Release Booklet for Paper 3 Exam</b> <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> <li>Revision for Paper 1 and Paper 2 Exams</li> </ul>	

## Year 11 Programme (Legacy curriculum: 2025-26)

Term	Curriculum Foci	Assessment
1	<b>Urban Issues and Challenges - Part 1</b> <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 – Lagos, Nigeria</li> <li>Urban planning in an LIC / NEE city – Lagos Metropolitan Development and Governance Project (LMDGP)</li> </ul> <b>Geographical fieldwork</b> <ul style="list-style-type: none"> <li>Human: 'Environmental and economic impacts of tourism on Lyme Regis'</li> <li>Field trips to Lyme Regis</li> <li>Enquiry questions and data collection</li> <li>Data presentation and data analysis</li> <li>Conclusion and evaluation</li> </ul>	<b>Urban Issues and Challenges (Part 1) Assessment</b>  <b>Time:</b> 40 mins <b>Marks:</b> 44 marks
2	<b>Urban Issues and Challenges - Part 2</b> <ul style="list-style-type: none"> <li>The UK's population change and distribution</li> <li>The location and importance of a UK city - London</li> <li>The opportunities and challenges in a UK city - London</li> <li>Urban regeneration in a UK city – Lower Lea Valley, London</li> <li>Sustainable urban living and transport – BedZed, London</li> </ul>	<b>Urban Issues and Challenges (Part 2) Assessment</b>  <b>Time:</b> 40 mins <b>Marks:</b> 44 marks
3	<b>The Changing Economic World - Part 1</b> <ul style="list-style-type: none"> <li>Methods of measures of development</li> <li>Demographic Transition Model and population pyramids</li> <li>The causes and consequences of uneven development</li> <li>Methods of reducing the development gap, including tourism in Rwanda</li> <li>The location and importance of an NEE - Nigeria</li> <li>TNCs and impacts of industrial development in an NEE - Nigeria</li> </ul>	<b>GCSE Mock Exam 1 Paper 1 (Physical)</b>  <b>Time:</b> 1 hour 30 mins <b>Marks:</b> 88 marks
4	<b>The Changing Economic World - Part 2</b> <ul style="list-style-type: none"> <li>How and why the UK's economy has changed</li> <li>The UK's post-industrial economy</li> <li>Sustainable industries - Torr Quarry</li> <li>Improvements in the UK's transport infrastructure</li> <li>Changes in rural areas in the UK - South Cambridgeshire and Norfolk</li> <li>The UK's North-South Divide</li> <li>The UK's links to the wider world</li> </ul>	<b>Changing Economic World</b> <b>Time:</b> 55 mins <b>Marks:</b> 60 marks
5	<b>Pre Release Booklet for Paper 3 Exam</b> <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> <li>Revision for Paper 1 and Paper 2 Exams</li> </ul> <b>Revision for Paper 1 (Physical) and Paper 2 (Human) Exam</b> <ul style="list-style-type: none"> <li>Revision for Natural Hazards (Paper 1)</li> <li>Revision for Living World (Paper 1)</li> <li>Revision for Physical Landscapes (Paper 1)</li> <li>Revision for Urban Issues and Challenges (Paper 2)</li> <li>Revision for Changing Economic World (Paper 2)</li> </ul> Revision for Challenge of Resource Management (Paper 2)	<b>GCSE Mock Exam 2 Paper 2</b>  <b>Time:</b> 1 hour 30 mins <b>Marks:</b> 88 marks

## Final GCSE Geography Exam Structure

Please see exam board websites for up to date

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

## Final GCSE Assessment Structure – AQA GEography

Exam	Weighting	Content	Proposed Date of Examination
<b>Paper 1</b>	35%	<b>Living with the Physical Environment</b>  <b>1 hour 30 minutes</b>	May 2026
<b>Paper 2</b>	35%	<b>Challenges in the Human Environment</b>  <b>1 hour 30 minutes</b>	June 2026
<b>Paper 3</b>	30%	<b>Geographical Application</b>  <b>1 hour 30 minutes</b>	June 2026

## 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/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>