Pyrland School

Geography

Curriculum Booklet for 2026 - 2027

Subject Lead: Ms H Jeffries

Midsomer Norton Schools Partnership

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 on 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	**An Introduction to Geography and Development** ● Key geographical skills and knowledge ● Countries and continents of the world ● Physical and Human Geography ● Measuring and comparing development ● Countries of the world - Research Project	**Introduction to Geography Assessment** **Time:** 40 mins **Marks:** 45 marks
2	**Extreme Environments** ● The factors that make environments extreme ● The global distribution of extreme environments ● Polar environments - Arctic and Antarctica ● Hot desert environments - Sahara Desert ● Mountain environments - Mt. Everest and the Himalayas	
3	**Dangerous Planet - Part 1** ● The structure of the Earth ● The global distribution of earthquakes and volcanoes, including plate tectonic theory ● Tectonic plate boundaries ● Volcanic hazards and types of volcanoes - composite and shield volcanoes ● The impacts of volcanoes, including supervolcanoes ● Why people live close to tectonic hazards	**Dangerous Planet Assessment** **Time: 40 mins** **Marks: 40 marks**
4	**Dangerous Planet - Part 2** ● The causes of earthquakes at different plate boundaries ● Measuring earthquake magnitude - Richter Scale ● The impacts and responses to the Haiti earthquake ● The causes, impacts and responses to the Japan tsunami ● Why the impacts of earthquakes vary between places ● Reducing the impacts of tectonic hazards - Prediction, Protection and Preparation	
5	**Fantastic Places in the UK - Part 1** ● UK countries - location, characteristics, history and culture ● The human and physical Geography of the UK ● UK map skills (1) - Compass directions and map symbols ● UK map skills (2) - 4 and 6 figure grid references ● UK map skills (3) - Relief, contour lines, scale and distance	**Fantastic Places in the UK Assessment** **Time:** 40 mins **Marks:** 40 marks
6	**Fantastic Places in the UK - Part 2** ● The UK physical landforms - mountains, rivers, coasts and glacial landscapes ● Coastal processes and UK coastal landforms ● Coastal erosion and sea defences ● UK population - changes over time and distribution ● The North-South Divide - causes and evidence ● Fantastic Places in the UK	

Year 8 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	**Global Issues and Challenges - Part 1** ● The key global issues facing the world in the 21st Century ● Global population growth - changes and issues ● Patterns of urbanisation in LICs, NEEs and HICs ● Issues and challenges of rapid urbanisation in Manila ● Sustainable cities - BedZED, Curitiba ● Species extinction - causes, impacts and solutions	
2	**Global Issues and Challenges - Part 2** ● Evidence for climate change ● Human causes of climate change, including the greenhouse effect ● The social, economic and environmental impacts of climate change on different countries ● The solutions to climate change - adaptation and mitigation ● The global distribution of key natural resources ● The impacts of resource shortage - food, water and energy ● The sustainable solutions to resource shortages	**Global Issues and Challenges Assessment** **Time:** 40 mins **Marks:** 40 marks
3	**Living in a Globalised World** ● Employment sectors - primary, secondary, tertiary ● How employment sectors change over time (UK) and different between countries - Clarke-Fisher Model ● The global economy - trade and investment ● Globalisation - positive and negative impacts on different countries and groups ● TNCs - examples, distribution and global impacts	**Living in a Globalised World Assessment** **Time:** 40 mins **Marks:** 42 marks
4	**The Geography of Crime** ● Crime classification and mapping crime in Bristol ● Strategies to reduce crime ● Illegal drugs and county lines ● Modern piracy in the Horn of Africa ● The causes and impacts of illegal migration (Mexico-USA) ● The causes, impacts and solutions to illegal animal trade	
5	**Rivers of the World** ● The world major rivers - location and pattern ● How rivers change - long and cross profile ● River processes - erosion, transportation and deposition ● River landforms - waterfalls, meanders and ox-bow lakes ● River flooding - causes and impacts in Bangladesh ● River Thames - an important UK river	**Rivers of the World Assessment** **Time:** 40 mins **Marks:** 40 marks
6	**Ecosystems** ● What is an ecosystem? ● Biomes ● Characteristics of tropical rainforests ● Importance of rainforest ● Deforestation ● Tribal people of the Amazon rainforest	

Year 9 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	**Tourism - Paradise or Peril** ● Examples of tourism - types and destinations ● How and why global tourism is changing ● How tourist destinations change over time - The Butler Life Cycle Model ● The positive and negative impacts of mass tourism in Dubai, Kenya, Spain and Greece ● Sustainable tourism - Ecotourism in Ecuadorian rainforest ● Tourism in Jamaica - Decision Making Exam	**Tourism Decision Making Exam** **Time:** 40 mins **Marks:** 40 marks
2	**Global Superpowers** ● Definitions of superpowers and the superpower criteria ● Comparing and contrasting current and future superpowers ● The USA - A current global superpower ● The rise of China and India as global superpowers ● Superpowers of the future, including Nigeria and Brazil	
3	**Our Oceans - Part 1** ● The location of the world's major oceans and seas ● Ocean Zones - Sunlight, Twilight, Abyss, Trenches ● Marine ecosystems, including marine food chain and webs ● The social, economic and environmental importance of the world's oceans ● Overfishing - causes, impacts and solutions (including the Mediterranean Sea)	**Climate Change Assessment** **Time:** 40 mins **Marks:** 40 marks
4	**Our Oceans - Part 2** ● Coral reefs - location and characteristics ● Threats to coral reefs, including pollution and coral bleaching ● Plastic pollution - causes, impacts and solutions (GPGP) ● Threats to polar oceans - melting ice caps - climate change ● The opportunities and threats in the Indian Ocean	
5	**Wild Weather** ● Weather and climate - including measuring the weather ● The UK's weather and climate - including weather forecasting, climate graphs and extreme weather ● Global climatic zone and global atmospheric circulation ● Tropical storms - formation, structure and impacts ● Wildfires - causes, impacts and responses ● Pyrland School microclimate investigation	**End of KS3 Exam** **Time:** 50 mins **Marks:** 50 marks
6	**Resource Management** ● The global distribution of key resources - food, water and energy ● Resource issues in the UK - including water quality and transfer, food miles and the UK's changing energy mix ● Global energy issues - energy security ● Sustainable energy - including renewables	

Year 10 Programme of Study **Exam Board: AQA**

Term	Curriculum Foci	Assessment
1	**Natural Hazards - Part 1** ● Natural hazards classification ● Plate tectonics and tectonic plate boundaries ● The impacts and response of earthquakes in contrasting locations – L'Aquila, Italy and Nepal earthquakes ● Reducing the risks from tectonic hazards	**Natural Hazards (Part 1) Assessment** **Time:** 40 mins **Marks:** 40 marks
2	**Natural Hazards - Part 2** ● Global atmospheric circulation ● Tropical storms - formation, structure and climate change ● Impacts and response of tropical storms - Typhoon Haiyan ● Extreme weather in the UK - Somerset Levels floods ● Natural and human causes of climate change ● The impacts of climate change ● Managing climate change - mitigation and adaptation	**Natural Hazards (Part 2) Assessment** **Time:** 40 mins **Marks:** 40 marks
3	**Urban Issues and Challenges - Part 1** ● Patterns of urbanisation in LICs, NEEs and HICs ● Factors affecting the rate of urbanisation ● Emergence of megacities ● The location, importance and opportunities and challenges in an LIC / NEE city ● Urban planning in an LIC / NEE city	**Urban Issues and Challenges (Part 1) Assessment** **Time:** 40 mins **Marks:** 44 marks
4	**Urban Issues and Challenges - Part 2** ● The UK's population change and distribution ● The location and importance of a UK city ● The opportunities and challenges in a UK city ● Urban regeneration in a UK city ● Sustainable urban living and transport – BedZed, London	**Urban Issues and Challenges (Part 2) Assessment** **Time:** 40 mins **Marks:** 40 marks
5	**Physical Landscapes in the UK - Coasts and Rivers** ● Coastal and river processes - erosion, transportation and deposition ● Coastal and river landforms - erosional and depositional (Dorset and River Severn) ● Hard and soft coastal management strategies ● Coastal and flood defences - Lyme Regis	**Physical Landscapes in the UK Assessment** **Time:** 40 mins **Marks:** 40 marks
6	**The Living World** ● Ecosystems, biomes and food webs – Epping Forest ● Tropical rainforests - distribution and characteristics ● The causes and impacts of deforestation - Malaysia ● Sustainable management of tropical rainforests ● Animal and plant adaptation in hot environments	**Year 10 Exam (Natural Hazards, Urban Issues and Physical Landscapes)** **Time:** 1 hour 30 mins **Marks:** 96 marks

Year 11 Programme of Study **Exam Board: AQA**

Term	Curriculum Foci	Assessment
1	**Geographical fieldwork** ● Human: ' Environmental and economic impacts of tourism on Lyme Regis' ● Physical: Changes along the long and cross profile of a river ', The River Holford, The Quantocks ● Enquiry questions and data collection ● Data presentation and data analysis ● Conclusion and evaluation ● Field trip to Lyme Regis	**The Living World Assessment** **Time:** 40 mins **Marks:** 40 marks
2	**The Changing Economic World - Part 1** ● Methods of measures of development ● Demographic Transition Model and population pyramids ● The causes and consequences of uneven development ● Methods of reducing the development gap, including tourism in Rwanda ● The location and importance of an NEE - Nigeria ● TNCs and impacts of industrial development in an NEE - Nigeria	**GCSE Mock Exam 1 Paper 1 (Physical)** **Time:** 1 hour 30 mins **Marks:** 88 marks
3	**The Changing Economic World - Part 2** ● How and why the UK's economy has changed ● The UK's post-industrial economy ● Sustainable industries - Torr Quarry ● Improvements in the UK's transport infrastructure ● Changes in rural areas in the UK - South Cambridgeshire and Norfolk ● The UK's North-South Divide ● The UK's links to the wider world	**Geographical Fieldwork Assessment** **Time:** 40 mins **Marks:** 40 marks
4	**Revision for Paper 1 (Physical) and Paper 2 (Human) Exam** ● Revision for Natural Hazards (Paper 1) ● Revision for Living World (Paper 1) ● Revision for Physical Landscapes (Paper 1) ● Revision for Urban Issues and Challenges (Paper 2) ● Revision for Changing Economic World (Paper 2) ● Revision for Challenge of Resource Management (Paper 2)	**GCSE Mock Exam 2 Paper 2** **Time:** 1 hour 30 mins **Marks:** 88 marks
5	**Pre Release Booklet for Paper 3 Exam** ● Issued by exam board 12 weeks before the Paper 3 Exam ● Decision making exercise on a theme determined by the exam board ● Revision for Paper 1 and Paper 2 Exams	

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
Paper 1	35%	**Living with the Physical Environment** **1 hour 30 minutes**	May 2026
Paper 2	35%	**Challenges in the Human Environment** **1 hour 30 minutes**	June 2026
Paper 3	30%	**Geographical Application** **1 hour 30 minutes**	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