



Ansford Academy

Geography

Curriculum Booklet for 2025 - 2026

Subject Lead: Joseph Milverton [MNSP]

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 and speaks directly to young people's curiosity, wonder and concern for the world around them. Geography enables students to contextualise many of the important events happening in a world that is changing more rapidly than ever and understand their vital role as global citizens. 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 complex relationships between human and natural systems and how they work together. A geographical understanding also enables students to live in harmony with others, share responsibility for the well-being of the planet, and aims to ensure that they are morally and ethically aware and able to develop their own values and potential as citizens in the 21st Century.

Ansford School 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. We embrace topical and challenging topics, such as migration, species extinction and climate change, enabling our students to tackle issues surrounding equalities in a timely and sensitive fashion. Our curriculum also develops students' geographical skills, such as cartographic skills and geographical fieldwork, as well as evaluative skills used in decision making. Our curriculum aims to develop students' cultural capital by introducing them to a range of knowledge, ideas and experiences; as well as provide opportunities for their views, stereotypes and preconceptions of people, cultures and countries to be challenged and reconsidered. 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 Place and Scale, Physical and Human Processes, Development, Geographical Skills, Sustainability and Global Responsibility.

At Key Stage 4, students study the AQA GCSE Geography course as it meets the needs of our learners. This course contains important geographical 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, such as role plays and decision making tasks, that link to real life scenarios and are reflective of those being made by people in real jobs every day.

The Geography department offers GCSE trips to Lyme Regis and Bristol for the GCSE paper 3.

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. 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 longer 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 and regular reading homework activities.

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 and interpretation 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
Lessons per fortnight	3	3	3	5	5

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	End of Year 7 Exam Time: 45 mins Marks: 60 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 - Research project and presentation Field trip to Durdle Door and Lulworth Cove	

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	End of Year 8 Exam Time: 45 mins Marks: 55 marks
6	Tribes of the World - Examples and distribution of tribal groups - How tribes use biomes to meet their essential needs - Threats to the Matis tribes, including deforestation - Threats to the Inuit tribe, including climate change - Threats to the Suri tribe, including cultural changes	

Year 9 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	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	
2	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
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)	Our Oceans 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	End of Year 9 Exam Time: 45 mins Marks: 55 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 GCSE Geography Programme of Study

Exam Board: AQA

Exam Specification: 8035

Term	Curriculum Foci	Formal Assessment
1	Natural Hazards - Part 1 - Natural hazards classification - Plate tectonics and tectonic plate boundaries - The impacts and response of earthquakes in contrasting locations - Chile 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: 45 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 - Rio de Janeiro - Urban planning in an LIC / NEE city - Favela Barrio Project	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 - Bristol - The opportunities and challenges in a UK city - Bristol - Urban regeneration in a UK city - Temple Quarter, Bristol - Sustainable urban living and transport - Freiburg	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 (Swanage and River Tees) - Hard and soft coastal management strategies - Coastal and flood defences - Lyme Regis and Banbury Field trip to Lyme Regis	Physical Landscapes in the UK Assessment Time: 40 mins Marks: 40 marks
6	The Living World - Ecosystems, biomes and food webs - Tropical rainforests - distribution and characteristics - The causes and impacts of deforestation - Malaysia - Sustainable management of tropical rainforests - Animal and plant adaptation in cold environments - Opportunities / challenges in cold environments - Svalbard - Sustainable management in cold environments	Year 10 Exam (Natural Hazards, Urban Issues and Physical Landscapes) Time: 1 hour 30 mins Marks: 96 marks

Year 11 GCSE Geography Programme of Study

Exam Board: AQA

Exam Specification: 8035

Term	Curriculum Foci	Formal Assessment
1	Geographical fieldwork - Human: 'Evaluate the social and economic successful of the urban regeneration of Brewery Square, Dorchester' - Physical: 'What impacts does coastal management have on coastal processes in Swanage Bay, Dorset'? - Enquiry questions and data collection - Data presentation and data analysis - Conclusion and evaluation Field trips to Dorchester and Swanage Bay	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 Jamaica - 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 Outer Hebrides - The UK's North-South Divide - The UK's links to the wider world	Geographical Fieldwork Assessment Time: 40 mins Marks: 50 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	

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 the 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
Unit 1 1 hour 30 mins	35%	Paper 1: Living with the Physical Environment The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological, and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. Topics examined: • The Challenge of Natural Hazards • The Living World • Physical landscapes in the UK (Coastal and River landscapes) • Geographical Skills	Summer of Y11
Unit 2 1 hour 30 mins	35%	Paper 2: Challenges in the Human Environment The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. Topics examined: • Urban Issues and Challenges • The Changing Economic World • The Challenge of Resource Management • Geographical Skills	Summer of Y11
Unit 3 1 hour 30 mins	30%	Paper 3: Geographical Applications This unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study. Topics examined: • Issue Evaluation • Geographical Fieldwork • Geographical Skills	Summer of Y11

Please see exam board websites for up-to-date information:
<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>