

Curriculum Information for the School Website

Subject: Geography

List of TLR Holders and their responsibilities:

Mrs C. Blud Head of Department.

Department aims:

to develop an appreciation of the natural world around us; to have an awareness of people: how and where they live both locally and globally. To understand the importance of working towards a sustainable future.

Approaches to teaching and learning:

Developing knowledge and understanding which means that students can apply their understanding to new information.

Why the department has adopted this curriculum plan:

We adopt an enquiry based approach to enable our students to become independent thinkers, develop key skills to prepare them for the world of work. Students will develop a lifelong interest in the world around them and will be able to evaluate information effectively. Students should become responsible stewards of the world to ensure a more sustainable future for the planet.

Principles of sequencing learning in this subject:

Topics are taught to embed skills from year 7 and to interleave evaluation skills which are a cornerstone of the GCSE syllabus.

Curriculum Outline:

Key

XC = where units have links with other subjects.

Year 7	Autumn Term	Spring Term	Summer Term
Knowledge taught	Introduction to Geography - brief overview of what the subject is about and the different types of	Konichiwa Japan - A country study to include the physical and human features of the country. E.g.	In the Jungle - Ecosystems, rainforests and biomes enquiry. [XC Science]

	<p>geography studied. Interleaving of learning from KS2 about world geography e.g. continents and oceans and key landmarks.</p> <p>World Book - students have the opportunity to take part in making links with family and friends in the UK and around the world.</p> <p>UK - OK? - building on previous knowledge from KS2, students know the difference between UK, GB and the British Isles. Both physical and human features are taught along with current issues that the UK faces.</p> <p>Population and Migration (Moving on Up) - students study the features of population both in the UK and world wide.</p> <p>Settlement - students study different types of settlements and their features.</p>	<p>weather and climate, [XC Maths] culture and development.</p> <p>Who needs a Sat Nav? A unit learning a variety of specific map skills such as scale, compass directions, cross sections, four figure and six figure grid references. [XC PE, Maths]</p>	<p>This is a large unit beginning with and understanding about how an ecosystem and biome works, food chains and webs.</p> <p>Tropical Rainforest biome study - including location, animal and plant adaptations, human uses and activities in the rainforest, threats to tropical rainforests and the management of rainforests.</p>
Skills taught	<p>Wide range of map skills Literacy skills Communication skills Description and explanation writing skills Evaluation and decision making skills</p>	<p>Range of map skills and graphs e.g. choropleth maps, climate graphs. Numeracy skills Description and explanation writing skills Evaluations skills</p>	<p>Map skills Literacy skills Numeracy skills Description and explanation skills. Evaluation skills</p>
Assessments	<p>Baseline assessment. A percentage is given not a grade.</p>	<p>Formal Assessment with GCSE grading for the Japan unit. Map skills assessment</p>	<p>Summer end of year assessment on all the topics studied over the academic year.</p>

		given as a percentage but no grade.	
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Year 8	Autumn Term	Spring Term	Summer Term
Knowledge taught	Introduction to Plate Tectonics, Earthquakes & Volcanoes (Keep your head down boy cos' Mama, she's gonna blow!) - causes, effects and management of tectonic activity around the world, building on previous knowledge of Japan (Year 7) and acquiring new knowledge on other locations around the world. [XC Science]	Development & Geography of Kenya ('Jambo Kenya!') - Understanding of what development is, and what impacts the level of development in different locations with a focus on Kenya including location, migration, slums & tourism. [XC English] Population and Migration & Settlement ('Moving on Up') - students study the features of population and the causes of population change both within the UK and worldwide. Also studied is settlement types and their features, with a focus on the UK. [XC Maths]	Climate Change, Glaciation, Mountain Regions & Tourism. ('Man, it's getting chilly in here') - what is climate change, the effects of climate change (positive and negative), ice ages, impacts on people & the environment, landforms and tourism links. [XC Science]
Skills taught	Map Skills - locating areas Graphical Skills - Richter Scale Evaluative writing	Evaluative writing Graphical Skills - Population pyramids, growth charts	Graphical Skills Map Skills - locations Descriptive & Explanation Writing
Assessments	Tectonics End of Unit Test & Volcanoes Extended Project	Kibera Evaluation Essay ('Jambo Kenya!') Moving on Up End of Unit Assessment	End of Year Assessment on all topics studied during the year.

Year 9	Autumn Term	Spring Term	Summer Term
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Knowledge taught	<p>China ('Check out China') - location and its growing impact on world trade and the emerging BRIC economies. China's population and the impacts of the one child policy and why it changed to a two child policy. [XC maths]</p> <p>Fragile Environments - investigating a range of fragile environments at a national and global scale: woodlands, Antarctica and coral reefs. [XC science]</p>	<p>Coasts ('Oh I do like to be beside the seaside') - waves and formation of coastal landforms. Why some areas of the coast are vulnerable to erosion and the range of coastal management techniques. [XC science]</p>	<p>Hydrological Cycle, Rivers and Flooding ('Cry me a River') - water and closed and open systems. River landforms and Why some areas are vulnerable to flooding and the variety of strategies that can be used to protect areas. [XC science]</p> <p>Begin the GCSE course with a unit on the Sustainable Development Goals and measuring development in HICs and LICs. [XC maths]</p>
Skills taught	Graphical skills including population pyramids. Evaluating information.	Annotating diagrams Evaluating information and decision making.	Annotating diagrams Evaluating information and decision making.
Assessments	GCSE style evaluation question for China GCSE style questions on Fragile Environments	Decision making exercise on coastal management	GCSE style questions on Rivers and Flooding.

GCSE Syllabus Information:

Year 10	Autumn Term 1	Spring Term 1	Summer Term 1
Knowledge taught	<p>Features of HICS and LICs and measuring development. What is globalisation and the advantages and disadvantages of multinational companies. (Nike is the case study) What are global cities and why are they only found in NICS and HICs - London and Mumbai are the case studies. Trade - conventional, free trade and fair trade. [XC - Business Studies]</p>	<p>Continuation of urbanisation. Case studies focussing on a HIC (London, UK) & NIC (Mumbai, India). Services - Focussing on retail, what is the cause & effect of retail change in the UK & Leisure. [XC - Maths, Business Studies]</p>	<p>Rivers and river management - physical processes and human impacts on rivers and their likelihood to flood. How can rivers be managed and why is this controversial - Somerset Levels</p>

			case study [XC - Engineering, Science]
Skills taught	Knowledge and understanding. Application of knowledge and understanding. Analysis and geographical skills. Evaluation of information. Numeracy and literacy.	Knowledge and understanding. Application of knowledge and understanding. Analysis and geographical skills. Evaluation of information. Numeracy and literacy.	Knowledge and understanding. Application of knowledge and understanding. Analysis and geographical skills. Evaluation of information. Numeracy and literacy.
Assessments			
Year 10	Autumn Term 2	Spring Term 2	Summer Term 2
Knowledge taught	Aid - what is Aid, features of Aid, different types & advantages/disadvantages of aid with a case study on the aid response to the Ebola crisis. Urbanisation - What is urbanisation?, features of urbanisation, global cities, counter-urbanisation, building on knowledge of greenfield/brownfield sites & urban land-use models. Case studies focussing on a HIC (London, UK). [XC - Business Studies]	Coasts - Processes and human impacts that change the coastal landscapes of the UK, Coastal Management including case studies of Shoreline Management Plans (Medmerry & North Solent) and controversy surrounding coastal management, impacts of climate change on coastal landscapes and communities. [XC - Engineering, Science]	Fieldwork based on a visit to a coastal setting to collect primary data. Students analyse, graph and evaluate the data collected and the fieldwork techniques used. [XC - Maths]
Skills taught	Knowledge and understanding. Application of knowledge and understanding. Analysis and geographical skills. Evaluation of information. Numeracy and literacy.	Knowledge and understanding. Application of knowledge and understanding. Analysis and geographical skills. Evaluation of information. Numeracy and	Knowledge and understanding. Application of knowledge and understanding. Analysis and geographical skills. Evaluation of information.

		literacy.	Numeracy and literacy.
Assessments	Theme 1 GCSE Question	Practice Paper 2 Decision-Making Exercise	

Year 11	Autumn Term 1	Spring Term 1	Summer Term 1
Knowledge taught	<p>Weather and Climate - global circulation and climate zones. Case studies of Equatorial and Semi-Arid climates. Weather hazards - high and low pressure: causes, impacts and responses . Case studies of Hurricane Matthew and the Californian Drought.</p> <p>Fieldwork based on visit to an urban setting to collect primary data. Students analyse, graph and evaluate the data collected and the fieldwork techniques used. [XC - Science, Maths]</p>	<p>The function of ecosystems. Interleaving with knowledge of climate zones, students study biomes of different scales such as a sand dune system in the UK to large biomes. Students study the physical processes and interactions operating in these biomes and the management of these biomes. [XC Science]</p> <p>Ecosystems under threat - study of how ecosystems are used as sources by people, how they are damaged and how they are managed in a sustainable way. Both of these units focus on a detailed study of the tropical rainforest and semi-arid grassland and sand dune use systems in the UK. [XC Science]</p>	<p>Revision of all three themes in preparation for three exams. Component 1 - a mixture of short answers and extended writing on all three themes. Component 2 - problem solving and decision making. Component 3 - applied fieldwork.</p>
Skills taught	<p>Knowledge and understanding Application of knowledge and understanding Analysis and geographical skills. Evaluation of information Numeracy and</p>	<p>Knowledge and understanding. Application of knowledge and understanding. Analysis and geographical skills. Evaluation of information. Numeracy and literacy.</p>	<p>Knowledge and understanding. Application of knowledge and understanding. Analysis and geographical skills. Evaluation of information.</p>

	literacy.		Numeracy and literacy.
Assessments	A formal practice exam for component 3. Assessed using GCSE grade boundaries.	Practice exam questions are completed in class throughout these terms.	
Year 11	Autumn Term 2	Spring Term 2	Summer Term 2
Knowledge taught	Climate Change - how climate has changed during the Quaternary period. Human and physical causes of global warming. Consequences of climate change. The role that individuals and government in the UK play in reducing the risk of climate change. [XC - Science]	Water Resource Management - water supply and demand and how it varies over time (Case studies to include South Africa and Lake Chad). Challenges of water supply management with a case study looking at the Lesotho Highlands Water Project). [XC - Science, Business Studies] Desertification - physical and human processes in semi-arid regions causing desertification. Management of areas vulnerable to desertification. Case studies to include Sahel region & the Green Wall Project. [XC - Science]	Continued revision until all exams are sat.
Skills taught	Knowledge and understanding. Application of knowledge and understanding. Analysis and geographical skills. Evaluation of information. Numeracy and literacy.	Knowledge and understanding. Application of knowledge and understanding. Analysis and geographical skills. Evaluation of information. Numeracy and literacy.	
Assessments	Practice exam questions are completed in class	Practice exam questions are completed in class throughout these terms.	Final Exam Papers

	throughout these terms.		
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How students will receive feedback to enhance their knowledge and skills:

A variety of verbal and written feedback is given and AFL is embedded after every assessment. Peer assessment is also used throughout KS3 and KS4 to support students with developing their skills and knowledge.

Reading List (Key Stage 3):

Progress in Geography Key Stage 3 ISBN:
 9781510428003 published by Hodder Education
 Oxford Geography 1,2 &3
 published by Oxford University Press.

Reading List (GCSE):

Textbook: WJEC/EDUQAS GCSE (9-1) Geography B
 ISBN: 9781471857874 published by Hodder Education
 Revision guide: My Revision Notes
 ISBN: 9781471887376 published by Hodder Education

Useful weblinks:

GCSE Bitesize - Eduqas (<https://www.bbc.com/bitesize/examspecs/ztp2qty>)
 GCSEPod (https://www.gcsepod.com/gcsepod_content/geography/)

Extracurricular and enrichment:

Year 7 Zoolab experience, Year 9 trip to Hengistbury Head for those who have opted for GCSE geography, Year 10 Iceland trip.

Spiritual, Moral, Social and Cultural opportunities:

All units of work look at the impacts of people on their surroundings and the different cultures, ecosystems etc.

Character development and British Values opportunities:

An appreciation of why life is different in different countries and the reasons for this inequality.