

# Geography

## Key Stage 3

### What does this course involve at Key Stage 3?

Students in KS3 will develop a range of geographical skills (map skills, data and graphical skills, describing, explaining, justifying and evaluating). They will also develop enquiry skills such as hypothesis building, questionnaire design, field work and data collection. Studying Geography at Key Stage 3 will help students to develop a sense of wonder and interest in the world around them. It will also help them to develop their questioning, investigation and critical thinking skills. They will be able to use various types of maps, geographical information systems (GIS), new technologies and equipment to collect, present and analyse data in their geographical investigations. This KS3 course will also help students to realise and develop their responsibility as global citizens and prepare them for their GCSE Geography course that follows in years 9-11.

Year 7

#### Term 1:

**Geographical Skills** - Developing mapping skills using compass points, scale and distance, symbols, grid references, measuring height and using Geographical Information Systems (digital mapping eg Google Earth).

**Our risky world: Plate tectonics** - A study of structure of the earth, volcanoes, earthquakes and tsunamis and how they affect us as humans. Exploring ways that tectonic regions can be a benefit as well as a danger to human lives and examining how people can adapt, plan or prepare themselves to reduce the impacts of tectonic events.

#### Term 2:

**Weather and Climate change** - The water cycle and types of rain. Physical factors that influence global climates and causes (both natural and human), of climate change. Human responses to climate change at a local, regional and global scale.

**Managing fragile ecosystems** - Investigating the physical characteristics (climate, plants and animal adaptations), of key global biomes such as the tropical rainforest in Brazil, Antarctica and The Sahara desert in Africa. Why are these ecosystems so potentially fragile and why are they at risk? What can be done to manage them more sustainably?

#### Term 3:

**Global Africa: Urban, social and cultural change** - How is the continent of Africa changing so rapidly as a result of globalisation? How is Africa connected to the rest of the world? What resources do we consume from African countries? How do issues of population growth and migration impact the growth of big cities in African nations? How are governments' and aid agencies trying to respond to these challenges?

Year 8

#### Term 1:

**Rivers and Flood management** - A study of the course of a river from the upper, middle to the lower course and the different landforms created along the river channel. Causes and consequences of river flooding and an assessing different methods of flood prevention in Low Income Countries (LICs) and High Income Countries (HICs).

**Population and Development issues in Asia** - An introduction to different ways of defining, measuring and comparing levels of development. Investigating links between demographic change and levels of development in different selected countries. An enquiry into how trade, aid and development are linked in Asia and how countries can be helped to improve living standards and quality of life.

#### Term 2:

**Changing settlements** - An investigation of large cities in the UK and USA grow and change over time. How do they attempt to manage some of the issues of inequality, uneven employment and housing opportunity, traffic and crime? Investigating the impacts of rapid urban growth in poorer countries. What are Shanty towns and how do they develop? How do governments try to improve the living conditions for people living in these areas?

**Fantastic places** - An introduction to some of most beautiful and special natural places on the planet such as the Grand Canyon, Machu Pichu, Mt Everest, Antarctica and the Great barrier reef. Why do so many people love to visit these places and how / why should we try to manage and preserve these spaces.

#### Term 3:

**Global challenges** - An introduction to a variety of global issues such as climate change, sea level rise and coastal flooding, peace and conflict, water management, food security and energy issues. What are the problems? Where are they most problematic and how should we try to intervene to manage them sustainably.

## Key Stage 4

Years 9,  
10 &  
11

## What does this course involve at Key Stage 4?

We follow the Pearson Edexcel Geography 'A' (9-1) syllabus specification for GCSE. This consists of three different units which are assessed in three separate written examinations at the end of the three year course in Year 11.

Further details of the syllabus, as well as past examination papers can be found on the Edexcel exam board website on the following link:

[https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-A/2016/specification-and-sample-assessments/Geography\\_A\\_Issue3%20GCSE%20\(9-1\)%20Specification.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-A/2016/specification-and-sample-assessments/Geography_A_Issue3%20GCSE%20(9-1)%20Specification.pdf)



### Paper 1 Structure

**Paper 1 - The Physical Environment**

- 37.5% of the GCSE
- 94 marks including 4 marks awarded for SPaG
- 1 hour and 30 minutes written external examination

**Section A: Changing UK landscapes**  
Students answer Question 1 and **choose 2 from 3** optional questions:

- Question 1 - Changing UK Landscapes
- Question 2 - Coastal landscapes and processes;
- Question 3 - River landscapes and processes;
- Question 4 - Glaciated upland landscapes and processes.

**Section B: Weather Hazards and Climate Change**  
Students answer all questions from Section B.

**Section C: Ecosystems, Biodiversity and Management**  
Students answer all questions from Section C.

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### Paper 2 Structure

**Paper 2 - The Human Environment**

- 37.5% of the GCSE
- 94 marks including 4 marks awarded for SPaG
- 1 hour and 30 minutes written external examination

**Section A: Changing Cities**  
Students answer all questions from Section B.

**Section B: Global Development**  
Students answer all questions from Section B.

**Section C: Section C: Resource Management**  
Students answer all questions from Section C.

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### Paper 3 Structure

**Paper 3 - Geographical investigations (Fieldwork and UK Challenges)**

- 25% of the GCSE (64 marks)
- Of the 64 raw marks available, up to 4 marks are awarded for SPaG
- 1 hour and 30 minutes written external examination

**Section A: Geographical Investigations – Physical Environments**  
Students **choose 1 from 2** optional questions:  
• Rivers **or** Coasts

**Section B: Geographical Investigations – Human Environments**  
Students **choose 1 from 2** optional questions:  
• Inner Urban Area **or** Rural Settlements

**Section C: UK Challenges**  
The UK challenge will be drawn from **one or more** of the 4 themes in Topic 8.  
Students answer **all** questions from Section C.

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## Fieldwork

In addition to other trips and visits that may be offered to enrich their learning, students will have the opportunity to undertake two contrasting fieldwork investigations at GCSE involving the collection of both primary and secondary data. One fieldwork investigation must be in a Human environment. We currently take the students to the Stratford Olympic Park in London to investigate the impacts of the redevelopment that took place leading up to the 2012 Olympics. The second fieldwork investigation is in a Physical environment. We currently take students to Walton-On-The-Naze to look at the impacts of coastal processes of erosion and coastal management along this coastline.

## How you will be assessed?

At the end of the course there will be three written examination papers to assess the Physical and Human topics and an extra examination paper to assess students' geographical skills and understanding of their two fieldwork investigations, as well as UK Challenges.



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## Assessment at a glance

Content	Total marks	Time (mins)	Max. mark tariff
<b>PAPER 1: The Physical Environment</b>			
Section A: Changing landscapes of the UK	30	30	2 x 8 marks
Section B: Weather hazards and climate change	30	30	1 x 8 marks
Section C: Ecosystems, biodiversity and management	34	30	1 x 8 marks (+ 4 marks SPaG)
<b>PAPER 2: The Human Environment</b>			
Section A: Changing cities	30	30	1 x 8 marks (+ 4 marks SPaG)
Section B: Global development	30	30	1 x 8 marks
Section C: Resource management	34	30	1 x 8 marks
<b>PAPER 3: Fieldwork and UK Challenges</b>			
Section A: Geographical Investigations – physical	18	20	1 x 8 marks
Section B: Geographical Investigations – human	18	20	1 x 8 marks
Section C: UK Challenges	28	35 (+ 15mins. reading)	1 x 12 marks (+ 4 marks SPaG)
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