

Geography

Years 7,8 and 9

What does this course involve in Years 7, 8 and 9?

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 Years 7, 8 and 9 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 10-11.

Year 7

Term 1:

Geographical Skills: What do Geographers do? Developing mapping skills using compass points, scale and distance, symbols, grid references, measuring height and using Geographical Information Systems (digital mapping e.g. Google Earth).

Fieldwork: Journey to school and Traffic surveys

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.

Fieldwork-Weather and micro-climates around the school

Term 3:

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.

An Evolving Russia: A study of Russia's physical geography and its natural resources and changing economic activity. Introducing the different climatic regions and ecosystems of Russia. Where are the mountainous and flatter, arable areas of Russia and how does this influence the distribution of population and economic activity? Why is Russia not a superpower? Is the Arctic a new battleground and should it be exploited?

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).

Fieldwork: River processes

Term 2:

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?

Conflict in the Middle East: Where is the Middle East? How is climate changing. How has tourism in the UAE changed the region and is this sustainable? What were the causes and consequences of the wars in Yemen Syria? How does the UK and the rest of the world respond to refugee crises?

Term 3:

South America: A study of South America's physical geography, including its climate zones and biomes and rich variety of wildlife and natural resources. Changing population structures and economic opportunities. Hot desert and tropical rainforest ecosystem food chains and nutrient cycles. Different layers of the tropical rainforest and animal habitats. Threats to the amazon and the impacts of deforestation.

Fieldwork: Local Ecosystems

<p>Year 9</p>	<p>Term 1: China and natural resource management: Locating China and its natural resources. How has their demand for food and energy changed over time? What environmental issues are caused by industry, the growth of urban areas and use of fossil fuels? How is China responding to evolve towards a more sustainable energy balance? What role does the international community play in future carbon emissions and what lessons can we learn? What are the impacts of the future use of natural resources in China, Asia and the rest of the world?</p> <p>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.</p> <p>Term 2: 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.</p> <p>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.</p> <p>Term 3: 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?</p> <p>Fieldwork: Local 'fantastic places and spaces'</p>
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Years 10 and 11

<p>Years 10 & 11</p>	<p>What does this course involve at Years 10 and 11?</p> <p>We follow the AQA Geography (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 course in Year 11.</p> <p>Further details of the syllabus, as well as past examination papers can be found on the AQA exam board website on the following link: https://www.aqa.org.uk/subjects/geography/gcse/geography-8035</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Paper 1: Living with the physical environment</p> <p>What's assessed</p> <p>3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG)) • 35% of GCSE <p>Questions</p> <ul style="list-style-type: none"> • Section A: answer all questions (33 marks) • Section B: answer all questions (25 marks) • Section C: answer any two questions from questions 3, 4 and 5 (30 marks) • Question types: multiple-choice, short answer, levels of response, extended prose </div>
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Paper 2: Challenges in the human environment

What's assessed

3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills

How it's assessed

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for SPaG)
- 35% of GCSE

Questions

- Section A: answer all questions (33 marks)
- Section B: answer all questions (30 marks)
- Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

Paper 3: Geographical applications

What's assessed

3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills

How it's assessed

- Written exam: 1 hour 15 minutes
- 76 marks (including 6 marks for SPaG)
- 30% of GCSE
- Pre-release resources booklet made available 12 weeks before Paper 3 exam

Questions

- Section A: answer all questions (37 marks)
- Section B: answer all questions (39 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

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.

