

# Welcome to the Geography Department

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## Subject Overview

### Key Stage 3: Years 7 and 8

Geography at key stage 3 is a varied and exciting course. Units of work are both topical and relevant providing students with a better understanding of the world in which they live. They study a range of locations both in the developed and developing world and examine the way that people have interacted with the physical environment. A balance is maintained between the study of physical and human geography.

### Key Stage 4: Years 9 - 11 Years 9, 10 and 11

The new Edexcel B GCSE we will be following is a relevant and exciting course that focuses on enquiry-based learning to develop new skills and encourage students to think geographically. Students are encouraged to make geographical decisions by applying their knowledge, understanding and skills to current people and environment issues.

### Post 16

#### Year 12 and 13

Geography at A level is an exciting, relevant and challenging course that prepares students with an in depth understanding of the world around them. It examines many current topical issues such as energy security, climate change, water insecurity, tectonic hazards, globalisation, landscape systems, glaciation, superpowers and globalisation through enquiries drawn from all levels of development around the world. It has a strong fieldwork element; with a 3 day visit to North Wales and a day visit to Birmingham. Students will also have to carry out an extensive individual investigation on any issue from the course.

## Teaching Aims and Objectives

The Geography Department aims to engage and inspire students to be passionate about the world in which they live.

Students learn to be effective problem-solvers and critical thinkers. They are required to evaluate a range of resources and to recommend solutions. Students are encouraged to ask enquiry questions that encourages an investigative approach. They will develop their ability to carry out effective research, use integrated skills, including appropriate mathematics and statistics in order to explore geographical questions and issues.

The emphasis on evaluation and decision making, numeracy and good literacy skills, as well as an in depth understanding of the complexity of the physical world and how people interact with it, means that the students will gain invaluable skills, which will be relevant throughout their working lives.

The new GCSE from September 2016, will be assessed against the following objectives:

**AO1-** Demonstrate knowledge of locations, places, processes, environments and different scales

**AO2-** Demonstrate geographical understanding of:

- Concepts and how they are used in relation to places, environments and processes
- The inter-relationship between places, environments and processes

**AO3-** Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements

**AO4-** Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

The two year key stage 3 has been adapted to ensure that students are prepared and make progress towards these criteria from Year 7 onwards.

## Course Information

### Key Stage 3

Year 7 and Year 8:

#### Year 7

- Map skills - 'Finding your bearings'
- The Poles – 'Life in the freezer'
- Globalisation – 'Our shrinking world'
- Weather and climate – 'Under the weather'
- Rivers and Flooding – 'A little bit soggy'
- China – 'An emerging superpower'

#### Year 8

- Urbanisation – 'A constantly changing environment'
- Plate Tectonics – 'Restless Earth'
- Japan – 'Land of the Rising Sun'
- Coasts – 'Off to the seaside'
- Africa – 'Our Ancestral Home'
- Extreme Weather – 'Really wild weather'

### Key Stage 4

Year 9 2017-2018:

- Map skills
- Local field work enquiry- Middleton Cheney
- Geography of the UK, Europe and the rest of the World
- Glaciation

#### Development dynamics- GCSE

- The causes, solutions and consequences of global inequalities

#### Local fieldwork investigation

- Churchyard investigation examining rock types and the effects of weathering on different types of rock

#### How is one of the World's emerging countries managing to develop? India- GCSE

- The different ways that India is managing to develop
- The effects of rapid development and globalisation
- Place study on Bangalore

### **The UK's evolving physical landscape**

- Why does the physical landscape vary – the influence of geology, past processes, variation of distinctive landforms

### **River processes and pressures**

- Why is there a variety of river landscapes in the UK –how river characteristics and landforms differ between upper, middle and lower course
- How physical and human processes cause flooding, and how it can be managed

Year 10 2017-2018:

### **The UK's evolving physical landscape**

- Lowland landforms and how human activity has shaped the landscape

### **River processes and pressures**

- Why is there a variety of river landscapes in the UK –how river characteristics and landforms differ between upper, middle and lower course
- How physical and human processes cause flooding, and how it can be managed

### **Challenges of an urbanising world**

- What are the causes and challenges of rapid urban change
- Economic changes and migration contributing to the growth and decline of cities
- Why quality of life varies so much in one megacity in the emerging world – Mumbai – past and present trends, challenges and opportunities

### **Hazardous Earth**

- Why do the causes and impacts of tectonic activity vary with location – plate boundaries, the causes and impacts of volcanic eruptions and earthquakes, planning, prediction and management
- How does the world's climate system function, change and be hazardous – global atmospheric circulation and climate change
- How are extreme weather events increasingly hazardous for people – the distribution, causes and impacts and management of tropical cyclones
- Coastal change and conflict

### **Coastal Change and Conflict**

- How coastlines are influenced by geology
- Erosion, transportation and deposition
- The impact of human activity
- Fieldwork on Dorset

Year 11 2017- 2018

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### **Coastal Change and Conflict**

- The impact of human activity
- Fieldwork on Dorset

### **Hazardous Earth**

- Structure of the Earth and plate boundaries
- Causes and impacts of volcanoes and earthquakes
- Management of volcanoes and earthquakes

### **Hazardous climatic Earth**

- Global atmospheric circulation
- The causes of climate change and impacts for the future
- The characteristics of tropical storms
- Physical hazards of tropical storms and impacts
- Vulnerability and sustainable management

### **People and the biosphere**

- The global distribution of the world's biomes
- Local biotic and abiotic factors
- Biome services and regulation of the atmosphere

### **Forests under threat**

- The structure, functioning and adaptations of the taiga and tropical rainforest
- Local and global threats
- Conservation and sustainable management

### **Consuming energy resources**

- The global distribution of energy resources
- The global demand for oil and conflicts over supply and demand
- Environmental consequences of developing new oil and gas sources
- Alternatives and future technologies

## **Post 16**

Year 12 2017 - 2018:

### **Tectonic processes**

- Why some locations are at risk and develop into disasters
- How successful is hazard management?

### **The water cycle and water insecurity**

- What are the processes operating within the hydrological cycle
- How does water insecurity occur and why is it becoming such a global issue for the C21st century?

### **Glaciated Landscapes**

- How has climate changes influenced the formation of glaciated landscapes?
- How do glaciers form and what landforms do they produce?
- How are glacial environments used today?

### **Globalisation**

- What are the causes of globalisation and its impacts
- What are the consequences of globalisation for global development?

### **Regenerating places**

- How and why do places vary –local area and Birmingham
- Why is regeneration needed and managed?
- How successful is regeneration?

Year 13:

### **Glaciated Landscapes**

- How do glaciers form and what landforms do they produce?
- How are glacial environments used today?

### **The Carbon Cycle**

- The biogeochemical carbon cycle
- Biological processes, sequester carbon on land and the in the oceans
- A balanced carbon cycle and a sustainable earth

### **Energy Security**

- Consumption the energy mix and the big players
- Traditional and unconventional fossil fuel uses
- Renewables and recyclable energy
- Threats from human activity
- Implications for human wellbeing
- Adaptations and the future

### **Superpowers**

- Superpowers, emerging and regional powers
- How patterns of power have changed over time
- Emerging powers and how they vary
- The influence that global powers have the world economy
- International decision making
- Global concerns over the physical environment
- Challenges that existing and emerging superpowers face

### **Migration, Identity and Connections**

- Globalisation and migration patterns
- The complexity of migration patterns
- The consequences of international migration
- Nation states and how they vary
- Global organisations – IGOs
- National identity – a contested concept
- Consequences of disunity within nations

## **Homework Expectations (Including ICT resources and websites)**

Students in Years 7 and 8 are set homework once a week. They will be expected to carry out research, complete exercises that test their understanding of concepts taught in lessons or complete practical activities.

GCSE students are set homework once a week to meet the demands of the course. There may be occasions when more homework is necessary. They will have exam style questions to complete testing their understanding of new concepts, research, revision or practical skills activities. All homework will support the units of work that the students are currently studying.

A Level students are expected to support their study with extra research and wider reading. This is in addition to completing exam questions, or activities designed to test their understanding of concepts.

Carrying out research is a fundamental part of homework throughout all key stages in Geography. The breadth of the Geography curriculum means that a wide variety of websites are used, but students are invariably directed to relevant ones as part of their homework task.

When carrying out research from websites, it is vital that students read the information carefully and then summarise the main findings in their own words, rather than copying and pasting large chunks of often irrelevant information.

## **Extra-Curricular Opportunities**

Students have a wide variety of extra-curricular activities offered to them in Geography

### **At Key Stage 3**

- Day visit to Stratford looking at land use and the emphasis on tourism in Year 8
- Japanese cultural activities where students experience a tea ceremony, calligraphy, origami and sushi sampling during the Japan country study unit in Year 8

### **At Key Stage 4**

- Year 9 investigation assessing housing and facilities in Middleton Cheney
- Year 9 weathering investigation looking at rock types and weathering in Middleton
- Year 10 local Rivers fieldwork investigation - April
- Year 10 fieldtrip in June to Swanage examining coastal processes and landforms
- Year 11 fieldtrip to Birmingham - October

### **At Key Stage 5**

- Year 12 and 13 field visit to Iceland - February
- Year 12 fieldwork day to Birmingham - March
- Year 12 Geography fieldtrip to North Norfolk – July
- Year 12 and 13 field visit to Iceland - February

## **Marking and Assessment**

### **Key Stage 3**

Assessment at key stage 3 is mixture of factual tests with short data response style questions and longer and extended answers, practical fieldwork tasks and extended writing opportunities

#### **Year 7**

- Factual test on map skills testing – skills and application
- Extended writing report- The advantages and disadvantages of globalisation
- Data response test – short data response questions and longer extending answers testing knowledge and understanding

#### **Year 8**

- Fieldwork enquiry – Stratford enquiry on tourism – data collection, presentation, analysis and evaluation
- Tectonics data response test – short data response questions and then longer extend answers testing knowledge and understanding

### **Key Stage 4**

#### **Year 9**

- Fieldwork enquiry – Middleton Cheney enquiry on the impacts of housing change in the village –data collection, presentation, analysis and evaluation

- Glaciation data response test – short data response questions and then longer extended answer testing knowledge and understanding
- End of unit exam style questions

#### **Year 10 and 11**

- At the end of every unit of work students will either complete a data response style question or skills question testing application and understanding
- They may also complete a fieldwork enquiry

### **Sixth Form**

#### **Year 12**

- Students will complete data response style short questions in the style of the new exam
- Students will have longer extended questions- testing knowledge and understanding of concepts
- PPEs in January and June
- Fieldwork enquiries – data collection, presentation, analysis and evaluation

#### **Year 13**

- Students will complete data response style short questions in the style of the new exam
- Students will have longer extended questions- testing knowledge and understanding of concepts
- Students will have to complete an Individual Investigation

## **Examinations**

### **GCSE**

#### **Year 10 and 11**

#### **Edexcel B – 1GBO -**

[http://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-B/2016/specification-and-sample-assessments/Specification\\_GCSE\\_L1-L2\\_Geography\\_B.pdf](http://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-B/2016/specification-and-sample-assessments/Specification_GCSE_L1-L2_Geography_B.pdf)

Students sit three examinations

**Paper 1: 1GBO/01** – Global geographical issues (hazards, development and challenges of an urbanising world). Worth 37.5% of the final exam and is 1 hour and 30 minutes long

**Paper 2: 1GBO/02** – Geographical issues (The UK's evolving physical landscape, coasts, and rivers, and the UK's evolving human landscape including a dynamic city). Worth 37.5% of the final exam and is 1 hour and 30 minutes long

**Paper 3: 1GBO/03** – People and environment issues (A decision making exam based on people of the biosphere, forests under threat or consuming energy resources)). Worth 25% of the final exam and is 1 hour and 30 minutes long

### **A level**

#### **Edexcel GCE Geography – Year 12 and 13**

<http://qualifications.pearson.com/content/dam/pdf/A%20Level/Geography/2016/specification-and-sample-assessments/Edexcel-A-Level-Geography-Spec.pdf>

In Year 13, students will have 3 exams and an individual investigation to complete

**Paper 1 - 9GEO/01**

The physical paper will examine tectonic processes and associated hazards, glacial landforms as well as water and energy insecurities. There will be short data response questions as well as longer extended writing questions. This paper is worth 30% of the qualification and will be in the form of a 2 hour and 15 minutes exam

**Paper 2 - 9GEO/02**

The human paper will focus on globalisation and its consequences, superpowers and geopolitics, the regeneration of urban areas from around the world, global development and issues associated with migration. There will be short data response questions as well as longer extended writing questions. This paper is worth 30% of the qualification of the qualification and will be in the form of a 2 hour and 15 minutes exam

**Paper 3 – 9GEO/03**

The synoptic paper will be based on a geographical issue within a particular named place in the world. It will involve interpreting a variety of resources, and then responding to resource- linked questions. This paper will be worth 20% of the qualification and will be in the form of a 2 hour and 15 minute exam

**Paper 4 - Independent Investigation – 9GEO/04**

This will be a 3000 - 4000 word individual investigation that students will complete on their own on a topic of their choice related to the specification. It will be internally assessed and externally moderated. This paper will be worth 20% of the qualification.