

Departmental Overview

Geography is taught in one specialist classroom which has an interactive whiteboard. The department is fully resourced with textbooks and atlases for student use. The department makes use of a number of interactive resources for students to use at home, such as Kerboodle, which is used for the setting of homework quizzes in KS3.

Departmental Staff

Mr J Barlow Deputy Headteacher – Teacher of Geography

Mr A Fowler Teacher of KS3 Geography

Year 7 Geography

Examination/Specification
National Curriculum
Curriculum Overview
<p>LC1 – Students start the year by learning about planet Earth. They learn about the formation of the planet and key events linked to the geological timescale and the birth of homosapiens. They learn about how humans initially spread around the planet and the locations in which we live today. This leads to learning about Earth’s place in the solar system and what makes Earth so unique. Finally, students learn about the three key branches of Geography; Human, Physical and Environmental.</p> <p>LC2 – Students are introduced to maps and mapping. They learn about how we use maps to make connections to different places. Students then learn a number of key map skills; drawing a plan, using scale, compass directions, 4 figure and 6 figure grid references, measuring height on maps using contour lines, using an Ordnance Survey map and key and drawing sketch maps using satellite images. They finish the topic by learning how to use latitude and longitude to locate places.</p> <p>LC3 – Students learn about their home location, the UK. They learn about the physical features of the British Isles and how the land has been divided up into countries and regions. This leads to learning about the weather of the UK and what influences this. Historical migration to the UK is considered and how this has formed our population. Students investigate population distribution in the UK and reflect on how our country is performing economically. The unit finishes by studying features of our capital city, London.</p> <p>LC4 – Students investigate rivers and flooding. This begins with an overview of the River Thames, leading into a study of the water cycle. Students learn how water reaches a river and the key aspects of a water basin. Processes and landforms are taught to understand how rivers shape the land they flow over. Students learn about how humans use rivers for industry and the supply of water to homes. Finally, flooding as an issue is taught, looking at causes, effects and responses.</p> <p>LC5 - A place study of the continent of Africa. Students learn about the history of Africa and what it is like today. They map the human and physical features of the continent. Population distribution is taught and linked to physical features. Students study the climate, animals and plants found in different biomes in Africa.</p>
Examination/Key Assessments
Students sit a formal written exam at the end of each learning cycle. The questions set reflect those that students will be asked at GCSE level. Each assessment becomes synoptic throughout the year by asking questions from all of the learning cycles studied.
Homework
Homework is set on a weekly basis through the use of online quizzes. These quizzes review and reinforce student learning after each pair of lessons. We use an online package, Kerboodle, to set quizzes.
How parents can help
Parents can help by ensuring that their child completes their homework on a weekly basis. Taking a key interest in Geography by encouraging their child to watch the news daily and to read news articles that link to Geography. Ask your child questions about their learning each day.

Year 8 Geography

Examination/Specification
National Curriculum
Curriculum Overview
LC1 – Students study glaciers and ice. They are taught about what the UK was like during the last ice age and how far ice advanced. They then locate where ice is found on Earth today. This leads on to a study of glacial processes and the landforms that glaciers create, which can be found in the UK today. OS map work is introduced so that students can locate features on a map. Finally, students consider why ice is so important for humans today. LC2 – Students learn about population and migration. The module begins by looking at world population growth and distribution of population around the planet. This leads to a study of the population of UK over time, followed by population growth rates around the world. They consider the impact of a rapidly growing population and what the issues will be in the future? LC3 – Students learn about coastal environments. They initially learn about the formation of waves and tides, which then takes them to look the processes that shape our coastline. Coastal landforms are taught so that students can describe and explain their formation. Students consider how we use our coastline, with a focus upon tourism in Newquay. Students learn about the treats to coastlines and how we are planning to protect places that are vulnerable to flooding. LC4 – Students study weather and climate. They consider what causes the weather and how we go about recording and measuring weather conditions. Students are taught about the formation of clouds and rainfall in the UK, which then leads on to learning about air pressure and the conditions associated with pressure. Students investigate why weather in the UK is so changeable and the impact of storms that hit the UK in the winter. The final part of this module looks at climate in relation to the UK, the factors that influence climate and how climate varies across the world. LC5 – This module follows on from LC4 and looks at climate change. Students investigate how climate has changed over time, leading on to the issue of global warming and the causes of this. Students investigate the evidence for climate change on Earth today. They learn about who will be impacted the most by a warming planet and what we can do to mitigate this issue.
Examination/Key Assessments
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Homework
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Year 9 Geography

Examination/Specification
National Curriculum
Curriculum Overview
<p>LC1 – Students study plate tectonics, leading to a study of hazards. This module begins by looking at the structure of planet Earth and the theory of plate tectonics. This leads to learning about the distribution of tectonic activity around the planet. A study of earthquakes begins with the theory about how they occur. This then leads into a study of a recent earthquake event. A study of tsunami then follows. Students learn about volcanic theory, followed by a study of a recent volcanic event. The module finishes by looking at why people live in tectonic danger zones.</p> <p>LC2 – Students study international development. The module begins by looking at different levels of wealth around the world and the features of developing and developed countries. Students investigate the barriers to development and why it exists. Two contrasting countries are studied; Malawi and Singapore, with a focus on student lives. The module concludes by looking at how poverty leads to migration and what can be done to aid development in developing countries.</p> <p>LC3 – This module looks at natural resources. Students investigate what natural resources are and why humans use them. A study of 3 resources then follows. Water is studied, and how it is distributed around the world and how people gain access to water. Students study an area in the USA where water is becoming scarce and how people can tackle the problem of water scarcity. This leads to a study of soil and why it is an essential natural resource. Students learn about the issue of desertification and how humans cause land to be degraded. They then study methods by which desertification can be stopped. Finally, students study oil as a resource. They investigate how oil is formed and where it can be found around the world. This leads on to a study of renewable energy sources and the strategies that the UK is adopting.</p> <p>LC4 – Students study urbanisation in this module. They begin by learning about how towns and cities first grew in the UK, with a focus on the city of Manchester and its industrial history. Students then study patterns and rates of urbanisation around the world today, which leads on to looking at why people move into towns and cities. They then investigate the problems faced by towns and cities, with a focus on the development of slum areas. The module concludes by learning sustainable city and how cities could look in the future.</p> <p>LC5 – Students study economic activity and how industry and jobs operate. They begin by learning about categorisation of jobs and employment structure in the UK. This leads to learning about the location of jobs. A historical look at employment structure in the UK takes place. Students study the town of Doncaster as a case study of employment change over time. Employment structures in other countries are studied and the reasons why factory jobs left the UK. The final part of this module looks at the clothing industry and the mobile phone industry as examples of economic activity.</p>
Examination/Key Assessments
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Year 10/11 Geography**Examination/Specification**

AQA

Curriculum Overview

Module 1 – The Challenge of Natural Hazards. Tectonic hazards and atmospheric hazards.

Module 2 – The Living World. UK ecosystem, tropical rainforest and hot deserts.

Module 3 – Physical Landscapes in the UK – Coastal landscapes and River landscapes.

Module 4 – Urban issues and challenges

Module 5 – The changing economic world

Module 6 – The challenge of resource management

Examination/Key Assessments

Paper 1 – Living with the Physical environment. This paper assesses Modules 1-3. 1 hour 30 minute paper. Worth 35% of GCSE.

Paper 2 – Challenges in the human environment. This paper assesses Modules 4-6. 1 hour 30 minute paper. Worth 35% of GCSE.

Paper 3 – Geographical applications. This paper consists of an issue evaluation, fieldwork assessment and geographical skills. 1 hour 15 minute paper. Worth 30% of GCSE.

Homework

Homework is set weekly through student textbooks and examination questions. Students complete questions from their textbook or exam to reinforce learning.

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