



## Subject Overview 2018 – 2019

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| <b>Department Name:</b>                       | Geography   |
| <b>Head of Department:</b>                    | Mrs J Thorne  |
| <b>Subject Teachers:</b>                      | Mr D Jinks<br>Miss A Smith  |
| <b>Accommodation and Resources:</b>           | Geography is based in 3 main classrooms. Each classroom is well resourced with textbooks, revision guides and fieldwork equipment. One of our classroom has a storm stimulator in, which is to be used during year 8 River topic and in GCSE physical landscape unit. |
| <b>What will students learn in each year?</b> |   |
| <b>Year 7</b>                                 | <p>Term 1:<br/> <b>Baseline assessment + It's your planet</b><br/> <i>*How life developed on planet earth</i><br/> <i>*Our place on planet earth</i><br/> <i>*How our Earth is changing</i></p>   |
|   | <p>Term 2:<br/> <b>Maps and mapping</b><br/> <i>*How to use an OS map</i><br/> <i>*Using 4 figure and 6 figure grid references</i><br/> <i>*Using latitude and longitude to find your place on planet earth</i></p>   |
|   | <p>Term 3:<br/> <b>Weather and climate</b><br/> <i>*What causes our weather</i><br/> <i>*Measuring our weather</i><br/> <i>*Why our weather is so changeable?</i></p>   |
|   | <p>Term 4:<br/> <b>About the UK</b><br/> <i>*Jigsaw of the UK</i><br/> <i>*Looking at our capital London</i><br/> <i>*weather in the UK</i></p>   |
|   | <p>Term 5:<br/> <b>Coasts</b><br/> <i>*Looking at the structure of a coast</i><br/> <i>*erosional landforms and depositional landforms</i><br/> <i>*coastal management strategies</i></p>   |
|   | <p>Term 6:<br/> <b>Southwest China</b><br/> <i>*The rise of China</i><br/> <i>*Chinas south west region</i><br/> <i>*life in Chongqing</i></p>  |



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| <p><b>Year 8</b></p> | <p>Term 1:<br/> <b>Baseline assessment + Living off Earth resources</b><br/> <i>*Earth's natural resources</i><br/> <i>*Water around the world</i><br/> <i>*Renewable source of energy in the UK</i></p>  |
|                      | <p>Term 2:<br/> <b>Urbanisation</b><br/> <i>*How our towns and cities grew</i><br/> <i>*Urbanisation around the world</i><br/> <i>*Why do people move to urban areas</i></p>                              |
|                      | <p>Term 3:<br/> <b>Our restless Planet</b><br/> <i>*Our earth structure- closer look at plates boundaries</i><br/> <i>*study volcanoes/earthquakes/tsunamis</i><br/> <i>*Why live in danger zones</i></p> |
|                      | <p>Term 4:<br/> <b>Rivers</b><br/> <i>*Looking at a river at work</i><br/> <i>*How a river fits into the water cycle</i><br/> <i>*flooding on the River Thames and how to protect ourselves</i></p>       |
|                      | <p>Term 5:<br/> <b>International development</b><br/> <i>*How to map and measure development</i><br/> <i>*Rich world v poor world</i><br/> <i>*How did the development gap grow</i></p>                   |
|                      | <p>Term 6:<br/> <b>Earning a living</b><br/> <i>*The UKs changing employment structure</i><br/> <i>*Where did the UK factory jobs go</i><br/> <i>*The clothing industry in Bangladesh</i></p>             |
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| <p><b>Year 9</b></p> | <p><b>Exam Board:</b> Edexcel B<br/> <b>Qualification:</b> GCSE</p>   |
|                      | <p>Term 1:<br/> <b>Forests under threat</b><br/> <i>*What are the threats to forest biomes and how can they be reduced?</i></p>   |
|                      | <p>Term 2:<br/> <b>Forests under threat</b><br/> <i>*What are the threats to forest biomes and how can they be reduced?</i></p>   |
|                      | <p>Term 3:<br/> <b>Consuming energy resources</b><br/> <i>*How can the growing demand for energy be met without serious environmental consequences?</i></p>   |
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|                      | <p>Term 5:</p>  |



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|                | <p><b>People and the Biosphere</b><br/> <i>*Why is the biosphere so important to human wellbeing and how do humans use and modify it to obtain resources?</i></p>   |
|                | <p>Term 6:<br/> <b>Making geographical decisions</b><br/> <i>*The examination will consist of a booklet of sources, provided in the examination, that exemplify a geographical issue drawing from Topics 7,8 and 9 and underpinning conceptual knowledge from components 1 and 2. It requires students to make effective use of, analyse and interpret the resource material provided in the examination. The final 12-mark question requires students to consider physical and human geography together, draw on information in the booklet of sources, and make reasoned justification for proposed solutions in terms of their likely impact on both people and environment.</i></p> |
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| <b>Year 10</b> | <p><b>Exam Board:</b> Edexcel B<br/> <b>Qualification:</b> GCSE</p>   |
|                | <p>Term 1:<br/> <b>The UK's evolving physical landscape – Rivers</b><br/> <i>*Why does the physical landscape of the UK vary from place to place?</i><br/> <i>*Why is there a variety of river landscapes in the UK and what are the processes that shape them?</i><br/> <i>*What are the challenges for river landscapes, people and property and how can they be managed?</i></p>   |
|                | <p>Term 2:<br/> <b>The UK's evolving physical landscape – Rivers</b><br/> <i>*Why does the physical landscape of the UK vary from place to place?</i><br/> <i>*Why is there a variety of river landscapes in the UK and what are the processes that shape them?</i><br/> <i>*What are the challenges for river landscapes, people and property and how can they be managed?</i></p>   |
|                | <p>Term 3:<br/> <b>Challenges of an urbanising world</b><br/> <i>*What are the causes and challenges of rapid urban change?</i><br/> <i>*Why does quality of life vary so much within one megacity in a developing country or emerging country?</i></p>   |
|                | <p>Term 4:<br/> <b>Challenges of an urbanising world</b><br/> <i>*What are the causes and challenges of rapid urban change?</i><br/> <i>*Why does quality of life vary so much within one megacity in a developing country or emerging country?</i></p>   |
|                | <p>Term 5:<br/> <b>Development dynamics</b><br/> <i>*What is the scale of global inequality and how can it be reduced?</i><br/> <i>*How is one of the world's emerging countries managing to develop?</i></p>   |
|                | <p>Term 6:<br/> <b>Development dynamics</b><br/> <i>*What is the scale of global inequality and how can it be reduced?</i><br/> <i>*How is one of the world's emerging countries managing to develop?</i></p>   |



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| <b>Year 11</b> | <b>Exam Board:</b> Edexcel B<br><b>Qualification:</b> GCSE   |
|                | <p>Term 1:</p> <p><b>Hazardous Earth</b></p> <p><i>*How does the world's climate system function, why does it change and how can this be hazardous for people?</i></p> <p><i>*How are extreme weather events increasingly hazardous for people?</i></p> <p><i>*Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?</i></p>   |
|                | <p>Term 2:</p> <p><b>The UK's evolving human landscape</b></p> <p><i>*Why are places and people changing on the UK?</i></p> <p><i>*How is one major UK city changing?</i></p>  |
|                | <p>Term 3:</p> <p><b>The UK's evolving physical landscape – Coasts</b></p> <p><i>*Why is there a variety of distinctive coastal landscapes in the UK and what are the processes that shape them?</i></p> <p><i>*What are the challenges for coastal landscapes and communities and why is there conflict about how to manage them?</i></p>   |
|                | <p>Term 4:</p> <p><b>Geographical investigation – Fieldwork</b></p> <p><i>*Investigate the impact of coastal management on coastal processes and communities.</i></p> <p><i>*Investigate how and why quality of life varies within urban areas.</i></p>  |
|                | <p>Term 5:</p> <p><b>Revision</b></p> <p><i>*students will complete revision for all GCSE content in preparation for their examinations</i></p>  |
|                | <p>Term 6:</p> <p><b>Examination period</b></p>  |
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| <b>Year 12</b> | <b>Exam Board:</b> Edexcel<br><b>Qualification:</b> A level  |
|                | <p>Term 1:</p> <p><b>Tectonic processes and hazards</b></p> <p><i>*Why are some locations more at risk from tectonic hazard?</i></p> <p><i>*Why do some tectonic hazards develop into disasters?</i></p> <p><i>*How successful is the management of tectonic hazards and disasters?</i></p>  |
|                | <p>Term 2:</p> <p><b>Coastal landscapes</b></p> <p><i>*Why are coastal landscape different and what processes cause these differences?</i></p> <p><i>*How do characteristic coastal landforms contribute to coastal landscapes?</i></p> <p><i>*How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks.</i></p> <p><i>*How can coastlines be managed to meet the needs of all players?</i></p> |



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|                                     | <p>Term 3:</p> <p><b>Globalisation</b></p> <p><i>*What are the causes of globalisation and why has it accelerated in recent decades?</i></p> <p><i>*What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?</i></p> <p><i>*What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?</i></p>                                       |
|                                     | <p>Term 4:</p> <p><b>Regenerating places</b></p> <p><i>*How and why do places vary?</i></p> <p><i>*Why might regeneration be needed?</i></p> <p><i>*How is regeneration managed?</i></p> <p><i>*How successful is regeneration?</i></p>  |
|                                     | <p>Term 5:</p> <p><b>Geographical skills</b></p> <p><i>*drawing field sketches</i></p> <p><i>*Environmental Impact assessment (EIA)</i></p> <p><i>*Using rose diagrams in till fabric analysis</i></p> <p><i>*Flow-line maps</i></p> <p><i>*Measure of central tendency</i></p> <p><i>*Correlation techniques</i></p> <p><i>*The Lorenz curve and Gini coefficient/index</i></p> <p><i>*Chi-squared</i></p> <p><i>*using an Index of Diversity</i></p> <p><i>*Student t-test</i></p>                   |
|                                     | <p>Term 6:</p> <p><b>Developing fieldwork skills at A level</b></p> <p><i>*knowledge and understanding of investigating geographical questions</i></p> <p><i>*skills in interpreting, analysing and evaluating data collected through fieldwork.</i></p> <p><i>*ability to construct arguments and draw conclusions about your fieldwork.</i></p>  |
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| <b>Extra-Curricular Activities:</b> | <p>Students during KS3 will have the opportunity to attend fieldtrips, places such as the Crystal in London, Thames Barrier London. Also during KS3 students will be given the opportunity to participate in a volcano making competition and an earthquake proof simulator workshop.</p> <p>During KS4 GCSE students must attend 2 compulsory fieldwork days to a river/coast and an urban town.</p> <p>KS5 students who study A level will also have to complete 3 compulsory days in the field.</p> |