

Geography

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| YEAR 7 | Term 1 | In the first term year 7s look at the concept of what Geography is, and the different types of geography that there are. Students start by completing a baseline test to understand from what base all students are coming from. Following this students study a variety of different locations and case studies looking at some key processes and words that they will use over their geographical careers. |
| YEAR 7 | Term 2 | In the second term students continue working on their geography road trip - learning about different places, and geographical processes affecting these. Students will also begin to look at the impact of our daily choices on the world around us. The assessment this term comes in the form of looking at how energy is used and produced in the UK. |
| YEAR 7 | Term 3 | This term looks at the different type of ecosystems there are in the world - beginning with polar environments. Students will learn about how animals and humans have adapted to live in this environment before completing a piece of written work about this. Moving on students will learn about the causes and impacts of global warming, before looking at a world city and the different ecosystems in these urban areas. There is an emphasis written description and explanation skills this term. |
| YEAR 7 | Term 4 | In term 4 geography students will look at the movement of water in and around drainage basins and into rivers, looking at how flooding is caused and the effects of it - using a case study to base a written assessment on. Following this students will begin to learn about coastal processes including erosion, deposition and longshore drift; the impacts of these and how the coast can be protected from these processes. There is a heavy emphasis on developing and explaining the processes in this term. |
| YEAR 7 | Term 5 | In term 5 students focus on their upcoming fieldwork in Hunstanton, looking at where Hunstanton is, why it is popular with visitors and the development of sand dunes and marram grass. At each lesson the new content is linked with processes learnt from last term. A day fieldtrip to Hunstanton is held this term, and there is a heavy focus on fieldwork skills including sampling methods. The assessment for the term is based on a written report of the day and the findings of our report; and a group presentation on our return. |
| YEAR 8 | Term 1 | The first term of year 8 sees students studying globalisation; looking at why the world has become more interconnected and the benefits and drawbacks that it brings. Using the example of a mobile phone students will learn about the different manufacturing stages of products and the impacts that these have on different countries. Students will also look at trade, fairtrade and how consumers can make ethical decisions to improve the lives of producers around the world. |
| YEAR 8 | Term 2 | The second term continues to look at globalisation, and its development around the world with a focus on case studies, examples and using these to inform longer, written answer. There is a focus on exam skills throughout this term in readiness for GCSE options. The second part of the term begins to look at tectonic hazards - focussing on causes, location, effects and responses. |
| YEAR 8 | Term 3 | Term 3 continues to look at natural hazards with a focus on processes, for example, continental drift and volcano creation. Students will learn about case studies including the Haiti earthquake and Monserrat and Icelandic volcanoes. Students will have the chance to take part in decision making games which enable students to choose different outcomes of scenarios and explain their reasoning behind it. |
| YEAR 8 | Term 4 | In term 4 year 8 geography students will look at the process of development; how it occurs and the impact that this has on countries if it happens, or if it does not. Students will also learn about the different ways of measuring and classifying development before looking at different strategies used to improve development, and their effectiveness. There is a focus on case studies and examples here, with the end result being a short written assessment based on these examples. |
| YEAR 8 | Term 5 | During term 5 students will spend the time focussing on improving their geographical skills including grid references, direction and location of place in a creative and hands on setting. During this term students will look at how they can organise emergency responses for urban areas, planning and developing long term recovery strategies and applying this with sustained justification. |

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| YEAR 9 | Term 1 | Year 9 students start their GCSE from their first lesson looking at what makes up an ecosystem and biome, the characteristics, locations, similarities and differences between them. Focussing heavily on both temperate, deciduous forests and tropical rainforests students take a detailed look at the different issues surrounding the use of these areas, and how they can be sustainably managed. Assessments take the form of longer mark essay questions and a 40 minute mock exam using AQA exam questions. |
| YEAR 9 | Term 2 | Term 2 students continue to look at tropical rainforests studying specific examples of how they are used by humans, the effects of this; and different strategies that can be used to improve the sustainability of these fragile environments. Students will be assessed via a series of written essay questions, and timed exam questions. Following the conclusion of this topic; students begin looking at the urban environments topic - learning what defines an urban area and the different sizes of urban areas. We take a global look at urbanisation, and talk for reasons behind this. |
| YEAR 9 | Term 3 | Year 9 students continue looking at urban areas this term, looking at why cities have undergone massive amounts of change in the UK and around the world. Focussing on Rio as an example students will study reasons for its growth alongside the problems that this has created, and the strategies put into place to address this. Students will be assessed using written essay questions and a short 30 minute exam question based test. |
| YEAR 9 | Term 4 | In term 4 students will continue to look at cities this time from a UK perspective, using Leicester as a case study for urban growth, change and renewal following recent investment in the city. Students will study reasons why Leicester has grown, its position and place within the UK as well as its interdependence on other areas both nationally and internationally. Specific improvement schemes will be studied as case studies which in turn will be used for exam questions used in assessments, and the urban fieldwork for year 11. Following this students will begin studying the natural hazards topic beginning with recapping the theory of tectonic drift and convection currents. |
| YEAR 9 | Term 5 | Term 5 students will continue to look at natural hazards focussing specifically on location and reasons for this, impacts and responses to named hazards in HICs (Honshu, Japan, 2011, Volcano - Iceland, 2010) and LICs (Haiti, 2004 and Nepal - 2015). Students will also look at weather hazards including about why weather patterns happen in certain areas and hurricanes (Typhoon Haiyan, 2013 and Hurricane Katrina, 2005 as a comparison). To complete the term students will look at causes evidence for natural and human caused climate change as well as ways in which we can reduce and eliminate the negative effects of global warming. Assessments will take the form of written assessments and exam based assessments. |

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- YEAR 10** Term 1 In term 1 year 10 students will study the resource management topic of their exam - looking at where food, water and energy supplies are used most around the world, and differences for this. Following this students will look at how food, water and energy are used in the UK, the changing habits around this - and the issues surrounding this. Finally students will look into how water supply and useage can be improved both in richer countries and poorer countries both in less sustainable schemes, and more sustainable, small scale schemes.
- YEAR 10** Term 2 In term 2 students will study hot deserts looking at their creation and location. In addition students will also understand how plants and animals can survive in this harsh, extreme environment by studying the adaptatations of life forms in hot deserts. The human uses and damages of this use in hot deserts are also learnt alongwith the process of desertification; it's causes, impacts and differing sustainable strategies that can be used to prevent this. A case study, creative approach is used throughout the term, culminating in written essay style questions and GCSE exam questions as a form of continuing assessment throughout the term.
- YEAR 10** Term 3 Students will begin this term by accurately locating the range of physical landscapes within the UK itself - utilising map skills, direction and scale, as well as the ability to describe and analyse. Students will then study a range of river based processes, including processes of erosion and deposition and learn how to explain the impact that these have on specific named landforms. The impacts of flooding are looked at with regards to a named case study, alongside detailed natural and physical causes. The geographical skill of drawing and reading from a hydrograph is practiced during this term before going onto learn about how river flooding can be reduced and managed. Assessment takes the form of mostly GCSE exam style questions.
- YEAR 10** Term 4 Students will continue to learn about the physical landscapes module around rivers before moving onto the coastal landscape - again using case studies and examples to develop their ideas. In much the same way as rivers students learn about different processes, landforms and ways of managing change and danger. Links are made between the two themes topics, and a focus on question answering technique is maintained throughout.
- YEAR 10** Term 5 Students will study their final GCSE module of the course - looking at development specificall focussing on what makes countries rich and poor. Different ways od measuring development are discussed, and the causes of underdevelopment are explored widely using case studies of Kenya and of TNCs like Nike to illustrate theories and points made.
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- YEAR 11** Term 1 Students start year 11 physical geography revising coastal geography processes and landforms, before moving onto looking at how coastal landscapes are changing and in need of management. The advantages and disadvantages of different methods are discussed. Students are assessed through written, longer mark, essay questions and a full physical geography exam. In human geography students revise the key processes and key words involved in the changing urban environments unit, using Rio and Sheffield as contrasting examples. Students are also assessed in human geography through longer mark, essay questions and a full human geography exam. Homework takes the form of once a week a series of ten questions - students are expected to score 7 out of 10 each week.
- YEAR 11** Term 2 Students continue on revising the topics as of term 1 before moving on to completing two separate days of fieldwork - one in Sheffield / Leicester, one to Hunstanton. Students will focus on their skills of collecting and analysing data before successfully writing these up and ensuring that practice questions are completed successfully. Following on from this students will begin their revision of the economic world / development topic or the resource management topic and the rivers of hazards topic.
- YEAR 11** Term 3 Revision continues from term 2 with the addition of the pre-release material which is given out by AQA some 8 weeks before the exam. Students are walked through step by step what each of the figures shows, undergoing a series of designed activities before attempting a mock exam on this.
- YEAR 11** Term 4 Exam technique practice - students will look at different types of exam questions on each of the exam papers, as well as finishing off revision on the skills paper and pre-seen issue.
- YEAR 11** Term 5