

<p><b>Yr7</b></p>	<p>Topics:</p> <p>What is geography and Britain?</p> <p>Britain</p> <p>Settlement</p> <p>China</p> <p>The Coastal environment</p>	<p>Learning Outcomes:</p> <p>Students are introduced to the topic of geography and why it is so important to our everyday lives. Within the subject students explore the differences between local, national and regional scales. Within this they consider the differences between human and physical geography. A balance of content and skills are taught with students being introduced to grid references, direction and scale. Students will then begin to appreciate where places are within Britain.</p> <p>Students explore the differences between countries and continents and begin to get a context and scale of the world around them. They consider longitude and latitude and learn how to use an atlas to guide their knowledge and understanding of different places in terms of location and levels of development. They will investigate the countries in Britain and consider the human and physical features that make it such an original environment.</p> <p>Settlement at a local, regional and national level is investigated. Students begin to look at the type of settlement that they live in and compare their current settlement to what it would have looked like in the future. They explore a variety of human and physical factors that contribute to where different settlements are located.</p> <p>The country of China is used to explore the idea of population increase and the problems that it can cause in the future. Students learn how to create choropleth maps and population pyramids to build in the skills and techniques that they will need as they move through key stage 3 to 4. Research skills and independent learning also feature heavily in this topic.</p> <p>Coastal processes and landforms are investigated and students consider how weathering and erosion can cause the coastline to change so dramatically. Students look at case studies such as The Holderness Coast to investigate how decision makers can cause conflict when they are planning protection schemes.</p>
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	Brazil	<p>The country of Brazil is used to consider the different climatic conditions that can occur and why that is. Sport and success is considered as a tool for development. Students use a variety of development indicators to see how and why Brazil has pockets of wealth as well and poverty and how the favelas can actually be beneficial to the country.</p>
Yr8	<p>Topics:</p> <p>Population Change</p> <p>Natural Hazards</p> <p>Development</p> <p>Weather and Climate</p> <p>Rivers</p>	<p>Learning Outcomes:</p> <p>Students investigate why population can increase and decrease and explain the reasons for this. They consider how the relief of land can impact population and the geography of the area can result in population change. Students also begin to understand how migration can alter populations on a local and national level.</p> <p>Students are introduced to the natural hazards of earthquakes, volcanoes and tropical storms. They investigate the differences between these hazards in MEDC's and LEDC's and are encouraged to participate in decision making activities that they plan and prepare themselves.</p> <p>The idea of development is investigated and students begin to draw comparisons between different countries and their wealth. Students use a mixture of case studies and development indicators to consider the idea of the development gap and the Brandt line.</p> <p>Weather symbols, rainfall and depressions are all investigated during this topic. Students also learn how to interpret synoptic weather charts and plan and prepare their own weather forecasts. They are also introduced to how people plan and prepare for extreme weather events such as hurricanes.</p> <p>The processes and landforms that occur in rivers are introduced. There are particular references to flood events and the effects that can occur as a result. Students complete a mixture of activities involving group work, model making, designing flood defences and making decisions individually and in groups.</p>

	India and fieldwork	The superpower India is considered and students consider who the winners and losers are in India's drive to develop. Geographical knowledge is tested as well as India's extreme poverty through the Dharavi slums and Mumbai. Fieldwork activities around the school site are then completed to familiarise students with writing a fieldwork report and carrying out a successful fieldwork investigation.
Yr9	<p>Topics:</p> <p>Globalisation (The changing economic world)</p> <p>Tectonic landscapes and climate change</p> <p>The geography of crime and urban issues</p> <p>The living world</p> <p>Wasteful world (Energy and water)</p> <p>Global Tourism and TNC's</p>	<p>Learning Outcomes:</p> <p>Students investigate what globalisation is and how it impacts their everyday lives. Modern commodities from the technology and fashion world are used to investigate the topic and students consider if they think the role of trade has a part to play.</p> <p>Students build on their knowledge from year 8. They investigate the differences between tectonic hazards in MEDC's and LEDC's and are encouraged to participate in decision making activities that they plan and prepare themselves. They then begin to make connections between human causes of climate change and natural causes.</p> <p>The topic of crime is used to practice the skills needed at GCSE level. Students complete a variety of tasks such as field sketches, map reading, choropleth mapping, interpreting sources and decision making. Students also consider how geography can be used to solve crime.</p> <p>Different biomes are explored with a big focus on the world's rainforests. Students share opinions and consider different viewpoints when talking about conflicts and issues surrounding deforestation. The Amazon and its ecosystems are a big focus and how important it is that we work to protect these types of environments for the future.</p> <p>Resource management is a big focus within this topic and how human interactions are putting these resources under threat. Students investigate the impacts of these resources and how they are not fairly distributed throughout the world.</p> <p>Students investigate how tourism has changed. They consider the role of global tourism companies and how conflict can be created due to tourist's behaviour. Places</p>

		such as Kenya are used to consider the positives and negatives of global tourism. They investigate a TNC of their choice and suggest the positives and negatives of the process of globalisation.
Yr10	<p>Topics:</p> <p><b>Unit 1- Living with the Physical Environment</b>  <i>(35%, 88 marks &amp; 3 SPaG marks, 1 hr 30 mins)</i></p> <p>Challenge of Natural hazards, The Living World &amp; Physical Landscapes in the UK (Coasts &amp; Rivers)</p> <p><b>Unit 2- Challenges in the Human Environment</b>  <i>(35%, 88 marks &amp; 3 SPaG, 1 hour 30 mins)</i></p> <p>Urban Challenges, The Changing Economic World &amp; The Challenge of Resource Management (Energy)</p> <p><b>Unit 3- Geographical Applications</b></p> <p>Issue Evaluation &amp; Fieldwork (Human &amp; Physical)  <i>(30%, 76 marks &amp; 6 SPaG, 1 hour 15 mins)</i></p>	<p>Learning Outcomes:</p> <p>Students complete three exams, one human geography based, the second physical based and the third a combination of geographical skills and fieldwork. Through lesson content students are taught the content and skills needed to be successful at the end of the GCSE course.</p> <p>Lesson activities are based around a range of activities and include, group work, decision making, independent research, applying and practicing exam technique and learning the geographical skills needed to be a successful geographer.</p> <p>The fieldwork element for unit 3 requires students to take part in a fieldwork trip within which they have to combine human and physical fieldwork techniques to investigate particular issues and problems. This skills needed to do this are practiced throughout the course so students feel confident and clear on any new concepts and ideas.</p>
Yr11	<p>Topics:</p> <p>Controlled assessment task one</p> <p>Hostile world and investigating the shrinking world</p> <ul style="list-style-type: none"> <li>• Tourism</li> </ul>	<p>Learning Outcomes:</p> <p>This piece of controlled assessment is worth 15% and is based on a coastal fieldwork activity. Students collect data and write a report outlining their findings. All work is completed in class.</p> <p>Tourism is a rapidly growing industry. Increased opportunities to travel mean that many people have become global consumers of tourism. Students consider this idea and investigate the role of disposable income and the role of technology</p> <p>Details of the full specification and past paper questions can be found at  <a href="http://www.aqa.org.uk/subjects/geography/gcse/geography-b-9035">http://www.aqa.org.uk/subjects/geography/gcse/geography-b-9035</a></p>

<p><b>Yr12</b></p>	<p>Topics:</p> <p><b>Paper 1- Physical geography (2hr 30 minutes, 120 marks, 40% of A-Level)</b></p> <p>(Section A: Water and carbon cycles, Section B: EITHER hot desert environments OR coastal systems and landscapes OR glacial systems and landscapes, Section C EITHER hazards OR ecosystems under stress)</p> <p>YOU WILL STUDY water and carbon cycles in section A, coastal systems and landscapes for section B and hazards for section C</p> <p><b>Paper 2- Human geography (2hr 30 minutes, 120 marks, 40% of A-Level)</b></p> <p>(Section A: Global systems and governance, Section B: Changing Places, Section C EITHER Contemporary urban environments OR population and the environment OR resource security)</p> <p>YOU WILL STUDY global systems and governance in section A, changing places in section B and population and the environment for section C</p> <p><b>Paper 3- Geography fieldwork investigation (3000-4000 words, 60 marks, 20% of A-level)</b></p>	<p>Learning Outcomes:</p> <p>Students complete two exams, one human geography based and the second physical based. Through lesson content students are taught the content and skills needed to be successful at the end of the A-level course.</p> <p>Lesson activities are based around a range of activities and include, group work, decision making, independent research, applying and practicing exam technique and learning the geographical skills needed to be a successful geographer.</p> <p>The fieldwork element for unit 3 requires students to take part in a fieldwork trip within which they have to combine human and physical fieldwork techniques to investigate particular issues and problems. This skills needed to do this are practiced throughout the course so students feel confident and clear on any new concepts and ideas. Students then write a fieldwork report that contributes to 20% of their final grade.</p> <p>Details of the full specification and practice papers can be found at:</p> <p><a href="http://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037">http://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037</a></p>
<p><b>Yr13</b></p>	<p>Topics:</p> <p><u>Human geography</u></p> <p>World cities</p> <p>Development and globalisation</p> <p><u>Physical geography</u></p> <p>Natural Hazards</p> <p>Weather and Climate</p>	<p>Learning Outcomes:</p> <p>Students use all four topics to increase their global geographical knowledge and are encouraged to make explicit synoptic links between AS and A2. There is a real focus on essay writing to meet the demands of the exam and students practice this on a regular basis.</p> <p>Details of the full specification and past papers can be found at:</p> <p><a href="http://www.aqa.org.uk/subjects/geography/as-and-a-level">http://www.aqa.org.uk/subjects/geography/as-and-a-level</a></p>