

Geography – Key Stage 3

Term	Year 7			Year 9		
	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment
Term 1	We start by introducing Geography and identifying the types of Geography that will be studied	Students will learn about the three types of Geography – human, physical and environmental, examples of each and the relevance of learning about them in everyday life. We then do some global locational knowledge.	Locational knowledge homework booklet	The Pre-option begins with investigating natural hazards. This includes the study of earthquakes, tsunamis and volcanoes. There is also a focus on the areas that are frequently affected by natural hazards, the wider impacts and human responses.	Students learn about the physical processes which cause hazards including the types and location of plate boundaries. Through case studies, they study the causes and consequences of hazards in countries of differing levels of economic development and their responses.	Summative hazards assessment taken form past AQA GCSE papers. Formative assessment comparing responses to hazards in different countries.
	We then move on to map skills – Fighting the zombie apocalypse through mapping and planning. This is an interactive project to help pupils gain a better understanding of maps and how to use them	Students will learn the skills to enable them to read maps and Atlas'. This includes the OS skills of grid references, map symbols, height on maps and scale as well as using lines of latitude and longitude to read world maps.	Formative decision-making exercise.			
	The final weeks are spent undertaking some local fieldwork.	Students will learn about the importance and relevance of fieldwork in Geography and follow the route to enquiry – hypothesis, method, risk assessment, data collection and presentation, reaching conclusions and evaluation. They will partake in an environmental fieldwork of the school grounds.	Write up of their environmental fieldwork.			
				We then move onto hot deserts in the last part of the first half term.	Students study the characteristics, location and adaptations of animals, plants and people living in the hot desert. The causes, consequences and solutions of desertification is investigated.	
				The second part of this term is on Urbanisation and Population with a focus on Rio de Janeiro	Students study the theory behind population growth and urbanisation using Population Pyramids and the Demographic Transition Model. Then they look at population growth, problems and solutions in Rio.	Summative urbanisation assessment taken form past AQA GCSE papers. Formative written report on the SEE impacts of population growth in Rio.

Term 2	<p>This term starts with rivers and flooding, with a focus on the physical parts of rivers and their interaction with people.</p>	<p>Students will learn about the different parts of the river drainage basin; then how fluvial landforms are created. Finally, we look at the causes and solutions to river flooding through a case study in York.</p>	<p>Formative flooding in York decision making exercise.</p>	<p>We start the new year with the physical topic of Coasts, looking at processes, landforms and management.</p>	<p>Students learn about the physical processes which occur at coasts including erosion, transportation, deposition and the resulting landforms. We look at the interaction between coasts and humans and how they are managed through hard and soft engineering.</p>	<p>Summative coastal assessment taken from past AQA GCSE papers. Formative decision-making exercise on coastal management</p>
	<p>This term continues with looking at being a Global Citizen.</p>	<p>These lessons are designed to allow the students to consider their impact on the world through the study of resources, habitat destruction, fashion and pollution of the oceans.</p>	<p>Formative report on plastic pollution in our oceans.</p>	<p>We then move onto Economic development looking at Rich world/poor world. This is focused around the development of different countries and why the situation is better than you think! We also contrast urban areas and the development of different cities; their challenges and possible solutions.</p>	<p>Students will learn the social and economic ways to measure development, the development gap, how tourism can be used to reduce the development gap, development in NEES with a focus on Nigeria.</p>	<p>Summative economic development assessment taken from past AQA GCSE papers.</p>
Term 3	<p>In the final term we study two contrasting countries – Kenya and Japan.</p>	<p>Students will learn about the location, physical and human environment of both Kenya and Japan. This will include landscape, climate, hazards plus population development and tourism.</p>	<p>Formative assessment.</p>	<p>Geographical enquiry and fieldwork is studied with the students completing a Food Miles Enquiry.</p>	<p>Students will follow the geographical route to enquiry. This will involve them setting their own hypothesis, collecting appropriate data, presenting their results and coming to relevant conclusions/evaluation.</p>	<p>Fieldwork write up</p>
				<p>We complete the year with Global ecosystems focusing on the Tropical Rainforest</p>	<p>Students will learn the location, characteristics, adaptations and the development and management of Tropical rainforests (including the Amazon and SE Asia).</p>	<p>Summative biome assessment taken from past AQA GCSE papers. Formative decision-making exercise on development in the TRF.</p>

Term	Year 10			Year 11		
	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment
Term 1	To Introduce the GCSE, we start with Living world and ecosystems and biomes with a focus on Tropical rainforest and cold environments, (Paper 1) .	After the introduction of ecosystems, students will learn about tropical rainforests; the characteristics, threats and management of these fragile environments is researched and debated. Cold environments are also covered and this includes opportunities, challenges and management. There is a focus on Svalbard in the Arctic Circle.	End of unit assessment on the Living World, taken from past AQA exam papers which will assess AO1-AO4.	This term begins with the completion of Hazards. Following this we cover climate change and the impacts of climate change on the physical environment, (Paper 1) .	Students will learn the evidence, causes, impacts and management of climate change.	End of unit assessment on climate change, taken from past AQA exam papers which will assess AO1-AO4. Throughout the term, students complete several 4/6/9 mark questions and they are marked using STA. Time is built into lessons/homework to allow students to fully reflect and respond to their individual feedback.
	The next topic is resource management. This covers the global distribution of resources and is followed up by the management of food on a global scale, (Paper 2) .	Students will learn about the global distribution of resources then the characteristics, trends and management of water, energy and food in the UK. This is followed up by the management of food on a global scale.	End of unit assessment on resource Management, taken from past AQA exam papers which will assess AO1-AO4.	Fieldwork – we complete the fieldwork element of the course by visiting Hornsea to conduct both our human and physical enquiries, (Paper 3) .	Students will learn how to structure, plan, carry out and write up the following enquiry questions: <i>‘Sea defences slow down but do not prevent longshore drift at Hornsea’</i> and <i>‘Tourism has a positive impact on Hornsea’</i>	Fieldwork assessment questions taken from past AQA papers which will assess AO1-AO4.
	We then move onto The UK’s physical landscapes, with a focus on coastal processes, (Paper 1) . We look at coastal features and how these are created as well as the management of coastal areas and the problems that are created by coastal erosion.	Students will learn about the physical processes which occur at coasts including erosion, transportation, deposition and the resulting landforms. We look at the interaction between coasts and humans and how they are managed through hard and soft engineering, again	End of unit assessment on coastal landscapes, taken from past AQA exam papers which will assess AO1-AO4. Throughout the term, students complete several exam questions and they are marked using STA. Time	We then move onto our final topic of Changing Economic World. In this topic, we cover the disparities in wealth on a global scale, (Paper 2) .	Students will learn what the development gap is and why it exists. We go on to cover the reasons behind this and what can be done to reduce the problems. Issues are discussed and debated amongst pupils, as	End of unit assessment on Changing Economic World, taken from past AQA exam papers which will assess AO1-AO4. Throughout the term, students complete several

		<p>building on and developing their knowledge from Year 9. The Holderness coast is used as our case study.</p>	<p>is built into lessons/homework to allow students to fully reflect and respond to their individual feedback.</p>	<p>We study Nigeria and the UK as contrasting case studies in a changing world. The economic and social importance of the country is covered and the changes it is experiencing economically.</p>	<p>there are a number of moral dilemmas. What can the richer countries do to help the poorer countries to develop? What is the best approach? Here students learn about the types and impact of aid on LICs.</p>	<p>exam questions and they are marked using STA. Time is built into lessons/homework to allow students to fully reflect and respond to their individual feedback</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Term 2</p>	<p>In the first half of the spring term, we continue with Physical landscapes, focusing on glacial processes, (Paper 1).</p> <p>Next, we study the urbanisation around the world comparing rates of urbanisation in countries if differing economic development, (Paper 2).</p>	<p>As with coastal landscapes; students learn the processes and landforms associated with glacial areas and the management of these areas. There is a focus on potential conflict between different users in the Lake District.</p> <p>Student's will study contrasting areas in an NEE, (Brazil) and in a HIC, (Leeds) focusing on opportunities, challenges and management of these areas. The issue of urban sustainable living is studied using Freiburg as a case study.</p>	<p>End of unit assessment on Glacial landscapes, taken from past AQA exam papers which will assess AO1-AO4.</p> <p>End of unit assessment on urbanisation, taken from past AQA exam papers which will assess AO1-AO4.</p> <p>Throughout the term, students complete several exam questions and they are marked using STA. Time is built into lessons/homework to allow students to fully reflect and respond to their individual feedback.</p>	<p>Completion of Changing Economic World.</p> <p>Issue evaluation – In March the pre-release resource booklet is available and lessons are spent preparing students for this part of the Paper 3 exam.</p>	<p>Students receive the pre-release resource booklet for the Issue Evaluation 12 weeks before the exam. Resources and activities are planned and made when the resources are available. As a class we will dissect the booklet, figure by figure, to develop the students understanding of the content. This knowledge will be strengthened by the use of a questions booklet to test the students understanding of issue</p>	<p>Students' complete activities based on the pre-release resources to practise skills required for the exam which assess AO1-AO4.</p>

Term 3

Next, we move onto Natural hazards, **(Paper 1)**. This includes an introduction to what a hazard is and different examples. We then move on to Weather hazards including a case study on a recent tropical storm.

Students will build on their knowledge from Year 9 and study the causes, effects and management of earthquakes and tropical storms in more detail using contrasting HIC and LIC case studies. They will learn about extreme weather in the UK, again using recent case studies to embed their knowledge.

End of unit assessment on Natural Hazards, taken from past AQA exam papers which will assess AO1-AO4.

Having covered the content of the course for Geography GCSE we complete the year by offering structured revision sessions for our pupils and help with exam questions. This includes both content and exam technique. This practice ensures that our pupils enter the exam period prepared and ready to achieve their potential, **(Papers 1, 2 and 3)**.

Question/answer analysis taken from the mock will inform revision topics.

Students will complete various structured revision activities and exam questions.