

Subject: Geography	Term 1 (Sept - Dec)
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This term, we are studying...

Year	Topic(s)	Why this? Why now?
Year 7	Introduction to Geography <ul style="list-style-type: none"> • What is a geographer? • What are the continents of the world? What are the key features of rocks? <ul style="list-style-type: none"> • Types of rocks • Properties of rocks 	Students are introduced into the subject geography. Students will study the types of geography and the features associated with the types of geography. Student will move focus to the cardinal points and locational skills. Students will look at the different continents of the world and how to locate them. Students will begin their exploration of rocks and how rocks are formed. Students will also learn the features and properties of the different rock types. Students will focus on patterns and processes associated with rock and its formation. This follows on from students ks2 knowledge on rocks and soil.
Year 8	Coasts <ul style="list-style-type: none"> • Understanding the types of waves (Constructive and Destructive) • Impacts of the coasts on people and environments in coastal regions 	Students explores the meaning of waves and how waves are formed. Students develops their understanding of the processes of erosion, deposition and transportation, building on Unit 4 in Year 7, but now applied to a coastal context. The unit provides opportunities for pupils to consider different points of view regarding

	<p>Population</p> <ul style="list-style-type: none"> • Why are some places more populated than others? 	<p>coastal management and to become decision makers and debate whether to defend areas of coastline.</p> <p>Pupils will be provided with further opportunities to interpret a variety of maps, photographs and satellite images at different scales to understand the formation of key coastal features and to consider how the position of the coastline may change over time.</p> <p>This unit focuses on different aspects of population growth, structure, density and distribution. Pupils will investigate differences between density and distribution, as well as the factors that contribute to the distribution.</p> <p>Pupils will investigate and draw population pyramids for countries at different stages of development and consider the various issues of aging and youthful population. Students will extensively study population and reasons people move.</p>
Year 9	<p>Climate Change</p> <ul style="list-style-type: none"> • Is climate change natural or human caused? 	<p>Students develop their knowledge of climate change, its causes and global effects. Students will evaluate the issues surrounding climate change events globally. Pupils gain depth of understanding by investigating comparisons, e.g. between different causes of climate changes and how the effects vary from place to place. This unit provides an opportunity to build on pupil understanding of weather and climate through the</p>

	<p>Global Energy usage and distributions.</p> <ul style="list-style-type: none"> • What are the types of energy sources? • What does the future hold for energy? 	<p>investigation of the differing impact of change in climate.</p> <p>Student will focus on the topical issue of energy, with an opportunity for pupils to consider how the energy mix is changing and how this will continue to diversify in the future.</p> <p>Pupils will investigate the factors behind the uneven consumption of energy worldwide and how this is influenced, to some extent, by a countries level of development. Pupil's will link their learning to the 'Climate Change' unit, showing an understanding of the possible impacts, on a global scale, of continuing to use non-renewable energy sources.</p> <p>Pupils will conclude the unit by focusing on energy production in a country, assessing the impacts of this production socially, economically and environmentally.</p>
Year 10	<p>Year 10 will study Edexcel Geography B: They will start the GCSE curriculum by looking at Climatic Hazards with the named case studies of Typhoon Haiyan and Hurricane Katrina. Students will understand how and why tropical storms and other climatic hazards form, how they can be predicted, mitigated and recovered from. They will study and explain the different</p>	<p>The study of climatic hazards follows the study of tectonic hazards in Year 9 forms part of Paper 1.</p> <p>Students will be able to transfer concepts such as primary and secondary effects as well as apply knowledge and skills learned at KS3.</p>

	<p>strategies and resilience of countries at different levels of development.</p> <p>Year 10 will then look at the Development Dynamics topic - focussing on India and the various challenges to its development. This includes top down versus bottom up approaches and the challenges faced by Mumbai.</p>	<p>Development Dynamics will build on the work on population and development that was begun in Year 7, 8 and 9, with students able to apply prior learning such as population pyramids and indicators of development to the GCSE. Students are continuing their study (as part of Paper One) of Development Dynamics by focusing on India as an example of different forms of development. This includes understanding the local context of India, the impact of globalisation and the negative effects on India of development such as on the environment. The increasing significance of India on a global scale will also be assessed.</p>
Year 11	<p>Year 11 will continue their Edexcel Geography B GCSE. They will start by exploring the fieldwork topic of River process and pressures, in preparation for their trip to Carding Mill Valley. They will then carryout one fieldwork trip to Carding Mill Valley and analyse their findings.</p> <p>Students will then move on to studying people and environmental issues.</p>	<p>As Year 11 have studied topic 1 to 5 in year 10, which addresses paper one and some of paper two. Students will also continue personal revision and study plans in order of paper one and two in preparation of paper three topics. These revision sessions include understanding the context of climate, tectonics and challenges of urban world. Students will also address paper two topics such as the physical landscape in UK. Students move on to study people and environmental issues which includes people and the biosphere, forests under threat and consuming energy.</p>