

GEOGRAPHY CURRICULUM INFORMATION

YEAR 6

To start the course, we introduce the subject of Geography and look at the differences between physical, human and environmental Geography. Students then go on to develop skills in using and understanding atlas maps at world, European and national scales. The second major unit of work looks at the geography of Egypt in detail. Most students are familiar with the ancient Egyptians through topic work in junior schools, but we focus on modern day Egypt, and, in particular, the changes that have occurred since the building of the Aswan Dam. Students investigate the influence and importance of the River Nile to Egypt through a variety of activities, some individual and some involving small groups. Students then study map skills, such as interpreting scale and measuring distance, using and identifying symbols, and reading and giving four- and six-figure grid references. The last part of the course focuses on a topic of immediate geographical relevance. For example, in summer 2008, the Beijing Olympics provided the setting for a study of China.

YEAR 7

At the start of the year, students undertake preparation work for the trip to Sheringham that takes place just before the half-term break in October. After they return to school, they carry out in-depth follow-up studies, with emphasis on the coastal geography of the trip. This entails looking at the nature and effects of coastal processes, including erosion, transportation and deposition and human responses to them. The next unit of work focuses on the nature and functions of the European Union and its relevance to the United Kingdom. Next, students carry out an in-depth study of Brazil looking at physical and human geography, and issues such as deforestation and land-use conflict. The last part of the course revises map and atlas skills and usually focuses on a topic of immediate geographical relevance. For example, in summer 2009, the Football World Cup provided the setting for a study of South Africa.

YEAR 8

Year 8 begin the course by studying weather and climate. It focuses on large scale climate patterns, as well as reasons for daily changes in local weather. Students learn about the three major types of rainfall. The impacts of climate on aspects of daily life, such as clothing design, are studied at the end of this unit. Next, year 8 study ecosystems. They learn about some of the processes that are common to all ecosystems, before beginning a more in-depth study of two major world biomes: Tropical Savanna Grasslands and Tropical Rainforests. A range of activities are incorporated, including designing your own animal, playing the farming game, and taking part in a role play activity about tourism. The last part of the course revises map and atlas skills and usually focuses on a topic of immediate geographical relevance. For example, in summer 2009, the Football World Cup provided the setting for a study of South Africa.

YEAR 9

Students study the concept of a country's level of economic and social development, and the various ways in which quality of life and living standards can be measured. An in-depth study of Ghana focuses on the physical and human geography of the country, as well as the impact and legacy of the slave trade. The next unit of work is based around the coffee trade, looking at production, trade and global patterns of distribution. Fair trade and unfair trading practices are a major theme of this work. Students watch a film documentary about this issue to help them examine the topic. Globalisation through the study of fashion is the next module. Where clothes are made and the global inter-connections in the industry are covered. Students are introduced to applications of GIS and IT for data presentation. During the final term, students study the first module of the GCSE course: the Restless Earth.

YEARS 10 & 11 (GCSE)

The course is taken over two years and leads to a full GCSE. The first unit studied in Year 10 is the completion of the *Restless Earth* module. Four further units that will be studied are *Changing Urban Environments*, *Tourism*, *Water On The Land*, and *The Coastal Zone*. The remaining two units will be chosen from either *Rocks, Resources & Scenery* or *Living World*, and either *The Development Gap* or *Globalisation*. These units will be selected according to teacher specialism and preference. The order in which the units are taught will depend upon the unit selected on which to base the controlled assessment component, and the timing of fieldwork to facilitate it. The controlled assessment is worth 25% of the final GCSE.

YEAR 12 (AS)

The AS course incorporates two units of work: Unit F761 - Managing Physical Environments – covers River Environments, Coastal Environments, and either Cold Environments or Hot Arid and Semi-Arid Environments. Unit F762 – Managing Change in Human Environments – covers either Managing Urban Change or Managing Rural Change, The Energy Issue and The Growth of Tourism. Since fieldwork is an essential element of the course, students participate in a residential field visit to the Cranedale field studies centre in North Yorkshire to study rivers, coasts and urban processes. Both units are assessed by examination in the summer term. Each exam is 1 ½ hours long and represents 50% of the total AS grade.

YEAR 13 (A2)

The A2 course incorporates two units of work: Unit F763 – Global Issues – covers Environmental Issues (Earth Hazards, Ecosystems and Environments Under Threat, and Climatic Hazards), and Economic Issues (Population and Resources, Globalisation, and Development and Inequalities). Unit F764 is called Geographical Skills and, in order to complete it, candidates undertake an individual research project on a geographical topic of their choice. It can be based on any of the topics covered in Units F761, F762 or F763. Both A2 units are assessed by examination. F763 represents 30% of the total A level and F764 represents 20%. The results of the AS examinations make up the other 50% of the A level.