



GEOGRAPHY

KEY STAGE 3

In Geography pupils cover five or six topics per year. Within these topics they are taught additional skills including map work, independent learning, group work, peer and self-assessment and the ability to research the internet using the department tablets.

Geography at Key Stage 3 contributes to a broad and balanced curriculum which meets the needs of all pupils. We aim to give pupils the opportunity to study a wide range of topics throughout Key Stage 3 in the hope of fostering a passion and interest for geography and the world around them. Pupils will study a variety of both human and physical topics, which will vary half termly. Alongside their learning, pupils will use and develop a range of geographical and transferable skills, with the aim to better prepare them for the transition to GCSE.

If taken as an option at Key Stage 4, pupils follow the AQA syllabus covering a range of both human and physical geography, which will be assessed across three exam papers at the end of Year 11. Paper 1 and Paper 2 are both worth 35% each of the overall GCSE. The final 30% of the GCSE is based on Paper 3, which focuses on applying geographical skills to an issue evaluation and fieldwork write up.

YEAR 7

Pupils start the year by developing their geographical skills, some of which are extended and developed from their learning at Key Stage 2. Pupils will then move on to investigate our local area (Crofton) and complete a small investigation to develop their fieldwork skills. The next topic they explore is 'Coasts' in the UK, before then focusing on 'North America.' Pupils will then move onto 'Weather and Climate,' which involves a small-scale investigation of microclimates around school. The year will end with a topic about 'Migration and Globalisation,' which will allow pupils to understand the experiences of different types of migrants around the world.

YEAR 8

Pupils will start the year by exploring the differences between countries based on their levels of 'Development.' Pupils then move on to investigate the hidden aspects of 'World Cities,' considering ways to improve living conditions in urban areas sustainably. In contrast, the next topics look at 'Rainforests' and 'Hot Deserts' with a focus on the relationship between people and the environment. Pupils will then study the 'Geography of Food,' investigating where our food comes from and how tastes are influenced around the world.

YEAR 9

Pupils begin to explore both human and physical features of 'Brazil,' including their physical structure and the threat of deforestation. They then move on to an investigation into 'Conflict,' looking at both small and large-scale examples of conflict around the world. Pupils then begin to study 'tectonic hazards,' including the causes, effects and management strategies of earthquakes and volcanoes. They then move on to study 'Australia and New Zealand,' before the final topic of 'India.' In this topic pupils will explore human and physical features of India, including a study on Dharavi, one of the world's largest slums. All topics have a heavy focus on developing GCSE-style thinking and skills development.



KEY STAGE 4

YEAR 10

Topic 1: Economic World - Different ways to measure development, causes of uneven development and ways to reduce uneven development, including how Fair Trade and tourism can help countries become more developed. A large, project-based case study on Nigeria's emerging economy which is then compared to the UK's economy.

Topic 2: Climate Change - Human and physical causes of climate change, the effects and ways to manage it.

Topic 3: Tectonic and Weather Hazards - Plate tectonic theory and the global distribution of earthquakes and volcanoes. The physical processes taking place at plate boundaries, including constructive, destructive and conservative, and how these lead to earthquakes and volcanoes. The effects and response to an earthquake, and how these vary depending on levels of development. How monitoring, predictions, protection and planning can reduce risk.

Topic 4: Resource Management and Water - Global patterns of water use and demand, including the reasons for this and the effects. How to manage and reduce water inequalities, including the advantages and disadvantages of a large-scale water transfer scheme and small-scale, sustainable schemes.

Topic 5: Coastal Landscapes in the UK - Coastal processes, such as weathering, erosion, transportation and deposition. How both erosional and depositional coastal landforms are created along the Holderness Coast. The advantages and disadvantages of coastal management, including both hard and soft engineering.

YEAR 11

Pupils will also conduct a small-scale investigation, which will include a visit to Hornsea and Bridlington to collect data on the effectiveness of the coastal management strategies used there. Pupils will be assessed on this in a written exam in Paper 3 at the end of Year 11. The exam will also include an issue evaluation, where pupils will be required to answer a range of questions and make decisions based on pre-released information. The exam could cover any topic from across Year 10 and 11.

Topic 1: Urban Issues and Challenges – A study of a major city, including the opportunities and challenges it provides. A study of a UK city with a focus on the social, economic and environmental opportunities and challenges it faces. How urban areas can be managed sustainably.

Topic 2: Ecosystems, including Tropical Rainforests and Hot Deserts – The interrelationship of the natural system (producers, consumers, decomposers, food chain, food web and nutrient recycling.) The structure and characteristics of the tropical rainforest; plant and animal adaptations; the cause, effect and management of deforestation. The physical characteristics of hot deserts and the challenges of desertification.

Topic 3: Rivers – River processes (erosion, transportation and deposition) and how these processes shape a river across its course from the upper to middle to lower end, as well as the characteristics and landforms found in each course. The causes of flooding, including the study of flood hydrographs, and how flooding can be managed using both hard and soft engineering strategies.