

Title Geography			
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Learning intentions:			
We study Geography because it is a dynamic and ever changing subject that combines the analysis of social questions, environmental issues, and modern real world solutions. Geographers investigate interactions between the human and physical environments such as the causes and impacts of climate change. We equip learners with empathy of other cultures through the study of real world examples. Using practical fieldwork and research skills, we investigate problems on variety of scales from local to global.			
What will I be learning and progressing to each year?			
Year	Key Knowledge	Key Skills	Key Vocabulary
9,10,11	<p>The KS4 Curriculum is split in to 2 subject areas Human and physical. In year 9 students will start with the Human topics:</p> <p><u>Urban issues and challenges</u></p> <p>Students will understand how the world today faces a new range of issues as there are now more people living in urban areas than there has been in the past. This is especially the case in the developing world where R-U-M has led to the growth of a number of mega cities. Students will analyse both the cause and effect of this, as well as looking at the changes to UK cities and how/why they have changed over time.</p> <p><u>The Changing economic world</u></p> <p>Students will measure and analyse different levels of development and appreciate that a range of measurements are needed to make a fair and accurate decision. Explore the reasons for why global and UK equality differs, as well as looking at what can be done to close the gap A closer look at the UK will show how it has changed over time and continues to do so, strengthening its links with the wider world.</p>	<p style="text-align: center;">Key Skills</p> <ul style="list-style-type: none"> -Map skills -Identifying features -Compare and contrast features -Annotate images -Decision making -Problem solving -Data Analysis -Analysing human processes -extracting information from figures 	<p style="text-align: center;">Key Vocabulary</p> <ul style="list-style-type: none"> High income countries Low income countries Newly Emerging Economies Megacities Urbanisation Rural urban migration Slums TNCs Urban deprivation Sustainable GNI HDI Standard of living Quality of Life Aging population Inequality Aid Fair trade Appropriate technology Microfinance

	<p><u>The challenge of resource management</u></p> <p>Understand how the world today faces a new range of issues as there is more demand/insecurity for resources than there has been in the past. This is especially the case in the developing world where Resources are increasing in demand due to the growth of a number of mega cities/industries. Students will analyse both the cause and effect of this, as well as looking at the changes to UK and how/why alternative solutions have to be found.</p> <p><u>Challenge of Disaster</u></p> <p>Understand how the structure of the earth is formed, especially understanding the crust layer in which we live. Using this as a basis, students will be able to demonstrate why different tectonic features form and how they form, using specific key language. Students will also develop and form their own in-depth case study examples of different tectonic features in both HIC and LIC locations to illustrate how such issues can have differing effects, depending on where they are! Students will analyse different attempts to reduce and manage tectonic dangers and decide why this can prove to be very challenging in some parts of the world. The same approach will then be related to hydrometeorological hazards, focusing on tropical storms and how these could and should be managed to reduce the impact on</p>	<ul style="list-style-type: none"> -Map skills -Identifying features -Compare and contrast features -Annotate images -Decision making -Problem solving -Data Analysis -Analysing human processes -extracting information from figures <ul style="list-style-type: none"> -Map skills -Identifying physical features -Compare and contrast features -Annotate images -Decision making -Problem solving -Data Analysis -Analysing physical processes -extracting information from figures 	<p>Tourism TNCs North South Divide European Union Commonwealth</p> <p>Sustainable development Appropriate technology Agri-business Food miles Water surplus Water deficit Water stress Water transfer Fracking Energy security Energy mix Renewable Non-renewable</p> <p>Oceanic Continental Volcano Earthquake Destructive Constructive Conservative Collision Primary effects Secondary effects Cause Response Atmospheric cells</p>
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<p>people. This will also be linked to the increased threat of climate change and how this is enhancing the risk of weather related events.</p> <p><u>Living World</u></p> <p>Understand how climatic factors have a direct impact on ecosystems and why different biomes exist. Learn the interactions between biotic and abiotic factors which cause ecosystems to have such differing appearances and be able to draw differences between rainforests and deserts. Through the use of contrasting case studies, students will appreciate the attention that such ecosystems now receive and why this needs managing carefully.</p> <p><u>UK physical Landscapes</u></p> <p>Identify how the shape of the coast has changed and why, using this to know what landforms are created. Know that some processes have consequences including rising sea levels and cliff collapse. Understand that there are a range of management strategies used to combat the coastal issues. These can be judged on efficiency, cost and environmental impact and conflict in management can occur due to the differing aims of a range of communities. Appreciate that the need for conservation is also a cause of conflict and sustainability is key. (Coasts & Rivers)</p>	<ul style="list-style-type: none"> -Map skills -Identifying physical features -Compare and contrast features -Annotate images -Decision making -Problem solving -Data Analysis -Analysing physical processes -extracting information from figures <ul style="list-style-type: none"> -Map skills -Identifying physical features -Compare and contrast features -Annotate images -Decision making -Problem solving -Data Analysis -Analysing physical processes -extracting information from figures 	<p>Tropical storms Depressions Climate change Mitigation Adaption</p> <p>Ecosystem Biotic Abiotic Nutrient cycle Biomes Tropics Adaptions Deforestation Climate biodiversity Desertification</p> <p>Erosion Transportation Deposition Hydraulic action Abrasion Traction Saltation Solution Suspension Long shore drift Management</p>
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	Link to knowledge organiser here http://www.gilesacademy.co.uk/geography-knowledge-organiser/	Link to homework here http://www.gilesacademy.co.uk/geography-knowledge-organiser/	
	The content of your curriculum in this academic year for your subject This can be seen on the exam board website: http://www.aqa.org.uk/subjects/geography/gcse/geography-8035		
How will my work be assessed? / assessment components / frequency / term	Examination in Year 11. Past papers will be used within lessons and as each unit is completed an accumulation of all units previously finished will make up an assessed piece. Each unit will also have key term tests as it is important that students are confident in using subject specialist terminology.		
	Extra-curriculum activities / Trips / Community cohesion / Events participation		
What qualifications and career paths this subject will enable me to access in KS4? KS4 option subjects / Career Paths	Geography is a subject offered at GCSE which would be natural progression from Key Stage 3. Due to the broad range of skills developed throughout Key Stage 3 from data analysis to problem solving, Geography would also support a range of Key Stage 4 subjects such as Science, Product Design and Maths		
	How parents or other members of the public can find out more about the curriculum your subject is following		
	Further information regarding the GCSE course can be found at https://www.aqa.org.uk/subjects/geography/gcse/geography-8035		
Image			

