

Overview of Year Group Curriculum Information
for JFS Website 2016-17

Subject:

Geography

Key Stage 3

YG	Autumn Term	Spring Term	Summer Term
Year 7	<p><u>Fantastic Landscapes: Svalbard, USA and Israel – Key Topic Question – What is Geography?</u> Physical, human and environmental geography ideas will be introduced. A baseline assessment will take place to see what students have studied at primary school. Geographical skills of OS Digimaps, Google Earth, essay writing and reading Images will also be taught.</p> <p><u>Volcanoes and Earthquakes – Iceland & Nepal: Key Topic Question - What are the causes and effects of tectonic hazards?</u> Physical geography processes of the causes of volcanoes and earthquakes will be studied. Effects of the Iceland Eyjafjallajökull volcano and the Nepal earthquake will be studied. Geography Skills – OS Digimaps, Atlas research into Nepal, bar graph drawing, graph analysis, describing distribution from a map, essay writing.</p>	<p><u>The Geography of Sport: North London. Key Topic Question - How can sports stadiums bring urban change?</u> The regeneration benefits of large sports projects for example the Emirates Stadium development will be studied. The impacts on local communities will be examined – both positive and negative. Geography Skills – OS Digimaps, UK atlas work and essay writing.</p> <p><u>Raging Rivers: Egypt. Key Topic Question - How are river flood plains formed and how are they becoming more dangerous?</u> Physical geography processes of how a river changes from source to mouth will be studied and the climate of Egypt. The natural and human causes of flooding will be examined. Human geography ideas investigated will be how humans have traditionally used the river flooding cycle and how its management has changed. Geography skills – OS Digimaps, atlas research into Egypt, climate graph construction and analysis and essay writing.</p>	<p><u>Weather and Climate. Key Topic Questions - How has climate around the world changed? How do we investigate weather in our local area?</u> This unit will focus on understanding why climate is different around the world and how climate has changed over time. We will then investigate the weather in our local area and have an opportunity to use fieldwork techniques the measure the weather.</p> <p><u>International Development: Thailand. Key Topic Question – How has Thailand developed economically?</u> Thailand’s population characteristics as an emerging country will be studied. The role of tourism (tertiary sector) and industrialisation (secondary sector) will be examined in Thailand’s growth. The impacts – positive and negative will be studied. Thailand’s tropical climate will also be studied as well as the formation of Thailand’s limestone Karst scenery. Geographical Skills - atlas research into Thailand, population pyramids, comparing development data (with Bhutan).</p>

<p>Year 8</p>	<p><u>Amazing Ecosystems: Queensland, Australia. Key Topic Question - How are Australia's Great Barrier Reef and Daintree Rainforest being threatened?</u></p> <p>This unit will examine how the amazing tropical ecosystems of Queensland Australia work – the world's oldest rainforest – <i>The Daintree Rainforest</i> and the world's largest coral reef system – <i>The Great Barrier Reef</i>. The physical geography systems of nutrient cycle will be studied. Environmental impacts of mining, farming and climate change will also be studied. Geographical skills – atlas research into Australia, climate graph, distribution description and essay writing, OS - Digimaps.</p> <p><u>International Development: Ghana. Key topic question – What are the options for development in a 'developing country'?</u></p> <p>This unit will examine different levels of development in Ghana. We will learn how, and why, different regions in Ghana have different levels of development. Once we understand the different development levels, we will look at two solutions that are in place in Ghana to overcome these development issues. Some students will consider the range of viewpoints people have towards development in Ghana, and may also evaluate the different solutions in Ghana. Geographical Skills – Atlas research into Ghana, essay writing, decision making geographical skills and OS – Digimaps.</p>	<p><u>Extreme Weather: USA &UK. Key Topic Question - Is the world's weather becoming more dangerous?</u></p> <p>This unit will examine how the world's global atmospheric circulation works and how this leads to two dangerous storms: hurricanes and mid-latitude storms. We will study the effects in 2 developed world countries: USA and the UK. Some of us will contrast this with storms in developing and emerging world countries. Geographical Skills – Line graph analysis, atlas research into the USA, describing distribution from a map, drawing a bar graph, OS – Digimaps and essay writing.</p> <p><u>Urban Challenges in Cities: London. Key topic question - Where and why does crime happen in London?</u></p> <p>Incidences of crime in the city and a comparison with the Burgess Model will be studied. Issues of poverty, poor urban design, financial crime and crime in wealthy areas will be studied as challenges that have the potential to create crime in cities. Students will complete research – primary field work and secondary research to investigate their local area. Solutions to crime – designing out crime will also be studied. Geographical skills – data analysis, field work, enquiry question design and essay writing.</p>	<p><u>Dramatic Coasts: Dorset – How has the human and physical geography of coasts changed over time?</u></p> <p>This unit will examine the formation of coastal features along the world heritage site of the Jurassic Coast e.g. Old Harry Rocks, Chesil Beach. Conservation and management of this unique coastal environment will be studied e.g. the conflict of Navitus Bay wind farm. Economic challenges of rural UK areas will be studied – defence decline, farming decline and seasonal tourism. Solutions will be studied e.g. Bournemouth rebranding its local economy through investment in digital industries, aerospace, megafarms and farm diversification. Geography Skills – Decision making, OS- Digimaps.</p> <p><u>Population Geography: Europe. Key topic question – How can we explain population changes in Europe?</u></p> <p>This unit will study the population characteristics of the European continent and key trends facing many areas e.g. ageing population. Migration over time will also be studied – including Jewish migration, commonwealth migration into the UK in the 1950s, immigration to our local area –Kingsbury and more recent EU migration. Geographical skills – data handling, calculation of averages line graphs, essay writing.</p>
<p>Year 9</p>	<p><u>World Trade: India and China. Key Topic question: How has world trade brought benefits and challenges to emerging countries?</u></p> <p>This unit explains the workings of the world trade system, then</p>	<p><u>Black Gold: The Middle East and Russia. Key Topic question: How does our use of resources lead to conflict?</u></p> <p>This unit will study energy resources and our use of fossil fuels such as oil, natural gas and</p>	<p><u>Exciting Cities – London: How has Wembley benefitted economically from new regeneration projects?</u></p> <p>This unit will look at global urbanisation patterns and differences between</p>

	<p>focuses on ‘emerging countries’ i.e. those countries whose economy is focused on manufacturing – building on from ideas you learnt last year on Ghana which was a ‘developing country’ (with an economy focused on farming). We will study China mostly, the world’s leading ‘emerging nation’ and assess how world trade is contributing to its development, assessing the economy, social issues and the environmental impacts. Similar themes will be studied for India. Geography Skills – atlas research into China and India, pie chart construction, reading images, essay writing, describing distribution, OS-Digimaps.</p> <p><u>Awesome Ice: The Arctic. Key topic question - How are ice landscapes formed and how are they changing?</u></p> <p>This unit will examine how the Earth’s climate has fluctuated creating ice ages and warmer periods. We will study why this is and the resultant ice areas it has created. We will understand an ice area’s features and ecosystems focusing in on the Arctic Circle region. The effect of ice on the landscape and its ability to carve out mountains and other glacial features will also be studied. The indigenous semi-nomadic communities of the Arctic Circle in Russia will be studied – their way of life, socio-economic level and migration patterns. The changes they face of mining and climate change will also be examined. Geography skills – reading CO2 graphs over large time scales, ice – cross sections, atlas research into the Arctic, OS – Digimaps. essay writing,</p>	<p>coal to produce electricity and fuel that we use in our everyday lives. The formation of OPEC will be studied and the benefits that this has brought to our case study country in the Middle East – The UAE. We will understand how the high demand for the world’s fossil fuels sometimes leads to conflict between countries that produces resources and countries that consume resources – we will examine these issues in Russia & Europe. The end of the unit will examine future options for resource use – nuclear, renewables and the hydrogen economy. Geography Skills – atlas research, OS Digimaps, essay writing, divided bar graph.</p> <p><u>Food Insecurity: Ethiopia. Key Topic Questions - What makes good farming land? To what extent are the world’s dry lands, food insecure?</u></p> <p>This unit will study different climate zones and how some climates e.g. the semi-arid can create food insecurity if inappropriate farming techniques are used. Soil formation will be studied and the importance of healthy soil in farming considered. Ethiopia’s wider physical and human geography will be examined and the causes of the past and current droughts – physical, human and environmental. Future top down and bottom up solutions to food security will be assessed.</p>	<p>developed world, emerging and developing world countries. Challenges facing cities at different development levels e.g. Bangalore in India and slums will be studied. The challenges of British inner city/inner suburb areas will be looked at in the post industrial era – deindustrialisation, outmigration and disinvestment and cycle of decline.</p> <p>Our local area of Wembley will be considered and regeneration projects e.g. the Stadium and retail park will be examined. Some students will attend a field trip and all will use field work data in enquiry led learning to investigate regeneration in Wembley.</p>
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Key Stage 4

YG	Autumn Term	Spring Term	Summer Term
Year 10 (Edexcel B)	Unit 1 – Dynamic Planet <ul style="list-style-type: none"> • Restless Earth • Climate change 	Unit 1 – Dynamic Planet <ul style="list-style-type: none"> • Biospheres • Water • Rivers 	<ul style="list-style-type: none"> • Controlled Assessment (unit 4) Unit 1 – Dynamic Planet <ul style="list-style-type: none"> • Oceans on the edge
Year 11 (Edexcel B)	Unit 2 – People and Planet <ul style="list-style-type: none"> • Population • Consuming Resource • Urbanisation 	Unit 2 – People and Planet <ul style="list-style-type: none"> • Globalisation • UK Economy • Development 	<ul style="list-style-type: none"> • Unit 3 – Decision making skills.

SIXTH FORM

YG	Autumn Term	Spring Term	Summer Term
Year 12 (Edexcel)	Unit 1 – Global Challenges <ul style="list-style-type: none"> • Natural Hazards • Climate Change • Globalisation • Population & Migration • Urban geography 	Unit 2 – Geographical Investigations <ul style="list-style-type: none"> • Crowded Coasts • Rebranding 	Unit 4 – Geographical Research <ul style="list-style-type: none"> • Food Insecurities – Life on the Margins
Year 13	<ul style="list-style-type: none"> • Super Powers • Energy Security • Development • Biodiversity 	<ul style="list-style-type: none"> • Water • Technological Fix • Unit 3 – Synoptic pre-release • Unit 4 – Life on the Margins. 	<ul style="list-style-type: none"> • Unit 3 – Synoptic pre-release • Unit 4 – Life on the Margins.