

Geography

Course Description	<p>A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p>
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Course Aims	<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none">• develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes• understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time• are competent in the geographical skills needed to:<ul style="list-style-type: none">• collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes• interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)• communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
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<p>Course Content</p> <p>(Major Concepts and Areas Covered)</p>	<p><u>Year 7</u></p> <p>Locational Knowledge</p> <p>Our World Africa Asia - India Asia - China Russia The Middle East</p> <p>Tectonic Activity</p> <p>The Geological Timescale The Tectonic Jigsaw Earthquakes Volcanoes Surviving Tectonic Hazards Tectonic Hazard in LEDCs and MEDCs</p> <p>Rocks, Weathering and Soil</p> <p>Types of Rock Weathering Rocks, Landscapes and People Soils</p> <p>Weather and Climate</p> <p>Climate Changes World Climate Zones Microclimates Types of Weather Weather Forecasting The Hydrological Cycle</p> <p><u>Year 8</u></p> <p>Hydrology, Coasts and Glaciation</p> <p>Drainage Basins Rivers and Valleys River Features of the Upper Stage River Features of the Middle and Lower Stages Flooding The Power of the Sea Coastal Landforms from Erosion Coastal Landforms Deposition</p>
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	<p>The Coast and People Flood and Erosion Control The Work of Ice Glacial Erosion</p> <p>Population and Urbanisation Population Distribution Population Density Population Structure Migration Urbanisation Urban Issues Squatter Settlements Urbanisation Environmental Issues</p> <p>Development Contrasts in Development Measuring Development Obstacles to Development World Trade Aid Development Projects</p> <p><u>Year 9</u></p> <p>Economic Activity and the Use of Natural Resources Classification of Industry Location Industry Changing Industry in the UK The Use and Abuse of Resources Energy and Power Fishing and Mining Deforestation and Conservation Sustainable Development in Forests Water Demand and Supply</p> <p>Influencing the Environment Ecosystem Cycles and the Human Effect Acid Rain Global Warming Pollution Farming and Soil Erosion National Parks</p>
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	<p>A Study of Two Contrasting Regions</p> <p>Nigeria – Physical Geography Nigeria – Population Nigeria – Farming and Industry Nigeria – Lagos Japan – Physical Geography Japan – Population Japan – Farming and Industry Japan – Osaka Comparison of Nigeria and Japan</p> <p>Geographical Enquiry and Skills</p> <p>What is Geographical Enquiry Sources of Information Geographical Enquiry Ordnance Survey Maps Human Geography – Plans and Photos Describing Maps and Charts Types of Graphs and Charts</p>
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Suggested Texts and Materials	Textbook: Maliphant, D. and McClelland H. (2014) KS3 Geography Complete Study & Practice. CGP Atlas, World maps etc.
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Delivery and Methodology	<p>Length of course: 3 Years Number of hours taught per week: 2</p> <p>Methods used for teaching Geography include:</p> <ul style="list-style-type: none"> • Class discussions involving the students • Explanation of concepts by the teacher • Clarification of key concepts using OHP (slides, DVDs and video cassettes) • ‘Student – centred’ activities like individual presentations • Usage of flipcharts and interactive activities using the Inter Activ White Board • Role plays • Projects on relevant topics • Making of charts and models by the students
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<p>Assessment Objectives</p> <p>(Specifications and Standards)</p>	<p>AO1: Knowledge with understanding</p> <p>Candidates should be able to demonstrate knowledge and understanding of:</p> <ol style="list-style-type: none">1. the wide range of processes, including human actions, contributing to the development of<ol style="list-style-type: none">(a) physical, economic, social, political and cultural environments and their associated effects on the landscape;(b) spatial patterns and interactions which are important within these environments;2. the inter-relationships between people's activities and the total environment and an ability to seek explanations for them;3. the importance of scale (whether local, regional or global) and the time at which spatial distributions and the working of systems are considered;4. the changes which occur through time in places, landscapes and spatial distribution. <p>AO2: Skills and analysis</p> <p>Candidates should be able to:</p> <ol style="list-style-type: none">5. analyse and interpret geographical data;6. use and apply geographical knowledge and understanding to maps and in verbal, numerical, diagrammatic, pictorial, photographic and graphical form;7. use geographical data to recognise patterns in such data and to deduce relationships;8. select and show understanding of techniques for observing and collecting data;9. select and use techniques for organising and presenting data. <p>AO3: Judgement and decision making</p> <p>Through their geographical training candidates should be able to:</p> <ol style="list-style-type: none">10. reason, make judgements (including evaluation and conclusions) which demonstrate, where appropriate<ol style="list-style-type: none">(a) a sensitivity to, and a concern for, landscape, the environment and the need for sustainable development;(b) an aesthetic appreciation of the earth including its people, places, landscapes, natural processes and phenomena;(c) an appreciation of the attitudes, values and beliefs of others in cultural, economic, environmental, political and social issues which have a geographical dimension;(d) an awareness of the contrasting opportunities and constraints of people living in different places and under different physical and human conditions;(e) a willingness to review their own attitudes in the light of new knowledge and experiences;
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	<p>11. recognise the role of decision making within a geographical context as affected by</p> <p>(a) the physical and human contexts in which decisions are made;</p> <p>(b) the values and perceptions of groups or individuals;</p> <p>(c) the choices available to decision makers and the influences and constraints within which they operate;</p> <p>(d) the increasing level of global interdependence.</p>
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<p>Scheme of Assessment</p> <p>(Evaluation of Student Performance)</p>	<p>Approximate weighting of assessment objectives for qualification:</p> <p>AO1: 40 %</p> <p>AO2: 40 %</p> <p>AO3: 20 %</p> <p>Weighting of formative and summative assessments (Y7-9):</p> <p>Assessment will be an on-going process and the overall grade will be based on formative and summative assessments.</p> <p>Type of assessment and weightage (%)</p> <p>Assignments: 40%</p> <p>Tests: 60%</p> <p>Examples of work to be assessed:</p> <ul style="list-style-type: none"> • Written assignments including essays • Oral presentations e.g. debate, discussions, quizzes, role-plays. • Research work on a particular topic/whole project • Board displays by students • Summative assessments • Models and charts made by students • Use of ICT in the learning process (presentations, interactive educational websites and worksheets)
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<p>Grading Policy</p> <p>and Additional Expectations (if any)</p>	<p>All assessment is criterion referenced and aligned to learning objectives as outlined in teacher’s semester projections. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group.</p> <p>Formative assessments may be given a mark, a grade or a comment. It values teacher judgement and informs the learner about strengths and weaknesses as well as next steps. All summative assessments are graded on a scale as published in the whole school assessment policy. The grades and grade boundaries for Geography are:</p> <p>90-100%: A* 80-89%: A 75-79%: B+ 70-74%: B 65-69%: C+ 60-64%: C 55-59%: D+ 50-54%: D 0-49%: F</p>
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