

# Geography at Norbury High

## Overview

We aim to provide students with an understanding of the world around them that includes aspects of physical, human and environmental geography and how these different areas interact.

## Key Stage 3 Geography

At Key Stage 3 (KS3), geography is taught as a discrete subject. Geography students will engage with places and case studies from around the world to help strengthen their locational knowledge as well as their environmental understanding.

Geography taught in year 7-9 at Norbury High will help students make sense of the physical world, what the planet looks like, the work of the rivers and the sea. Students will also learn and apply understanding of the human and environmental world, of how and where people live and how the processes develop and change.

## Year 7 Geography

In year 7, geography students begin to think and know what it means to be a geographer. They will have the opportunity to ask geographical questions and conduct geographical enquiries. Students will learn key aspects of studying people and places and will be able to use geographical data and maps to describe and explain geographical phenomena.

### **UNIT 1: Geography of the world: think like a geographer**

This unit explores the knowledge of how the world has progressed over time. Students will be provided the opportunity to use and develop their map skills using OS maps. Students will study the Earth's landscape, people, places and the environment where they live.

### **UNIT 2: Population and migration**

Students will learn about world population distribution and change. They will learn about the changing population and what impact this has on the world. Students will learn how countries attempt to control population change and will start to understand the processes of migration and how cities evolve.

### **UNIT 3: Rivers: why are they important?**

This unit will help students to understand what rivers are and how water flows into them. Students will learn how weathering, erosion and transportation create river landforms. They will explore why rivers are important to people and the environment.

#### **UNIT 4: Weather and climate**

Students will learn the elements that make up the weather and climate. They will learn how the weather is measured and how to read the synoptic codes. Students will study the various ways the Met Office presents weather data to the public. They will identify the group of people who need to use the weather data.

## **Year 8 Geography**

Year 8 geography builds on students' knowledge and skills from year 7 and focuses on the application of more complex geographical concepts to global issues at both local and international levels.

#### **UNIT 1: Map skills**

This unit explores how the world has progressed over time. Students will be provided with an opportunity to use and develop their map skills using OS maps. Students will study the Earth's landscape, people, places and the environment where they live. Students will need to know how to use and interpret maps. In addition to using traditional map symbols, they can use technology such as GPS to help their mapping skills.

#### **UNIT 2: Earth story/ecosystem**

This unit delves into the origins and development of the Earth from the Big Bang to the current climate crisis and many things in between. Students will begin to grasp the natural and human impacts that have shaped the Earth from its earliest inception to today.

#### **UNIT 3: Development - Africa**

This unit will explore and compare development levels around the world. Students will understand where and why inequality occurs. Students will understand the actions taken by individuals, government and communities to aid development. In doing so, they will investigate different regions of Africa in a group presentation to showcase their understanding of the topic.

#### **UNIT 4: Middle East**

This unit explores why the Middle East is an important world region. Students will learn about the physical and human landscape of the region. They will know and understand the reasons for conflict and controversies in the Middle East and appreciate how important the region is to the world.

#### **UNIT 5: Weather and climate change**

This unit looks at weather and the components that make up not only UK weather patterns but weather around the globe. Students will learn about the causes of different types of rainfall, factors that impact climate, why the UK gets stormy winters and the interaction between physical and human components. Students will also get

the opportunity to undertake a physical fieldwork survey around the school site, examining the microclimates that exist and writing up their findings.

## **Year 9 Geography**

In year 9, students' progress to learning about complex geographical issues that combine physical and human interactions; they attempt to explain the impact on a variety of stakeholders. Key content learned in year 8 is connected to the more global issues taught in year 9.

### **UNIT 1: Globalization (what is an economy?)**

This unit will investigate economic activities and what they are like at different scales, from local to global. Students will learn about the ways in which jobs can be arranged into groups and sectors. They will also apply their understanding to how jobs have changed over time. The study of trade, how the UK economy has developed and its links with the world will be a relevant case study with this topic.

### **UNIT 2: Wild world (natural disasters)**

This unit will immerse students in the world we live in with regard to the natural disasters faced across the world. Students will learn about the composition of the Earth as it relates to the processes that lead to tectonic events such as earthquakes, tsunamis and volcanoes. Students will also explore other events that are ravaging the globe like wildfires and hurricanes. They will get a chance to understand the impacts and responses to recent case studies linked to each event.

### **UNIT 3: International development**

In this unit, students are tasked with looking at the development of countries around the world and attempting to understand the inequality that exists. Students will learn how to measure development, the way trade works, the factors that can hold back the development of nations and the types of policies that can aid countries in becoming more developed. Students will learn about all these elements through case studies from around the globe.

### **UNIT 4: Coastal change**

Students will investigate the coastal processes that have shaped the island we live on. They will get an opportunity to understand key physical processes like erosion, weathering, longshore drift, mass movement and constructive/destructive waves. Students will apply this understanding to the management of the coast and the ways humans respond to the challenges presented by the changing coastline, including the roles played by weak geology, land use and storms in decisions about how best to defend coastal areas. Students will complete a decision-making exercise about coastal management to put their knowledge to the test.

### **UNIT 5: Asia examined**

To finish off key stage 3, students look at Asia and investigate different issues that are being faced across the continent. They examine resource management and political conflict in the Middle East; development and globalisation in China; and biomes and global warming in Russia. Students are required to produce a group presentation on an area of Asia to sharpen their research and presentation skills before they begin GCSE study.

## **Key Stage 4 Geography**

Students will sit three geography papers at the end of year 1. This is often an extension to the many topics covered in key stage 3.

## **Year 10 Geography**

### **Paper 1 - Global Issues (37.5%)**

#### **Hazardous Earth (Part A: Climate, Part B: Tectonics)**

This unit delves into how the earth we live in contains many hazards from tectonic (earthquakes, tsunamis, volcanos etc.) to climate-related (global warming, flooding and hurricanes). Along with understanding the causes and impacts of these hazards students will become well versed in specific case studies about each ranging from developed to developing nations' hazard responses.

#### **Development Dynamics (India study)**

This unit will require students to go further in their understanding of why some countries are less developed than others, becoming well versed in the social, economic and political indicators that measure a country's development. They will learn about geopolitical theories that help us to understand the development of nations and will apply this understanding to a case study of an emerging country: India.

### **Paper 2- UK Physical and Human Geography (37.5%)**

#### **UK Physical Landscapes (A: Coastal Change, B: River Processes)**

This unit will expand on students' knowledge of coasts and rivers from key stage 3 to include more specific processes and a deeper understanding of the interaction between the physical land (geology, profile) and the events that can occur (flooding, erosion). Students will also learn how glaciation has impacted our landscape and how humans are attempting to defend against erosion and flooding throughout the UK.

#### **Physical Fieldwork (coastal investigation of Seaford or Eastbourne)**

Students will undertake a one-day fieldwork trip to Seaford in which they will be able to collect data at the site. Students will gain an understanding of how to investigate a

coastal location and the impacts of coastal management on the beach and the community. Students will create a pack to present their findings.

## **Year 11 Geography**

### **Paper 1 - Global Issues (37.5%)**

#### **Challenges of an Urbanizing World (Mumbai investigation)**

This unit requires students to understand the development of urban locations, the different sections of cities and the characteristics of these places. They will apply that understanding to a case study of an emerging megacity: Mumbai. Students will learn about the development, history and challenges that are faced by Mumbai and what is being done to improve its situation.

### **Paper 2 - UK Physical and Human Geography (37.5%)**

#### **UK Human Landscapes (London dynamic city study)**

In this unit, students learn about the human characteristics of the UK including population distribution, deprivation and how the economy differs in varying parts. Students will apply this understanding to investigate the dynamic city of London. They will learn about the economic and social challenges faced in London and how attempts have been made to regenerate and improve parts of the city.

#### **Human Fieldwork (urban investigation of East London - Stratford)**

Students will undertake a one-day fieldwork trip to east London to investigate the causes of deprivation in that area. They will use quantitative and qualitative collection methods to examine the reasons. They will then use a pack to help facilitate their findings into a cohesive report.

### **Paper 3 - People and the Biosphere (25%)**

#### **Understanding the biosphere**

Students will learn about the biosphere and the interconnected nature of different aspects from the soil to the atmosphere. They will learn about humans' use of these resources and how they need to be managed carefully.

#### **Forests under threat**

Students will learn about the physical characteristics of two different types of forest (taiga and rainforest). They will then learn about human interaction with these environments and how they are being used as well as how people are attempting to manage them responsibly.

#### **Consuming energy**

Finally, students will learn about human beings' consumption of energy along with changing consumption patterns and ways we meet these needs (oil, solar, etc.).

Students will also learn about the political and environmental consequences of this desire for energy and how it is shaping our world today.