

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 studied between one and two times per week, beginning as part of the cross-curricular approach presented in Humanities. Students learn intertwined topics combining geography, history and religious studies. As students progress to upper KS3 they begin to engage with geography as a separate subject ranging between 1-2 hours a week. 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.

Year 7 Geography (taught as part of Humanities)

The curriculum incorporates a range of humanities subjects for year 7 students including geography, history, religious studies and citizenship. Please refer to the separate year 7 humanities section for more information.

UNIT 1: Our Place – Study for Norbury – Maps/Fieldwork

This unit looks at our local area from a historical and geographical perspective. Students will study the local area and its development over time using maps. As an end project, students will complete a fieldwork task that investigates the quality of the environment in the Norbury area surrounding the school.

UNIT 2: Our City (London) – Urbanisation, Industrialisation

This unit looks at how London has changed, from its earliest inception to its current form, covering areas like industrialisation and urbanisation. The aim is for students, through examining these processes, to understand their impacts on both London and the world.

UNIT 3: Our Country – Rivers, Flooding, UK Geography

This unit delves into the physical and human geography of the UK including a look at the separate nations that make up the United Kingdom. Students will learn about rivers and flooding - one of the most pressing challenges facing the UK. They will examine the reasons people have settled around rivers, the features of rivers and finally the challenges presented by flooding and attempts to prevent it.

UNIT 4: Our World – Africa and Globalisation

This unit takes a more global approach to issues ranging from trade to resource management. Students will take an introspective look at a case study from Central Africa to understand differences with the UK and attempts made to meet challenges, both human and physical. Finally, students will work to understand the developing connections between nations around the world.

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: Earth Story

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 start to grasp the natural and human impacts that have shaped the Earth from its earliest inception to today.

UNIT 2: Antarctica and Impact on Nature

Students will delve into the bitterly cold world of Antarctica. They will look at the climate, natural landscape, features, locations, animals and other key aspects while also debating the impact of human interaction with Antarctica and its future. Should we use it? What are the costs?

UNIT 3: Weather

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.

UNIT 4: Brazil Examined

To finish the year students will take another introspective look at an important country on the global stage by investigating key geographical issues that surround Brazil. Students will look at the interaction between Brazil's natural resources and their use of them along with the challenges that have faced the country over the past 20 years including favelas; overpopulation; crime; and the use of its natural environment with the impact that has on the world.

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 presented in year 9.

UNIT 1: 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 2: International Development

In this unit students will be tasked with looking at the development of countries around the world and attempting to understand the inequality that exists. To do so, students will learn about 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 a country in becoming more developed. Students will learn about all of these factors through case studies from around the globe.

UNIT 3: 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 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 4: Asia Examined

To finish off Key Stage 3, students will look at Asia and investigate different issues that are being faced across the continent. They will examine resource management and political conflict in the Middle East along with development and globalisation in China as well as biomes and global warming in Russia. Students will then be 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 11 on the content they learn which is often an extension to the many topics touched upon in Key Stage 3.

Approximately three hours of geography lessons per week are used in preparation for these exams.

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 ones (earthquakes, tsunamis, volcanos etc.) to climate hazards (global warming, flooding and hurricanes). Along with understanding the causes and impacts of the hazards students will become well versed in specific case studies about each ranging from developed to developing nations' responses to the hazards.

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)

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 Urbanising 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)

Students in this unit will learn about the human characteristics of the UK including population distribution, deprivation across the UK and how the economy of the UK 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 that are faced in London and how attempts have been made to regenerate and improve parts of the city.

Human Fieldwork (urban investigation of west London)

Students will undertake a one-day fieldwork trip to west 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 forests (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.