



Geography Department

Departmental overview

The study of Geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' and students' own experiences to investigate places at all scales, from the personal to the global.

Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future. Fieldwork is an essential element of this. Pupils and students learn to think spatially and use maps, visual images and new technologies, including geographical information systems (GIS), to obtain, present and analyse information. Geography inspires them to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.

Key Stage 3

Key Concepts

There are a number of key concepts that underpin the study of Geography. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

- Place
- Space
- Scale
- Interdependence
- Physical and Human Processes
- Environmental Interaction and Sustainable Development
- Cultural Understanding and Diversity

Key Processes

These are the essential skills and processes in Geography that pupils need to learn to make progress.

- Geographical enquiry
- Fieldwork and out of class learning
- Graphicacy and visual literacy
- Geographical communication

Curriculum Opportunities

During Key Stage 3, pupils will be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

- Build on and expand their personal experiences of geography.
- Explore real and relevant contemporary contexts.
- Use a range of approaches to enquiries.
- Use varied resources, including maps, visual media and geographical information systems.
- Undertake fieldwork investigations in different locations outside the classroom, individually and as part of a team.
- Participate in informed responsible action in relation to geographical issues that affect them and those around them.
- Examine geographical issues in the news.
- Investigate important issues of relevance to the UK and globally using a range of skills, including ICT.

- Make links between Geography and other subjects, including citizenship and ICT, and areas of the curriculum including sustainability and the global dimension.

Year 7:

In Year 7 pupils study Map Skills, The British Isles, Flooding, Population and Settlement and Volcanoes and Earthquakes. Through these five topics pupils are encouraged to ask key geographical questions such as: 'What are the effects of flooding?' and 'How are volcanoes formed?' Pupils also develop many important geographical skills, including map work skills, data interpretation, graph construction and report writing.

Year 8:

In Year 8 Geography, pupils study coastal and river environments, crime, ecosystems, weather and climate. Through these topics pupils are encouraged to ask key geographical questions such as: 'What are the effects of over fishing?' and 'How is the coastline formed and shaped?' During Year 8 pupils also do an extended country study of China. They look at the Geography of China and its rise as a key player in the global economy. Pupils also develop many important geographical skills, including map work skills, data interpretation, graph construction and report writing.

Year 9:

In Year 9 Geography, pupils study Development, The Global Fashion Industry, The Olympics, USA and Environmental Issues. Through these topics, pupils are encouraged to develop their global awareness and answer key questions such as: 'Why are some countries more developed than others?' and 'How can large transnational corporations such as Nike create globalisation?' Pupils develop important skills, including map work, data interpretation, graph construction and report writing. Pupils are encouraged to clarify their own values to the issues raised.

Key Stage 4

The Pearson specification is followed at GCSE. The following papers are covered:

Paper 1 The Physical Environment

- The changing landscapes of the UK: rivers, coasts and geology
- Weather, hazards and climate change
- Ecosystems, biodiversity and management

Paper 2 The Human Environment

- Changing cities
- Global development
- Resource management (energy)

Paper 3 Geographical Investigations: Fieldwork and UK Challenges

- Geographical Investigations: river and urban fieldwork
- UK challenges

To support pupils' learning, there will be a one-day field trip to the River Tillingbourne to investigate the changes in a river channel and a one-day field trip to an urban environment to investigate the changes in a central/inner city urban area.

Key Stage 5

At Key Stage 5 we follow the Pearson syllabus for A Level. This Geography course covers both the physical and human environments and the complex interaction of processes that shape our world.

Paper 1 - Dynamic Landscapes: This is the physical part of the course and covers Tectonic Processes and Hazards, Landscapes Systems, Processes and Change, Coastal Landscapes and Change and the Water Cycle and Water Insecurity.

Paper 2 - Dynamic Places: This is the human part of the course. It covers Globalisation, Shaping Places, Regenerating Places, Super Powers, Health, Human Rights and Intervention.

Paper 3 - Synoptic Paper: This paper contains three synoptic themes: Players, Attitudes and Actions, Futures and Uncertainties.

Independent Investigation: A core element of this section is four days of fieldwork. This is a piece of coursework that is between 3,000-4,000 words.

Exam structure

Paper 1 Dynamic Landscapes: 2 hours 15 min 30% 105 marks

Paper 2 Dynamic Places: 2 hours 15 min 30% 105 marks

Paper 3 Synoptic: 2 hours 15 min 20% 70 marks

Independent Investigation: Non-examined assessment 20% 70 marks