

Geography Department

Tottington High School



By the end of Year 7 you will be able to answer these questions.... How many do you know now?
See the answers at the end of this presentation!

1. **Can you name the three types of Geography** (clue: the study of nature, the study of people and the study of how we are changing the planet)?
2. If the **scale** on a map is 1cm=250m, **how far is it in real life** if the distance between two places is measured to be 5cm?
3. **Name the line of longitude** which **passes through the UK** from the North Pole to the South Pole?
4. **How many nations make up the UK?** Can you **name** them? Can you name their **capital cities**? **Which nation do we live in?**
5. **What 'type' of country is the UK** (clue: according to its' level of development measured by wealth)?
6. **Can you name 3 countries in the Middle East?**
7. **What is the difference between 'weather' and 'climate'?**
8. **What are the four main land use zones in an urban area?**

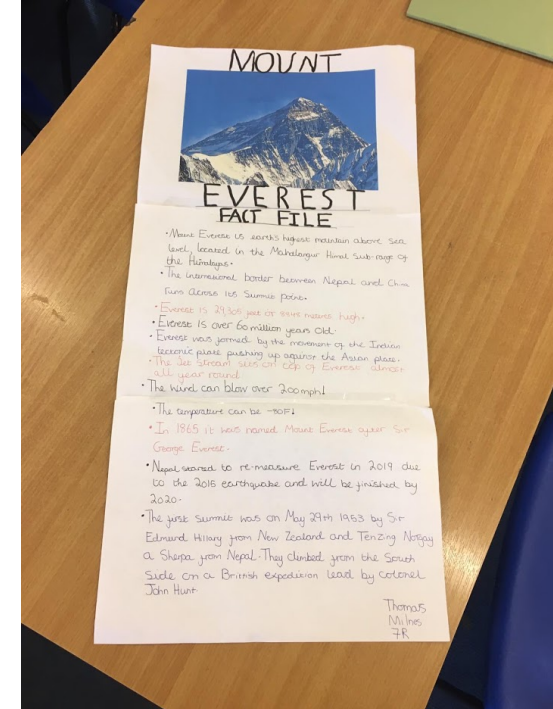
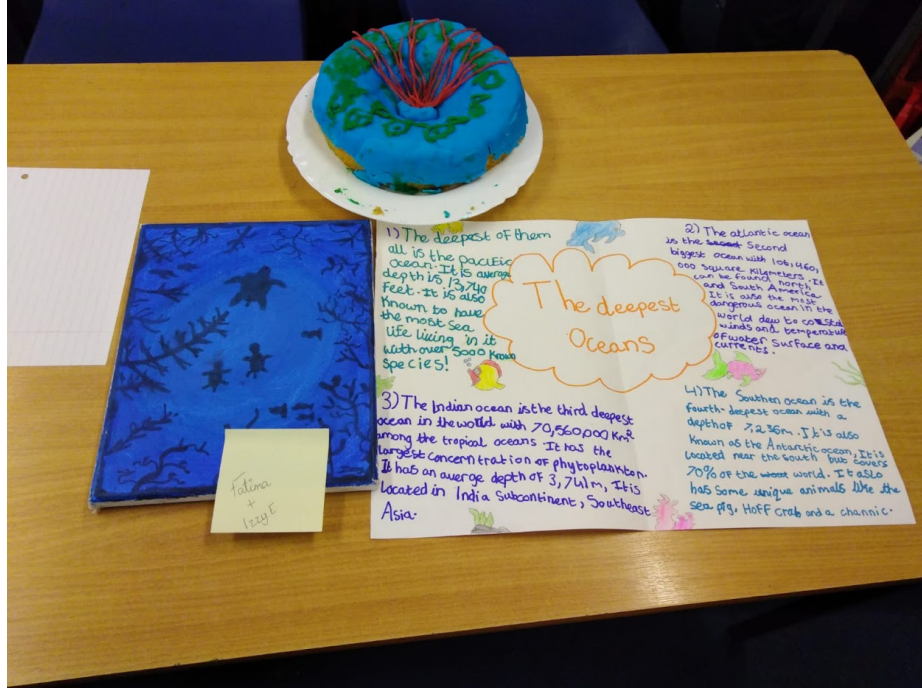


What do our Year 7 students learn?

Autumn Term (Half Term 1)	Autumn Term (Half Term 2)	Spring Term (Half Term 3)	Spring Term (Half Term 4)	Summer Term (Half Term 5)	Summer Term (Half Term 6)
<u>What is Geography</u> <ul style="list-style-type: none"> - Why we study Geography - Types of Geography x 3 - Enquiry skills <u>Wonderful World (Atlas skills)</u> <ul style="list-style-type: none"> - We teach the following Atlas reading skills : <ul style="list-style-type: none"> • Latitude and longitude • Measuring distance (using scale) • Interpreting altitude • Identifying cities, countries and rivers • Interpreting satellite images • Giving compass directions - These are taught through a study of the Earth's continents and oceans; where each lesson we look at their fascinating physical and human environments and the important issues they are facing. 	<u>UK Geography</u> <ul style="list-style-type: none"> - We study the nations of the UK and their capital cities, major rivers, areas of upland, and surrounding seas - We give the pupils a sense of place within in the UK by exploring their settlement, their county, region and country. <u>OS Map skills</u> <ul style="list-style-type: none"> - We teach the following Ordnance Survey Map Reading Skills: <ul style="list-style-type: none"> • 4 and 6 figure grid references • Map symbols • Relief – contours and spot heights • Using scale for distances • Using compass directions <u>Geographical Superlatives competition</u> <p>A creative competition project about the pupil's chosen 'superlative place' e.g. the tallest mountain, or the deadliest volcano.</p>	<u>Globalisation and Industry</u> <ul style="list-style-type: none"> • We introduce students to the three types of countries by level of development (LIC, NEE and HIC countries). • We show pupils how their lives in the UK (a HIC) are linked to the lives of people in less developed countries (NEEs and HICs) by 'globalisation' – when we purchase products, which have been manufactured overseas in industries there, we impact the lives of these people. • We explore issues relating to Human Rights in the workplace, in the manufacture of goods for the global fashion and sportswear industries. • We explore the environmental impact of industry globally. • We incorporate a study of South East Asia through this topic. • Pupils use team work to produce a presentation about the issues. 	<u>Middle East (also covers hot deserts)</u> <ul style="list-style-type: none"> • We investigate the human and physical geography of the Middle East region focusing on culture and ethnicity, population, climate, landscapes, countries and capital cities, and wealth (through a study of Dubai). 	<u>Weather and climate</u> <ul style="list-style-type: none"> • Pupils discover what the difference is between weather and climate • They learn how to describe features of the weather • They learn how weather is observed and recorded and practice doing this themselves • Pupils study extreme weather such as hurricanes and tornadoes • Pupils learn about microclimates 	<u>Fieldwork: THS microclimate</u> <ul style="list-style-type: none"> • We give the pupils the opportunity to go through the fieldwork investigation process within the school grounds by carrying out a microclimate investigation using weather observation equipment as a class. <u>Settlement</u> <ul style="list-style-type: none"> • We study site, settlement and situation • We study settlement patterns • We study the Burgess model of settlement land use • We relate this to the pupils' own local area.



Some of the highlights of the Year 7 course



What do our Year 8 students learn?

Autumn Term (Half Term 1)	Autumn Term (Half Term 2)	Spring Term (Half Term 3)	Spring Term (Half Term 4)	Summer Term (Half Term 5)	Summer Term (Half Term 6)
<u>Rivers and flooding</u> <ul style="list-style-type: none"> We study the changes in a river's landforms as it travels from source to mouth. We learn processes of erosion, transportation and deposition. We teach pupils how to describe how landforms are formed e.g. waterfalls. We show pupils how their local area has been affected by flooding and why this happens. We show pupils how an understanding of the water cycle, river processes and flooding have an impact on planning decisions when building on floodplains. 	<u>Africa</u> (covers 'hot deserts') <ul style="list-style-type: none"> Pupils misconceptions about Africa are addressed in this topic. We learn about the varied ecosystem types across Africa We learn about the countries and cities of Africa We discover the challenges faced by some people in Africa by studying issues such as coffee farming, nomadic life, salt mining in the hottest place on Earth, piracy, destruction of the rainforests, contrasts in wealth and health, rapid growth of cities and various other issues. 	<u>Geological timescales</u> <u>Glaciation</u> <ul style="list-style-type: none"> We learn about Earth's life story through the 4.6 Billion Year Geological Timescale and see how life on Earth has evolved and changed over this time. Pupils investigate life in the Ice Age in Europe. Pupils discover what the UK was like during the last Ice Age and how glacial ice shaped the stunning glaciated landscapes of the UK, seen in places like the Lake District and Snowdonia. Pupils study the processes and landforms associated with glacial erosion and weathering. Pupils discover the conflict over land use in glacial landscapes, such as in the UK's national parks. 	<u>Russia</u> (covers 'Cold deserts' (Arctic circle) and the 'Tundra' biome) <ul style="list-style-type: none"> We investigate the human and physical geography of Russia focusing on culture and ethnicity, population, climate, landscapes, ecosystems, cities, river and lakes, and issues in Russia. 	<u>Population: Including Migration, Development and China</u> <ul style="list-style-type: none"> We study how the Earth's population has grown and changed over time. We teach pupils how to calculate population growth rates. We teach pupils how to interpret population pyramid graphs for LIC and HIC countries and relate these to development indicators. We teach pupils about the Demographic Transition Model and how population can vary depending upon development levels and wealth. We study migration within Europe/ We study China's population and the issues faced there in the past and today. 	<u>Climate Change</u> <ul style="list-style-type: none"> We study the evidence to show that Earth's climate has changed naturally in the past, and also we study the evidence which shows that the Earth's climate is changing more rapidly than ever. We show pupils evidence that due to the impact of humans' (through use of fossil fuels, intensive commercial farming and deforestation) the planet is warming up. We investigate how climate change can be mitigated (stopped) or adapted to in the future. Fieldwork (new for 2021 hopefully) <ul style="list-style-type: none"> We have plans to include a fieldwork trip for Year 8, which will allow them to experience the physical landscapes studied in Year 8 (river and glacial landscapes), hopefully though a visit to a UK National Park.



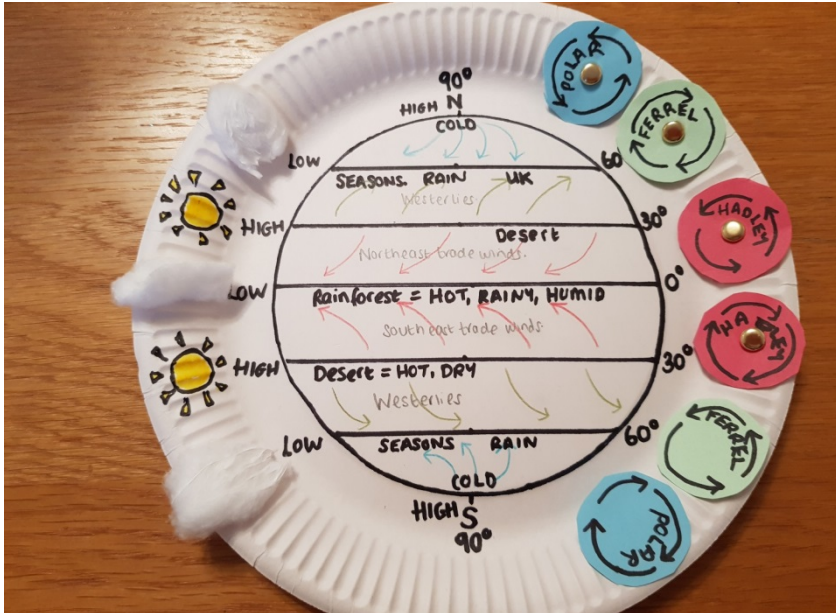
What do our Year 9 students learn?

Autumn Term (Half Term 1)	Autumn Term (Half Term 2)	Spring Term (Half Term 3)	Spring Term (Half Term 4)	Summer Term (Half Term 5)	Summer Term (Half Term 6)
<p>Urbanisation, including Rio de Janeiro – a city in an NEE (links to P2 Human GCSE)</p> <ul style="list-style-type: none"> We study the factors behind the growth of 'city living' across the world, and how different countries are moving to urban life at different rates depending on wealth (HIC, NEE and LIC countries) We study the emergence of 'Megacities' We study Rio as an example of a Megacity and investigate the opportunities which attract people, the challenges they face and how Rio is coping with these social, economic and environmental challenges. <p>Decision making exercise: Slums: a place of hope or despair? (links to P3 Issue Evaluation GCSE)</p>	<p>Natural hazards (links to P1 Physical GCSE)</p> <ul style="list-style-type: none"> We study what is meant by 'natural hazards' We study the factors which make hazards more 'risky'. We identify where different hazards tend to occur. <p>Tectonic hazards (links to P1 Physical GCSE)</p> <ul style="list-style-type: none"> We study the structure of the Earth and the causes of tectonic activity such as volcanoes and earthquakes. We study plate tectonic theory. We study plate margins. 	<p>Tectonic Hazards – examples of earthquakes and management of hazards.</p> <ul style="list-style-type: none"> We study the Christchurch Earthquake (a HIC earthquake) and the Haiti earthquake (and LIC earthquake) and investigate the contrasts between these disasters based on the varied wealth in these countries. We investigate how monitoring, prediction, planning and protection can help places cope with tectonic activity. <p>Weather Hazards – global atmospheric circulation (links to P1 Physical GCSE)</p> <ul style="list-style-type: none"> We study how the movement of air in the atmosphere causes variations in the climatic conditions experienced at different latitudes. 	<p>Weather Hazards Tropical storms (hurricanes)</p> <ul style="list-style-type: none"> We study how hurricanes form and their structure We investigate their impact through a study of Typhoon Haiyan We study how monitoring, prediction, planning and protection can help places cope with hurricanes. We look at the impact of climate change on tropical storms <p>Extreme UK weather</p> <ul style="list-style-type: none"> We study the typical weather of the UK (depressions and anticyclones). We study the types of extreme weather faced in the UK 	<p>Coastal landscapes in the UK (links to P1 Physical GCSE)</p> <ul style="list-style-type: none"> We study the physical processes which shape our coastline (weathering, erosion, transportation and deposition). We study the erosion and deposition landforms found around the UK and how they are formed. We study examples of these found on the UK's Holderness Coast. We study how coastal landscapes can be managed using hard and soft engineering. We study how this is achieved in Cleveleys in NW England. 	<p>Physical landscapes in the UK</p> <ul style="list-style-type: none"> An overview of the UK's major physical landscapes including rivers, seas, glaciated areas and coastal landscapes.

Year 9 are still following the National Curriculum for KS3, but we choose to teach topics which are taught to the AQA GCSE Specification in order to give students a clear idea of what GCSE Geography is like. This helps them make an informed choice when they are selecting their EBACC subjects and supports their GCSE studies.

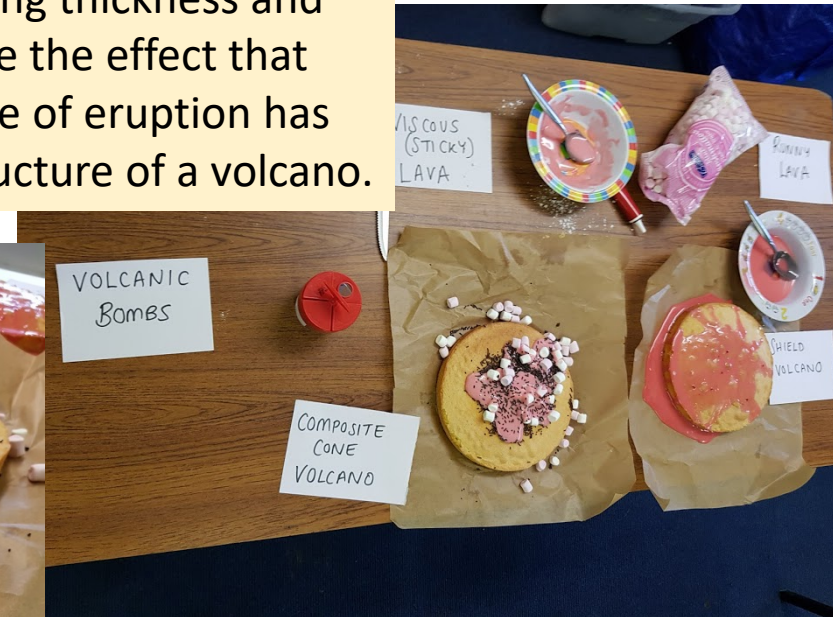


Some of the highlights of the Year 9 course



Making a model to show how global atmospheric circulation happens and how it affects the climate at different latitudes.

Using cake icing of varying thickness and toppings to demonstrate the effect that the type of lava and type of eruption has upon the shape and structure of a volcano.



What do our Year 10 students learn?

Year 10 students follow the AQA GCSE Geography Specification.

Topics studied in Year 10 include:

Autumn Term (Half Term 1)	Autumn Term (Half Term 2)	Spring Term (Half Term 3)	Spring Term (Half Term 4)	Summer Term (Half Term 5)	Summer Term (Half Term 6)
<p><u>Paper one: The Living World</u></p> <p>Ecosystems</p> <p>Tropical Rain Forests Case study: Malaysia</p> <p>Cold environments Case Study: Svalbard</p> <p>Interleaving: We spend 1 lesson per fortnight revising and completing practice questions on: Challenge of Natural Hazards: Tectonic Hazards</p>	<p>The Living World: Revision, assessment and feedback</p> <p><u>Paper one: Climate change</u></p> <p>Interleaving: Challenge of Natural Hazards: Weather Hazards</p>	<p><u>Paper one: UK physical landscapes:</u></p> <p>Glacial landscapes in the UK</p> <p>Also: Revisit coastal landscapes.</p> <p>Interleaving: Living World: Ecosystems, Tropical rainforests and Cold Environments</p>	<p><u>Paper three: Cleveleys Physical Geography Fieldtrip</u></p> <ul style="list-style-type: none"> We have a fieldtrip day in Cleveleys investigating coastal management, in particular focusing on its' effectiveness and the impact it has had upon tourism. <p>Interleaving: Challenge of Natural Hazards: Climate Change</p>	<p><u>Paper one: Revision</u></p> <p>Interleaving: Physical Landscapes: Glacial and Coastal</p> <p>SUMMER EXAM: PAPER ONE: PHYSICAL GEOGRAPHY</p> <p><u>Paper two: Changing Urban areas Case Study of a major city in the UK: Manchester</u></p>	<p><u>Continue with City in the UK: Manchester Case Study</u></p> <p>Paper three: Salford Quays Human Geography Fieldtrip</p> <ul style="list-style-type: none"> We have a fieldtrip day in Salford Quays where we investigate how successful regeneration has been. This includes visits which enhance students' appreciation of its' function as a 'cultural hub' (visiting the Lowry Gallery and the Imperial War Museum North) and as 'Media City'.



Our GCSE Fieldtrips



What do our Year 11 students learn?

Year 11 students follow the AQA GCSE Geography Specification.

Topics studied in Year 11 include:

Autumn Term (Half Term 1)	Autumn Term (Half Term 2)	Spring Term (Half Term 3)	Spring Term (Half Term 4)	Summer Term (Half Term 5)	Summer Term (Half Term 6)
<u>Paper two: Changing Urban areas</u> Rio de Janeiro an NEE City Sustainable Urban living in Freiburg, Germany Interleaving x 3 or 4 Paper 3: Fieldwork	<u>Paper two: The development gap</u> A study of an NEE: Nigeria Interleaving x 2 pre-release for mock p3 MOCK EXAMS – PAPER ONE, PAPER TWO (URBAN ONLY) and PAPER THREE. Paper three: Skills Paper three: Fieldwork practice papers	<u>Paper two: Economic futures in the UK</u>	<u>Paper Two: Challenge of resource management</u> <u>Energy</u>	<u>Paper three: Pre-release: Study of the Issue Evaluation Booklet</u> Revision	Revision



How did you do on the Quiz?

1. **Physical geography** (the study of nature), **Human Geography** (the study of people, how and where they live) and **Environmental geography** (the study of how we are changing the planet)
2. 1cm=250m, 5 x 250m = **1250m**
3. **The line of longitude** which **passes through the UK** is called the **Prime Meridian (or the 'Greenwich Meridian')**
4. **Four nations make up the UK: England, Scotland, Wales and Northern Ireland.** Their capital cities are **London, Edinburgh, Cardiff and Belfast.** We live in the nation called '**England**', which is part of an island known as 'Great Britain', which also has Scotland and Wales attached.
5. **The UK is a "HIC: a High Income Country"**. We do not refer to it as an 'MEDC' or simply as a 'developed' country anymore. Poorer nations are known as LIC (low income country) or if they are rapidly developing in wealth like China and India are they are known as NEE's. We do not call them 'developing' or 'LEDC's' or the 'Third World' anymore.
6. **Not 'Dubai'** as it is a city in the '**United Arab Emirates**'. You could have chosen any of these:
7. **Weather is the day-to-day changes in the atmosphere** e.g. it is raining, it was sunny yesterday. **Climate is the average weather a place experiences** or at a particular time of year.
8. **Urban areas have a CBD in the centre** (the central business district with the shops and offices and transport functions), **then the Inner city** with the old terraced housing and mills, **then the inner suburbs and then the outer suburbs** (with the larger homes with more open space around them).





We believe, you achieve

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