

Albion Academy Geography

Teaching Staff Key Stage 3:

Curricular Area Leader: J Milner

Teacher of Geography: C Brooks

Teacher of Geography: C Parry

Teaching Staff Key Stage 4:

J Milner

C Brooks

Geography Curriculum

Inspire

In Year 7 students have one hour per week of Geography and study a variety of topics aimed to ignite within them an interest in the world around them. They begin with a module that introduces them to the skills of a geographer; including identifying continents, seas, and countries, maps skills and identifying national and regional areas including Salford. After this they will study a module on volcanoes; considering processes, effects and protection. They will then study rock and rivers including the water cycle, river features and rock types. They finally, study a module looking at population, fieldwork and statistical skills which are now a critical part of preparation for the GCSE course. They will complete several investigation lessons that will allow them to practice the skill of inquiry and also a particular data presentation technique.

In Year 8, students also have one hour per week of Geography where students build on the geographical foundations laid in Year 7. The students begin with a module looking at tectonics, and then move on to study extreme weather and climate with both a local and global focus. They will then study a module on crime which enables them to practice the skill of enquiry and data presentation techniques. Next they will complete a module looking at key world ecosystems focusing on the example of tropical rainforests.

Achieve

In Year 9, students have two hour per week of Geography where students begin to prepare serious foundations for GCSE. The students begin with a module looking at Coasts including processes, landforms and uses. They then move on to study tourism including links to development. The next module on development of NEEs enables them to practice the interpretation of data using population pyramids. They will then study a module on weather including climate change and linked to the UK. Finally, they will study a module looking at landscapes of the UK, including processes and uses.

Aspire and Perform Curriculum

In year 10 and 11 students have two hours of Geography a week.

Students will follow the OCR A Geographical Themes (9-1) specification.

This course has three exams.

Paper 1: Living in the UK Today (30%)

This looks at landscapes of the UK, people of the UK and UK environmental challenges.

Paper 2: The World around Us (30%)

This looks at ecosystems of the world, people of the world and world environmental challenges.

Paper 3: Geographical Skills (40%)

During the course we believe that where possible students should experience the Geography they are studying so there will be field trip opportunities and a compulsory 5 day residential.

GCSE

Breakdown of units/components of course covered in Yr10 and Yr11.

Year 10

Autumn Term 1: Landscapes of the UK. Students will explore some of the distinctive landscapes of the UK, learning about geomorphological processes and how they shape the country in which we live. Case studies will include the River Wye, and the Norfolk coastline.

Autumn Term 2: People of the UK: in the first of the first of the human geography topics, students will explore how trading partners, imports and exports can shape the UK, and how our history links in to our unequal society.

Spring Term 1: UK Environmental Challenges. Students will explore why the UK has a unique climate for its latitude which can create extreme weather conditions with a specific focus on flooding. They will explore human uses of a range of vital resources (food, energy and water) and the impacts of our increasing requirements.

Spring Term 2: Time for finishing off above topics / geographical skills

Summer Term 1: Fieldwork skills. Students will study how to extract, interpret, analyse and evaluate information from maps (1:50 000 and 1:25 000). They will study how to use grid references, direction, scale and distance. They will deconstruct, interpret, analyse and evaluate visual images including photographs. They will construct and interpret the following types of maps: choropleth, thematic maps

Summer Term 2: Fieldwork and residential

Year 11

Autumn Term 1: Ecosystems of the Planet: Students will study ecosystems on a wide scale, looking at how landscapes and nature interact in some of the most extreme places on the planet. Case studies will include the Amazon rainforest, and the Great Barrier Reef.

Autumn Term 2: Fieldwork

Spring Term 1: People of the Planet: Students will study how and why the world is developing differently. They will study the different development indicators, including GNI per capita, Human Development Index and Internet Users, and the advantages and disadvantages of these indicators. Students will by using the case study of the LIDC or EDC explore Rostow's model to determine the country's path of economic development. Students will also study where and why the majority of the world's population live in urban areas and be able to outline of the social, economic and environmental consequences of rapid urbanisation in LIDCs.

Spring Term 2: Environmental Threats to our Planet: Students will study the changing climate, including possible causes, and the current consequences. An introduction to the global circulation of the atmosphere leads to a study of extreme weather conditions and subsequent drought which can impact both people and the environment at a range of scales.

Summer Term 1: Revision

Summer Term 2: Examination

HISTORY

If you enjoy learning about how the events of the last 100 years help explain the problems and opportunities of the world today then this GCSE History A: Modern World course is the ideal subject for you.

Gain insight into why important figures in history did what they did, improve your ability to judge whether you are being told the truth, only part of the truth or something completely untrue and develop valuable skills such as reasoning and debating skills.

You will learn about:

Unit 1:

Why did World War 1 break out?

International rivalry 1900 – 1914

The Peace settlement 1918 – 28

Why did World War Two break out 1929 – 1939

Unit 2:

Germany 1918 – 1939

Unit 3:

War and the transformation of British society 1903 – 1928

Units 1, 2 and 3

Examination

There will be a variety of questions in the examination papers. Your teacher can show you some examples to help you practice and succeed.

Examiners want you to do well and will be looking for comments to reward rather than looking to spot mistakes or gaps in your knowledge.

Many of the questions will be like those you have already done in Key Stages 3 and 4.

There will be questions which ask you what you know and have learnt, and other questions which are more about your own opinions and letting you give your own explanations and reasons for something that happened in the past

Unit 4:

Controlled assessment

This is task based around an issue in history and will be written up in lesson times. You will carry out some research, analyse an aspect of the crime, policing and punishment in England 1880-1990.