



# **Geography Curriculum Booklet**

**2019-2020**

## **Geography Department Teaching Staff**

Mr A Jennings – Head of Department

Mrs F Gozbuyyk-Sonmez

# Bishop Stopford's School Curriculum Overview

## Year 7 – Geography



	Curriculum Content	Skill Content
Half Term 1	Introducing physical and human geographical concept UK study	The skills used within Geography support students to be able to interact with the world and get them ready for their GCSEs in all subjects. From starting with introducing the range of skills required, each topic and enquiry then focus on developing these. The skills learned in Geography allow students to navigate the world and understand what is happening in their own lives.  From Years 7 to 9, students follow a dynamic syllabus which helps develop their understanding of the world around them and gets students to think like a geographer. The progress made in these years allows students to achieve very well at GCSE geography. In addition, classes use IT, literacy and numeracy to support wider subjects with data, graphs and extended writing.
Half Term 2	Human and Physical: Map skills and fieldwork	
Half Term 3	Human: Global & UK Settlement	
Half Term 4	Physical: Weather and Climate, fieldwork	
Half Term 5	Human and Physical: Fantastic Places and local area study	
Half Term 6	Human: Industry focus on Agriculture	
Teaching Groups	Classes are taught as form tutor groups. There are opportunities to engage in a variety of different learning styles in and out of the classroom.	

Examples of Home Learning Tasks	For Geography, students study global case studies and use these for extended projects. Current classroom displays represent independent study related to recent Natural Hazards in Africa (Cyclone Idai)
Assessment Tasks, Methods & Frequency	At the end of each topic, students are given a <i>final</i> assessment task which is a combination of the skills that will be needed for GCSE exams. These include data interpretation, extended writing along with source analysis. Prior to these final assessments, students are given opportunities to practice in a supportive environment along with reflection afterwards to secure continued progress.
Equipment That Students Need	Students will be provided with information and resources within lesson. To support their learning, pens, pencil and ruler are the minimum for classwork. For extended work at home, access to the internet and the local library will allow students to independently develop their own skills and progress.
Parents / Carers can help their child by:	Supporting through conversation to discuss what is being learnt in the classroom which will allow for further questioning to extend their understanding. Opportunities to visit or see through documentaries will also allow students to be opened to a wider variety of experiences to further learning. Geography can be seen all around us and is in the news constantly. Keeping up to date with current affairs of a social, economic, environmental and political nature is core to being a great geographer.
Useful Websites	BBC Bitesize - <a href="http://www.bbc.co.uk/education/subjects/zk26n39">http://www.bbc.co.uk/education/subjects/zk26n39</a>  Education Quizzes - <a href="http://www.educationquizzes.com/">http://www.educationquizzes.com/</a>  <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a>  <a href="https://classroom.google.com">https://classroom.google.com</a>
Extra-curricular Opportunities	Within the department, an Allotment club is thriving and is now allowing more students to be involved and a greater variety of flowers and vegetables to be grown. Geography film club is one of the most popular clubs at the school. Fieldtrips are provided in the local community and beyond for students.



Who do I contact	Mr. A Jennings – Head of Geography	<a href="mailto:ajennings@bishopstopfords.enfield.sch.uk">ajennings@bishopstopfords.enfield.sch.uk</a>
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# Bishop Stopford's School Curriculum Overview

## Year 8 – Geography

	Curriculum Content	Skill Content
Half Term 1	Physical: Natural Hazards	The skills used within Geography support students to be able to interact with the world and get them ready for their GCSEs in all subjects. From starting with introducing the range of skills required, each topic and enquiry then focus on developing these. The skills learned in Geography allow students to navigate the world and understand what is happening in their own lives.  From Years 7 to 9, students follow a dynamic syllabus which helps develop their understanding of the world around them and gets students to think like a geographer. The progress made in these years allows students to achieve very well at GCSE geography. In addition, classes use IT, literacy and numeracy to support wider subjects with data, graphs and extended writing.
Half Term 2	Human: Industry Location	
Half Term 3	Physical: Tropical Rainforests	
Half Term 4	Human: Resources and the Environment	
Half Term 5	Human & Physical: Kenya	
Half Term 6	Human and Physical: Japan	

Examples of Home Learning Tasks	For Geography, students study global case studies and use these for extended projects. Current classroom displays represent independent study related to recent Case study research on Japan.
Assessment Tasks, Methods & Frequency	At the end of each topic, students are given a <i>final</i> assessment task which is a combination of the skills that will be needed for GCSE exams. These include data interpretation, extended writing along with source analysis. Prior to these final assessments, students are given opportunities to practice in a supportive environment along with reflection afterwards to secure continued progress.
Equipment That Students Need	Students will be provided with information and resources within lesson. To support their learning, pens, pencil and ruler are the minimum for classwork. For extended work at home, access to the internet and the local library will allow students to independently develop their own skills and progress.

Parents / Carers can help their child by:	Supporting through conversation to discuss what is being learnt in the classroom which will allow for further questioning to extend their understanding. Opportunities to visit or see through documentaries will also allow students to be opened to a wider variety of experiences to further learning. Geography can be seen all around us and is in the news constantly. Keeping up to date with current affairs of a social, economic, environmental and political nature is core to being a great geographer.
Useful Websites	BBC Bitesize - <a href="http://www.bbc.co.uk/education/subjects/zk26n39">http://www.bbc.co.uk/education/subjects/zk26n39</a>  Education Quizzes - <a href="http://www.educationquizzes.com/">http://www.educationquizzes.com/</a>  <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a>  <a href="https://classroom.google.com">https://classroom.google.com</a>
Extra-curricular Opportunities	Within the department, an Allotment club is thriving and is now allowing more students to be involved and a greater variety of flowers and vegetables to be grown. Geography film club is one of the most popular clubs at the school. Fieldtrips are provided in the local community and beyond for students.



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# Bishop Stopford's School Curriculum Overview

## Year 9 – Geography

	Curriculum Content	Skill Content
Half Term 1	Human: Fashion and Sport	Year 9 Geography at Bishop Stopford's aims to equip students with a breadth of understanding and detailed knowledge of the complex world we live in. All students entering Year 9 are competent young geographers and we help them develop key geographical skills highly sought after by top universities and employers. Recently Geography has been promoted as one of the top facilitating subjects sought by Russell group universities including Oxford and Cambridge.
Half Term 2	Human: World development	
Half Term 3	Physical: Glaciation	
Half Term 4	Human and Physical: The United Kingdom	
Half Term 5	Human and Physical: Global Tourism	
Half Term 6	Geographical Applications: Fieldwork	
Teaching Groups	Classes are taught as form tutor groups. There are opportunities to engage in a variety of different learning styles in and out of the classroom.	All Year 9 students will acknowledge the cross-curricular link between Geography and Maths/Science and see the benefit of GCSE further study to support these areas of learning. In addition, classes use IT, literacy and numeracy to support wider subjects with data, graphs and extended writing.

Examples of Home Learning Tasks	For Geography, students study global case studies and use these for extended projects. Current classroom displays represent independent study related to tourism in Rio De Janeiro (Brazil).
Assessment Tasks, Methods & Frequency	At the end of each topic, students are given a <i>final</i> assessment task which is a combination of the skills that will be needed for GCSE exams. These include data interpretation, extended writing along with source analysis. Prior to these final assessments, students are given opportunities to practice in a supportive environment along with reflection afterwards to secure continued progress.
Equipment That Students Need	Students will be provided with information and resources within lesson. To support their learning, pens, pencil and ruler are the minimum for classwork. For extended work at home, access to the internet and the local library will allow students to independently develop their own skills and progress.
Parents / Carers can help their child by:	Supporting through conversation to discuss what is being learnt in the classroom which will allow for further questioning to extend their understanding. Opportunities to visit or see through documentaries will also allow students to be opened up to a wider variety of experiences to further learning. Geography can be seen all around us and is in the news constantly. Keeping up to date with current affairs of a social, economic, environmental and political nature is core to being a great geographer.
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Extra-curricular Opportunities	Within the department, an Allotment club is thriving and is now allowing more students to be involved and a greater variety of flowers and vegetables to be grown. Geography film club is one of the most popular clubs at the school. Fieldtrips are provided in the local community and beyond for students.



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# Bishop Stopford's School Curriculum Overview

## Year 10 – Geography (GCSE)

	Curriculum Content	Skill Content
Half Term 1	Unit 2: Development Gap	<p>Half Term 1-3: Comparing countries using a range of social and economic measures of development.                      Interpreting population pyramids.                      Using numerical data.                      Finding information from photos.                      Describing patterns of distribution                      Presenting data using different geographical techniques.                      Half Term 4: Describing patterns of distribution in maps and graphs.                      Carrying out research. Using numerical data and presenting this data in graphs. Drawing and labelling diagrams.                      Half term 5 &amp; Fieldwork Enquiry: Off-site at Whitstable Bay, Kent</p>
Half Term 2	Unit 2: <i>NEE Nigeria</i>	
Half Term 3	Unit 2: UK Economy	
Half Term 4	Unit 2: Resource Management	
Half Term 5	Unit 1 – Coasts review	
Half Term 6	Fieldwork – Human and Physical	

Exam Board & Specification	AQA: Geography 8035
Examples of Home Learning Tasks	For Geography, students study global case studies and use these for extended projects Google classroom is an essential tool for learning.
Assessment Tasks, Methods & Frequency	At the end of each topic, students are given a <i>final</i> assessment task which is a combination of the skills that will be needed for GCSE exams. These include data interpretation, extended writing along with source analysis. Prior to these final assessments, students are given opportunities to practice in a supportive environment along with reflection afterwards to secure continued progress.
Equipment That Students Need	Students will be provided with information and resources within lesson. To support their learning, pens, pencil and ruler are the minimum for classwork. For extended work at home, access to the internet and the local library will allow students to independently develop their own skills and progress.

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Extra-curricular Opportunities	GCSE Fieldtrip to Whitstable, Kent to study Coastal processes and tourism Within the department, a gardening club has been started and is being extended to allow more students to be involved and a greater variety of flowers and vegetables to be grown. Humanities Documentary clubs for different years.



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## Year 11 – Geography (GCSE)

	Curriculum Content	Skill Content
Half Term 1	Unit 1: Weather Hazards & Climate Change (Mock prep)	<p>Half Term 1-2: Using different graphical techniques to present information.</p> <p>Carrying out personal research.</p> <p>Drawing and annotating diagrams.</p> <p>Describing and interpreting information from maps and graphs.</p> <p>Finding evidence from photographs.</p> <p>Using OS Maps.</p> <p>Half term 3-4: Drawing labelled diagrams and maps. Drawing a climate graph. Describing patterns from maps and data.</p> <p>Half Term 5-6: Literacy skills in comprehension of pre-release material.</p> <p>Applying fieldwork techniques using a range of geographical skills.</p>
Half Term 2	Unit 1: Glacial regions & Geographical skills	
Half Term 3	Unit 1: Living world – TRF/Cold environments	
Half Term 4	Unit 2: Resource Management & Topic review period	
Half Term 5	Paper 3 Preparation	

Exam Board & Specification	AQA: Geography 8035
Examples of Home Learning Tasks	For Geography, students study global case studies and use these for extended projects. Google classroom is an essential tool for learning
Assessment Tasks, Methods & Frequency	At the end of each topic, students are given a <i>final</i> assessment task which is a combination of the skills that will be needed for GCSE exams. These include data interpretation, extended writing along with source analysis. Prior to these final assessments, students are given opportunities to practice in a supportive environment along with reflection afterwards to secure continued progress.
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