

Bradfield School - Curriculum Area Booklets.

Subject name: Geography

This booklet contains information about what your child will be studying during years 7, 8 and 9.

Year group	Content
Year 7:	
Place, Space and Scale	Students think about the difference between place and space and how the idea of scale fits into this. Students identify their own places and spaces.
Where in the World?	This unit teaches the basic skills of using world maps and atlases. Students will learn some of the main features of the world map (continents, oceans, the equator, etc) and start to appreciate the impact of drawing the 3D globe onto a 2D map. Students will practise using an atlas to find places around the world.
Map Skills	Students will learn what an OS map is. They will also learn how to use the map and develop a range of skills – using symbols, direction, scale, four and six figure grid references and measuring height on a map.
Weather and Climate	Students will learn the difference between weather and climate. They will learn about the factors that influence climate and what causes certain aspects of weather. Students will also develop an understanding of how the weather and climate can affect humans.
The Geography of Sport	Students will think about how geography and sport are related. They will then investigate different aspects of this such as locating a football ground and how it will impact on the surrounding area, where sporting equipment is made and how that effects the locals in that area and look in detail at the Olympic Games.
Settlement	This unit looks at settlements in more developed countries and how they work. It also looks at the positive and negative aspects of living in settlements.
Energy	This unit looks at how we use energy and what types of energy we use. Students will examine the impact of energy use and how energy use can be more sustainable.
Supporting your child, what can you do to help?	Students can be supported by making sure that they have the basic equipment needed to work in lessons and that they remember their book for each lesson. Students will be asked to record homework in their planner, so please check this.

	<p>It may be beneficial to have an atlas at home for students to look at and allow them to become familiar with the locations of continents, oceans and major countries.</p> <p>Websites that may be of assistance include:</p> <ul style="list-style-type: none"> • Google Maps • www.ordnancesurvey.co.uk/ • www.bbc.co.uk/news
<p>Year 8: Rivers</p> <p>Flooding</p> <p>Development</p> <p>Coasts</p> <p>Tourism</p>	<p>This unit of work looks at rivers and all processes involved with them – weathering, erosion and deposition. Students will learn what a river basin is and how it works. They will examine how river processes lead to different landforms along the course of a river and be able to explain their formation.</p> <p>Students will learn what flooding is and why they occur. They will look at flooding in rich and poor countries and how the effects are different.</p> <p>This unit of work looks at what is meant by development and how it is measured by using development indicators. Students will look in detail at Peru as an example of a less developed country.</p> <p>Students will learn about the various ways that the sea erodes and how it transports and deposits material. They will learn how this creates different landforms along the coastline. They will also look at how coastal erosion can impact on peoples’ lives and how it can be managed to protect peoples’ homes and businesses.</p> <p>This unit looks at what tourism is and how it has changed over the past 60 years; students will investigate how tourism has changed for their relatives and produce presentations of what they have found out. Students will look at different areas that attract tourist and the impact that tourism has on those areas. Students will look at how tourist areas are marketed to visitors. Ecotourism will be investigated as a way to reduce the impacts of tourism. Students will be offered a fieldtrip to a tourist attraction as part of this module of work.</p>
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<p>Year 9: Tectonics</p>	<p>Students will look at the theory of tectonics and how this creates volcanoes and earthquakes on the surface of the earth. They will look at the structure of the planet and how tectonic plates create different events at different types of tectonic plate boundaries. Students will look at volcanoes and earthquakes in detail and look at detail case study examples of both. Students will look at tsunamis as a secondary effect of earthquakes and how they impact on the areas where they occur. Students will finally look at what can be done to reduce the effects of earthquakes and volcanic eruptions.</p>
<p>Rainforest Ecosystems</p>	<p>Students will look at ecosystems in general before examining rainforest ecosystems in detail. This unit looks at the structure of the rainforest and the plants and animals of the rainforest and how they have adapted to their surroundings. The lives of tribal groups within the rainforest are examined and how developments such as mining and roads in the rainforest have impacted on their lives.</p>
<p>China</p>	<p>China is an extremely important emerging world power. Students will look at the location of China and how life is changing there since the growth of industry. Students will also look at population issues within China and what has been done to control the growth of population there through the One Child Policy.</p>
<p>Population</p>	<p>This unit looks at the world population explosion over the past 200 years and the reasons for this growth. This is done through the Demographic Transition Model and learning about the relationships between birth and death rates. Students will also learn how to interpret population pyramids. Finally, this unit examine migration and the push and pull factors that influence it; migration from a poor to a rich country is looked at in detail.</p>
<p>The Geography of Fashion</p>	<p>Students will think about the links between geography and the fashion industry. They will look at where their clothes have been made and investigate the impacts on the people who make the clothes. Students will begin to look at globalisation and how that is linked to the fashion industry.</p>
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