

Geography at Lord Lawson of Beamish Academy

What are the aims of the department?

Geography is the subject for the 21st century. No other subject allows the inquisitive student to appreciate our planet's natural landscapes, created over millions of years, whilst offering a deeper understanding of modern-day issues affecting citizens of the global village. It builds upon our own experiences and allows us to see the consequences of our actions, both on the environment and fellow human beings. Through this, it has a role to play in allowing us to understand and embrace a diversity of cultures, and to see complex issues from a different point of view. It opens our eyes to the beauty and wonder around us and ultimately leads us to value and care for the planet as responsible global citizens. At the same time, we will realise through the concepts of interdependence and sustainability the need for both individual and collective action.

Our aim is that our students will:

- more fully appreciate the geography of their local community, the UK and the world as a whole;
- more fully appreciate the natural world and explain the formation of some of the wonderful and varied physical landscape features;
- more fully understand the role of humans in the world and the consequences of our actions on the planet and on other people;
- more fully understand the complexity of key geographical and environmental issues and appreciate the different viewpoints that people hold as well as the cultural diversity which may lead to such viewpoints.

Throughout the Geography curriculum, the skills that will be embedded are map skills, graphical skills and statistical skills. These will be delivered through various content such as learning about urban areas, coastal and river landscapes, as well as more remote regions such as Alaska and the Amazon rainforest. We will ensure students can use sources of information well, in that they will be able to describe patterns and analyse pieces of information to come to a viewpoint. Students will be able to describe and explain the sequence of events at play in the formation of landscapes such as volcanoes, waterfalls and tropical storms. We will introduce students to various case studies of real places where real geographical issues are at play, where they will remember key facts and figures and assess the impact of events on people and the environment; such events are earthquakes, tropical storms, climate change, flooding and the issues caused by an increasing urban population. There will also be opportunity for students to get out 'into the field' to collect data, to hypothesise, to create maps and graphs and to see geographical phenomena in action.

What will my child study in years 7, 8 and 9?

In key stage 3, students will study 9 units of work (three per year) that assess their understanding of local, national and global geographical issues. We have named our year 7 topics 'Birtley and Beyond', our year 8 topics 'Our Contrasting World' and our year 9 topics 'Natural and Human Issues and Solutions'. Please click on the links below to see the theme/topic/focus of the unit, a detailed overview of the fundamental knowledge and skills your child will develop in each unit of work and the key vocabulary

[Year 7](#)

[Year 8](#)

[Year 9](#)

What will my child study in years 10 and 11?

In key stage 4, students study the AQA GCSE Geography (8035) topics (in their entirety, they are 'The Challenge of Natural Hazards', 'The Living World (Ecosystems, Tropical Rainforests and Cold Environments)', 'UK Physical Landscapes (Rivers and Coasts)', 'Urban Issues and Challenges', 'The Changing Economic World', 'The Challenge of Resource Management (Energy)'. There will be three exams at the end of year 11. Paper 1 contains the physical geography units (the first three above), Paper 2 contains the human geography units (the last three named units above) and Paper 3 is an Issue Evaluation and Fieldwork paper, where students will answer questions on a real-world issue, with pre-information given to them, and questions on some fieldwork that they will complete at the end of year 10. Please click on the links below to see the focus of the unit, a detailed overview of the fundamental knowledge and skills your child will develop in each unit of work and the key vocabulary.

Year 10

Year 11

What will my child study in years 12 and 13?

In Key stage 5, students will have two teachers, that will deliver the physical and human aspects of geography independently, with synoptic links highlighted throughout the course. We follow the AQA A Level (7037) and students will cover the following physical geography topics: 'Water and Carbon Cycles', 'Coastal Systems and Landscapes' and 'Hazards'. They will also cover the following human geography topics: 'Global Systems and Global Governance', 'Changing Places' and 'Contemporary Urban Environments'. Please click on the links below to see the focus of the unit, a detailed overview of the fundamental knowledge and skills your child will develop in each unit of work and the key vocabulary.

Year 12

Year 13

Year 7

	Unit 1: Geographical Skills	Unit 2: UK Physical Landscapes	Unit 3: Africa
Topic/Theme/ Focus	<p>Students will discover what Geography is and the various parts of the subject. They will begin by looking at ‘their place’, which is their local area, and how it makes them feel, before studying various map skills so they can become geographers in their own right.</p> <p>Knowledge and Skills throughout the unit include, but are not limited to:</p> <ul style="list-style-type: none"> • What is Geography?; • Map skills, including TASK; • Map skills, including grid references, direction and relief; • Urban and rural areas; • Our country, our continent and our world. 	<p>Students will learn about the varied physical landscape in their local area and the UK as a whole. We will look at rivers and their processes and landforms, and then coasts, paying particular attention to the river Tees and the north-east coastline.</p> <p>Knowledge and Skills throughout the unit include, but are not limited to:</p> <ul style="list-style-type: none"> • The UK’s major upland/lowland/river areas and being able to describe their distribution; • Weathering and erosion processes; • River transport processes; • River landforms, including waterfalls and the sequence in which they form; • Coastal erosion and transport processes; • Coastal landforms, including headlands and sea stacks. 	<p>Students will look at the continent of Africa and dispel many misconceptions. We will look at the development of certain countries, the climates, the landscapes and the mix of people that call the continent of Africa their home.</p> <p>Knowledge and Skills throughout the unit include, but are not limited to:</p> <ul style="list-style-type: none"> • TBC during academic year 2022/2023
Key vocabulary	Please see the attached document, which will also be given to all students as they begin the unit.	Please see the attached document, which will also be given to all students as they begin the unit.	Please see the attached document, which will also be given to all students as they begin the unit.

Year 8

	Unit 1: Global Development	Unit 2: Our World's Wilderness	Unit 3: The Big Issues
Topic/Theme/ Focus	<p>Students will discover what development is and the various ways of measuring it. They will evaluate social, economic and environmental development and determine which is best. We will look at why there are 'development gaps' between countries, particularly between gender and ethnicity, before looking at the country of China and their journey of development.</p> <p>Knowledge and Skills throughout the unit include, but are not limited to:</p> <ul style="list-style-type: none"> • What is development and where certain countries are located in the world (and being able to describe the distribution); • Economic development (GNI), social development (HDI) and environmental development (ecological footprints); • Development, gender and ethnicity gaps in development; • Sustainable development; • China's social, economic and environmental development, and the related problems. 	<p>Students will learn about different wilderness areas in the world, paying particular reference to Australia and Antarctica. We will look at various parts of their ecosystems and biomes, including food chains and food webs before discovering why wilderness areas are so important for our planet and how we can reduce the threats to them.</p> <p>Knowledge and Skills throughout the unit include, but are not limited to:</p> <ul style="list-style-type: none"> • What and where wilderness areas are located, including specific ecosystems and biomes; • Food chains and food webs, and how they are affected; • How certain species have adapted to live in particular biomes (like Australia and Antarctica); • The climates of various biomes, with some maths/ statistical skills; • Threats and reducing the threats to these wilderness areas. 	<p>Students will look at a real life, global issue that they will have to make a decision on. We have previously looked at whether a new reservoir should be built in the south of the UK or whether a road should be built through the Amazon rainforest biome. These big issues are researched with decisions evaluated.</p> <p>Knowledge and Skills throughout the unit include, but are not limited to:</p> <ul style="list-style-type: none"> • Research skills, making use of resources, newspaper articles, websites, textbooks and any other sources of information that students may find; • Geographical categorising into social, economic and/or environmental pieces of information; • Decision-making skills with clear justification and explanation; • Evaluation skills to assess the good and part parts of a decision and what might make making that decision more easy or difficult.
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Year 9

	Unit 1: Natural Hazards (Tectonic)	Unit 2: Resource Management	Unit 3: The Living World (UK and Tropical Rainforests)
Topic/Theme/ Focus	<p>Students will discover what natural hazards are, what determines ‘hazard risk’ and what parts of the world are more/less likely to be affected by tectonic hazards by studying the tectonic situation of our planet. They will study real earthquake events (we’ve previously looked at Haiti, Japan, Italy, Pakistan, USA) and students will compare earthquakes in rich and poor parts of the world to see how their effects and responses differ.</p> <p>Knowledge and Skills throughout the unit include, but are not limited to:</p> <ul style="list-style-type: none"> • What are the driving forces behind tectonic movement? • Correctly sequencing physical processes and features, such as plate boundaries, earthquakes and volcanoes; • Describing and explaining the distribution of earthquakes and volcanoes; • Develop a case study understanding of real events 	<p>Students will learn about the major resources of food, water and energy and how they are distributed around the world, often unequally. We will look at areas of surplus and deficit, leading to resource security and insecurity. Students will focus on energy to assess what can be done to increase energy security in various countries in the world. We look at the fracking issue in the USA and UK and how poorer countries are looking to increase their energy security in a sustainable and simple way.</p> <p>Knowledge and Skills throughout the unit include, but are not limited to:</p> <ul style="list-style-type: none"> • Discussing the importance of our three main resources; • Explaining reasons for the difference in availability of such resources and describing the distribution of resources; • Evaluating the necessity of transferring resources (food miles/water transfer/energy imports) and the impact of these; 	<p>Students will begin by looking at ecosystems, food webs and nutrient cycles in a small UK-based ecosystem, before looking at a larger tropical rainforest biome. Students will appreciate the structure of the biome, the climate, the adaptation of species, the threats to these areas, how they can be good for economic development and what can be done to sustainably manage them into the future.</p> <p>Knowledge and Skills throughout the unit include, but are not limited to:</p> <ul style="list-style-type: none"> • Correctly using correct geographical key words in the nutrient cycle, food chains/webs, map of biomes; • Describing and explaining the location of particular biomes; • Looking specifically at tropical rainforests (Amazon), describe and explain its structure, climate, adaptations, uses and how it is/should be protected. • Describing and evaluating the economic opportunities that exist in exploiting these environments and the

	<p>(EQs) in HICs and LICs and draw comparisons between their effects and responses;</p> <ul style="list-style-type: none"> Evaluate and explain reasons for differences between different case studies. 	<ul style="list-style-type: none"> The concept of sustainability in resource management and how various countries across the world need to sustainably increase their energy security in various ways. 	<p>national/global agreements in place to protect them.</p>
Key vocabulary	<p>Please see the attached document, which will also be given to all students as they begin the unit.</p>	<p>Please see the attached document, which will also be given to all students as they begin the unit.</p>	<p>Please see the attached document, which will also be given to all students as they begin the unit.</p>

Year 10

	Unit 1: Natural Hazards (Weather)	Unit 2: Urban Environments	Unit 3: The UK's Physical Landscapes (Coasts)
Topic/Theme/Focus	<p>Students will recap what natural hazards are, what determines 'hazard risk' and what parts of the world are more/less likely to be affected by weather hazards by studying the global atmospheric circulation model, including high and low pressure systems and surface winds. They will study real weather hazards (tropical storms/floods/climate change) and students will discover where and how they form, what their effects are and what the main responses to these hazards are.</p>	<p>Students will learn about how the majority of people live on our planet, by looking at how/why/where the major urban areas and cities have grown. We will look at the opportunities and challenges that exist in living in a newly emerging economy (usually Rio de Janeiro) and in a high income country (usually London). We will look at how challenges can be overcome and how these urban areas can become more sustainable, especially in their living conditions and transport.</p> <p>Knowledge and Skills throughout the unit include, but are not limited to:</p>	<p>Students will begin by recapping the main weathering and erosional processes that are at play at our coastal regions. We will then look at a number of coastal landforms (including but not exclusively wave-cut platforms, sea stacks, sand dunes and spits). We will then look at parts of the UK's coastline and how it is being protected/managed to reduce the risks from erosion.</p> <p>There is also a visit to a north-east beach here, so students can appreciate some landforms and collect fieldwork data, to be used in the classroom in year 11.</p>

	<p>Knowledge and Skills throughout the unit include, but are not limited to:</p> <ul style="list-style-type: none"> • What are the driving forces behind our weather patterns? • Correctly sequencing physical processes and features, such as the global atmospheric circulation model, tropical revolving storms, the greenhouse effect and climate change; • Describing and explaining the causes of these weather hazards and where they are most likely to affect; • Develop a case study understanding of real events (hurricanes/flooding/climate change); • Discuss what can be done to mitigate against and adapt to our changing weather and climatic patterns. 	<ul style="list-style-type: none"> • How and why have our urban areas grown? • Describing the changing distribution of the world's megacities; • Defining the key urban processes (urbanisation/suburbanisation/rural-urban migration, including others); • Explaining the growth of cities in NEEs (Rio) and describing their attractions and opportunities; • Explaining the growth of cities in HICs (London) and describing their attractions and opportunities; • Evaluating the challenges of living in contrasting urban areas; • Explaining the importance of sustainability in today's urban areas. 	<p>Knowledge and Skills throughout the unit include, but are not limited to:</p> <ul style="list-style-type: none"> • The main coastal erosional/transportation/depositional processes at play at our coast lines; • How these processes can form our coastal landscapes, including the features mentioned above; • The correct sequencing of the creation of said landforms; • The sustainable (or otherwise) management of our coastlines using hard and soft engineering techniques, with an evaluation of them; • Developing more case-study understanding by looking at real places.
Key vocabulary	Please see the attached document, which will also be given to all students as they begin the unit.	Please see the attached document, which will also be given to all students as they begin the unit.	Please see the attached document, which will also be given to all students as they begin the unit.

	Unit 1: The UK's Physical Landscapes (Coasts and Rivers)	Unit 2: The Living World (Cold Environments)	Unit 3: The Changing Economic World
Topic/Theme/ Focus	<p>Students will begin by recapping the main coastal weathering and erosional processes and by looking at their coastal fieldwork data. We will then look at a number of river/fluvial landforms (including but not exclusively waterfalls, meanders, levees, flood plains and estuaries). We will then look at some of the UK's river systems and how they are being protected/managed to reduce the risks from flooding, by looking at both hard and soft engineering techniques.</p> <p>Knowledge and Skills throughout the unit include, but are not limited to:</p> <ul style="list-style-type: none"> • The main river/fluvial erosional/transportation/depositional processes at play at our coast lines; • How these processes can form our fluvial landscapes, including the features mentioned above; • The correct sequencing of the creation of said landforms; • The sustainable (or otherwise) management of our rivers and floodplains using hard and soft engineering techniques, with an evaluation of them; 	<p>Students will begin by recapping previous knowledge on ecosystems, food webs and nutrient cycles in a small UK-based ecosystem and in tropical rainforests, before looking at a cold, tundra biome (Alaska). Students will appreciate the structure of the biome, the climate, the adaptation of species, the threats to these areas, how they can be good for economic development and what can be done to sustainably manage them into the future.</p> <p>Knowledge and Skills throughout the unit include, but are not limited to:</p> <ul style="list-style-type: none"> • Correctly using correct geographical key words in the nutrient cycle, food chains/webs, map of biomes; • Describing and explaining the location of particular biomes; • Looking specifically at cold tundra biome environments (Alaska), describe and explain its landscape, climate, adaptations, uses and how it is/should be protected. • Describing and evaluating the economic opportunities that exist in exploiting these environments 	<p>Students will begin by recapping the main social and economic measures of development (GNI/GDP/HDI, as well as others) in order to look at global variations in development. We will then look at how population change can lead to development gaps, as well as economic causes, and what can be done to reduce this gap. We will also compare a poorer part of world (usually Nigeria/Indonesia) and compare to a richer part of the world (UK) to assess differences in economies and industries. Throughout, the effects of the economic development on the environment will be studied.</p> <p>Knowledge and Skills throughout the unit include, but are not limited to:</p> <ul style="list-style-type: none"> • Describing and evaluating the main measures of development, as listed above; • Describing the distribution of countries at various stages of development; • Assessing the main causes of the 'development gap' and evaluating ways that we can attempt to close that gap, with particular reference to tourism;

	<ul style="list-style-type: none"> Developing more case-study understanding by looking at real places. 	and the national/global agreements in place to protect them.	<ul style="list-style-type: none"> Develop further case study understanding of a city and how they are developing their economies and how this affects their people, environment and industry; Examine the UK's changing economy and how our industry is transitioning from primary to secondary to tertiary and towards quaternary sectors.
Key vocabulary	Please see the attached document, which will also be given to all students as they begin the unit.	Please see the attached document, which will also be given to all students as they begin the unit.	Please see the attached document, which will also be given to all students as they begin the unit.

Year 12/13 (Physical Geography)

	Unit 1: Coastal Systems and Landscapes	Unit 2: Water and Carbon Cycles	Unit 3: Hazards
Topic/Theme/ Focus	<p>Students will begin by</p> <p>Recapping some of the content remembered from the coastal topic at KS4. We will apply a systems approach to this knowledge and the content to come. This will enable us to understand the processes, landforms and approaches to management which are used in looking after our coastal areas.</p>	<p>Students will begin by</p> <p>Recalling what they understand already about both cycles. The water cycle may be well known from KS2 and 3 geography. At KS5, it is more technical with many more water transfers. The carbon cycle is something which students may know about from KS4 biology. We will get to know it as we look at the 'carbon' side of the topic.</p>	<p>Students will begin by</p> <p>Students have previously looked at some of the content of this unit – earthquakes and tropical revolving storms. We will see what they remember from KS4. We will also look at concepts such as natural hazard, hazard risk and vulnerability. We will also look at some of the hazard models that geographers have proposed frame hazards.</p>

	<p>Knowledge and Skills throughout the unit include, but are not limited to:</p> <ul style="list-style-type: none"> • Systems in physical geography – inputs, outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium. • Energy in coastal environments from winds, waves, currents and tides. • Origin and development of landforms and landscapes of coastal erosion such as cliffs and wave cut platforms. • Origin and development of landforms and landscapes of coastal deposition such as beaches and spits. • Recent and predicted climatic change and its potential impact on coasts. • Human intervention in coastal landscapes. Traditional approaches to coastal flood and erosion risk: hard and soft engineering. Sustainable approaches to coastal flood risk and coastal erosion management: shoreline management/integrated coastal zone management. 	<p>Knowledge and Skills throughout the unit include, but are not limited to:</p> <ul style="list-style-type: none"> • Global distribution and size of major stores of water and carbon. • Changes in the water cycle over time to include natural variation including storm events, seasonal changes and human impact including farming practices, land use change and water abstraction. • Changes in the carbon cycle over time, to include natural variation (including wildfires, volcanic activity) and human impact (including hydrocarbon fuel extraction and burning, farming practices, deforestation, land use changes). • Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change. 	<p>Knowledge and Skills throughout the unit include, but are not limited to:</p> <ul style="list-style-type: none"> • Nature, forms and potential impacts of natural hazards (geophysical, atmospheric and hydrological). Hazard perception and its economic and cultural determinants. • The Park model of human response to hazards. The Hazard Management Cycle. • Plate tectonic theory of crustal evolution: tectonic plates; plate movement; gravitational sliding; ridge push, slab pull; convection currents and seafloor spreading. • Destructive, constructive and conservative plate margins. Characteristic processes: seismicity and volcanicity. Associated landforms: young fold mountains, rift valleys, ocean ridges, deep sea trenches and island arcs, volcanoes. • For volcanoes, earthquakes, tropical storms and wildfires we will: examine the nature and cause of the hazard; examine the impacts; evaluate the responses. • We will examine case studies of each of the above-named types of hazards.
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Key vocabulary	Please see the attached document, which will also be given to all students as they begin the unit.	Please see the attached document, which will also be given to all students as they begin the unit.	Please see the attached document, which will also be given to all students as they begin the unit.
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Year 12/13 (Human Geography)

	Unit 1: Contemporary Urban Environments	Unit 2: Changing Places	Unit 3: Global Systems and Global Governance
Topic/Theme/Focus	<p>Students will begin by consolidating and then developing what they already know of the urban unit form GCSE, before adding to their understanding. We will look at various urban processes, with case studies being used to exemplify each, ranging from local to national to global examples. The whole point of the unit is to ensure that students develop an understanding of how and why urban environments grow and change, how they affect the people and environments within and surrounding them and how they can be made more liveable and sustainable for the future.</p> <p>Knowledge and Skills throughout the unit include, but are not limited to:</p>	<p>Students will begin by looking at their own 'place' in the world. That could be their local area, their favourite place to visit or where they feel most comfortable. We will assess the differences between 'place' and 'space' and look at how various features (endogenous/exogenous) can lead to different place-perception (insider/outsider/media/ experienced) as well as how people can form various place attachments. There will be an evaluation of different sources of information (qualitative (songs/poetry) and quantitative (data/census)) to appreciate how they can lead to different place perceptions. We will look at the 'place-making' process and how cities are being rebranded and changed and the affects that this has on the area and the people within it.</p>	<p>Students will begin by appreciating the role of globalisation in the world and how the various connections between people, capital, goods and information is changing the word in which we live. We will look at global trading patterns, global transport, global infrastructure, global movement of people and how all of this is governed and managed by authorities such as the UN, EU and IMF. Students will also be introduced to the idea of the 'global commons' and how international cooperation must be adhered to in order to protect such commons as Antarctica from over-exploitation.</p> <p>Knowledge and Skills throughout the unit include, but are not limited to:</p> <ul style="list-style-type: none"> • Dimensions of globalisation: flows of capital, labour, products, services and information; global marketing; patterns

	<ul style="list-style-type: none"> • Urbanisation and its importance in human affairs. Global patterns of urbanisation since 1945. Urbanisation, suburbanisation, counter-urbanisation, urban resurgence. The emergence of megacities and world cities and their role in global and regional economies. • Urban change, deindustrialisation, decentralisation, rise of service economy and urban policy and regeneration in Britain since 1979. • Contemporary characteristics of mega/world cities and new urban landscapes. • Issues associated with economic inequality, social segregation and cultural diversity in contrasting urban areas. • The impact of urban forms and processes on local climate and weather, on urban drainage and on urban waste and its disposal. • Impact of urban areas on local and global environments and 	<p>Knowledge and Skills throughout the unit include, but are not limited to:</p> <ul style="list-style-type: none"> • The concept of place and the importance of place in human life and experience. • Insider and outsider perspectives on place, categories of place and factors contributing to the character of places. • How relationships and connections, meaning and representation, affect continuity and change in the nature of places and our understanding of place. • The importance of the meanings and representations attached to places by people with a particular focus on people's lived experience of place in the past and at present. • Students must engage with a range of quantitative and qualitative approaches across the theme as a whole. 	<p>of production, distribution and consumption.</p> <ul style="list-style-type: none"> • Form and nature of economic, political, social and environmental interdependence in the contemporary world. • Global features and trends in the volume and pattern of international trade and investment associated with globalisation. • The nature and role of transnational corporations (TNCs), including their spatial organisation, production, linkages, trading and marketing patterns, with a detailed reference to a specified TNC and its impacts on those countries in which it operates. • The concept of the 'global commons' and the rights of all people to the many benefits of the global commons. Acknowledgement that the rights of all people to sustainable development must also acknowledge the need to protect the global commons.
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	<p>the ecological footprint of major urban areas.</p> <ul style="list-style-type: none"> • Dimensions of sustainability: natural, physical, social and economic and the concept of liveability in urban environments. 		
Key vocabulary	Please see the attached document, which will also be given to all students as they begin the unit.	Please see the attached document, which will also be given to all students as they begin the unit.	Please see the attached document, which will also be given to all students as they begin the unit.