



Introduction:

Geography at Runnymede aims to nurture students' curiosity and sense of wonder about places. It helps young people understand the complex and ever-changing world we live in, helping them to explore the links between the diverse range of economies, societies and environments. It explores where places are, how places and landscapes are formed and how people and their environment interact. It encourages students to develop a geographical imagination that enables students to relate to other places and people, and to appreciate the cultures and perspectives of others. Geography encourages questioning, investigation and critical thinking about issues facing the world at present and in the future, encouraging students to become active and engaged citizens of our world.

Content:

Geography in the news – At the start of the academic year, students examine a number of topical Geographical events that have occurred over the course of the year.

Natural Hazards – Students explore the tectonic processes that affect our planet. Students identify and explain the location of volcanoes, earthquakes and tsunamis as well as looking at the impacts and responses to such disasters. They will also look at the causes and impacts of climatic hazards.

Russia – Students explore the physical and human geography of this Superpower. This includes the climate, ecosystems and exploitation of natural resources.

Development – Students explore the development gaps between different countries, examine the effects and impact of varying levels of development and critically analyse the responses to poverty.

Skills:

- To understand how sequences of events and activities in the physical world lead to changes in places, landscapes and societies.
- To appreciate the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.
To appreciate how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.
- To explore the social, economic, environmental and political connections between places.
- To understand the significance of interdependence in change, at all scales.

- To understand the interactions between places and the networks created by flows of information, people and goods.
- To understand that the physical and human dimensions of the environment are interrelated and together influence environmental change.
- To explore sustainable development and its impact on environmental interaction and climate change.
- To identify bias, opinion and abuse of evidence in sources when investigating issues.
- To solve problems and make decisions to develop analytical skills and creative thinking about geographical issues.
- To analyse and evaluate evidence, presenting findings to draw and justify conclusions.

Homework:

Year 9 have a written homework every week. This could range from project work, research tasks, textbook work, worksheets to report writing. They are also expected to spend time revising and going over their class book notes.

Assessment:

Students are assessed continuously, through questioning in class discussions, class work completed in their books and home work tasks too. Students will also have to prepare for an end of topic assessment which could be in the form of a test, essay, project or presentation. Students will also be assessed in their June school exams.

Digital usage in this subject:

- In Geography we use Google Classroom.
- We also encourage students to use certain websites for research tasks
- We use programmes for certain tasks – e.g. numbers, google sheets, google forms
- We use add ons for other tasks – e.g. jam board
- On occasion we use iPads/ iPhone cameras for filming
- We also use apps for some tasks e.g. weather apps, decibel meters, etc
- We may encourage students to watch documentaries online too

Average time spent each homework:

30 per piece - 15/20 min may involve using a device.

Typical tasks set:

- Research key facts
- Make a presentation or infographic
- Make a weather report, etc

Resources and Materials:

School Geography website – www.schoolgeography.com

Keynote presentations and worksheets prepared by the teacher

Apps and websites habitually used:

e.g. <https://www.metoffice.gov.uk>, <https://www.aemet.es/en/portada>,
<https://www.gapminder.org>, <https://www.cia.gov/the-world-factbook>, [schoolgeography.com](http://www.schoolgeography.com), <https://geographyeducationonline.org>