Introduction

Geography is the study of the interaction between people and places. It involves understanding of the physical nature of the earth and of the social, economic, environmental and political conditions of people’s lives.

The geography course for Forms 1 - 3 is designed to investigate a variety of human, physical and environmental themes, and to improve geographical skills such as map-reading and data-analysis.

In Form 1, students discover what geography is about before moving on to learn about map skills, Mexico, settlement and the Indian Ocean tsunami of 2004. In Form 2, students learn about rivers and coasts, farming and study Kenya as an example of a less developed country. In Form 3, students gain understanding of development issues, ecosystems and environmental problems including global warming.

Fieldwork is an important aspect of geography and in each year students will undertake a fieldwork investigation based on something they have studied in class and then write a project about their research.

Aims

The aims of the Geography course in the Intermediate School are to encourage students to:

1. Understand and apply Geographical skills, vocabulary and presentation techniques.
2. Develop an understanding of selected human and physical processes
3. Develop an appreciation and concern for the natural environment
4. Develop an understanding of selected contemporary world issues, their causes, consequences and possible solutions, and
5. Be able to carry out geographical investigations.

Objectives

The objectives of the course are that students:

1. Have knowledge and understanding of the human and physical geographical process
2. Can demonstrate this understanding in written form using geographical vocabulary
3. Can select and organize information from a variety of sources (textbooks, documentaries, newspapers, primary research)
4. Can interpret data presented in graphical, cartographic, and diagrammatic form
5. Can carry out a geographical enquiry and use selected fieldwork equipment
6. Can present geographical data in graphical, cartographical, and diagrammatic form
7. Understand some of the inter-relationships between humans and the environment
8. Can make judgments and decisions based on available information
9. Have an awareness of the variety of cultures and living conditions throughout the world, and some understanding of why this variety exists
10. Can work individually and in groups.
1st Year Course Content

Introduction to Geography and Geographical Skills (1st Half-Term)

Students develop an understanding of what Geography involves, and learn the skills to enable them to handle a variety of maps, diagrams, graphs and presentation techniques.

Application of Mapskills (2nd and 3rd Half-Term)

Students should develop an understanding of how maps are useful in everyday life, including Ordnance Survey maps. They will be using maps to make planning decisions such as where to build a new route or where to locate a new airport.

Litter Survey (second half of 3rd Half-Term)

A piece of fieldwork carried out in the school grounds, which will count 10% towards their end of year grade.

Where do I live? (4th Half-Term)

An examination of the physical and human aspects of Mexico, including Mexico City.

Settlement (5th Half-Term)

This topic is an examination of how and why settlements have developed historically and how and why they are growing today in both urban and rural areas. The students will make a comparison between developed and developing cities.

Indian Ocean Tsunami (6th Half Term)

Examination of the causes, effects and responses to the Indian Ocean Tsunami of 2004.

2nd Year Course Content

Weathering, Rivers and Coasts (1st Half term)

An examination of the physical processes involved in rivers and coasts, and the resulting landforms. The ways in which rivers and coasts are used, provide opportunities and problems for people, including flooding.

Kenya (2nd and 3rd Half –Term)

This topic is a detailed examination of Kenya, an example of a less developed country. It includes all physical and human aspects of the country’s geography including, climate, landscape, settlement, migration, tourism and poverty.

Farming (4th and 5th Half –Term)

An in-depth study of agriculture all over the world. Sub-topics include the farming system, organic farming, factory farming and farming in developing countries.
Rivers Project (6th Half-term)

Fieldwork investigations carried out on a river, which will be used to produce a piece of project work worth 10% of the final grade.

3rd Year Course Content

Earthquakes and Volcanoes (1st Half-Term)

This looks at why earthquakes and volcanoes occur and their impacts on people, using a selection of case studies.

World Development (2nd and 3rd Half-Terms)

This topic uses a variety of statistics to assess development, learning to display and analyze these statistics. It involves an examination of the reasons for wealth disparities amongst countries and consideration of ways to improve living standards in poorer countries.

Environmental Systems (4th Half-Term)

Students develop an understanding of ecosystems and natural cycles including the tropical rainforest and deserts.

Environment Project (5th Half-Term)

Fieldwork investigation to consider management of a leisure area that will count for 20% of their final grade.

Weather and Climate (6th Half–Term)

This is a basic examination of what effects climate (latitude, altitude, etc.). An investigation of local weather during which students use meteorological equipment to record the weather for a period of time, then display and analyze the results. Examination of how extreme climatic events can affect people, referring to specific case studies.

Methods of Assessment for Years 1 – 3

Regular homework assignments and tests, complementing classwork activities, are set throughout the academic year to assess understanding of the human and physical processes covered, the ability to carry out investigations and analyse information and the ability to make judgements and decisions. All students sit a 60-minute exam (except SEP students who sit a 45 minute exam). Individual inquiry work will also contribute towards the exam grade. In each year there will be a project based on fieldwork activities worth between 10 and 20% of the final grade.