

# Introduction

Welcome to your Oxford Home Schooling Key Stage Three Geography Year 9 course! In this Introduction you will read about what you may expect from the course and how to plan your Geography studies effectively.

This one-year course will take you through all the material of Key Stage Three (Year 9) of the National Curriculum for Geography (England and Wales). It complements the Year 7 and Year 8 courses. Overall, it will prepare students for the SATs once tackled by schoolchildren at or near the end of Year 9, although such tests are no longer normally set.

The three-year programme has been set out in twenty-one modules which bring together the various topics (and skills) that need to be developed in Years 7-9. There are seven modules in Year 9.

By studying this course, you will enhance your understanding of what Geography is all about. One of our main aims is that you will enjoy the material and want to carry on learning about geography when the course is over!



## Arrangement of Lessons: Year 9

### Module 1 Maps and GIS

Lesson 1 What do maps tell you?

Lesson 2 What is GIS?

**Tutor-marked Assignment A (TMA A)**

### Module 2 Weather systems

Lesson 3 What causes tropical storms?

Lesson 4 What is an anticyclone?

Lesson 5 What weather does low pressure bring?

**TMA B**

### Module 3 Volcanoes

Lesson 6 How do tectonic plate movements create volcanoes?

Lesson 7 How do volcanoes erupt?

Lesson 8 What is the impact of volcanic eruptions?

**TMA C**

### Module 4 Glaciation

Lesson 9 How has the climate of the Earth changed over time?

Lesson 10 What happens in an Ice Age?

Lesson 11 What impacts have Ice Ages had on the world today?

**TMA D**

### Module 5 Factories

Lesson 12 Where are factories sited?

Lesson 13 Where have all our factories gone?

Lesson 14 What is appropriate technology?

**TMA E**

### Module 6 What is development?

Lesson 15 What is development?

Lesson 16 Measuring live expectancy can tell a lot

Lesson 17 The Millennium Development Goals – what are they?

**TMA F**

### Module 7 Antarctica

Lesson 18 Where is Antarctica?

Lesson 19 Why is the Treaty important?

Lesson 20 What are the environmental issues?

**TMA G**

**TMA H: End-of-year Exam**

## Required supporting texts

This course is designed to provide Year 9 students with everything they need for effective geographical study and it is *not* necessary to purchase any specific supporting texts.

From time to time, advice is given on suitable further reading, including other books and relevant websites. Good IT skills will definitely be an advantage.

## The Structure within Lessons: How to Study

### Front Page

The front page of every lesson shows:

- the **title**
- **aim(s)** for the lesson. These tell you what you should have learned after having worked through the lesson.
- the **context**. This gives a brief summary of how this particular lesson relates to the rest of the course.

### Lessons

You should read all sections of the lesson carefully until you have a thorough understanding of the topics. Your parent or guardian will have their own guide, and they or your tutor will be able to help you with any aspects of lessons that you find particularly difficult.

### Activities

Every lesson also has a range of questions, practical activities and internet activities to make the topics more exciting and easy to understand. They usually look like this:

#### Activity

Activities often involve writing a short answer or drawing a diagram. Suggested answers to these activities are generally given within the Parental Guide for each module.



When you see the pencil symbol (left), it is expected that you will write your answer in the space provided. Depending on the size of your handwriting and what you want to say, you may well find that there is not always enough space. If so, continue your answer on a separate sheet of paper and file it in the relevant place in your copy of the course.

Some optional activities are marked as 'Extension Activities'. You can do these if you would like to try something a bit more challenging, or if you are particularly keen on the topic.

## Twig Resources

Alongside the course materials, you have the opportunity to watch a number of films on the internet, all produced by a company called Twig. Welcome to Twig World!

These films cover almost every aspect of science at secondary level. They are full of information and memorable pictures.

To view the films, you will need an e-mail account, internet access and a password, supplied to you on enrolment. As you work through the lessons, you will come across Twig-links quite regularly, looking like this:



Log on to Twig and look at the film titled **Cloudspotting: Low-Level Clouds**.

[www.ool.co.uk/1212gt](http://www.ool.co.uk/1212gt)

How do the clouds closest to the Earth affect our weather?  
How are they formed and what do they look like?

To reach the film, you would either type the URL into your web-browser (here [www.ool.co.uk/1212gt](http://www.ool.co.uk/1212gt)) or search the Twig site ([www.twig-world.co.uk](http://www.twig-world.co.uk)) for 'Cloudspotting: Low-Level Clouds' or simply 'Clouds'. Having watched it, you return to the lesson.

The films have been made to help you understand ideas by seeing them in the real world. Please bear in mind:

1. Some of the films, in part, will be too “advanced” for your needs, include ideas you have not yet covered, so don’t worry if some bits seem a bit too hard.
2. If you find that a film is not helpful or interesting, stop watching it! It is possible to study the course successfully without watching *any* of the films.
3. Alongside each film, the Twig site offers various additional resources. You can download the words spoken in the film or tackle a quiz based on the film. These are optional extras if you have time.

Further notes on the use of the Twig films are given in the Parents’ Guide.

## Tutor-Marked Assignments

Most modules are tested with a tutor-marked assignment (TMA), which will give you and your parent or guardian a very good idea of how well you are progressing. **You should answer all TMAs on lined paper.** This gives you the opportunity to develop neat, well-structured answers, as well as show what you have learned.

Alternatively, it may be possible for you to word-process your assignments and print them out or send them as e-mail attachments.

You should not usually write the answers to questions on the pages from the folder and then send them in to your tutor. There are two reasons for this: firstly, you should keep the original pages for revision, and secondly, it does not encourage good study skills and organisation of materials. However, in geography, there are occasions when annotating diagrams and labelling maps are both a requirement, in which case, please use the spaces provided. If you have a scanner, you may like to copy the page so as to leave the text intact.

## Guidance for Parents

There is a separate Parents' Guide for each year of the course as well as information at the end of each module. It is recommended that parents take these documents out of the course and keep them in a safe place.

Each Parents' Guide contains everything that a parent should need to offer practical support to the student. There is guidance on the content and aims of each lesson in the course, together with guidelines to help with marking some of the activities. Although it is possible for students to mark their own work, it is generally far more effective if a parent does the marking and provides feedback on the lesson as a whole.

The answers should also provide a starting point for discussion, so that you can let your parent or guardian know how easy or difficult you found the course material.

## Your Tutor

Your tutor is available not only to mark the appropriate TMAs, but also to offer help and advice when needed.

**And finally... very good luck with your studies!**



# Geography

## Year 9 (KS3)

**KS3  
Geography****Parents' Guide: Year 9  
Introduction**

This guide contains information on each of the lessons of the course to help you guide your child through it and assist with any basic difficulties that he or she may encounter. It includes:

- some information about the topics your son or daughter will be studying in this course
- information about the use of the internet and a list of internet resources and helpful organisations for parents
- a list of the modules to be covered

Your child can, of course, contact his or her tutor with regard to particular points of difficulty. This guide is simply intended to give the parent an idea of how to assist the student's progress in geography.

Please detach this guide before your child begins the course.



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## List of useful Websites for Parents

The internet is full of Geography material; some of it is good, but much of it is poorly written and confusing. The following sites have all been carefully checked and offer excellent advice about Geography, teaching Geography or learning Geography.

### National Curriculum

You can find latest National Curriculum programmes of study for Geography at:

[http://www.rgs.org/NR/ronlyres/DBB3C5D0-3FE6-487D-B1E4-30523D838DC7/0/SECONDARY\\_national\\_curriculum\\_Geography2013.pdf](http://www.rgs.org/NR/ronlyres/DBB3C5D0-3FE6-487D-B1E4-30523D838DC7/0/SECONDARY_national_curriculum_Geography2013.pdf)

The UK Common Entrance Examination syllabus can be found at:

[http://www.iseb.co.uk/pdf/Syllabus\\_CE\\_Geography.pdf](http://www.iseb.co.uk/pdf/Syllabus_CE_Geography.pdf)

### Geography Education

[www.upd8.org.uk](http://www.upd8.org.uk)

<http://www.scalloway.org.uk/> ; although it is a Scottish site for 15 year olds, it has some really helpful information in concise form.

<http://revisionworld.co.uk/gcse-revision/geography> is worth a look.

<http://www.geography.learnontheinternet.co.uk/ks3/index.html>

[http://www.bbc.co.uk/schools/websites/11\\_16/site/geography.shtml](http://www.bbc.co.uk/schools/websites/11_16/site/geography.shtml) will take you to the different sites and topics within them (2 tabs on the page); in particular a series of short geography film clips can be found at <http://www.bbc.co.uk/learningzone/clips/topics/secondary.shtml#geography>

## Teaching Sites

<http://www.s-cool.co.uk/gcse/geography>

[www.topmarks.co.uk](http://www.topmarks.co.uk) – try geography and environment as both have lots of useful suggestions.

## Museums and Associations

[http://www.britishmuseum.org/research/publications/online\\_research\\_catalogues/ancient\\_cyprus\\_british\\_museum/kourion/geography\\_culture\\_burial/geography\\_natural\\_resources.aspx](http://www.britishmuseum.org/research/publications/online_research_catalogues/ancient_cyprus_british_museum/kourion/geography_culture_burial/geography_natural_resources.aspx)

[www.edenproject.com](http://www.edenproject.com)

<http://www.rgs.org/HomePage.htm> the Royal Geographical Society site

<http://www.geography.org.uk/> is the home page for the Geographical Association

Many charities and NGOs (non-government organisations) have web sites that have student material that is useful, such as OXFAM

<http://www.oxfam.org.uk/education/resources/> and Wateraid <http://www.wateraid.org/uk/audience/schools#/teaching-materials>

Practical action

<http://practicalaction.org/> in particular the tabs labelled 'What we do' and 'Where we work'.

## Use of the Internet in the Course

The National Curriculum states that Geography should involve the development of IT (Information Technology) skills. For this reason it is important that students make good use of the internet to find information.

You will need to be sure that the student is safe to use the internet, including search engines, without coming up against unsuitable material. In order to do this you should contact your internet service provider and ask what filters are available for use of their service by children. Usually this will ensure that

unsuitable material cannot be accessed by children if they are logged on as themselves.

In addition to these precautions, it is advisable to keep an eye on children using the internet and regularly review the geography of sites visited. None of the sites given in this course requires any payment for their use, nor is it necessary to purchase any items that may be promoted on these sites.

## Practical Activities

The National Curriculum expects that students have experience of practical work. The activities in this course use the minimum of equipment that can be easily obtained. At the start of each module you and the student should look to see if there are any practical activities so that you can see exactly what will be needed in terms of time and place.

Any reasonable risks are noted with each practical activity, but you should supervise the student's work where necessary. Neither Oxford Home Schooling nor the author of this course accept any responsibility for accidents that take place while performing these activities, nor accidents or damage caused by the storage of equipment.

## Guide to Units and Lessons (Year 9)

The three-year programme covers most of the statutory aspects of the National Curriculum, as well as many of the supplementary aspects. The statutory demands of the National Curriculum have been lessened in its last iteration to make room for supplementary sections.

The Year 9 course is divided up into modules consisting of about three lessons each:

Module 1	Maps and GIS
Module 2	Weather systems
Module 3	Volcanoes
Module 4	Glaciation
Module 5	Factories
Module 6	What is development?
Module 7	Antarctica

# The Content of Year 9

## About location

The National Curriculum is quite explicit in its expectations that students should know the location of the continents, oceans, the countries of Europe, North America and South America together with their major cities by the end of Key Stage 2 (when they leave primary school). I am of the impression that this information is rarely secure by the age of 11, and so, while it is not taught as a lesson, I expect students to take time out to play some teaching games to make sure that they do get up to speed with this area of knowledge over the time spent in Key Stage 3.

By the end of Year 9, in time for it to be included in the examination, please make sure that the students keep up their knowledge of the countries of Europe, together with the countries of Asia and the main countries of Australasia/Oceania.

There are a number of useful sites to help with the task:

For countries and capitals of Europe: this one might be a good one to start with:

[http://www.sheppardsoftware.com/European\\_Geography.htm](http://www.sheppardsoftware.com/European_Geography.htm)

or

<http://www.lizardpoint.com/fun/geoquiz/euroquiz.html>

Asia and the Middle East

[http://www.sheppardsoftware.com/Middle-east\\_Geography.htm](http://www.sheppardsoftware.com/Middle-east_Geography.htm)

[http://www.sheppardsoftware.com/Asian\\_Geography.htm](http://www.sheppardsoftware.com/Asian_Geography.htm)

(countries only but do explore some others if you wish)

<http://lizardpoint.com/geography/asia-quiz.php>

<http://lizardpoint.com/geography/mideast-quiz.php>

These may seem a bit infantile, but they really help impress the shapes/relative positions in the mind!

<http://www.yourchildlearns.com/mappuzzle/asia-puzzle.html>

<http://www.yourchildlearns.com/mappuzzle/middle-east-puzzle.html>

<http://www.yourchildlearns.com/mappuzzle/seasia-puzzle.html>

(this one includes Australia, New Zealand and a few islands but given it is shape recognition, you can use it without learning which island is which!)

## **The Atlas Supplement:**

As there is frequent reference to different countries, and to a classification of countries into Low, Middle and High incomes, several copyright-free and original maps have been provided in a separate section.

## **How parental guidance works within the modules**

Each module has its own section of parental guidance. There is an introduction to the module where any practical activities are flagged up, if they require some input. There is only one in Year 9 which may or may not involve visits outside the home. It will involve local knowledge which exploring the area may enhance. Depending on the range of the exploration, it might be more interesting for them if they are accompanied by a parent or an older sibling or friend.

The answers to any activities or other exercises that have them, will be given in the parental guidance. On occasion there will be multiple responses that are appropriate, in which case some indication of general tone may be supplied.

Some activities that are embedded in a lesson will have no answers supplied for two reasons. The first is that it will be a very personal response and as a consequence, no ticks and crosses are appropriate. For this reason, on occasion it has been subsumed into the next TMA (Tutor Marked Assignment) to be marked by the tutor who has the experience to judge whether the response is apt and backed up by evidence.

## **About Key Words**

Key words are very important in geography. It is the way that geographers communicate with each other, without having to explain each idea over and over again! So it is necessary to become familiar with the geographical vocabulary and use it regularly. Good grades at GCSE depend upon it and the correct use of terminology is a key indicator of success within the National Curriculum.

Learning these terms can be a little tedious, but one of the ways it can be achieved is with the help of a site called Zondle. Learning can be turned into silly games, in which the students progress can be logged as they repeat the games until they

become competent. Some lessons have the keys words in the games format and these are found on this website <http://oxford-homeschool.wikispaces.com/Year+9> or you can join Zondle by following the instructions at the top of the page on the link. You do need to login to the wiki site, as it is closed for public view to protect student safety.

The User Name is



The password is



## **Tutor Marked Assessments**

After every three or four lessons a Tutor Marked Assignment (TMA) appears – this must be completed by your son or daughter independently and then submitted to the tutor supporting your child.

At the end of the year, the TMA takes the form of an examination which reflects aspects of the whole year's work. We would suggest that you encourage your son or daughter to sit this as if it were a formal examination to help prepare them for their later GCSEs. Encourage them to carry out some revision of the year's work before they see the exam paper and try to enforce exam conditions if possible! More detailed guidance appears at the end of Lesson 20.