

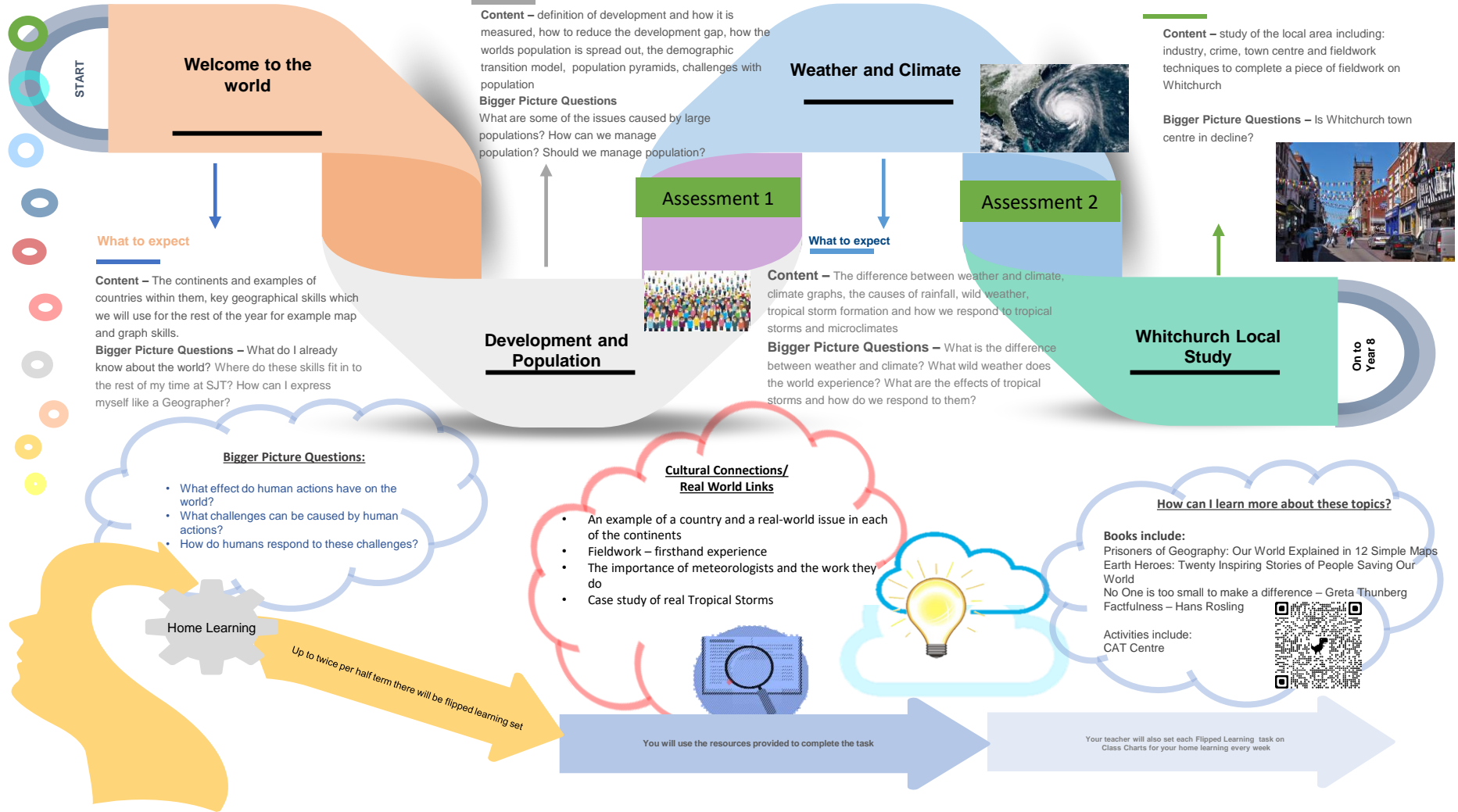
# Humanities - Geography

## Our vision in Humanities

We are striving to enlighten students to the broader human experience in a 21st century world. Students will be aware of the risks to our planet, tolerant, and celebratory of different faiths and understand the significance of the past and how it has shaped the world today. The seeds that Humanities gives them will grow into curiosity and compassion for the planet and its people.

# Year 7 Geography Year Overview

What is my Learning Journey this year?



START

## Welcome to the world

### What to expect

**Content** – The continents and examples of countries within them, key geographical skills which we will use for the rest of the year for example map and graph skills.

**Bigger Picture Questions** – What do I already know about the world? Where do these skills fit in to the rest of my time at SJT? How can I express myself like a Geographer?

### Bigger Picture Questions:

- What effect do human actions have on the world?
- What challenges can be caused by human actions?
- How do humans respond to these challenges?

Home Learning

Up to twice per half term there will be flipped learning set

### What to expect...

**Content** – definition of development and how it is measured, how to reduce the development gap, how the world's population is spread out, the demographic transition model, population pyramids, challenges with population

### Bigger Picture Questions

What are some of the issues caused by large populations? How can we manage population? Should we manage population?

## Weather and Climate



### Assessment 1



### What to expect

**Content** – The difference between weather and climate, climate graphs, the causes of rainfall, wild weather, tropical storm formation and how we respond to tropical storms and microclimates

**Bigger Picture Questions** – What is the difference between weather and climate? What wild weather does the world experience? What are the effects of tropical storms and how do we respond to them?

### Assessment 2

### What to expect

**Content** – study of the local area including: industry, crime, town centre and fieldwork techniques to complete a piece of fieldwork on Whitchurch

**Bigger Picture Questions** – Is Whitchurch town centre in decline?



## Development and Population

### Cultural Connections/ Real World Links

- An example of a country and a real-world issue in each of the continents
- Fieldwork – firsthand experience
- The importance of meteorologists and the work they do
- Case study of real Tropical Storms



### How can I learn more about these topics?

#### Books include:

Prisoners of Geography: Our World Explained in 12 Simple Maps  
 Earth Heroes: Twenty Inspiring Stories of People Saving Our World  
 No One is too small to make a difference – Greta Thunberg  
 Factfulness – Hans Rosling

Activities include:  
 CAT Centre



You will use the resources provided to complete the task

Your teacher will also set each Flipped Learning task on Class Charts for your home learning every week

On to Year 8

Year	Content Topic/unit name, enquiry question	Disciplinary Knowledge (C1.11.1) Actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior learning KS2	Future learning KS3
7	Around the world	A tour of the continents. Each lesson recaps the key learning from the previous lessons and adds to it by introducing a new skill or concept. A range of maps and graphs are used to expose students to a wide range of resources	7 continents 5 major oceans 4 countries of the UK OS map skills - 4 & 6 figure grid references, height, scale Atlas skills - longitude & latitude Meaning of key concepts (rural, urban, social)	Continents & oceans Basic map & atlas skills	Underpins all other learning across KS3.
7	Population and Development	Place examples & a range of maps and graphs, including choropleth maps, Graph skills - Demographic transition model	The world's population is unevenly distributed, interpreting population pyramids, types of migration and why people migrate. The definition of development and how it is measured, the demographic transition model, the development gap and methods to reduce	Types of settlement and land use Economic activity	7 - Welcome to the world (Tokyo) 8 - Asia 8 - Biomes 9- Africa 9- Tectonics 9 - Globalisation
7	Weather	Climate graphs, diagrams and place examples	How the water cycle work. What causes rain? What are the effects of extreme rainfall in the UK? What causes extreme weather abroad and the effects of extreme weather	Water cycle	8 - Asia 8 - Biomes 9- Africa 9 - Climate Change
7	Whitchurch local study	Geographical data collection, methodology, analysis and evaluation. Includes a site visit to Whitchurch town centre	The health of high streets across the UK varies. Is Whitchurch's highstreet in decline? A range of methods should be used to investigate a geographical issues, there are advantages and disadvantages to these	Fieldwork Local area	8 - Tourism

<b>should be very simple</b>		
<b>Welcome to the World - Introduction lesson</b>	KS1 - 7 continents and 5 oceans. KS1 & 2 - human and physical aspects of a small	Continents and oceans & human and physical features
Europe (London)	KS2 - Using 4 & 6 figure grid references & 8 point compass KS2 - Important locations in	4 & 6 figure grid references, compass directions. Using map skills to identify a variety of London landmarks (links to globally significant cities.
Europe (Russia)	KS1 - cities, farms towns and villages KS2 - Human features - settlements KS2 - Russia L 7.1 Locate Russia using the continents L 7.2 - Grid references	Difference between urban and rural places (explicitly teach the terms 'rural' and 'urban' as well as their meaning). They should be able to identify locations as rural or urban using both pictures and maps.
Africa	KS2: Using atlases and globes to identify places L7.1 - Continents & oceans L7.2 Grid referneces	Longitude and latitude - using atlases to locate places using longitude and latitude
Asia (Tokyo)	KS2 - Graphs L.7.1 - Continents	Describe a population graph. Population is increasing. Key terms - Densely and sparsely populated
Asia	KS2 - Economic - links to trade, Social - links to people and societies. Environmental - links to nature and	What are the effects of overpopulation. Explain using PEEL paragraphs, social, economic and environmental.
North America	KS2 - Links to human and physical geography	Photo analysis & human and physical features. Mapping features of map of US
South America (Atacama desert)	KS2 - Biomes and ecosystems	What makes a desert a desert, opportunities and challenges
South America	KS2 - Biomes and ecosystems	DME - Should the road be built? Group work to apply prior learning to a range of geographical resources to make an informed decision
South America (debate)	KS2 - Biomes and ecosystems	Debate for and against. PEEL.
Australasia (Great barrier reef)	KS2 - Economic activity and trade links	Tourism - costs and benefits Multiplier effect
Antarctica	KS2 - Climate	Climate change and graphs - greenhouse effect.

<b>Population and Development</b> - How is the worlds population distributed?	L7.1 - Continents L7.5 Distribution	Know that population is uneven, reading a choropleth map
Why is the worlds population changing?	L7.6 - PEEL	Push and pull factors - extended writing
What is the DTM?	L7.15 Population	How do countries change as they develop
What can the population structure tell us about a country?	L7.15 Population L7.17 DTM	Population pyramids
HIC, LICs, NEES (development indicators)	KS2 - Economic activity and trade links	Defining development using development indicators - GNI HDI and chorpleth maps
What is the development gap?	L7.19 - Development KS2 - Economic activity	Causes and effects - PEEL paragraphs
Closing the development gap	L7.19 - Development L7.20 Development indicators KS2 - Economic activity	Gender equality, types of aid
Trade game	L7.7 - Human and Physical Geography KS2 - Economic activity	importance of physical geography and how trade can narrow the development gap - application and team work
<b>Weather &amp; weather hazards</b> - Whats the difference between weather	KS2 - Climate zones L7. 11 Climate graphs	Definitions and climate graphs for different zones
What factors affect the climate?	KS2 - Climate zones L7.16 - PEEL	Laws of climate - PEEL
How do we measure weather?	KS2 - Fieldwork	The different methods of measuring weather - synoptic charts
Where can we put a vegetable garden?	KS2 - Fieldwork	Microclimates - using fieldwork equipment
What causes rain?	KS2 - Water cycle	Types of rainfall - annotated diagrams
Wild Weather - UK Storm Dennis (2020)	L7.24 - PEEL	Effects of the storm - extended writing
<b>Whitchurch Local Study</b> - What is the population of Whitchurch?	L7. 15 Population	Decribing graphs - GCSE and GLAH
What industry is in Whitchurch?	KS2 - Economic activity and trade links L7.2 Grid references	Types of industry + recap of grid references
Why are UK town centres in decline? Location of Whitchurch	L7.2 Atlas / map skills	Reasons for decline and PEEL
Methods - pros and cons	KS2 - Fieldwork	A stregnth and limitation of each method used on the trip.
Presentation and Analysis	KS2 - Fieldwork	Radar graphs, bar chart, gie graph
Conclusion and Evaluation	KS2 - Fieldwork	Evaluation of 3 methods

Learners will begin the topic by understanding the basic geography of this fascinating continent. Asia is seen as the powerhouse of growth for Newly Emerging Economies (NEE's) so students will learn about why a range of different industries locate in Asia and whether China can challenge the USA as the next super power.

**Want to get ahead?**  
Prisoners of Geography: Our World Explained in 12 Simple Maps



**Unit 1: Diverse Asia**

**Unit 2: World biomes**

This unit of work links in with science where students look at ecosystems, food chains and animal adaptations. From a geographical perspective students focus on two main biomes – Tropical rainforests and The Arctic and the arguments for and against developing these fragile environments.


**Want to get ahead?** Watch the BBC series Planet Earth Pole to Pole.

The worlds natural resources are under pressure now more than ever.

Students will look at the availability, use and future management of the following resources:

- Water.
- Energy.
- Soil.
- Food.

**Want to get ahead?**  
BBC bitesize revise & test




**Unit 3: Resource management**

**Unit 4: UK physical features - Coasts**

The UK is surrounded by breath taking coastal scenery. In this unit of work students learn about coastal processes and the landforms they create. They also investigate the costs and benefits of protecting our coastline against the ravages of coastal erosion.


**Want to get ahead?**  
Read this newspaper article:



Learners build on the geographical enquiry skills developed in year 7 by answering the question 'Is Llandudno in decline?'

Students investigate the reasons behind the decline of UK seaside resorts in lessons. Then they visit Llandudno to gather a range of primary data. Returning to the classroom to draw a conclusion.

**Want to get ahead?**  
Go & visit the North Wales coast





**Unit 5: Geographical enquiry – Is Llandudno in decline?**



**Missed a lesson or need some revision notes?**


- General revision - <https://www.bbc.co.uk/bitesize/subjects/zrw76sg>
- Oaks academy lessons – <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/geography>


**Wider reading –**  
Geographical association recommended KS3 reading list





Why not visit Chester Zoo - <https://www.chesterzoo.org/>  
Or scan the QR code for a virtual tour.



Explore the centre for alternative technology - <https://cat.org.uk/>



Walk around the globe at the Eden project: <https://www.edenproject.com/>



8	Asia	Maps, graphs, place examples, evaluative writing.	disadvantages to these Countries within Asia are used to illustrate primary, secondary, tertiary and quaternary industries. The importance of Asia is highlighted through investigating China as a superpower	Economic activity	9 - Globalisation
8	Biomes	Maps, graphs, place examples and debates	There are many fragile ecosystems across the globe. Human activity often uses these ecosystems for economic gain at the expense of the environment	Climate zones Biomes and vegetation	9 - Climate Change
8	Resources	Graphs, place examples, independent research	The UK's energy mix is changing Conflicts occur when places do not have enough essential resources Resource security can be increased	Distribution of natural resources	9 - Africa 9 - Climate Change
8	Coasts	Diagrams, maps and sequential writing	Basic geology of the UK's coastline. How the sea shapes our coastline. What happens when the coastline erodes? How can we prevent coastline erosion?	Key topographical features	8 - Tourism 9 - Climate change
8	Tourism	Geographical data collection, methodology, analysis and evaluation. Includes a site visit to Llandudno	The health of seaside towns across the UK varies. Is Llandudno a seaside resort in decline? A range of methods should be used to investigate a geographical issues, there are advantages and disadvantages to these methods which effects the reliability of data. The	Fieldwork UK locational geography	9 - Globalisation

<b>Asia- What do you want to know about Asia?</b>	L7.1 Continents L7.7 Human and physical features	Human and physical features of Asia
The population of Asia	L7.15 Population & choropleth maps	Some areas are densely populated and others are sparsely populated
The challenges and opportunities of living in Asia (in class)	L7.6 Social, economic and environmental	environmental opportunities <b>and</b> challenges of informal settlements
Primary industries – Rice farming	L. 7.27 Why does it rain L7.30 Industry	Primary sector jobs
Secondary industries - Dyson	L7.19 Development L7.30 Industry	Secondary sector jobs
Tertiary industries – call centres	L7.19 Development L7.30 Industry	Tertiary sector jobs
Quaternary industries – The space race	L7.19 Development L7.30 Industry	Quaternary sector jobs
Will China every become a superpower?	L7.19 Development	superpower
<b>Global biomes - The location and characteristics</b>	KS2 - Biomes and ecosystems L7.8 Deserts	Different biomes exist across the world and that they have different characteristics. The location of biomes is determined by the weather and climate of
Climate of the Tropical Rainforest	L7.27 & L7.24 weather and climate	TRF are hot and wet.
Importance of Tropical Rainforest	KS2 - Biomes and ecosystems	Causes of deforestation and its link to climate change and loss of biodiversity
How am I linked to deforestation?	KS2 - Biomes and ecosystems	Our choices as consumers lead to deforestation - palm oil
Shoud deforestation ever be allowed?	L7.6 Environmental L7.19 Development	Deforestation allows for economic development in LICs and NEEs but causes environmental issues.
What is it like to live & work in polar regions?	KS2 - Biomes and ecosystems L8.4-7 Industry	Polar regions are cold due to the sun's location. Living and working in Polar regions is difficult due to the climate and darkness
Why has Russia put their flag on the seabed of the North Pole?	L7.11 Climate change and graphs L8.8 Superpowers	Climate change has caused sea ice to melt which has created economic opportunities in the Arctic circle - oil, fishing, shipping routes
Should the Arctic be developed DME	L7. 6 Social, economic, environmental L7.9 DME L8.4-7 Industry	Different players have different viewpoints as to weather the Arctic should be devleoped to extract oil.



<b>Resources - The global distribution of resources</b>	L7.19 Development	Resources are unevenly distributed across the globe. LICs have fewer resources than HICs
Water wars - water conflict on the Tigris	L7.19 Development	Water scarcity can be caused by human actions and lead to conflicts between countries
Energy - Is Whitchurch going green?	L7.2 Grid references	Types of renewable energy in Whitchurch
Food - factors that cause food insecurity	L7.11 Climate change	Physical and human causes of food insecurity
Can we meet the global demand for resources? (in class)	L8.17-20 - Resources	Independent research lessons - students choose a resource to focus on and research how the supply of the resource and meet the demand.
<b>Coasts - An introduction to UK physical features</b>	KS2 - UK landscapes	UK Physical features
Coastal processes	L9.22 - UK physical features	Erosional processes of hydraulic action, abrasion, attrition, solution Transportation - traction, saltation, suspension,
Erosional landforms (	L8.22 - geology L8.23 - erosion	Influence of the sea and geology on the formation of headlands & bays, and caves, arches, stacks &
Depositional landforms	L8.22 - geology	Long shore drift and the formation of sand dunes
Coastal erosion - Hard & soft engineering	L7.9 DME	Engineers build structures to prevent coastal erosion. Some are more effective than others. Some are more expensive than others
Defending the Holderness coast Pt1	L8.22-27 - Coastal erosion, coastal landforms and management	Identifying coastal engineering from google earth and images. Inferring the need for varying coastal management at different locations on the Holderness coastline
Defending the Holderness coast Pt2	L7.6 - social, economic and environmental	Advantages and disadvantages of protecting the coastline
<b>Why are UK coastal towns in decline?</b>	L8.22 - coasts	Factors leading to the decline of UK coastal towns - including the lack of investment
Tourism in coastal areas - Tourism enquiry Llandudno	L7.2 Atlas skills L7.32 Methods	Location of Llandudno and practical understanding of how to use the methods on the fieldwork trip
Data collection - Landuse survey/environmental quality	L7.32 Methods L7.33 Presentation	Justification of methods and analysis of results
Data collection - Questionnaire/secondary data	L7.32 Methods L7.33 Presentation	Justification of methods and analysis of results
Conclusion - Is Llandudno a thriving seaside town?	L7.34 Evaluation and conclusion	Conclusion of study and evaluation of methods. An understanding of reliability
Rebranding Llandudno DME	L7.9 DME	What is 'rebranding'? Practical ideas to rebrand Llandudno

# Year 9 Geography Year Overview

What is my Learning Journey this year?

What to expect...

**Content** – Physical processes cause plates to move resulting in tectonic hazards. The impacts and responses to hazards, including earthquakes, volcanoes and tsunamis.

**Bigger Picture Questions** – How can tectonic hazards be managed? Why does wealth impact the severity of hazards? Why do some countries respond better than others to hazards?

**End of Year 9 Assessment**

## Tectonics



## Globalisation



**What to expect**

**Content** – Where does my food and clothes come from? What can I do to be more ethical and sustainable?

**Bigger Picture Questions** – What are my global connections? What impact do I have on people and the environments across the globe? How can I reduce my negative impact?

**Assessment**

## Cultural Connections/ Real World Links

- Understanding why some countries are risky to live in.
- Place study of Africa to tackle misconceptions and increase understanding of other people and cultures.
- Understanding we have a global economy where we rely on other countries for essential goods.
- Understanding the impacts of my actions on other people and the environment.
- Identifying strategies to reduce my impacts.

## Places to visit

Center for Alternative Technology, Machynlleth  
Natural History Museum, London



**What to expect**

**Content** – The evidence for, causes of and the impacts of climate change. Mitigating and adapting to climate change.

**Bigger Picture Questions** – Is climate a natural or human problem? Will climate change improve or reduce my standard of living? How can I tackle climate change?

## Climate Change



On to Year 10

## Ideas for home activities

The Impossible – disaster drama film following the impacts of the 2004 Boxing Day Tsunami.

Create your own earthquake-proof building using marshmallows and straws.

War on Plastic – BBC documentary investigating issues surrounding domestic and corporate waste.

Conduct an audit of your clothes. Where have they come from? How far have they travelled to reach you?

Blue Planet / Planet Earth – BBC documentaries narrated by David Attenborough showing our diverse planet.

## Africa



**What to expect**

**Content** – What countries are in Africa? What biomes are in Africa? Ethiopia's growing economic importance. Migration into urban areas in Africa. What is life like in the Sahel?

**Bigger Picture Questions**

Why do people assume everyone in Africa is poor? Why do people think Africa is hot and dry? What impact is climate change having on Africa? How can the impacts of climate change be reduced?

**Assessment**

## Bigger Picture Questions:

- What are the connections between the human and natural world?
- What impact do I have on the environment?
- Are my actions ethical?
- How can I become a more sustainable citizen?

Home Learning

Up to twice per half term there will be flipped learning set

You will use the resources provided to complete the task

Your teacher will also set each Flipped Learning task on Teams

9	Africa	Dollar street, maps, choropleth maps, and evaluative writing	Africa is a continent that is subjected to misconceptions. This model addresses some of	Continents Economic Activity Trade links	9 - Tectonics
9	Tectonics	Maps, graphs, diagrams, place examples, evaluative writing, decision making exercises.	Types of plate boundary and types of hazard plate boundaries cause Impacts of hazards in LICs and HICs. Disaster management	Volcanoes and earthquakes	9 - Climate Change (effects and responses)
9	Globalisation	Maps, graphs, place examples, evaluative writing	We are connected across the globe in many ways, including through our food and clothes. Consumers can impact the conditions of workers abroad. There are sustainable ways to live	Trade links Economic activity	9 - Climate change
9	Climate Change	Graphs, place examples, diagrams, independent research evaluative writing	The evidence, causes, effects and management of climate change	Climate Change or Environmental Issues	On to GCSE - key content for the course

<b>Africa is not a country.</b>	L7.4 Longitude and latitude	Africa is not a country
Africa is poor, right? IPADS	L7.19 Development	There are inequalities of wealth between countries and within countries in Africa
Inequalities in wealth in Africa	L7.19 Development L9.2 Wealth in Africa	The reasons why inequalities in wealth exist in Africa (colonialism, political reasons, education, war, climate)
Growing importance of Africa	L7.19 Development L9.2 Wealth in Africa	Economies can change and grow over time. Outside investment is a major factor leading to economic development
Opportunities and Challenges of urbanisation in South Africa	L7.8 Opportunities and challenges in a Desert L8.3 Opportunities and challenges in Asia	Impacts of rural-urban migration - creation of informal settlements and crime
<b>Tectonic Hazards - The theory of plate tectonics</b>	KS2 - Earthquakes and volcanoes	4 types of plate boundaries and convection currents. Structure of the Earth
Volcanic hazards	KS2 Volcanoes	Structure of a volcano and the types of hazards volcanoes cause
HIC - Iceland Volcano	L7.19 Development	HICs prepare better and recover faster than LICs, although often economic damage is greater.
Comparison question	L7.19 Development	LICs suffer more than HICs. This is not just down to economic reasons but also political reasons such as corruption.
Earthquake hazards	KS2 Earthquakes	Primary and secondary impacts. Secondary impacts can be catastrophic- cholera
Tsunami – Fukushima DME	L7.9 DME L8.16 DME L8.26 DME	Countries work to a budget when preparing for disasters. Different people have different priorities and different countries have different budgets

		Definition of globalisation. Reasons why globalisation has increased (communication, transport, free trade,
<b>Globalisation - 'The shrinking world'</b>		
Who grows your food? IPAD	L8.4 Primary Industries	Carbon footprint
Where are your clothes from?	L8.5 Secondary Industries	Role of NEEs in manufacturing goods, how to read a choropleth map.
Who makes your clothes?	L8.5 Secondary industries L7.19 Development	Consumers drive down the price of goods
Negatives of TNCs	L7.11 Climate	The effects of moving factories abroad on the workers -working conditions, the environment - pollution and the legacy on HICs- deindustrialisation
Positives of TNCs (in class)	L7.10 Multiplier effect	The positive effects of moving factories abroad (social, economic) and how this can lead to further economic development.
War on plastic - UK	L7.6 Environmental geography	Scale of plastic waste in the UK
Globalisation of waste	L7.6 Environmental geography L9.18 Plastic waste	UK waste is often shipped abroad and has devastating impacts on developing nations
Sustainable globalisation	L9.15 Consumerism	Moral and sustainable consumerism
Sustainable development goals	L7.21 Development	Overview of the 17 development goals.
<b>Climate change - Evidence for climate change</b>		
	L7.11 Climate	There is scientific evidence to prove the climate is changing. Change has occurred over millions of years but the greatest rate of warming is seen in the last 50 years
Natural factors causing climate change	L8.12 Deforestation L9.6 Tectonics	Volcanic eruptions, sun spots, Milankovitch cycles cause the climate to change naturally. These are uncontrollable factors
Human factors - Agriculture, Deforestation		The greenhouse effect. Gases released by agriculture (methane) and deforestation (CO2) cause an increase of GHGs in the atmosphere.
	L8.12 & 13 Deforestation	
Human factors - Fossil fuels		Gases released from burning fossil fuels (CO2, nitrous oxide) cause an increase of GHGs in the atmosphere. Human factors are controllable.
	L8.12 &13 Deforestation	
Effects of climate change 1	L7.6 Social, economic and environmental	There are social, economic and environmental effects of climate change. Some effects are positive, others are negatives.
Effects of climate change 2 IPAD lesson	L7.6 Social, economic and environmental	Greater depth study based on a factor of their choice - indepth knowledge of 1 factor
Managing climate change mitigation	L9.22-L 27 - Climate change	Mitigation means to stop climate change. Technology is ever developing
Managing climate change - Adaptation	L9.22-L28 - Climate change	Adaptation means to cope with climate change. People adapt differently across the world.
DME Thumberg Games	L9.22-L29 - Climate change	There are many ways to reduce climate change, some ways are more effective than others.
<b>Map skills - grid references</b>	L7.2 - Grid references	4 & 6 figure grid references
<b>Map skills - distance</b>	L7.2 - OS Maps	Scale
Map skills - UK and world maps	L7.4 - Atlas skills	Using an atlas

## The Big Picture

## Year Group: Geography Year 10

Year 10 sees students starting the full GCSE course with 3 lessons per week. They cover topics from Paper 1 including Ecosystems, Coasts and Rivers & Paper 2 Urban Issues and Challenges. Fieldwork is also completed during this year with both Urban fieldwork enquiry taking place in Liverpool and Physical Rivers enquiry taking place in Erddig.

### Intent

**Units covered:** Unit 1 : Urban Issues and Challenges with FIELDWORK Unit 2 Living World Unit 3 Physical Landscapes of the UK with FIELDWORK

**Skills covered:** Students will use a range of geographical skills, including data description, analysis and evaluation; fieldwork data collection methodology, presentation, analysis and conclusion.

**How does this link with their previous learning?** GCSE skills are embedded throughout KS3 so this year continues the development of geographical description, explanation of human and physical processes, analysis and evaluation. Topics such as Physical landscapes and Living World revisits and extends prior learning from year 8 coasts and ecosystems. GCSE Climate change is studied in year 9 so the foundation for GCSE has been set and will continue to be built upon.

**How can this be extended?** The students are now going to be applying their knowledge to GCSE examination questions. Further reading and use of real case studies will extend knowledge

### Implementation

The course has both human geography & physical geography and fieldwork enquiry. The Urban and Rivers work not only addresses the Paper 1 and Paper 2 specification but also Paper 3 fieldwork questions.

- Group enquiry work and opportunities for leadership and initiative as well as fieldwork study
- A fieldwork enquiry engages the students in real life geographical enquiry. These WOW moments are at the beginning of the course in October and the end of the course in July.
- Literacy will be promoted with the use of key geographical vocabulary and key words.
- Assessment will be through GCSE style questioning and AfL via whiteboards, traffic lights and live marking.
- Retrieval practice is embedded throughout the course this year and content is interleaved to ensure it is revisited frequently through starter activities and home learning.
- Any necessary interventions will be identified here and actioned

- AfL throughout the year within lessons with whiteboards, traffic lights, live marking
- Low stakes testing for key vocabulary and technical terms
- BUG and PEEL to support extended writing.
- Geographical description, analysis and evaluation of data within lessons using GLAH and GCSE
- Mock exams

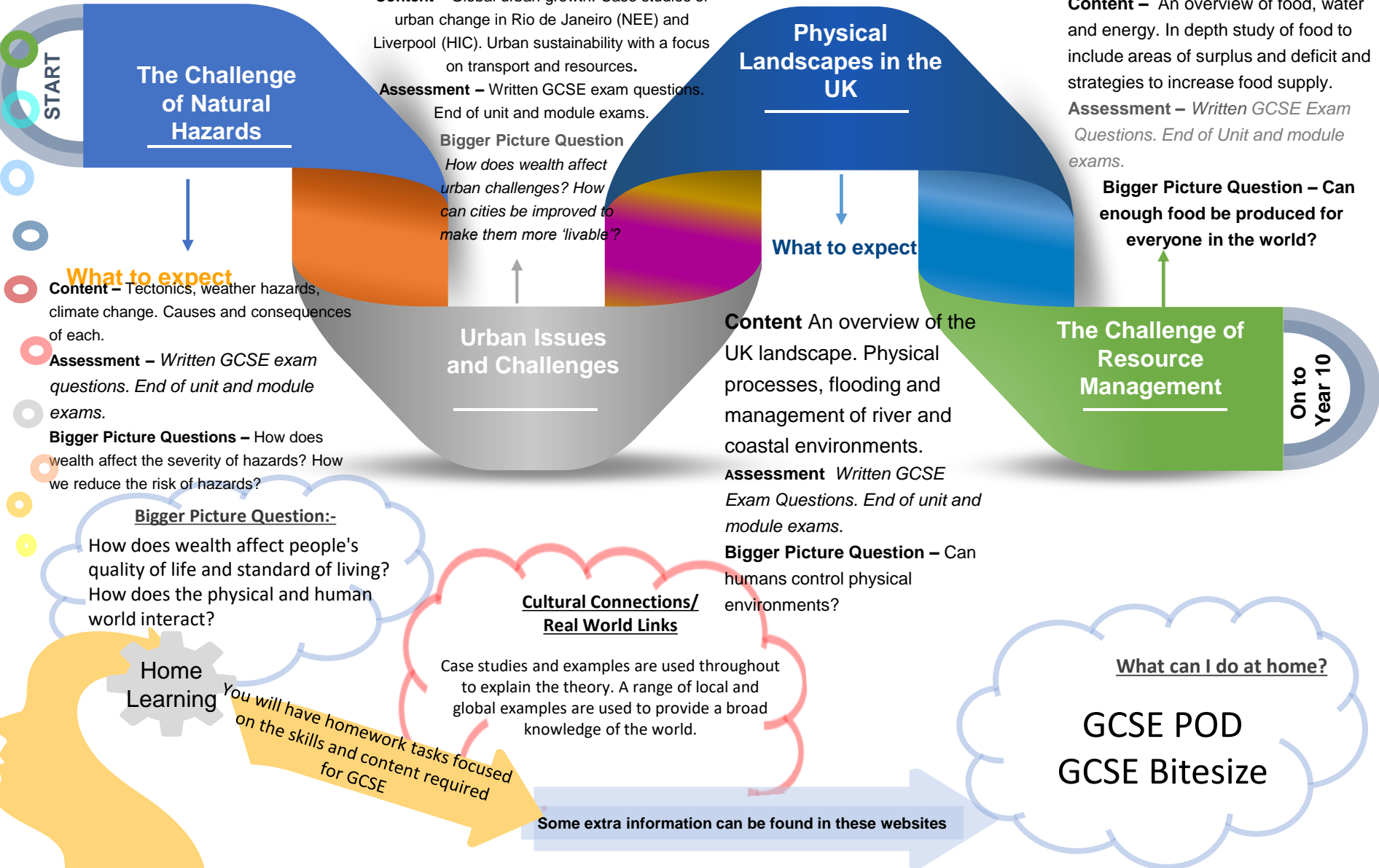
Autumn Term  
Pillar 1 GCSE Examination questions.  
Mid term assessment : Urban Rio/Frieberg

Spring Term  
Pillar 2 GCSE Examination questions.  
Hot deserts

Summer Term Year 10 Exams May  
Pillar 3 GCSE Examination questions.  
Rivers Fieldwork Enquiry Question

### Impact

*By the end of the year students will have a good range of geographical place contexts and concepts that cover both human and physical geography. They will develop their own views about geographical issues and present them in a clear and coherent way. Students will be able to collect primary data and use that data to answer a geographical enquiry question. The year should build on and consolidate geographical knowledge and skills so that the students can develop their geographical understanding and ultimately perform in the Year 10 GCSE trial examination.*





<h2 style="margin: 0;">The Big Picture</h2> <p>Year 11 covers topics again from both Paper 1 : Natural Hazards &amp; Paper 2 : The Changing Economic World and The Challenge of Resource Management. This year will also see two trial examination periods . The course should be completed by the beginning of March. We will also be studying the Pre-release materials for the decision-making ‘Issues Analysis’ part of Paper 3. The topic for the issues analysis is not known until March.</p>	<p><b>Year Group:</b> <b>Geography Year 11</b></p>
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**Intent**

**Units covered:** Unit 1 : Natural Hazards – tectonic and meteorological Unit 2 Changing Economic World Unit 3 Challenges of Resource management – FOOD. ( Option 1)

**Skills covered:** Students will use a range of geographical skills, including data description, analysis and evaluation; issues analysis and revision techniques, building upon those practiced in year 10

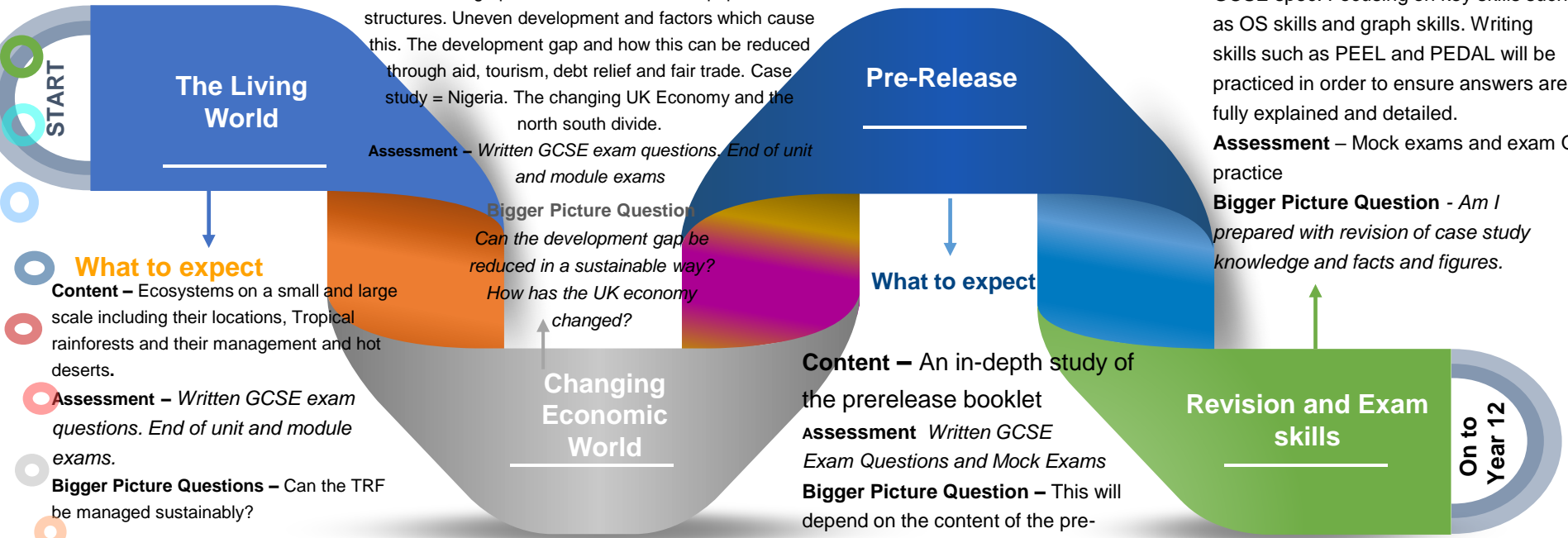
**How does this link with their previous learning?** The topics studied in this year complete the content for the GCSE examination and will continue the development of geographical description, explanation of human and physical processes, analysis and evaluation.

**How can this be extended?** The students are now going to be applying their knowledge to GCSE examination questions. Further reading and use of real case studies will extend knowledge

<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• Course content will be delivered in a variety of engaging ways with great emphasis on examination techniques and GCSE style of questioning.</li> <li>• Group enquiry work and opportunities for leadership and initiative</li> <li>• Literacy will be promoted with the use of key geographical vocabulary and key words.</li> <li>• Assessment will be through GCSE style questioning.</li> <li>• Assessment will be through GCSE style questioning and AfL via whiteboards, traffic lights and live marking.</li> <li>• Retrieval practice continued throughout the course this year and content interleaved to ensure it is revisited frequently through starter activities and home learning.</li> <li>• Revision will be facilitated both in lessons and during extra curricular time including any necessary interventions for certain pupils</li> </ul>	<ul style="list-style-type: none"> <li>• AfL throughout the year within lessons with whiteboards, traffic lights, live marking</li> <li>• Low stakes testing for key vocabulary and technical terms</li> <li>• BUG and PEEL to support extended writing.</li> <li>• Geographical description, analysis and evaluation of data within lessons using GLAH and GCSE</li> <li>• Mock exams</li> </ul>	<div style="border: 1px solid gray; padding: 5px; margin-bottom: 10px;"> <p>Autumn Term Pillar 1 GCSE Examination questions. Mid term assessment : Natural Hazards ; 1<sup>st</sup> trial examination</p> </div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 10px;"> <p>Spring Term Pillar 2 GCSE Examination questions. 2<sup>nd</sup> Trial examination</p> </div> <div style="border: 1px solid gray; padding: 5px;"> <p>Summer Term : Revision and external examinations.</p> </div>
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**Impact** *By the end of the year students will have a good range of geographical place contexts and concepts that cover both human and physical geography. They will develop their own views about geographical issues and present them in a clear and coherent way. Students will be able to collect primary data and use that data to answer a geographical enquiry question. The year should build on and consolidate geographical knowledge and skills so that the students can develop their geographical understanding and ultimately perform in the Year 11 GCSE trial examination and ultimately in the final external examination.*





**Bigger Picture Question:-**

How can we reduce the development gap?  
What is the impact of development on the environment?

**Home Learning**

You will have homework tasks focused on the skills and content required for GCSE

**Cultural Connections/  
Real World Links**

Case studies and examples are used throughout to explain the theory. A range of local and global examples are used to provide a broad knowledge of the world.

**What can I do at home?**

GCSE POD  
GCSE Bitesize  
Seneca  
Internet Geography

Some extra information can be found in these websites

## The Big Picture

Dynamic Landscapes. Paper 1, Tectonics and Coastal Landscapes  
 Dynamic Places Paper 2 Globalisation and Regenerating Places.  
 Compulsory human and physical fieldwork. Individual Investigation begun after Easter in Summer term.

Year Group:  
**Geography Year 12**

## Intent

**Units Covered:** Topic 1, Tectonics and Hazards: Topic 2B Coastal Landscapes & Change, Topic 3 Globalisation: Topic 4A Regenerating Places (T2B & T4A are option themes)  
 Plus Fieldwork & Individual Investigation preparation.

**Skills Covered:** Understanding the nature and use of different types of geographical information. The collection, analysis and interpretation of such information – including qualitative approaches such as coding and sampling and quantitative approaches such as measures of dispersion, correlation and association. Undertake informed and critical questioning of data sources. Communicate and evaluate their findings. Developing an enquiry; Asking geographical questions, geographical description and analysis.

**How does this link with their previous learning?** Students are building upon the geographic, cartographic, graphical, numerical, statistical and literacy skills from GCSE together with the use of qualitative and quantitative data analysis. They continue to develop their evaluative skills in forming an argument through extended writing. Topics of Coastal landscape, tectonic hazards, regeneration and development (globalization) link to and develop ideas studied at GCSE.

**How can this be extended?** Through guided wider independent reading and making links with current events in the news.

## Implementation

- Shared between two staff. Staff 1 teaches Topics 1 & 3. Staff 2 teaches Topics 2B & 4A Individual Investigation predominantly taught by Staff 1.
- Students always study one physical and one human topic (e.g. T1 Tectonics and T4 Regenerating Places) at one time to maintain variety.
- Fieldwork is delivered through a week-long residential fieldwork.
- Place studies will be linked to geographical skills and analysis. Place studies and examples are carefully chosen to allow for a mix of local, national and global context.
- Challenge tasks are embedded within the modules.
- Links to fieldwork and methods are embedded within the teaching of all modules.

### What are the WOW moments?

Visiting new places and completing new styles of fieldwork. Choosing and designing their own investigation based on their interests.

### How are literacy skills to be developed and extended?

Prep work and homework are used to encourage independence and challenge.  
 Challenging literacy tasks (e.g. GEOFILES) are embedded in learning.

Folder checks  
 Exam questions for both technique and content.  
 Extended writing questions (12 & 20) throughout the course.  
 Extended questioning in lessons  
**Key assessments :**  
 End of Unit exams following the A-level structure.  
 Mock exams  
 Papers are moderated across the department.

Autumn Term: Initial assessment. 1, 2 & 4 exam questions & skills, extended exam questions & preparatory work.
Spring Term: January mock exams in Paper 1 and 2. Extended exam questions & preparatory work bi-weekly
Summer Term: June mock exams in Paper 1 and 2. Individual investigation - planning and preparation. Data collection strategies & methodology.

## Impact

*At the end of the year students will be familiar with the style and content of paper 1 & paper 2. They will have a range of place studies to exemplify the ideas and concepts within the specification. They will have begun the enquiry process for their individual investigation and completed the compulsory fieldwork that will enable them to prepare a route to enquiry for their individual investigation. They should also be finding geography challenging and enjoyable with a wide range of stimulating real life place studies and have begun to relate these to their own values and attitudes.*

### 4A: Regenerating Places

#### What to expect:

The module investigates how and why variations in wealth exist both within and between places. A variety of case studies are used to highlight how regeneration projects can create successful and unsuccessful economies. Consideration is given to different players and how their own interests influences their view of the regeneration schemes.

#### Bigger Picture Questions

How can a spiral of decline be broken? Why are social and economic factors interlinked? Can a regeneration project ever be truly successful?

#### Places to visit

- Albert Docks, Liverpool
- International Slavery Museum, Liverpool (QR)
- Olympic Park, London

#### Film /TV

- The War to Live in London: Regeneration Game (2015)
- Cornwall with Simon Reeve (QR)



#### What to expect:

Tectonic hazards represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.

#### Bigger Picture Questions

Why are some communities more vulnerable than other from tectonic hazards? How can the impact of tectonic hazards be managed?

#### Places to visit

- Iceland!!
- The Natural History museum, London (QR)

#### Film /TV

- The Impossible 2012
- BBC Earth – The power of the planet
- Haiti – a year after the quake (QR)



### 1: Tectonic Processes and Hazards



Home Learning

An additional 4 hours of reading and research is expected each week in Geography. This may be work provided by your teacher as 'homework' or 'prep work' or may be your own research. Watching the News and reading newspaper articles is an excellent way to support your geographical understanding. Additionally, there are many excellent films and documentaries (especially Simon Reeve and David Attenborough) which will support your studies.

### 2B: Coastal Landscapes and Change

#### What to expect:

The module begins by looking at the geology of coastlines and how coastlines are susceptible to both human and physical processes. Students will look at a range of examples to show how the coastline can be managed, using both soft and hard engineering. The players' perceptions of the success of the management is also studied.

#### Bigger Picture Questions

Is a holistic approach required for a management strategy to be successful? How do management strategies vary between LICs and HICs? Can sea level rise be controlled?

#### Places to visit

- Aberystwyth / Ceredigion coast
- Holderness coastline

#### Film /TV

- The impossible (2012)
- Extreme Engineering: Venice Flood Gates (2004)

#### What to expect:

Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.

#### Bigger Picture Questions

Why has globalisation spread rapidly during the 21<sup>st</sup> century? What impact does globalisation have on the environment, culture, cities and Whitchurch? What is the future of globalisation?

#### TED talks (QR)

- The end of globalisation and the beginning of something new.

#### Book to read

- Prisoners of geography
- The mighty dollar



### 3: Globalisation

## Pearson | Edexcel

- ✓ **Fieldwork** – You will complete a minimum of 4 days fieldwork covering both human and physical geography and a range of data collection methods, presentation and analysis.
- ✓ **NEA** - The purpose of this non-examination assessment is to test your skills in independent investigation. You will be required to undertake an independent investigation that involves fieldwork. The focus of the investigation must be derived from the specification the you are studying

#### Real world and cultural links

The Geography A-level course provides several opportunities for students to study local and global environments, cultures and economies. The course also introduces the students to a range of potential future careers within geography.

#### Assessment

Assessment will be ongoing throughout the year. You will have a range of in class and homework assessment pieces to complete. This include:

- \* Fortnightly exam style questions.
- \* End of unit tests
- \* End of module tests
- \* Mock exams

## The Big Picture

Dynamic Landscapes: Paper 1: Carbon Cycle and Energy Security, Water Cycle and Water Insecurity  
 Dynamic Places: Paper 2: Superpowers: Health, human rights and Intervention  
 Paper 3 Synoptic Issues Analysis  
 Completion of individual investigation (NEA)

Year Group:

**Geography Year 13**

**Intent** **Units Covered:** Topic 5 The Water Cycle and Water Insecurity. Topic 6 The Carbon Cycle and Energy Security; Topic 7 Superpowers; Topic 8A Health, Human Rights and Intervention. NEA Independent investigation.

**Skills Covered:** Understanding the nature and use of different types of geographical information. The collection, analysis and interpretation of such information – including qualitative approaches such as coding and sampling and quantitative approaches such as measures of dispersion, correlation and association. Undertake informed and critical questioning of data sources. Communicate and evaluate their findings. Developing an enquiry; Asking geographical questions, geographical description and analysis. Developing synopticity in extended writing (for paper 3 issues analysis) using the Players – Altitudes & Actions and Futures & Uncertainties framework.

**How does this link with their previous learning?** Students are building upon the geographic, cartographic, graphical, numerical, statistical and literacy skills from GCSE and year 12 together with the use of qualitative and quantitative data analysis. They continue to develop their evaluative skills in forming an argument through extended writing. Topics of Superpowers and Health human rights & intervention are synoptic in their extent.

**How can this be extended?** Through guided wider independent reading and making links with current events in the news. Develop their evaluative skills on a range of source materials including newspaper articles and marketing materials.

## Implementation

- Shared between two staff: Topics 5 and 8A delivered by one member of staff; Topics 6 and 7 by another.
- All staff review, support, mark and moderate individual investigations.
- Practice for paper 3 issues based analysis throughout the year based upon geographical issues within a place based context that link all three synoptic themes within the compulsory content areas.
- Revision of two year course to be ongoing but formalized after Easter break.

### Consider your assessment Markers

Folder checks  
 Exam questions for both technique and content.  
 Extended questioning in lessons  
**Key assessments : Marking & moderation of individual investigation deadline January 2020:** Moderation after trials exams  
 12 and 20 mark extended exam questions,

Autumn Term. Individual investigation complete.

January mock exams in Paper 1 and 2. Extended exam questions & preparatory work bi-weekly

June mock exams in Paper 1, 2 & 3 Synoptic assessment.

**Impact** *A complete and comprehensive knowledge of 8 topics, (including 3 synoptic themes). Completed NEA Individual investigation. Students fully prepared for the three exam papers in content and style with an Independent exam revision preparation programme. Students will be energized about Geography and the impact of people on the environment, have studied a wide range of stimulating real life place studies and have begun to relate these to their own values and attitudes. Students will develop a keen interest in keeping up to date with current issues within the news and through wider reading.*

### What to expect:

## 7: Superpowers

### What to expect:

Superpowers can be developed by a number of characteristics. The pattern of dominance has changed over time. Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. The spheres of influence between these powers are frequently contested, resulting in geopolitical implications.

### Bigger Picture Questions

How do countries gain superpower status? How and why do countries lose their superpower status? Will China ever challenge US dominance? Will the world develop into a multi-polar world?

### TED talks

- Global power shifts (QR)

### Films/ Books to read

- The power of Geography.
- The accidental superpower
- American Factory (Netflix)
- BBC 2 – The Chinese are coming



Traditional definitions of development are based largely on economic measures but have been increasingly challenged by broader definitions based on environmental, social and political quality of life with many new measures used to record progress at all scales in human rights and human welfare. There are variations in the norms and laws of both national and global institutions that impact on decisions made at all scales, from local to global. These decisions lead to a wide range of geopolitical interventions via international and national policies, from development aid through to military campaigns.

### Bigger Picture Questions

How have levels of development varied over time? Are traditional economic measures of development still useful? Can interventions ever remove the gap in development between countries?

### TED talks

Hans Rosling : How not to be ignorant about the world.

### Media / Books

Gapminder – Website  
How I learned to understand the world : Hans Rosling

## 8A: Health, Human Rights and Intervention



An additional 4 hours of reading and research is expected each week in Geography. This may be work provided by your teacher as 'homework' or 'prep work' or may be your own research. Watching the News and reading newspaper articles is an excellent way to support your geographical understanding. Additionally, there are many excellent films and documentaries (especially Simon Reeve and David Attenborough) which will support your studies.

### Assessment

Assessment will be ongoing throughout the year. You will have a range of in class and homework assessment pieces to complete. This include:

- \* Fortnightly exam style questions.
- \* End of unit tests
- \* End of module tests
- \* Mock exams

## 5: The Water Cycle and Water Insecurity

### What to expect:

Water plays a key role in supporting life on earth. The water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Changes to the most important stores of water are a result of both physical and human processes. Water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply.

### Bigger Picture Questions

How important is the global hydrological cycle to life on earth? How can players influence surpluses and deficits in the water balance? Can water management schemes mitigate the reduction in local and regional water supplies? Will we ever run out of water?

### Places to Visit

Eden Project

### Film /TV/ Books

Global Water Wars – You tube  
" When the rivers run dry" Fred Pearce

### What to expect:

A balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions.

### Bigger Picture Questions

What are the key components of the carbon cycle? How have humans affected the carbon cycle and what are the implications of this? Can the world come back from the brink of a carbon tipping point? Is renewable energy the answer to reducing climate change?

### Places to visit

Centre for alternative energy (QR)

### TV/Films

- BBC – climate change the facts
- An Inconvenient Sequel: Truth to Power (2017)

## 6: The Carbon Cycle and Energy Security

### Real world and cultural links

The Geography A-level course provides several opportunities for students to study local and global environments, cultures and economies. The course also introduces the students to a range of potential future careers within geography.



Paper 3 - Synoptic assessment of geographical skills, knowledge and understanding (within a place-based context) from compulsory content drawn from different parts of the course.

