

Subject overview: KS4 GEOGRAPHY

Subject Rationale (Intent) linked to [whole school curriculum mission](#)

Department vision

The Geography department at St Edmund's aims to promote a curiosity about the world for our learners. Our aim is to encourage students who are disciplined, understand how to work, self-evaluating and ready for a life of continual learning. Delivering a knowledge-rich curriculum, we challenge our students to question and explore their place in the world and their values and responsibilities to other people, to the environment and to the sustainability of the planet. It is through geography that we learn how to become global citizens.

Intent

- develop and extend student knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (**know geographical material**)
- gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (**think like a geographer**)
- develop and extend student competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (**study like a geographer**)
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (**applying geography**)

Pupils make progress in Geography by developing knowledge about how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers. In developing disciplinary understanding, pupils will consider: (1) What questions geographers have explored (2) What skills and techniques have been chosen to help gather and analyse information (3) How findings have been presented and communicated.

The OCR specification is an exciting, well-balanced and relevant course for our modern world, apt for the learners at St Edmund's. It comprises a balance of physical, human and environmental geography, delivered with the help of case studies at local (Wolverhampton), national (UK) and global scales (Advanced Countries (ACs), Emerging and Developing Countries (EDCs) and Low-Income Developing Countries (LIDCs)). To strengthen the global place and locational knowledge of students, links across these subject domains and the cases studies are made explicit. Topics of study include urbanisation, population, rivers and coasts, energy demand and supply, biomes, development, climate change, hurricanes and drought. Disciplinary knowledge, in the form of geographical skills are embedded into lessons to allow students to use and apply techniques within a real context, whilst fieldwork is delivered towards the end of Yr10 with a land-use study in Wolverhampton and a river study in Shropshire.

The delivery of the curriculum has been planned to broaden and deepen the knowledge and understanding of the learners as they progress through the key stage. Our sequence of lessons is designed to build vast schemas inside the minds of our learners by constantly drawing connections between ideas, processes and places. This is achieved by daily, weekly and monthly reviews of learning. Every lesson features a retrieval practice task that encourages pupils to think hard about previous learning. This is followed by detailed and structured explanations from expert teachers who use rigorous questioning, assessment for learning and modelling to ensure **all** pupils have learned. Only when our pupil's knowledge is secure do they move on to their independent practice, planned to be both challenging and engaging; adapted to support student for whom learning is more of a challenge, whilst developing critical analysis and evaluation to stretch higher order thinking. Teachers provide detailed feedback at any opportunity. The end of the lesson review is utilised as an opportunity for our teachers to build schemas further by explaining where our learners are going next.

Assessment at Key Stage 4 involves daily, weekly and monthly review. Learners will be tested on their knowledge every lesson through retrieval starters and end of lesson review in every lesson. Mid-topic and end-of-topic assessments will revolve around geographical knowledge and skills; focusing on locational and place geography, human and physical characteristics and processes, cartographic, numerical and graphical skills.

Exam Specification

OCR GCSE (9-1) Geography A (Geographical Themes) J383

Paper 1: Living in the UK Today

Paper 2: The World Around Us

Paper 3: Geographical Skills and Fieldwork

YEAR 10

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	<p>PEOPLE OF THE UK</p> <p>Key idea 1: Cities have distinct challenges and ways of life, influenced by its people and their culture.</p> <p>Case study: Wolverhampton (to include)</p> <ul style="list-style-type: none"> ● Influences of the city within its region, the country and the wider world ● Migration (national and international) and its impact on the city's growth and character ● Ways of life within the city, such as culture, ethnicity, housing, leisure and consumption ● Contemporary challenges that effect urban change, including housing, transport provision and waste management ● Sustainable strategies to overcome one of the city's challenges <p>Key idea 2: There are causes and consequences of urban trends in the UK</p> <ul style="list-style-type: none"> ● An overview of the causes of contrasting urban trends in the UK, including suburbanisation, counter-urbanisation and re-urbanisation ● An outline of the social, economic and environmental consequences of contrasting urban trends in the UK, including suburbanisation, counter-urbanisation and re-urbanisation <p>Key idea 3: The UK is a diverse and unequal society which has geographical patterns</p>	<p>PEOPLE OF THE UK</p> <p>This unit is taught first as it has a human focus, notably looking at urban living. Being a school in the city of Wolverhampton, this topic enables students to learn about their home area and deepen their understanding of factors that are affecting their everyday lives. The relatable nature of the work for the students enables immediate engagement and buy-in. It also contains many elements that they are familiar with from their KS3 curriculum.</p> <p>Students learn about Wolverhampton as a city, its growth and characteristics, as well as the problems that it currently faces. This is taught out of sequence from the specification so that, as previously mentioned, it enables students to relate immediately to the course. This element is used to form the basis for the human fieldwork, where students will investigate the urban land use of the area adjacent to the school. This local knowledge is then placed in a national context by looking at general urban trends affecting cities in the UK. The national theme continues as students then learn begin learning about the diverse nature of the nation.</p> <p>Students will continue to develop their locational and place knowledge of the UK. They will develop further locational and place knowledge through the case study examples at different scales.</p> <p>Students will continue to deepen and broaden their knowledge and understanding of human processes.</p> <p>Geographical skills include OS maps, base maps, choropleth maps, statistical analysis, photo analysis, graphical techniques including line, bar and pie graphs</p>	<p>Retrieval activity at beginning of each lesson.</p> <p>1, 2, 4, 6, 8- and 12-mark questions</p> <p>Summative mid-unit assessment</p>

	<ul style="list-style-type: none"> The UK's geographical diversity through patterns of employment, average income, life expectancy, educational attainment, ethnicity and access to broadband 		
<p>Term 1:2</p>	<p>PEOPLE OF THE UK</p> <p>Key idea 4: There are different causes and consequences of development within the UK</p> <ul style="list-style-type: none"> The causes of uneven development within the UK, including geographical location, economic change, infrastructure and government policy A case study of Salford Quays to show the consequences of economic growth and decline in the UK <p>Key idea 5: The UK's population is changing</p> <ul style="list-style-type: none"> Changes in the UK's population structure from 1900 to present day, including its changing position on the Demographic Transition Model The causes and the effects, and the responses to an ageing population Outline flows of immigration into the UK in the twenty first century including an overview of the social and economic impacts on the UK <p>Key idea 6: The UK is connected to many other countries and places</p> <ul style="list-style-type: none"> An overview of the UK's current major trading partners, including principal exports and imports <p>FIELDWORK</p> <p>The following areas of fieldwork will be assessed, through both learners' own experiences of fieldwork and unfamiliar contexts:</p> <ul style="list-style-type: none"> understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the 	<p>PEOPLE OF THE UK</p> <p>During this term, students continue studying the human landscape of the UK. Having identified that the UK is a diverse nation, they then begin assessing the government strategies to reduce it. This section of the unit finishes with a case study on economic decline and growth at Salford Quays, Manchester. The second theme of this human unit studies the population of the country, looking at how the population structure has changed over time and how this has led to an ageing population today. This theme ends with a study of the social and economic impact of immigration.</p> <p>Students will continue to develop their locational and place knowledge of the UK. They will develop further locational and place knowledge through the case study examples at different scales.</p> <p>Students will continue to deepen and broaden their knowledge and understanding of human processes.</p> <p>Geographical skills include OS maps, choropleth maps, statistical analysis, photo analysis, graphical techniques including bar, line, compound bar, population pyramids and the demographic transition model.</p> <p>Towards the end of this term, the emphasis for teaching content to fieldwork, with a focus on human geography and an urban study in the local area. This will involve predominately disciplinary knowledge, as students are challenged to investigate the theory that they were taught in lessons – how and why land-use changes in a city. Skills used include fieldwork techniques and using geographical equipment; cartographic, graphical and statistical skills; methodology, presentation, analysis and interpretation, conclusion and evaluation.</p>	<p>Retrieval activity at beginning of each lesson.</p> <p>1, 2, 4, 6, 8- and 12-mark questions</p> <p>Summative end of unit assessment</p>

	<p>geographical enquiry processes appropriate to investigate these</p> <ul style="list-style-type: none"> • understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement • processing and presenting fieldwork data in various ways including maps, graphs and diagrams • analysing and explaining data collected in the field using knowledge of relevant geographical case studies and theories • drawing evidenced conclusions and summaries from fieldwork transcripts and data • reflecting critically on fieldwork data, methods used, conclusions drawn, and knowledge gained. 		
<p>Term 2:1</p>	<p>LANDSCAPES OF THE UK Key idea 1: The physical landscapes of the UK have distinctive characteristics</p> <ul style="list-style-type: none"> • The distribution of areas of upland, lowland and glaciated landscapes • The distinctive characteristics of these landscapes including their geology, climate and human use <p>Key idea 2: There are a number of geomorphic processes which create distinctive landscapes</p> <ul style="list-style-type: none"> • The definition of the main geomorphic processes including: types of weathering – mechanical, chemical and biological; mass movement – sliding, slumping; erosion – abrasion, hydraulic action, attrition and solution; transportation – traction, saltation, suspension and solution; deposition <p>Key idea 3: Rivers create a range of landforms which change with distance from their source within a river basin</p>	<p>LANDSCAPES OF THE UK This unit is taught second as it has a physical focus, notably looking at river and coastal landscapes. It contains many themes were covered during the KS3 curriculum, aiming to deepen understanding and links, notably between the physical landscape and human activity.</p> <p>To begin with, students learn about the varied landscapes that are found in the UK – upland, lowland and glaciated. This is an overview of each landscape, although it is used to introduce of the human activity within different landscapes. Students then revisit their knowledge of geomorphic processes from the KS3 curriculum and, was the case at KS3, these processes are then used to explain the formation of a variety of river landscapes, including waterfalls and ox-bow lakes.</p> <p>Students will continue to develop their locational and place knowledge of the UK. They will develop further locational and place knowledge through the case study examples at different scales.</p> <p>Students will continue to deepen and broaden their knowledge and understanding of physical processes. This learning is then used to provide the theory for the physical element of their fieldwork, where students will visit a local river basin to investigate how and why a river changes over distance, and the landforms that it creates.</p> <p>Geographical skills include OS maps, base maps, choropleth maps, statistical analysis, photo analysis, graphical techniques including line, bar and pie graphs</p>	<p>Retrieval activity at beginning of each lesson.</p> <p>1, 2, 4, 6, 8- and 12-mark questions</p> <p>Summative mid-unit assessment</p>

	<ul style="list-style-type: none"> • The formation of river landforms - upper course landforms of V-shaped valley, waterfalls and gorges. • The formation of river landforms - middle course landforms of meanders and ox-bow lakes. • The formation of river landforms - lower course landforms of flood plains and levees. 		
<p>Term 2:2</p>	<p>LANDSCAPES OF THE UK</p> <p>Key idea 3: Rivers create a range of landforms which change with distance from their source within a river basin</p> <p>Case study: a UK river basin – The River Tees</p> <ul style="list-style-type: none"> • The geomorphic processes operating at different scales and how they are influenced by geology and climate • Landforms and features in the River Tees • How human activity, including management, works in combination with geomorphic processes to impact the landscape <p>Key idea 4: There are a range of landforms within the coastal landscape</p> <ul style="list-style-type: none"> • The formation of coastal landforms – headland and bay, cave, arch and stack, beach and spit <p>Case study: a UK coastal landscape – The Holderness Coastline</p> <ul style="list-style-type: none"> • The geomorphic processes operating at different scales and how they are influenced by geology and climate • Landforms and features along the Holderness coastline • How human activity, including management, works in combination with geomorphic processes to impact the landscape 	<p>LANDSCAPES OF THE UK</p> <p>The ‘Landscapes of the UK’ unit then continues with a case study of a river basin, where students deepen their understanding of fluvial landforms by studying the River Tees. They learn about human management of the river basin, and assess the extent of human impact in comparison with previous learning about geomorphic processes. This continues to develop their place and locational knowledge of the UK.</p> <p>Following this, students investigate the affect of geomorphic processes on the coastline. Marine processes and sub-aerial processes are used to explain the formation of erosional and depositional landforms.</p> <p>The unit then finishes with the case study of a coastal landscape, where once again, students deepen their understanding of coastal landforms by studying the Holderness Coastline. As with the earlier rivers case study, they learn about human management of the coastal landscape, and assess the extent of human impact in comparison with previous learning about geomorphic processes. This continues to develop their place and locational knowledge of the UK.</p> <p>Geographical skills include OS maps, base maps, statistical analysis, photo analysis</p>	<p>Retrieval activity at beginning of each lesson.</p> <p>1, 2, 4, 6, 8- and 12-mark questions</p> <p>Summative end-of-unit assessment</p>

<p>Term 3:1</p>	<p>UK ENVIRONMENTAL CHALLENGES</p> <p>Key idea 1: The UK has a unique climate for its latitude which can create extreme weather conditions</p> <ul style="list-style-type: none"> • How air masses, the North Atlantic Drift and continentality influence weather in the UK • How air masses cause extreme weather conditions in the UK, including extremes of wind, temperature and precipitation <p>Key idea 2: Extreme flood hazard events are becoming more common place in the UK</p> <p>Case study: a UK flood event caused by an extreme weather conditions - The Somerset Levels</p> <ul style="list-style-type: none"> • Causes of the flood event, including the extreme weather conditions which led to the event • Effects of the flood event on people and the environment • The management of the flood at a variety of scales <p>Key idea 3: Humans use, modify and change ecosystems and environments to obtain food, energy and water</p> <ul style="list-style-type: none"> • How environments and ecosystems in the UK are used and modified by humans including: mechanisation of farming and commercial fishing to provide food; wind farms and fracking to provide energy; reservoirs and water transfer to provide water <p>Key idea 4: There are a range of energy sources available to the UK</p> <ul style="list-style-type: none"> • Renewable and non-renewable energy sources • The contribution of renewable and non-renewable sources to energy supply in the UK 	<p>UK ENVIRONMENTAL CHALLENGES</p> <p>This is the final theme in the 'Living in the UK' paper, titled UK Environmental Challenges. It is taught last of the three as it the more difficult of them in terms of concepts, and requires knowledge from the two previous themes – place, human and physical processes, and geographical skills.</p> <p>The unit starts with students looking at the climate factors that influence the UK, before learning a case study of extreme weather leading to flooding in the Somerset Levels. This section combines prior learning from the KS3 curriculum, as well as combining human and physical processes to illustrate the environmental impact of humans.</p> <p>Following this, students assess three small explicit examples of human impact on the physical world – food supply, water supply and energy.</p> <p>The unit then moves onto its third, final and most extensive theme which is energy supply and demand in the UK. This term, students are taught what energy is, the different types that are used available to produce electricity, and how energy is currently produced in the UK (its energy mix)</p> <p>Students will continue to develop their locational and place knowledge of the UK. They will develop further locational and place knowledge through the case study examples at different scales.</p> <p>In this unit, students will continue to deepen and broaden their knowledge and understanding of human and physical processes, as well as applying them to an environmental context.</p> <p>Geographical skills include base maps, dot maps, isolines, statistical analysis, photo analysis, graphical techniques including bar, line, pie</p>	<p>Retrieval activity at beginning of each lesson.</p> <p>1, 2, 4, 6, 8- and 12-mark questions</p> <p>Summative mid-unit assessment</p>
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<p>Term 3:2</p>	<p>Key idea 4: Energy in the UK is affected by a number of factors and requires careful management and consideration of future supplies</p> <ul style="list-style-type: none"> • The changing patterns of energy supply and demand in the UK from 1950 to the present day, and how changes have been influenced by government decision making and international organisations • The strategies for sustainable use and management of energy at a UK national scale, including the success of these strategies • The extent to which non-renewable energy could and should contribute to the UK's future energy supply <p>UK ENVIRONMENTAL CHALLENGES</p> <p>Key idea 5: Energy in the UK is affected by a number of factors and requires careful management and consideration of future supplies</p> <ul style="list-style-type: none"> • The strategies for sustainable use and management of energy at a local scale, including the success of these strategies • The development of renewable energy in the UK and the impacts on the people and the environment • The extent to which non-renewable energy could and should contribute to the UK's future energy supply • The economic, political and environmental factors affecting UK energy supply in the future. <p>FIELDWORK</p> <p>The following areas of fieldwork will be assessed, through both learners' own experiences of fieldwork and unfamiliar contexts:</p> <ul style="list-style-type: none"> • understanding of the kinds of question capable of being investigated through 	<p>UK ENVIRONMENTAL CHALLENGES</p> <p>The UK Environmental Challenges unit continues with a further analysis of the UK's past, present and future energy needs. It looks at how energy demand and supply has changed over time, what the current governmental strategies for securing energy are, and how these may change in the future based on current trends and predictions. Human, physical and environmental themes are explored and linked, deepening students' knowledge and understanding of our nation's environmental challenges.</p> <p>Students will continue to develop their locational and place knowledge of the UK. They will develop further locational and place knowledge through the case study examples at different scales.</p> <p>Geographical skills include base maps, statistical analysis, photo analysis, graphical techniques including bar, line, pie, compound</p> <p>FIELDWORK</p> <p>Towards the end of this term, the emphasis for teaching shifts from content to fieldwork, with a focus on physical geography and a river study in the local area. The field trip to conduct the river study is calendared for the end of the year due to health and safety, as the river flow will be lower due to the weather and consequently safer for students to measure. As it is fieldwork, it will involve predominately disciplinary knowledge, as students are challenged to investigate the theory that they were taught in lessons – how and why the characteristics of a change downstream. Skills used include fieldwork techniques and using geographical equipment; cartographic, graphical and statistical skills; methodology, presentation, analysis and interpretation, conclusion and evaluation.</p>	<p>Retrieval activity at beginning of each lesson.</p> <p>1, 2, 4, 6, 8- and 12-mark questions</p> <p>Summative end of unit assessment</p> <p>Yr10 mock exam</p>
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	<p>fieldwork and an understanding of the geographical enquiry processes appropriate to investigate these</p> <ul style="list-style-type: none"> • understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement • processing and presenting fieldwork data in various ways including maps, graphs and diagrams • analysing and explaining data collected in the field using knowledge of relevant geographical case studies and theories • drawing evidenced conclusions and summaries from fieldwork transcripts and data • reflecting critically on fieldwork data, methods used, conclusions drawn, and knowledge gained. 		
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YEAR 11			
TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	<p>ECOSYSTEMS OF THE PLANET Key idea 1: Ecosystems consist of interdependent components Key idea 2: Ecosystems have distinct distributions and characteristics</p> <ul style="list-style-type: none"> • How ecosystems include abiotic (weather, climate, soil) and biotic (plants, animals, 	<p>ECOSYSTEMS OF THE PLANET The second year of the GCSE course starts with Paper 2 – The World Around Us. The year begins with a physical theme as students start by looking at the components that make and ecosystem, focusing on a local hedgerow. Key to this element is the term interdependence. It then expands to look at the location of the world's biomes. Reasons for the distribution are discussed as an introduction to the idea of global air circulation learnt in the Environmental Threats to our Planet theme studied later. An overview is then conducted of seven of the Earth's major biomes, building on learning from the KS3 curriculum. Four elements are covered – location, climate, flora and fauna – with interdependence linking the four.</p>	<p>Retrieval activity at beginning of each lesson.</p> <p>1, 2, 4, 6, 8- and 12-mark questions</p> <p>Summative mid-unit assessment</p>

	<p>humans) components which are interdependent</p> <ul style="list-style-type: none"> • An overview of the global distribution of polar regions • An overview of the climate, plants and animals within this ecosystem <p>Key idea 1: Ecosystems consist of interdependent components</p> <p>Key idea 2: Ecosystems have distinct distributions and characteristics</p> <ul style="list-style-type: none"> • An overview of the global distribution of coral reefs, tropical grasslands, tropical rainforests, temperate grasslands, temperate woodlands and hot deserts • An overview of the climate, plants and animals within these ecosystems <p>Key idea 3: There are major rainforests in the world.</p> <p>Key idea 4: Biodiverse ecosystems are under threat from human activity</p> <ul style="list-style-type: none"> • The location of the tropical rainforests including the Amazon, Central American, Congo River Basin, Madagascan, South East Asian and Australasian • The processes that operate within tropical rainforests, including nutrient and water cycles <p>Case study of a tropical rainforest: The Peruvian Amazon (to investigate)</p> <ul style="list-style-type: none"> • The interdependence of climate, soil, water, plants, animals and humans • The value of the rainforests to humans and the planet • Threats to biodiversity • Attempts to mitigate these through sustainable use and management 	<p>Following the overview, students then begin a detailed case study of a tropical rainforest, focusing on the Peruvian Amazon Rainforest. As part of this case study, students focus on the rainforest's characteristics and physical processes (including nutrient cycle, water cycle and carbon cycle), its value, threats and management, and learners are required to assess the importance of each of these.</p> <p>Following on from the KS3 curriculum and aspects of Year 10, students will continue to develop their locational and place knowledge of the world. They will develop further locational and place knowledge through the case study examples at different scales.</p> <p>Geographical skills include statistical analysis, photo analysis, graphical techniques climate graphs, satellite imagery, cartographic techniques including base maps, choropleth maps</p>	
<p>Term 1:2</p>	<p>ECOSYSTEMS OF THE PLANET</p> <p>Key idea 5: There are major coral reefs in the world.</p>	<p>ECOSYSTEMS OF THE PLANET</p> <p>This term continues with the Ecosystems of the Planet theme, finishing with a detailed case study of the Andros Barrier Coral Reef. As with the case study on the Peruvian Rainforest, in this case study students focus on the characteristics and physical processes (including nutrient cycle and carbon cycle), value,</p>	<p>Retrieval activity at beginning of each lesson.</p> <p>1, 2, 4, 6, 8- and 12-mark</p>

<p>Key idea 6: Biodiverse ecosystems are under threat from human activity</p> <ul style="list-style-type: none"> • The location of warm water coral reefs including the Great Barrier Reef, Red Sea Coral Reef, New Caledonian Barrier Reef, the Mesoamerican Barrier Reef, Florida Reef and Andros Coral Reef • The process of nutrient cycling that operates within coral reefs <p>Case study: a coral reef – The Andros Barrier Reef</p> <ul style="list-style-type: none"> • The interdependence of climate, soil, water, plants, animals and humans • The value of the coral reefs to humans and the planet • Threats to biodiversity • Attempts to mitigate these through sustainable use and management <p>PEOPLE OF THE PLANET</p> <p>Key idea 1: The world is developing unevenly</p> <ul style="list-style-type: none"> • The social, economic and environmental definitions of development, including the concept of sustainable development • Different development indicators, including GNI per capita, Human Development Index and Internet Users, and the advantages and disadvantages of these indicators • How development indicators illustrate the consequences of uneven development • The current patterns of advanced countries (ACs), emerging and developing countries (EDCs) and low-income developing countries (LIDCs) <p>Key idea 2: There are many causes for uneven development</p> <ul style="list-style-type: none"> • The reasons for uneven development, including the impact of colonialism on trade and the exploitation of natural resources 	<p>threats and management of the coral reef, and learners are required to assess the importance of each of these. Throughout this case study, links are drawn with the rainforest case study to enable students to evaluate which biome is more valuable to humans and the planet, under more threat, or more difficult/ successfully managed. This draws on the physical, human and environmental themes of geography.</p> <p>Students continue to develop their locational and place knowledge of the world. They will develop further locational and place knowledge through the case study examples at different scales.</p> <p>Disciplinary knowledge includes statistical analysis, photo analysis, graphical techniques climate graphs, satellite imagery, cartographic techniques including base maps, dot maps</p> <p>PEOPLE OF THE PLANET</p> <p>When the Ecosystems of the Planet theme is complete, students will begin the second theme which has a strong human emphasis – The People Around Us. This commences with an understanding of the term development, drawing on learning from the KS3 curriculum, as well as an understanding and assessment of the development indicators used by geographers to classify development. Students then learn and assess reasons for uneven development around the world, looking at both human and physical factors. This information is then applied to a detailed case study of changing economic development, where students investigate Ethiopia, an LIDC.</p> <p>Students continue to develop their locational and place knowledge of the world. They will develop further locational and place knowledge through the case study examples at different scales.</p> <p>Geographical skills include statistical analysis, photo analysis, graphical techniques including line, bar, cartographic techniques including base maps, dot maps, flow maps, choropleth maps</p>	<p>questions</p> <p>Summative end-of-unit assessment</p> <p>Yr11 mocks</p>
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	<ul style="list-style-type: none"> • The different types of aid and their role in both promoting and hindering development <p>Key idea 3: Many factors contribute to a country's economic development - Case study: Ethiopia (to explore)</p> <ul style="list-style-type: none"> • The country's geographical location, and environmental context (landscape, climate, ecosystems, availability and type of natural resources) • The country's political development and relationship with other states • Principal imports and exports and the relative importance of trade • The role of international investment • Population and employment structure changes over time; social factors, including access to education and healthcare provision • Technological developments, such as communications technology • One aid project – Goat Aid • Rostow's model to determine the country's path of economic development 		
<p>Term 2:1</p>	<p>PEOPLE OF THE PLANET</p> <p>Key idea 4: The majority of the world's population now live in urban areas</p> <ul style="list-style-type: none"> • The definition of city, megacity and world city • The distribution of megacities and how this has changes over time • How urban growth rates vary in parts of the world with contrasting levels of development <p>Key idea 5: There are causes and consequences of rapid urbanisation in LIDCs</p> <ul style="list-style-type: none"> • An overview of the causes of rapid urbanisation in LIDCs including push and pull migration factors and natural growth 	<p>PEOPLE OF THE PLANET</p> <p>This term continues with and finishes the People of the Planet theme. Following on from the major case study on Ethiopia, learning shifts from national scale development to regional and local, as students learn about the cause and effect of urbanisation, notably rapid urbanisation. It finishes with a small case study on Lagos in Nigeria. The theme itself then ends with a case study of an EDC city, with focus on Rosario in Argentina. This case study compares and contrasts significantly with the earlier case study in Year 10 on Wolverhampton, with the same aspects of the cities studied (location, importance, migration, ways of life and contemporary challenges).</p> <p>Students continue to develop their locational and place knowledge of the world. They will develop further locational and place knowledge through the case study examples at different scales.</p> <p>Disciplinary knowledge includes statistical analysis, photo analysis, graphical techniques including line, bar, cartographic techniques including base maps, dot maps, proportional circle maps, choropleth maps</p>	<p>Retrieval activity at beginning of each lesson.</p> <p>1, 2, 4, 6, 8- and 12-mark questions</p> <p>Yr11 mocks</p> <p>Summative mid-unit assessment – ETtoP</p>

<ul style="list-style-type: none"> ● An outline of the social, economic and environmental consequences of rapid urbanisation in LIDCs <p>Key idea 6: Cities have distinct challenges and ways of life, influenced by its people and their culture - Case Study: Rio de Janeiro (to include)</p> <ul style="list-style-type: none"> ● The city within its region, the country and the wider world ● Migration (national and international) and its impact on the city's growth and character ● Ways of life within the city, such as culture, ethnicity, housing, leisure and consumption ● Contemporary challenges that effect urban change, including housing, transport provision and waste management ● Sustainable strategies to overcome one of the city's challenges <p>ENVIRONMENTAL THREATS TO OUR PLANET</p> <p>Key idea 1: The climate has changed from the start of the Quaternary period</p> <ul style="list-style-type: none"> ● An overview of how the climate has changed from the beginning of the Quaternary period to the present day, including ice ages ● The key periods of warming and cooling since AD 1000, including the medieval warming, Little Ice Age and modern warming ● The evidence for climate change over different time periods, including global temperature data, ice cores, tree rings, paintings and diaries <p>Key idea 2: There are a number of possible causes of climate change</p> <ul style="list-style-type: none"> ● The theories of natural causes of climate change including variations in energy from 	<p>ENVIRONMENTAL THREATS TO OUR PLANET</p> <p>When the People of the Planet theme is complete, students will begin the final theme of the course which has a strong environmental emphasis – Environmental Threats to Our Planet. It commences with evidence for long-term climate change, notably since the start of the Quaternary geological period, and emphasises the change in global temperatures over the past 150 years. Methods of proving climate change are then assessed, before moving on to know and understand the natural causes. With the misconception that climate change is a man-made occurrence dispelled, students finish this term looking at the enhanced greenhouse effect and its consequences.</p> <p>Students continue to develop their locational and place knowledge of the world. They will develop further locational and place knowledge through the case study examples at different scales.</p> <p>Geographical skills include statistical analysis, photo analysis, graphical techniques including line, bar, cartographic techniques including base maps, dot maps, proportional circle maps, choropleth maps</p>	
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	<p>the sun, changes in the Earth's orbit and volcanic activity</p> <ul style="list-style-type: none"> How human activity is responsible for the enhanced greenhouse effect which contributes to global warming <p>Key idea 3: Climate change has consequences</p> <ul style="list-style-type: none"> A range of consequences of climate change currently being experienced across the planet, including sea-level rise and the increased occurrence of extreme weather events 		
<p>Term 2:2</p>	<p>ENVIRONMENTAL THREATS TO OUR PLANET</p> <p>Key idea 4: The global circulation of the atmosphere controls weather and climate</p> <ul style="list-style-type: none"> The distribution of the main climatic regions of the world An outline of how the global circulation of the atmosphere is controlled by the movement of air between the poles and the Equator How the global circulation of the atmosphere leads to extreme weather conditions (wind, temperature, precipitation) in different parts of the world <p>Key idea 5: Extreme weather conditions cause different natural weather hazards</p> <p>Key idea 6: Drought can be devastating for people and the environment</p> <ul style="list-style-type: none"> An outline of the causes of the extreme weather conditions that are associated with the hazards of tropical storms and drought The distribution and frequency of tropical storms and drought, and whether these have changed over time <p>Case study: a drought event caused by El Nino/La Nina – Australia's 'Big Dry', 2002 to 2009 (to include)</p>	<p>ENVIRONMENTAL THREATS TO OUR PLANET</p> <p>The theme and course finish with students learning about the global circulation of air and its impact on the climate and ecology of the planet (an idea first introduced during the Ecosystems of the Planet theme). This is then linked to extreme weather (first covered in UK Environmental Challenges) although the complexity of the idea is deepened by applying it to the major climatic events of El Nino and La Nina. With understanding of these two events, students then look at the relationship between them and the occurrence, frequency and severity of tropical storms and droughts. The final topic is a detailed case study of a drought caused by El Nino, and looks at 'The Big Dry' in Australia.</p> <p>Students continue to develop their locational and place knowledge of the world. They will develop further locational and place knowledge through the case study examples at different scales.</p> <p>Geographical skills include statistical analysis, photo analysis, graphical techniques including line, bar, climate graphs, isoline, satellite imagery, cartographic techniques including base maps, choropleth maps</p> <p>REVISION AND EXAM PREPARATION</p> <p>Mock exams, previous assessments and student progress checkers (used by the students to RAG rate their understanding of the course) will be used to identify key areas for revision. Consequently, the topics of revision will change each year.</p> <p>Lessons will focus on knowledge retrieval and application of this knowledge to exam questions.</p> <p>Lessons will also focus on recapping and reviewing geographical skills and fieldwork to secure knowledge for Paper 3</p>	<p>Retrieval activity at beginning of each lesson.</p> <p>1, 2, 4, 6, 8- and 12-mark questions</p> <p>Summative end-of-unit assessment</p>

	<ul style="list-style-type: none"> • How the extreme weather conditions of El Nino/La Nina develop and can lead to drought • Effects of the drought event on people and the environment • Ways in which people have adapted to drought in the case study area <p>Revision and exam preparation</p>		
Term 3:1	Revision and exam preparation	<p>Mock exams, previous assessments and student progress checkers (used by the students to RAG rate their understanding of the course) will be used to identify key areas for revision. Consequently, the topics of revision will change each year.</p> <p>Lessons will focus on knowledge retrieval and application of this knowledge to exam questions.</p> <p>Lessons will also focus on recapping and reviewing geographical skills and fieldwork to secure knowledge for Paper 3</p>	OCR exam questions
Term 3:2	Public exams	Public exams	Public exams