ERASMUS DARWIN ACADEMY

Excellence for All

Academic Overview 2018-19

Geography						
	Term 1.1	**Term 1.2**	**Term 2.1**	**Term 2.2**	**Term 3.1**	**Term 3.2**
Year 7	**Geographical Skills** Geographical locations major geographical features, lines of latitude and longitude, compass directions, land uses, four & six figure grid references, OS map skills, decision making exercise	**Globalisation** What is globalisation?, transnational companies, cocoa production, Walter's Jeans, clothing Industry: Primark, fashion victim, improving sweatshops, trade, fair-trade	**River Landscapes** Cross profile and long profile, fluvial processes, fluvial landforms, flood risk, hydrographs, UK example of a flood event, river management techniques, UK river management example	**Local Fieldwork** Investigation enquiry process- hypothesis, risk assessment, types of data, data collection techniques, data presentation techniques, analysis, conclusion and evaluation.	**Resources** Natural and human resources, significance of resources, global inequalities in resources, UK food, water and energy overviews, fracking, water transfer schemes, renewable energy	**Development & Urbanisation** Development indicators, quality of life, DTM, uneven development, global urban change, factors affecting urbanisation, megacities, example of a city in a NEE, example of a city in a HIC, urban regeneration project, sustainable urban living
Year 8	**Tourism** Tourism investigation: hypothesis, data collection, data presentation, analysis, conclusion and evaluation, tourism in Staffordshire, honey pot sites	**Explosive Earth** Natural hazards, plate tectonics theory, distribution of tectonic activity, plate boundaries, tectonic hazard examples, responses to tectonic hazards	**Ecosystems & Biomes** Example of a small-scale ecosystem, ecosystem components, location of global biomes, tropical rainforest biome, hot deserts biome, cold environment biome	**Coastal Landscapes** Physical processes, wave types and characteristics, landforms of erosion, transportation and deposition, UK coastal landforms, coastal management	**UK Economy** Clark-Fisher model (classification of jobs), pre- industrial and post-industrial economies, science and business parks, UK industry example, North-south divide, improvements to infrastructure: HS2, European Union	**Weather & Climate** Global atmospheric circulation model, UK air masses, types of rainfall, distribution of tropical storms, structure of tropical storms, example of a tropical storm, climate change causes, impacts and responses
Year 9	**Urban Issues and Challenges** Urban growth, urban opportunities and challenges, urban management and transport.	**Urban Issues and Challenges** Urban growth, urban opportunities and challenges, urban management and transport.	**Physical Landscape in the UK** UK physical landscapes, coastal landscapes in the UK and river landscapes in the UK.	**Physical Landscape in the UK** UK physical landscapes, coastal landscapes in the UK and river landscapes in the UK.	**The Challenge of Resource Management** Basic resources, food, water and energy needed for human development, water specialism	**The Challenge of Resource Management** Basic resources, food, water and energy needed for human development, water specialism.
Year 10	**The Challenge of Natural Hazards** Natural hazards, tectonic hazards, weather hazards and climate change.	**The Challenge of Natural Hazards** Natural hazards, tectonic hazards, weather hazards and climate change.	**The Changing Economic World** Global variations in development, development gap, regional growth of the UK.	**The Changing Economic World** Global variations in development, development gap, regional growth of the UK.	**Fieldwork** Visit two contrasting locations, including both human and physical geography, to collect primary data.	**Fieldwork** Visit two contrasting locations, including both human and physical geography, to collect primary data.
Year 11	**The Living World** Ecosystems, tropical rainforests and hot deserts specialism.	**The Living World** Ecosystems, tropical rainforests and hot deserts specialism.	**Revision** Revisit all topics, completing exam questions and practicing exam technique.	**Pre-release Material** Pre-release material for Issue Evaluation on Paper 3 released in March. Students spend time familiarising themselves with issues on pre- release.	**Revision** Revisit all topics, completing exam questions and practicing exam technique.	**Exams** Paper 1: Physical Geography Paper 2: Human Geography Paper 3: Issue Evaluation and Fieldwork.

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Year 10 Curriculum Content Overview 2018-19

GCSE Geography (AQA) – Year 10				
Knowledge and Skills Students will be taught to….	**Reading, Oracy, Literacy and Numeracy**	**Formative Assessment**	**Summative Assessment**	**Link to refromed GCSE Content**
• Apply learning from the challenge of natural hazards and human interaction with it. • Develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments. • Evaluate the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. • Apply learning from the challenge of the economic world concerned with human processes, systems and outcomes and how these change both spatially and temporally. • Develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. • Recognise the different sides in debates and make decisions based on sound argument • How to undertake a fieldwork enquiry developing transferable skills in research, data collection, analysis and evaluation • Develop and use a wide range of maps from atlas to Ordnance Survey to maps in association with photographs • Apply numerical and statistical skills.	Reading • Success criteria • Decision making evidence • Published articles (newspaper) Numeracy • Ordnance Survey skills • Scale • Measurements (angles, height, distance) • Data presentation (graphs) • Statistics Oracy and Literacy • Key terminology • Geographical spellings • Student discussion • Student presentation	Low stakes quizzing related to knowledge organiser Questioning in lessons Live marking of SPAG during lessons Whole class feedback during lessons Student presentations Exit Strategies	3 cumulative assessments throughout the academic year followed by a detailed improvement phase	Geographical Skills element of the GCSE Knowledge of physical geographical processes (natural hazards) for paper 1 Knowlegde of human geographical processes (economic world) for paper 2 Fiedlwork enquiry process and skills Decision making process linked to pre-release material

Assessment Skills, Knowledge and Concepts Map

	GCSE Geography (AQA) – Year 10 Term 1	Cross-Curricular Strands
Key Learning Questions	**Knowledge and Understanding**	**Reading**
• How do natural hazards pose major risks to people and property? • How are natural hazards the result of physical processes? • How does the global atmospheric circulation help to determine patterns of weather and climate? • Why do tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions? • Why is the UK is affected by a number of weather hazards? • What are the natural and human factors which result in climate change?	• Define the term natural hazard, types of natural hazards and factors affecting hazard risk • Describe the location of major plate boundaries • Describe the global distribution of tectonic hazards • Describe the conditions needed for a tropical storm to form and develop • Explain how physical processes taking place at different types of plate margin (constructive, destructive and conservative) lead to earthquakes and volcanic activity. • Explain the link between global atmospheric circulation and weather and climate in differing areas of the world • Explain why the UK experiences a range of weather hazards in relation to air masses and surface winds • Recognise the difference between natural and human factors resulting in climate change	• Reading of published articles (newspaper reports) • Reading of task instructions • Reading peers work to peer assess • Reading of model answers during the improvement phase
Key Learning Questions	**Analysis and Evaluation**	**Oracy and Literacy**
• How do the effects of, and responses to, natural hazard vary between areas of contrasting levels of wealth? • How can management reduce the effects of a natural hazard? • Why do tropical storms have significant effects on people and the environment? • Why are extreme weather events in the UK having an impact on human activity? • How is climate change managed involving mitigation and adaptation?	• Analyse case study information about the effects and responses to tectonic and atmospheric hazads and evaluate how these vary between contrasting levels of wealth • Analyse data showing past extreme weather conditions in the UK and decide if the weather in the UK is being more extreme • Evaluate the management of tectonic and atmospheric hazards to reduce the effects • Evaluate the current efforts to manage climate change using mitigation and adaptation	Language for Learning – hazard, risk, tectonic plate, plate boundary, constructive, destructive, conservative, tropical storm, earthquake, volcano, climate change, mitigation, adaptation Oracy • Student discussion and student feedback • Student responses to questions • Student expression of opinion or view backed with evidence from prior learning
Key Learning Questions	**Geographical Skills**	**Numeracy**
• Describe the location of….?	• Describe key geographical locations using success criteria	• Calculating the movement of tectonic plates

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Assessment Skills, Knowledge and Concepts Map

	GCSE Geography (AQA) – Year 10 Term 2	Cross-Curricular Strands
Key Learning Questions	**Knowledge and Understanding**	**Reading**
• Why are there global variations in economic development and quality of life?	• Define the development indicators used to measure development • Identify different ways of classifying parts of the world according to their level of development • Describe the five stages of the demographic tranisition model • Explain the causes of uneven devlopment • Explain the limitations of using social and economic indicators to measure development • Explain how rapid economic change in LIC's and NEE's leads to significant changes to society, the economy and the culture • Recognise the consequences of uneven development linked to health, wealth and migration	• Reading of published articles (newspaper reports) • Reading of task instructions • Reading peers work to peer assess • Reading of model answers during the improvement phase
Key Learning Questions	**Analysis and Evaluation**	**Oracy and Literacy**
• What are the strategies to reduce the global development gap? • How does rapid economic development in LIC's and NEE's lead to significant change? • How do major changes in the economy of the UK affect, employment patterns and regional growth?	• Analyse the various strategies used to reduce the development gap and decide which is the best option in your own opinion • Analyse the role of transnational corporations in relation to industrial development and evaluate their influence on the host country • Evaluate the growth in tourism as a strategy to reduce the development gap in Jamacia • Evaluate the effectiveness of international aid in Nigeria and the impacts of the country receiving aid • Evaluate the changes to the UK economy, employment patterns and regional growth since the industrial revolution and how these factors will continue to change in the future • Evaluate the place of the UK in the wider world with reference to the EU and commonwealth. • Suggest ways to reduce the regional differences in the UK	Language for Learning – LIC, NEE, HIC, development, health, wealth, migaration, development gap, tourism, employment, disposable income, economy, north-south divide Oracy • Student discussion and student feedback • Student responses to questions • Student expression of opinion or view backed with evidence from prior learning
Key Learning Questions	**Geographical Skills**	**Numeracy**
• Describe the location of….?	• Describe key geographical locations using success criteria	• Comparison of development indicators • Economic activity statistics

Assessment Skills, Knowledge and Concepts Map

	GCSE Geography (AQA) – Year 10 Term 3	Cross-Curricular Strands
Key Learning Questions	**Knowledge and Understanding**	**Reading**
• What is your investigation hypothesis? • What are the different types of data? • What are the different sampling types? • How did you collect your data?	• Recall your investigation hypothesis including the location • Define primary, secondary, quantatative and qualatative data and give examples of how you used them in your fieldwork investigation • Describe the sampling techniques you used in your investigation and justify why you used them. • Explain clearly, step by step, how you collected primary data on your fieldtrip	• Reading of task instructions • Reading peers work to peer assess • Reading of model answers during the improvement phase
Key Learning Questions	**Analysis and Evaluation**	**Oracy and Literacy**
• What are the risk associated with your fieldwork investigation? • What do your results show you? • How could you improve your fieldwork investigation?	• Analyse the risk associated with your fieldwork and suggest ways to reduce the risks when you are out in the field • Analyse the results of your investigation to identify common patterns/trends and any anomolies in your data. • Evaluate the whole fieldwork investigation- What would you do differently if you were to do it again?	Language for Learning – hypothesis, primary data, secondary data, quantatative, qualatative, sampling, data collection, data presentataion, conclusion, evaluation, accurate, reliable, repeatable Oracy • Student discussion and student feedback • Student responses to questions • Student expression of opinion or view backed with evidence from prior learning
Key Learning Questions	**Geographical Skills**	**Numeracy**
• Identify key features and landforms • Describe the location of….? • How would you find 4 and 6 figure grid references? • Analysis and evaluate the results of your fieldwork enquriy	• Use a OS map to identify key human and physical features • Describe key geographical locations using success criteria • Apply learning of 4 and 6 figure grid references to OS maps to idenify key features • Evaluate the fieldwork enquiry process and outcomes to accept or reject the chosen hypothesis	• Data collection techniques on fieldwork visits • Drawing graphs and charts to present data • Measurements on fieldwork • OS map skills