



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	<p><u>Geographical Skills</u> 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</p>	<p><u>Globalisation</u> What is globalisation?, transnational companies, cocoa production, Walter's Jeans, clothing Industry: Primark, fashion victim, improving sweatshops, trade, fair-trade</p>	<p><u>River Landscapes</u> 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</p>	<p><u>Local Fieldwork</u> Investigation enquiry process- hypothesis, risk assessment, types of data, data collection techniques, data presentation techniques, analysis, conclusion and evaluation.</p>	<p><u>Resources</u> Natural and human resources, significance of resources, global inequalities in resources, UK food, water and energy overviews, fracking, water transfer schemes, renewable energy</p>	<p><u>Development & Urbanisation</u> 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</p>
Year 8	<p><u>Tourism</u> Tourism investigation: hypothesis, data collection, data presentation, analysis, conclusion and evaluation, tourism in Staffordshire, honey pot sites</p>	<p><u>Explosive Earth</u> Natural hazards, plate tectonics theory, distribution of tectonic activity, plate boundaries, tectonic hazard examples, responses to tectonic hazards</p>	<p><u>Ecosystems & Biomes</u> Example of a small-scale ecosystem, ecosystem components, location of global biomes, tropical rainforest biome, hot deserts biome, cold environment biome</p>	<p><u>Coastal Landscapes</u> Physical processes, wave types and characteristics, landforms of erosion, transportation and deposition, UK coastal landforms, coastal management</p>	<p><u>UK Economy</u> 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</p>	<p><u>Weather & Climate</u> 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</p>
Year 9	<p><u>Urban Issues and Challenges</u> Urban growth, urban opportunities and challenges, urban management and transport.</p>	<p><u>Urban Issues and Challenges</u> Urban growth, urban opportunities and challenges, urban management and transport.</p>	<p><u>Physical Landscape in the UK</u> UK physical landscapes, coastal landscapes in the UK and river landscapes in the UK.</p>	<p><u>Physical Landscape in the UK</u> UK physical landscapes, coastal landscapes in the UK and river landscapes in the UK.</p>	<p><u>The Challenge of Resource Management</u> Basic resources, food, water and energy needed for human development, water specialism</p>	<p><u>The Challenge of Resource Management</u> Basic resources, food, water and energy needed for human development, water specialism.</p>
Year 10	<p><u>The Challenge of Natural Hazards</u> Natural hazards, tectonic hazards, weather hazards and climate change.</p>	<p><u>The Challenge of Natural Hazards</u> Natural hazards, tectonic hazards, weather hazards and climate change.</p>	<p><u>The Changing Economic World</u> Global variations in development, development gap, regional growth of the UK.</p>	<p><u>The Changing Economic World</u> Global variations in development, development gap, regional growth of the UK.</p>	<p><u>Fieldwork</u> Visit two contrasting locations, including both human and physical geography, to collect primary data.</p>	<p><u>Fieldwork</u> Visit two contrasting locations, including both human and physical geography, to collect primary data.</p>
Year 11	<p><u>The Living World</u> Ecosystems, tropical rainforests and hot deserts specialism.</p>	<p><u>The Living World</u> Ecosystems, tropical rainforests and hot deserts specialism.</p>	<p><u>Revision</u> Revisit all topics, completing exam questions and practicing exam technique.</p>	<p><u>Pre-release Material</u> Pre-release material for Issue Evaluation on Paper 3 released in March. Students spend time familiarising themselves with issues on pre- release.</p>	<p><u>Revision</u> Revisit all topics, completing exam questions and practicing exam technique.</p>	<p><u>Exams</u> Paper 1: Physical Geography Paper 2: Human Geography Paper 3: Issue Evaluation and Fieldwork.</p>



Year 11 Curriculum Content Overview 2018-19

GCSE Geography (AQA) – Year 11				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
<ul style="list-style-type: none"> Apply learning from the living world and human interaction with it Develop an understanding of the 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. Recognise the different sides in debates and make decisions based on sound argument 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 <ul style="list-style-type: none"> Success criteria Decision making evidence Published articles (newspaper) 	Low stakes quizzing related to knowledge organiser Questioning in lessons Live marking of SPAG during lessons	3 cumulative assessments throughout the academic year followed by a detailed improvement phase	Geographical Skills element of the GCSE Knowledge of physical geographical processes (living world) for paper 1 Fieldwork enquiry process and skills Decision making process linked to pre-release material
	Numeracy <ul style="list-style-type: none"> Ordnance Survey skills Scale Measurements (angles, height, distance) Data presentation (graphs) Statistics 	Whole class feedback during lessons Student presentations Exit Strategies		
	Oracy and Literacy <ul style="list-style-type: none"> Key terminology Geographical spellings Student discussion Student presentation 			



Assessment Skills, Knowledge and Concepts Map

GCSE Geography (AQA) – Year 11 Term 1	
Key Learning Questions	Knowledge and Understanding
<ul style="list-style-type: none"> Why do ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components? What are the distinctive characteristics of tropical rainforest ecosystems? What are the distinctive characteristics of Hot desert ecosystems? How does the development of hot desert environments create opportunities and challenges? 	<ul style="list-style-type: none"> Define the terms biotic and abiotic components with examples Identify the producers and consumers in a food chain and food web Give an example of a small-scale ecosystem in the UK Describe the ecosystems which exist at a range of scales Describe the interrelationship between ecosystem components Explain the role of key components in an ecosystem Explain the distinctive characteristics of tropical rainforest ecosystems Explain the distinctive characteristics of hot desert ecosystems Recognise the opportunities and challenges associated with the development of hot desert environments
Key Learning Questions	Analysis and Evaluation
<ul style="list-style-type: none"> How can tropical rainforests be managed sustainable? Why are areas on the fringe of hot deserts at risk of desertification? 	<ul style="list-style-type: none"> Analyse the role of decomposers in the nutrient cycle Analyse the current management techniques used to reduce deforestation and evaluate the sustainability of these techniques Analyse the value of tropical rainforests to people and the environment Evaluate current measures to increase biodiversity in environments under threat such as tropical rainforests and deserts and suggest ways to promote biodiversity in these fragile environments Evaluate the risk of desertification on areas on the fringe of hot deserts
Key Learning Questions	Geographical Skills
<ul style="list-style-type: none"> Identify key features and landforms Describe the location of....? 	<ul style="list-style-type: none"> Use a OS map to identify key human and physical features Describe key geographical locations using success criteria

Cross-Curricular Strands
Reading
<ul style="list-style-type: none"> Reading of published articles (newspaper reports) Reading of task instructions Reading peers work to peer assess Reading of model answers during the improvement phase
Oracy and Literacy
Language for Learning – ecosystem, biome, biotic, abiotic, food web, food chain, nutrient cycling, producers, consumers, decomposers, trophic levels, tropical rainforest, biodiversity, desert, desertification, sustainability
Oracy <ul style="list-style-type: none"> Student discussion and student feedback Student responses to questions Student expression of opinion or view backed with evidence from prior learning
Numeracy
<ul style="list-style-type: none"> Measuring distance OS map skills