



# Academic Overview 2018-19

Geography						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
<b>Year 7</b>	<p><b><u>Geographical Skills</u></b> Geographical locations major geographical features, lines of latitude and longitude, compass directions, land uses, four &amp; six figure grid references, OS map skills, decision making exercise</p>	<p><b><u>Globalisation</u></b> What is globalisation?, transnational companies, cocoa production, Walter's Jeans, clothing Industry: Primark, fashion victim, improving sweatshops, trade, fair-trade</p>	<p><b><u>River Landscapes</u></b> 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><b><u>Local Fieldwork</u></b> Investigation enquiry process- hypothesis, risk assessment, types of data, data collection techniques, data presentation techniques, analysis, conclusion and evaluation.</p>	<p><b><u>Resources</u></b> 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><b><u>Development &amp; Urbanisation</u></b> 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>
<b>Year 8</b>	<p><b><u>Tourism</u></b> Tourism investigation: hypothesis, data collection, data presentation, analysis, conclusion and evaluation, tourism in Staffordshire, honey pot sites</p>	<p><b><u>Explosive Earth</u></b> Natural hazards, plate tectonics theory, distribution of tectonic activity, plate boundaries, tectonic hazard examples, responses to tectonic hazards</p>	<p><b><u>Ecosystems &amp; Biomes</u></b> Example of a small-scale ecosystem, ecosystem components, location of global biomes, tropical rainforest biome, hot deserts biome, cold environment biome</p>	<p><b><u>Coastal Landscapes</u></b> Physical processes, wave types and characteristics, landforms of erosion, transportation and deposition, UK coastal landforms, coastal management</p>	<p><b><u>UK Economy</u></b> 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><b><u>Weather &amp; Climate</u></b> 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>
<b>Year 9</b>	<p><b><u>Urban Issues and Challenges</u></b> Urban growth, urban opportunities and challenges, urban management and transport.</p>	<p><b><u>Urban Issues and Challenges</u></b> Urban growth, urban opportunities and challenges, urban management and transport.</p>	<p><b><u>Physical Landscape in the UK</u></b> UK physical landscapes, coastal landscapes in the UK and river landscapes in the UK.</p>	<p><b><u>Physical Landscape in the UK</u></b> UK physical landscapes, coastal landscapes in the UK and river landscapes in the UK.</p>	<p><b><u>The Challenge of Resource Management</u></b> Basic resources, food, water and energy needed for human development, water specialism</p>	<p><b><u>The Challenge of Resource Management</u></b> Basic resources, food, water and energy needed for human development, water specialism.</p>
<b>Year 10</b>	<p><b><u>The Challenge of Natural Hazards</u></b> Natural hazards, tectonic hazards, weather hazards and climate change.</p>	<p><b><u>The Challenge of Natural Hazards</u></b> Natural hazards, tectonic hazards, weather hazards and climate change.</p>	<p><b><u>The Changing Economic World</u></b> Global variations in development, development gap, regional growth of the UK.</p>	<p><b><u>The Changing Economic World</u></b> Global variations in development, development gap, regional growth of the UK.</p>	<p><b><u>Fieldwork</u></b> Visit two contrasting locations, including both human and physical geography, to collect primary data.</p>	<p><b><u>Fieldwork</u></b> Visit two contrasting locations, including both human and physical geography, to collect primary data.</p>
<b>Year 11</b>	<p><b><u>The Living World</u></b> Ecosystems, tropical rainforests and hot deserts specialism.</p>	<p><b><u>The Living World</u></b> Ecosystems, tropical rainforests and hot deserts specialism.</p>	<p><b><u>Revision</u></b> Revisit all topics, completing exam questions and practicing exam technique.</p>	<p><b><u>Pre-release Material</u></b> Pre-release material for Issue Evaluation on Paper 3 released in March. Students spend time familiarising themselves with issues on pre- release.</p>	<p><b><u>Revision</u></b> Revisit all topics, completing exam questions and practicing exam technique.</p>	<p><b><u>Exams</u></b> Paper 1: Physical Geography Paper 2: Human Geography Paper 3: Issue Evaluation and Fieldwork.</p>



# Year 8 Curriculum Content Overview 2018-19

Geography – Year 8				
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"> <li>How to undertake a fieldwork enquiry developing transferable skills in research, data collection, analysis and evaluation</li> <li>Develop and use a wide range of maps from atlas to Ordnance Survey to maps in association with photographs</li> <li>Apply numerical and statistical skills</li> <li>Recognise the different sides in debates and make decisions based on sound argument</li> <li>Apply learning of physical geographical processes to natural hazards, coastal landscapes and weather and climate</li> <li>Assess the importance of global biomes and ecosystems to both physical and human processes</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Success criteria</li> <li>Decision making evidence</li> <li>Published articles (newspaper)</li> </ul>	Low stakes quizzing related to knowledge organiser  Questioning in lessons  Live marking of SPAG during lessons	2 cumulative assessments throughout the academic year followed by a detailed improvement phase	Geographical Skills element of the GCSE  Knowledge of human and physical geographical processes  Basic fieldwork enquiry process and skills  Decision making process linked to pre-release material
	<b>Numeracy</b> <ul style="list-style-type: none"> <li>Ordnance Survey skills</li> <li>Scale</li> <li>Measurements (angles, height, distance)</li> <li>Data presentation (graphs)</li> <li>Statistics</li> </ul>	Whole class feedback during lessons  Student presentations  Exit Strategies		
	<b>Oracy and Literacy</b> <ul style="list-style-type: none"> <li>Key terminology</li> <li>Geographical spellings</li> <li>Student discussion</li> <li>Student presentation</li> </ul>			



# Assessment Skills, Knowledge and Concepts Map

Geography – Year 8 Term 1	
Key Learning Questions	Knowledge and Understanding
<ul style="list-style-type: none"> <li>• What is your investigation hypothesis?</li> <li>• What are the different types of data?</li> <li>• How did you collect your data?</li> <li>• Where are the tourist attractions in Staffordshire?</li> <li>• What is 'honeypot' site?</li> <li>• How do natural hazards pose major risks to people and property?</li> <li>• How are natural hazards the result of physical processes?</li> </ul>	<ul style="list-style-type: none"> <li>• Recall your investigation hypothesis for your tourism investigation</li> <li>• Learn the definition of a 'honeypot site' and its basic features</li> <li>• Define primary, secondary, quantitative and qualitative data and give examples of how you used them in your tourism investigation</li> <li>• Define the term natural hazard, types of natural hazards and factors affecting hazard risk</li> <li>• Describe the location of tourist attractions in Staffordshire</li> <li>• Describe the link between tectonic plates, plate boundaries and tectonic hazards</li> <li>• Explain clearly, step by step, how you collected primary data as part of your tourism investigation</li> </ul>
Key Learning Questions	Analysis and Evaluation
<ul style="list-style-type: none"> <li>• What do your results show you?</li> <li>• How could you improve your tourism investigation?</li> <li>• How could Staffordshire be rebranded?</li> <li>• Who are the winners and losers in tourism?</li> <li>• How do the effects of, and responses to, natural hazard vary between areas of contrasting levels of wealth?</li> <li>• How can management reduce the effects of a natural hazard?</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the results of your investigation to identify common patterns/trends and any anomalies in your data.</li> <li>• Suggest ways that Staffordshire can be rebranded to encourage more tourists to visit the county</li> <li>• Evaluate the whole fieldwork investigation- What would you do differently if you were to do it again? Analyse the positives and negatives of tourism for differing groups of people and decide who are winners and losers</li> <li>• Analyse case study information about the effects and responses to tectonic and atmospheric hazards and evaluate how these vary between contrasting levels of wealth</li> <li>• Evaluate the management of tectonic hazards to reduce the effects</li> </ul>
Key Learning Questions	Geographical Skills
<ul style="list-style-type: none"> <li>• Describe the location of....?</li> <li>• How would you find 4 and 6 figure grid references?</li> <li>• Analyse and evaluate the results of your fieldwork enquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Describe key geographical locations using success criteria</li> <li>• Apply learning of 4 and 6 figure grid references to OS maps to identify key features</li> <li>• Evaluate the fieldwork enquiry process and outcomes to accept or reject the chosen hypothesis</li> </ul>

Cross-Curricular Strands
Reading
<ul style="list-style-type: none"> <li>• Reading of published articles (newspaper reports)</li> <li>• Reading of task instructions</li> <li>• Reading peers work to peer assess</li> <li>• Reading of model answers during the improvement phase</li> </ul>
Oracy and Literacy
<p>Language for Learning – tourism, social, economic, environmental, 'honeypot' site, natural hazards, tectonic plate, plate boundary, constructive, destructive, conservative, volcano, earthquake, tsunami</p> <p>Oracy</p> <ul style="list-style-type: none"> <li>• Student discussion and student feedback</li> <li>• Student responses to questions</li> <li>• Student expression of opinion or view backed with evidence from prior learning</li> </ul>
Numeracy
<ul style="list-style-type: none"> <li>• Collection of quantitative data for fieldwork investigation</li> <li>• Drawing graphs and charts to present data</li> <li>• Tectonic hazard case study statistics</li> </ul>



# Assessment Skills, Knowledge and Concepts Map

Geography – Year 8 Term 2		Cross-Curricular Strands
<b>Key Learning Questions</b> <ul style="list-style-type: none"> <li>• What are abiotic and biotic features in an eco-system?</li> <li>• What are the distinctive characteristics of tropical rainforest ecosystems?</li> <li>• What are the distinctive characteristics of Hot desert ecosystems and cold environments?</li> <li>• How does the development of hot desert environments create opportunities and challenges?</li> <li>• How is the coast shaped by a number of physical processes?</li> <li>• Why are distinctive coastal landforms the result of rock type, structure and physical processes.</li> </ul>	<b>Knowledge and Understanding</b> <ul style="list-style-type: none"> <li>• Define the terms biotic and abiotic components with examples</li> <li>• Identify the producers and consumers in a food chain and food web</li> <li>• Describe the interrelationship between ecosystem components</li> <li>• Describe the physical processes which are responsible for shaping the coastline</li> <li>• Explain the distinctive characteristics of tropical rainforest ecosystems</li> <li>• Explain the distinctive characteristics of hot desert ecosystems and cold environments</li> <li>• Explain how coastal landforms are developed and change over time</li> <li>• Explain how coastal are formed as a result of geology and physical processes</li> <li>• Recognise the opportunities and challenges associated with the development of hot desert environments</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• Reading of published articles (newspaper reports)</li> <li>• Reading of task instructions</li> <li>• Reading peers work to peer assess</li> <li>• Reading of model answers during the improvement phase</li> </ul>
<b>Key Learning Questions</b> <ul style="list-style-type: none"> <li>• How will fragile hot and cold environments change in the future?</li> <li>• Are current coastal management schemes going to continue to be effective in the future?</li> <li>• How can different management strategies be used to protect coastlines from the effects of physical processes?</li> </ul>	<b>Analysis and Evaluation</b> <ul style="list-style-type: none"> <li>• Predict the changes fragile eco-systems are going to face in the future and how they could possibly respond to these changes</li> <li>• Analyse the current management techniques used to reduce deforestation and evaluate the sustainability of these techniques</li> <li>• Analyse current erosion rates as a result of coastal management techniques and evaluate the success of these schemes</li> <li>• Evaluate current measures to increase biodiversity in environments under threat such as tropical rainforests and deserts</li> <li>• Evaluate how best to continue to protect coastlines from erosion in the future</li> </ul>	<b>Oracy and Literacy</b> <p>Language for Learning – ecosystem, biome, biotic, abiotic, food web, food chain, nutrient cycling, producers, consumers, decomposers, , biodiversity, erosion, transportation, deposition, hard engineering, soft engineering, cost-benefit analysis</p> <p>Oracy</p> <ul style="list-style-type: none"> <li>• Student discussion and student feedback</li> <li>• Student responses to questions</li> <li>• Student expression of opinion or view backed with evidence from prior learning</li> </ul>
<b>Key Learning Questions</b> <ul style="list-style-type: none"> <li>• Identify coastal features on an OS map</li> <li>• Describe the location of....?</li> <li>• How would you find 4 and 6 figure grid references</li> </ul>	<b>Geographical Skills</b> <ul style="list-style-type: none"> <li>• Identify coastal features on an OS map</li> <li>• Describe key geographical locations using success criteria</li> <li>• Apply learning of 4 and 6 figure grid references to OS maps to identify key features</li> </ul>	<b>Numeracy</b> <ul style="list-style-type: none"> <li>• Calculating height above land using contour lines on an OS map</li> <li>• 4 and 6 figure grid references</li> </ul>



# Assessment Skills, Knowledge and Concepts Map

Geography – Year 8 Term 3		Cross-Curricular Strands
<b>Key Learning Questions</b>	<b>Knowledge and Understanding</b>	<b>Reading</b>
<ul style="list-style-type: none"> <li>How has the UK economy changed in the last 150 years?</li> <li>What is climate change?</li> <li>What are the natural and human factors which result in climate change?</li> </ul>	<ul style="list-style-type: none"> <li>Define the term climate change</li> <li>Give evidence to support the theory of climate change</li> <li>Describe how the UK economy has evolved since the industrial revolution with specific reference to employment sectors</li> <li>Explain how employment has changed in the UK, giving reasons for these changes over the last 50 years</li> <li>Explain why the UK experiences a range of weather hazards in relation to air masses and surface winds</li> <li>Recognise the difference between natural and human factors resulting in climate change</li> <li>Recognise the arguments for and against current climate change</li> </ul>	<ul style="list-style-type: none"> <li>Reading of published articles (newspaper reports)</li> <li>Reading of task instructions</li> <li>Reading peers work to peer assess</li> <li>Reading of model answers during the improvement phase</li> </ul>
<b>Key Learning Questions</b>	<b>Analysis and Evaluation</b>	<b>Oracy and Literacy</b>
<ul style="list-style-type: none"> <li>How do major changes in the economy of the UK affect, employment patterns and regional growth?</li> <li>What is the future of the UK economy?</li> <li>Is climate change a fact or a phenomenon?</li> <li>How is climate change managed involving mitigation and adaptation?</li> </ul>	<ul style="list-style-type: none"> <li>Use prior learning to predict the future of the UK economy.</li> <li>Analyse the evidence for and against climate change and determine whether you think is a fact or a phenomenon?</li> <li>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</li> <li>Evaluate the place of the UK in the wider world with reference to the EU and commonwealth.</li> <li>Evaluate the current efforts to manage climate change using mitigation and adaptation</li> <li>Suggest ways to reduce the regional differences in the UK</li> </ul>	<p>Language for Learning – , employment, disposable income, economy, north-south divide, climate change, mitigation, adaptation</p> <p>Oracy</p> <ul style="list-style-type: none"> <li>Student discussion and student feedback</li> <li>Student responses to questions</li> <li>Student expression of opinion or view backed with evidence from prior learning</li> </ul>
<b>Key Learning Questions</b>	<b>Geographical Skills</b>	<b>Numeracy</b>
<ul style="list-style-type: none"> <li>Describe the location of....?</li> <li>How would you find 4 and 6 figure grid references?</li> </ul>	<ul style="list-style-type: none"> <li>Describe key geographical locations using success criteria</li> <li>Apply learning of 4 and 6 figure grid references to OS maps to identify key features</li> </ul>	<ul style="list-style-type: none"> <li>Employment statistics</li> <li>Climate change data</li> </ul>