



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 9 Curriculum Content Overview 2018-19

GCSE Geography (AQA)– Year 9				
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 physical landscapes in the United Kingdom and human interaction with it. Develop an understanding of the 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 urban issues and challenges 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 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 (physical landscapes) for paper 1 Knowledge of human geographical processes (urban issues and challenges & resource management) for paper 2 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 9 Term 1	
Key Learning Questions	Knowledge and Understanding
<ul style="list-style-type: none"> Why does a growing percentage of the world's population live in urban areas? How does urban growth and change create opportunities and challenges for cities? 	<ul style="list-style-type: none"> Identify the global pattern of urban change Describe urban trends in different parts of the world including HICs and LICs Describe the factors affecting the rate of urbanisation Give reasons for the emergence of megacities Explain how urban growth creates social and economic opportunities in LIC's and NEE's Explain how urban growth creates social, economic and environmental challenges in LIC's and NEE's Give an example of how urban planning is improving the quality of life for the urban poor
Key Learning Questions	Analysis and Evaluation
<ul style="list-style-type: none"> How does urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Why does urban sustainability require management of resources and transport? 	<ul style="list-style-type: none"> Analyse data showing an overview of the distribution of population and the major cities of the UK Analyse urban sustainability schemes currently used in UK cities and evaluate their effectiveness in managing resources and transport Evaluate the impacts national and international migration has on the growth and character of a city Evaluate the success of an urban regeneration scheme
Key Learning Questions	Geographical Skills
<ul style="list-style-type: none"> Identify key features and landforms Describe the location of....? How would you find 4 and 6 figure grid references? 	<ul style="list-style-type: none"> Use a OS map to identify characteristics of urban areas Describe key geographical locations using success criteria Apply learning of 4 and 6 figure grid references to OS maps to identify key features

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 – population, urbanisation, migration, natural increase, LIC, NEE, HIC, megacity, social, economic, environmental, opportunity, challenge, urban planning, deprivation, regeneration, sustainable
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"> Population statistics Migration statistics Chloropleth maps



Assessment Skills, Knowledge and Concepts Map

GCSE Geography (AQA) – Year 9 Term 2	
Key Learning Questions	Knowledge and Understanding
<ul style="list-style-type: none"> Why does the UK have a range of diverse landscapes? How is the coast shaped by a number of physical processes? Why are distinctive coastal landforms the result of rock type, structure and physical processes. Why does the shape of river valleys changes as rivers flow downstream? How do distinctive fluvial landforms result from different physical processes? 	<ul style="list-style-type: none"> Identify the diverse range of landscapes and the reasons for their development Describe the physical processes which are responsible for shaping the coastline Describe the differences between constructive and destructive waves Describe the changes to a river as it flows from source to mouth Explain how coastal and river landforms are developed and change over time Explain how coastal and fluvial landscapes are formed as a result of geology and physical processes
Key Learning Questions	Analysis and Evaluation
<ul style="list-style-type: none"> How can different management strategies be used to protect coastlines from the effects of physical processes? How can different management strategies be used to protect river landscapes from the effects of flooding. 	<ul style="list-style-type: none"> Analyse current erosion rates as a result of coastal management techniques and evaluate the success of these schemes Analyse flooding data linked to river management and evaluate the success of these schemes Evaluate how best to continue to protect coastlines and river landscapes from flooding in the future
Key Learning Questions	Geographical Skills
<ul style="list-style-type: none"> Identify key features and landforms Describe the location of....? How would you find 4 and 6 figure grid references? 	<ul style="list-style-type: none"> Use a OS map to identify key coastal and fluvial features Describe key geographical locations using success criteria Apply learning of 4 and 6 figure grid references to OS maps to identify key features

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 – landscape, upland, lowland, relief, erosion, transportation, deposition, constructive wave, destructive wave, cross profile, long profile, source, mouth, hard engineering, soft engineering, cost-benefit analysis
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"> Calculating river height, width and depth Spot heights and differences in height on OS map 4 and 6 figure grid references



Assessment Skills, Knowledge and Concepts Map

GCSE Geography (AQA) – Year 9 Term 3	
Key Learning Questions	Knowledge and Understanding
<ul style="list-style-type: none"> Why is food, water and energy fundamental to human development? What is fracking? Why is demand for water resources is rising globally? Why is the supply of water insecure? 	<ul style="list-style-type: none"> Describe the global inequalities in the supply and consumption of resources Describe areas of water surplus and water deficit Describe the locations of current and future sites of fracking Explain the stages in the process of fracking Explain the reasons for increasing water consumption: economic development, rising population Explain the impacts associated with water insecurity Recognise the importance of food, water and energy to human development.
Key Learning Questions	Analysis and Evaluation
<ul style="list-style-type: none"> How does the changing demand and provision of resources in the UK create opportunities and challenges? How could conflict arise from the rising demand of water resources being coupled with the insecure supply of water? Which strategies can be used to increase water supply. 	<ul style="list-style-type: none"> Analyse the reasons for the demand and provision of resources in the UK is changing Analyse the factors affecting water availability: climate, geology, pollution of supply, over-abstraction, limited infrastructure, poverty. Suggest how conflicts could arise from the rising demand of water resources being coupled with the insecure supply of water? Evaluate the sustainability of measures to create a resource secure future: water conservation, groundwater management, recycling, 'grey' water Evaluate the success of water transfer schemes in ensure water is equally accessible by the whole population
Key Learning Questions	Geographical Skills
<ul style="list-style-type: none"> Identify key features and landforms Describe the location of....? How would you find 4 and 6 figure grid references? 	<ul style="list-style-type: none"> 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 identify key features

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
<p>Language for Learning – natural, human, resource, finite, infinite, non renewable, renewable, organic, food miles, seasonal, locally sourced, water transfer, water surplus, water deficit, fracking,</p> <p>Oracy</p> <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"> Calculating food miles 4 and 6 figure grid references