

Curriculum Planning

Geography 2021-22

1 Year Plan

Year 1

| Time | Key Subject Content | Sequencing | Rationale | Careers, Industry Links and Cultural Capital | Reading | SEMH |
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| Half Term 1: Sep – Oct | 3.1.1 The challenge of natural hazards. | <p>Natural hazards pose major risks to people and property. Earthquakes and volcanic eruptions are the result of physical processes</p> <p>The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Management can reduce the effects of a tectonic hazard.</p> <p>Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.</p> <p>Tropical storms have significant effects on people and the environment. The UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity</p> <p>This is a good unit to allow students to start to remember, recollect, define and label work and begin to use Geographical knowledge in the form of Maps and Inserts to interpret data.</p> | <p>This is a great way to identify students' attitudes towards Physical Geography. This is an interactive unit that focuses on interesting topics such as Volcanoes, Earthquakes, Tsunamis and Storms. This topic also allows students to start to develop knowledge and then begin to apply this to exam style questions.</p> <p>This is the fundamental opportunity for students to experience some success due to previous knowledge from cross-curricular themes. This is part of Paper 1, which is weighted at 35%. This section alone has higher weighting at 13% of the final GCSE.</p> | <p>Careers opportunities explored through real life geographers presenting short videos exploring weather patterns and tectonic examples.</p> <p>Cultural capital is embedded through the exploration of the effects of natural hazards particularly in the developing world.</p> <p>Opportunity post-covid for links with local metrological professional.</p> | <p>Students encouraged to research from text books and handouts. Students use an Atlas to locate areas of study, geographical and political features.</p> <p>OS maps are used to interpret information and recognise geographical features.</p> <p>DART Gap filling and grouping texts. Table and flow chart texts.</p> | <p>SEMH Addressed via BOXALL strands linked to specific pupil need.</p> <p>Opportunities to address:</p> <p>A – Giving purposeful attention Through participation in lesson and completion of class activities.</p> |

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| <p>Half Term 2: Oct – Dec</p> | <p>3.2.1 Urban issues and challenges</p> | <p>A growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEEs. Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges Urban sustainability requires management of resources and transport. This is a good unit to allow students to start to describe and state work and continue to use Geographical knowledge in the form of Maps and Inserts to interpret and describe data</p> | <p>This is a great way to identify students' attitudes towards Human Geography. This is an interactive unit that focuses on interesting topics such as, Cities, Planning, Transport, Crime and Employment and begins to introduce human geographical concepts looking at specific case studies. This topic also allows students to develop knowledge and then begin to apply this to exam style questions.</p> | <p>Cultural capital introduced through investigating the effects migration has on rural and urban populations. The unequal distribution of resources and wealth</p> | <p>Students encouraged to research from text books and handouts. Students use an Atlas to locate areas of study, geographical and political features. OS maps are used to interpret information and recognise geographical features. DART Gap filling and grouping texts. Table and flow chart texts.</p> | <p>B – Participating Constructively Involvement in group discussion and joining the discourse.</p> |
| <p>Term 3. Jan-Feb</p> | <p>3.2.3 The challenge of the resource management</p> | <p>Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK create opportunities and challenges. Demand for Food resources is rising globally but supply can be insecure. Different strategies can be used to increase Food supply.</p> | <p>This is a good unit to allow students to continue to explain and use a range use Geographical knowledge in the form of Maps and Inserts to interpret and describe data. This unit will also allow student to continue to compare and contrast knowledge about resource management.</p> | <p>Cultural capital introduced through investigating the effects of food inequalities and its impacts on the health and wellbeing of global communities. The unequal distribution of resources and wealth</p> | <p>Students encouraged to research from text books and handouts. Students use an Atlas to locate areas of study, geographical and political features. OS maps are used to interpret information and recognise</p> | <p>C - Connecting up experiences Using the geography curriculum to relate to pupils lived life experiences and possible future experiences.</p> |

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| | | | | | geographical features. | |
| Term 3 Feb-March | 3.1.2 The living world | <p>Ecosystems exist at a range of scales and involve the interaction between living and non-living components.</p> <p>Tropical rainforest ecosystems have a range of distinctive characteristics</p> <p>Deforestation has economic and environmental impacts</p> <p>Tropical rainforests need to be managed to be sustainable</p> <p>(Cold environments polar and tundra) have a range of characteristics</p> <p>Development of cold environments creates opportunities and challenges.</p> <p>Cold environments are at risk from development.</p> <p>This is a good unit to allow students to continue to describe and state work and continue to use Geographical knowledge in the form of Maps and Inserts to interpret and describe data</p> | <p>This is a great way to continue to develop students' attitudes towards Physical Geography. This is an interactive unit that focuses on interesting topics such as, Rainforests and Polar environments and continues to develop physical geographical concepts. This topic also allows students to develop knowledge and then begin to apply this to exam style questions. This topic has the advantage that many of these topics will have been covered at KS3 and in Science.</p> <p>Furthermore, as resilience is still being developed in this subject, this is one of the 'easier' topics to learn. This topic is worth approximately 10% of the final exam.</p> | <p>Careers opportunities explored through real life geographers presenting short videos from the Time for Geography series. exploring eco systems and biomes.</p> <p>Cultural capital through exploration of impacts on local communities particularly in LICs and NEEs</p> <p>Impact on planet.</p> <p>How the UK uses international development as use of soft power.</p> | <p>Students encouraged to read to the group from handouts.</p> <p>Research from text books and handouts.</p> <p>Students use an Atlas to locate areas of study, geographical and political features.</p> <p>OS maps are used to interpret information and recognise geographical features.</p> <p>DART</p> <p>Gap filling and grouping texts.</p> <p>Table and flow chart texts.</p> | <p>D – Showing Insightful Involvement</p> <p>Engagement with curriculum and experiences provided eg trips/field study</p> <p>D – Showing Insightful Involvement</p> |

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| <p>Term 4 March-Apr</p> | <p>3.1.3 Landscapes in the UK</p> | <p>The relief and landscapes found in the UK Living with the physical environment is about physical processes and systems, how they change, and how people interact with them at a range of scales and in a range of places. An introduction to UK physical landscapes. River landscapes in the UK. Glacial Landscapes in the UK</p> | <p>This is a very difficult topic due to the complex language used in this topic. This unit is taught later in the academic year once positive, trusting relationships have been formed and a degree of resilience is evident in students. However, this topic also features part of the fieldwork unit and ties in with this component of the course. The Coast component consists of nearly 12% of the course, and the field work component is 7.5% of the course.</p> | <p>Time for geography videos included in delivery of the course. These are presented by geography professionals from a variety of disciplines. Visits to local Geographical features such as glacial valley and local rivers</p> | <p>Students use an Atlas to locate areas of study, geographical and political features. OS maps are used to interpret information and recognise geographical features. DART Gap filling and grouping texts. Table and flow chart texts.</p> | <p>D – Showing Insightful Involvement Engagement with curriculum and experiences provided eg trips/field study D – Showing Insightful Involvement</p> |
| <p>Half Term 5: June – July</p> | <p>3.3.1. Issue evaluation</p> | <p>Suitable question for geographical enquiry. Selecting, measuring and recording data appropriate to the chosen enquiry. Selecting appropriate ways of processing and presenting fieldwork data Describing, analysing and explaining fieldwork data Reaching conclusions Evaluation of geographical enquiry This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources</p> | <p>Students have the opportunity to work through the resources, enabling them to become familiar with the material. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups. Assessment will consist of a series of questions related to a contemporary geographical issue(s), leading to a more extended piece of writing which will involve an evaluative judgement. Students will apply knowledge and understanding to interpret, analyse and evaluate the information and issue(s) in the pre-release resources booklet and the question paper. They will also use geographical skills to set the issue(s) in context and to examine conflicting viewpoints about the issue(s)..</p> | | | |

