



# Geography

## Year 7-11 Subject Learning Scheme 2017-2018



Year 7 KS3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><b>Prior Teaching and Learning</b></p>	<p><b>Introduction</b> (1 Weeks)</p> <p><b>Tectonics (11 weeks)</b></p> <p><b>Contextual knowledge:</b></p> <ul style="list-style-type: none"> <li>The global distribution of earthquakes, volcanoes and plate boundaries.</li> <li>Locational knowledge of specific hazards.</li> <li>Case study of a hazard in an MEDC and LEDC</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>The geological timescale of the Earth</li> <li>The structure of the Earth and explain the movement of tectonic plates.</li> <li>The relationship between earthquakes, volcanic activity and processes at different types of plate boundary.</li> <li>The impact of different earthquakes and volcanic eruptions on human activities.</li> </ul>		<p><b>Weather and Climate</b></p> <p><b>Contextual knowledge:</b></p> <ul style="list-style-type: none"> <li>The global weather patterns and reasons for them</li> <li>Locational knowledge of different weather events</li> <li>Case study of a Weather Event</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>The difference between weather and climate</li> <li>The relationship between weather events and people</li> <li>The impact of different weather events on human activities</li> <li>How people respond to weather events</li> <li>How the climate has change over time and how it is currently changing</li> <li>The effects of climate change</li> </ul> <p><b>Procedures and skills:</b></p> <ul style="list-style-type: none"> <li>Atlas and graphical skills to locate and describe weather and climate</li> <li>Enquiry skills/internet investigation</li> </ul>		<p><b>Weather and Climate</b></p> <p><b>Contextual knowledge:</b></p> <ul style="list-style-type: none"> <li>The global weather patterns and reasons for them</li> <li>Locational knowledge of different weather events</li> <li>Case study of a Weather Event</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>The difference between weather and climate</li> <li>The relationship between weather events and people</li> <li>The impact of different weather events on human activities</li> <li>How people respond to weather events</li> <li>How the climate has change over time and how it is currently changing</li> </ul>	

	<ul style="list-style-type: none"> <li>How people can prepare and respond to these hazards.</li> </ul> <p><b>Procedures and skills:</b></p> <ul style="list-style-type: none"> <li>Atlas and graphical skills to locate and describe distribution</li> <li>Enquiry skills/internet investigation</li> <li>Aerial and Satellite images to investigate a location</li> </ul>		<ul style="list-style-type: none"> <li>The effects of climate change</li> </ul> <p><b>Procedures and skills:</b></p> <ul style="list-style-type: none"> <li>Atlas and graphical skills to locate and describe weather and climate</li> <li>Enquiry skills/internet investigation</li> </ul>
<b>Key Activities promoting SMSC and British Values.</b>			Can we stop global warming? Writing a balanced argument. Covering Social and Moral.
<b>Key Homework</b>	Tectonics Fact finding Plate boundary project Iceland research San Francisco Earthquake news article Write up discussion question: why do more people die from EQs in poorer countries? Assessment revision	Keeping a weekly weather diary-this will be ongoing adding key skills as they are taught Rainfall explanation leaflet Hurricane reasearch How to survive an Ice Age End of unit assessment revision	Keeping a weekly weather diary-this will be ongoing adding key skills as they are taught Rainfall explanation leaflet Hurricane reasearch How to survive an Ice Age End of unit assessment revision
<b>Key Assessment incl. dates</b>	End of unit assessment Mid unit enquiry assess	End of unit assessment Mid unit enquiry assess	End of unit assessment Mid unit enquiry assess

<b>Year 8 KS3</b>	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Prior Learning</b>						
<b>Key Learning and Activities</b> <ul style="list-style-type: none"> <li>• <b>knowledge</b></li> <li>• <b>skills</b></li> <li>• <b>experiences</b></li> </ul>	<b>Contextual knowledge:</b> Local and global effects of Globalisation Patterns of where MNCs operate Case study of an MNC <b>Understanding:</b> Different sectors of industry Link these to Globalisation How MNCs drive interdependence How MNCs cause changes both good and bad on a local and global scale Different opinions on globalisation <b>Procedures and skills:</b> Atlas and graphical skills to locate and describe distribution Enquiry skills/internet investigation	<b>Contextual knowledge:</b> The global distribution of glaciers Locational knowledge of key case studies eg Holderness Coast/Snowdonia <b>Understanding:</b> The structure of a river basin River basin hydrology An example of the formation and changes to river features in upper and lower course Formation of coastal features through erosion and deposition through movement of material How glaciers are formed and the landscapes features produced	<b>Contextual knowledge:</b> Location of world's major biomes/ecosystems Distribution of climate zones <b>Knowledge and Understanding:</b> Physical features of the Amazon Rainforest How humans use the Amazon Rainforest Conflict between these interactions Physical geography of the Sahara desert Threats to the desert ecosystem Physical and human interactions in Polar regions Dubai-how humans can change places to create different environments Sustainability <b>Procedures and skills:</b>	<b>Contextual knowledge:</b> The location of the African continent Basic idea of developed, developing and NIC <b>Knowledge and Understanding:</b> Physical and human features of Africa Location of countries and some major cities Definition of development and development indicators Comparative development around the world Two countries in Africa and life in rural and urban areas Problems which slow development down Look at the role of International Aid	<b>Contextual knowledge:</b> World populations and limitations to world populations World's fastest growing populations and their distributions by continent <b>Knowledge and Understanding:</b> Reasons for local and global populations and patterns-including key terminology Population factors of Russia Population pyramids Push and pull factors associated with migration Consequences of migration and urbanisation in poorer countries Migration in the EU <b>Procedures and skills:</b> Atlas skills/photo analysis Describing distributions and trends	This unit mainly focusses on field work skills for GCSE: <b>VIRTUAL BLACKPOOL PROJECT</b> Background info on tourism over the years in Blackpool Data collection design-field work questionnaires Collect data Analyse data Draw conclusions Use of secondary data – GIS Goolge maps and ordnance survey maps

		<p>Human interactions with rivers, coasts and glaciers and impacts of this</p> <p><b>Procedures and skills:</b> Describing geographical processes Using satellite images Atlases to locate places Enquiry skills/internet investigation</p>	<p>Application of climate graphs Describing how human and physical processes interact Enquiry Thinking skills Describing distributions</p>	<p><b>Procedures and skills:</b> Atlas skills-looking at different maps and development data Describing how human and physical processes interact Enquiry Thinking skills Describing distributions Developing extended answers</p>	<p>Enquiry Interpretation of population pyramids Developing extended answers</p>	
<p><b>Key Activities promoting SMSC and British Values.</b></p>	<p><b>1.Subject skills</b> Atlas and graphical skills to locate and describe distribution Enquiry skills/internet investigation <b>2.Spiritual</b> Looking at different countries in Asia and working conditions <b>3.Moral</b> Big questions-should we care where our clothes come from? What can we do about this? Do we have a moral obligation to help</p>	<p><b>1.Subject skills</b> Describing geographical processes Using satellite images Atlases to locate places Enquiry skills/internet investigation <b>2.Spiritual</b> Looking at how humans are connected to the natural environment <b>3.Moral</b></p>	<p><b>1.Subject Skills</b> Application of climate graphs Describing how human and physical processes interact Enquiry Thinking skills Describing distributions <b>2.Spiritual</b> How some cultures worship the land as they believe they are interlinked <b>3.Moral</b> Can we provide a sustainable future</p>	<p><b>1.Subject skills</b> Atlas skills-looking at different maps and development data Describing how human and physical processes interact Enquiry Thinking skills Describing distributions Developing extended answers <b>2.Spiritual</b> Thinking about what it might be</p>	<p><b>Spiritual</b> Imagining place How would it feel to be a migrant? Diary extract</p>	<p><b>Cultural</b> Understanding that different areas have different diversity and therefore a unique identity – Fieldwork Study</p>

	<p>poorer countries develop?</p> <p><b>4. Social</b> Group/pair work activities Fairtrade looks at social justice and responsibility</p> <p><b>5.Cultural</b> Shopping/brand patterns Different people from around the world and the changes and impacts on their lives from the decisions we make in U.K.</p>	<p>How do we use our environment in a sustainable way?</p> <p><b>4. Social</b> Group work and presentations Thinking about how we are structured and who makes decisions regarding planning</p> <p><b>5.Cultural</b> How different people from around the world use natural landscapes either eg tourism</p>	<p>for our planet and how do pupils effect the future of the planet?</p> <p><b>4.Social</b> Social responsibility-making decisions that influence people across the globe positively</p> <p><b>5.Cultural</b> Looking at different cultures around the world-Amazonian Indian/Saharan Berber</p>	<p>like to live in other parts of the world Comparing lives of people in U.K. to other parts of the world</p> <p><b>3.Moral</b> Is it right that we give aid? Who should take responsibility for people around the world who live in poverty</p> <p><b>4.Social</b> Considering social responsibility and how we can act locally to make big impacts</p> <p><b>5.Cultural</b> Respect of other cultures-Africa</p>		
<b>Key Homework</b>	<p>Research project into a TNC of their choice Solutions to Globalisation Play the 'Sweatshop' game Trade game write up Revision for end of unit assessment</p>	<p>Location of international rivers Real life river investigation-on going H/W Coastal features Use 'Discovering Artic' website and complete questions Revision for end of unit assessment</p>	<p>Climate graphs work sheet Map work-which continents have which ecosystems Research deforestation Design your own desert animal Arctic Tundra project End of unit revision</p>	<p>Mapping physical and human features Recapping development indicators Research an Aid agency and work they do Revision for end of unit assessment</p>	<p>Populations of Russia project Practise population pyramids Migration newspaper article Revision for end of unit assessment</p>	<p>On-going project work</p>

<b>Key Assessment incl. dates</b>	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	Assessment of project work
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<b>Year 9 KS3</b>	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Learning</b>	Skills review World knowledge OS map skills  Theme 2 Rivers	Theme 3  How ecosystems function	Theme 1  Urbanisation in contrasting global cities	Theme 2  Coasts	Theme 2 Weather and Climate	Theme 2  Desertification
<b>Key Activities</b>  <ul style="list-style-type: none"> <li>• <b>knowledge</b></li> <li>• <b>skills</b></li> <li>• <b>experiences</b></li> </ul>	Subject skills: OS map skills Locating places around the world- use of Google Earth/Atlases/Maps  Looking at case studies and how to answer these questions/looking at secondary data and 'mini CA style project' SMSC: Looking at different social groupings and where and why they live in particular places in Wigan- addressing stereotypes Reflecting on their own experiences of quality of life	Subject Skills: Research/debate/presenting an argument/exam skills SMSC: Looking at how different people live in semi-arid grasslands and Amazon-looking at these different cultures and learning to respect their very different ways of life Looking at an issue from different viewpoints and coming to a conclusion which is fair to all involved Looking at changes to their own local community and recognising who	Subject skills: KH looks at examination skills Problems solving SMSC: Looking at how people live in cities across the world and the role of charities to overcome problems Looking at issues in urban areas in U.K. relate to Manchester-again how these are being overcome Developing empathy and understanding that people in different countries have different standards of living Looking at sustainability and linking to morality in terms of longevity of the planet and building new communities	Subject skills: KH looks at examination skills Looking at stakeholders and developing skills of analysis, deduction and making valid conclusions Managing conflicts SMSC: Fostering a sense of wonder at beautiful and unique landscapes in the U.K Looking at how these can be managed sustainably and that we have a moral right to use but also to protect and sustain these unique environments	Subjects Skills: KH looks at examination skills Problems solving Reading graphs  Knowledge Looking at climates around the world – Climate Zones UK climate Atmospheric Circulation Causes, effects and responses to two contrasting weather events.	Subject skills: KH looks at examination skills Problems solving  Knowledge Human and physical causes of desertification Effects Responses Different Views of stakeholders

		are stakeholders and respecting opinions				
<b>Key Activities promoting SMSC and British Values.</b>	<p>Subject skills: OS map skills Locating places around the world- use of Google Earth/Atlases/Maps</p> <p>Looking at case studies and how to answer these questions/looking at secondary data and 'mini CA style project' SMSC: Looking at different social groupings and where and why they live in particular places in Wigan- addressing stereotypes Reflecting on their own experiences of quality of life</p>	<p>Subject Skills: Research/debate/presenting an argument/exam skills SMSC: Looking at how different people live in semi-arid grasslands and Amazon-looking at these different cultures and learning to respect their very different ways of life Looking at an issue from different viewpoints and coming to a conclusion which is fair to all involved Looking at changes to their own local community and recognising who are stakeholders and respecting opinions</p>	<p>Subject skills: KH looks at examination skills Problems solving SMSC: Looking at how people live in cities in cities across the world and the role of charities to overcome problems Looking at issues in urban areas in U.K. relate to Manchester-again how these are being overcome Developing empathy and understanding that people in different countries have different standards of living Looking at sustainability and linking to morality in terms of longevity of the planet and building new communities</p>	<p>Subject skills: KH looks at examination skills Looking at stakeholders and developing skills of analysis, deduction and making valid conclusions Managing conflicts SMSC: Fostering a sense of wonder at beautiful and unique landscapes in the U.K Looking at how these can be managed sustainably and that we have a moral right to use but also to protect and sustain these unique environments</p>	<p>News Report based on Hurricane Katrina – Film a news report Covers all aspects of SMCS</p>	<p>Problem Solving Project 'Desert box project' Covers all aspects of SMSC.</p>
<b>Key Homework</b>	Covering: OS map work	Covering: Various tasks chosen by the class	Covering: Global urbanisation	Covering: Coastal processes and landforms	Covering:	Covering:

	<p>Locating place practise</p> <p>Wigan as a case study</p> <p>Looking at secondary data and linking to quality of life in Wigan-research</p> <p>Exam style questions</p> <p>Revision</p>	<p>teacher on hot semi-arid grasslands and tropical rainforests</p>	<p>Growth and character of global cities, looking at examples from a variety of different places eg LIC, NIC and HIC</p> <p>The challenges faced by these cities and strategies used to address these issues</p>	<p>made by processes of erosion, transportation and deposition</p> <p>The management of coastlines and the cost/benefits of these</p> <p>The controversies surrounding coastal management strategies and stakeholder views and climate change</p>	<p>Research hurricane Katrina – effects and responses</p>	<p>Flipped homework based on desertification project</p>
<p><b>Key Assessment incl. dates</b></p>	<p>Oct 2014 based on first 2 topics</p> <p>Questions taken straight from the exam and marked in accordance with the exam mark schemes</p>	<p>Dec 2014 based on these topics</p> <p>Questions taken straight from the exam and marked in accordance with the exam mark schemes</p>	<p>Feb 2015 based on these topics</p> <p>Questions taken straight from the exam and marked in accordance with the exam mark schemes</p>	<p>March 2015 based on these topics</p> <p>Questions taken straight from the exam and marked in accordance with the exam mark scheme</p>	<p>Weather and Climate Exam</p>	<p>Desertification Question – Balanced Argument</p>

<b>Year 10 KS4</b>	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Key Learning</b> <ul style="list-style-type: none"> <li>• knowledge</li> <li>• skills</li> <li>• experiences</li> </ul>	<b>Year 9 Review</b> <b>Skills-OS map work</b> <b>Coursework practise</b>	<b>Theme 2 – People and natural world</b> 5 – Coastal Processes and Management	<b>Theme 1 – Living in the Built Env'ment:</b> 3 – Urbanisation 4 – Planning issues in built envi'ment 5 – Rural change and planning issues	<b>Controlled Assessment data collection trip</b>  <b>Revision Summer Term mock exam</b>	<b>Theme 2</b>  Desertification  Subject skills: KH looks at examination skills Problems solving  Knowledge Human and physical causes of desertification Effects Responses Different Views of stakeholders	<b>Theme 1</b>  Urban and Rural Processes and Change in the UK  Subject Skills: KH looks at examination skills Problem solving  Knowledge An overview of urban change in the UK and the effects of this
<b>Key Activities promoting SMSC and British Values</b>	Subject skills: Field work collection, processing, analysis, conclusion Using both primary and secondary data  SMSC: Looking at a different locality and human geography How the geography influences uses	Subject skills: KH looks at exam skills/case study skills practice and assessment is ongoing/map skills looking at coastal areas and spotting the features and interactions with humans SMSC: Learning to work collaboratively using Kagan structures	Subject skills: KH looks at examination skills Case study practise Katinnga to Sao Paulo and Solar Farm- is ongoing Looking at graphical trends and analysis of these in relation to urban populations Problems solving SMSC: Looking at how people live in cities in	Subject skill: KH looks at examination skills Case study practise Ynylas, Nature Reserve, Wales – this is ongoing Looking at stakeholders and developing skills of anaysis, deduction and making valid conclusions	News Report based on Hurricane Katrina – Film a news report Covers all aspects of SMCS	Online project looking at Wigan and urban changes – Covers Social and cultural

	<p>Behaving in a responsible way whilst on a field trip. Appreciating differences in cultural values in places different to home town</p>	<p>Looking at locations of 'geographical wonders' in UK and in other countries Decision making activities on how to deal with coastal erosion events Developing empathy through looking at coastal erosion and stakeholder viewpoints</p>	<p>developing countries and the role of charities to overcome problems Looking at issues in urban areas in U.K. relate to Manchester-again how these are being overcome Developing empathy and understanding that people in different countries have different standards of living Looking at sustainability and linking to morality in terms of longevity of the planet and building new communities</p>	<p>Managing conflicts SMSC: Fostering a sense of wonder at beautiful and unique landscapes in the U.K Looking at how these can be managed sustainably and that we have a moral right to use but also to protect and sustain these unique environments</p>		
<b>Key Homework</b>	<p>OS map work 4 and 6 figure grid references Research relating to Field work Elements of field work write up</p>	<p>Exam questions linked to material studied during lesson Research focussing on case studies eg Holderness Coast and its unique landforms</p>	<p>All homework is based on exam questions relating to the unit of work covered Research relating to the case studies covered</p>	<p>All homework is based on exam questions relating to the unit of work covered Research relating to the case studies covered This is in preparation for their 'End of Year Exam'</p>	<p>All homework is based on exam questions relating to the unit of work covered Research relating to the case studies covered This is in preparation for the exam</p>	<p>All homework is based on exam questions relating to the unit of work covered Research relating to the case studies covered This is in preparation for the exam</p>

<b>Key Assessments inc. dates</b>	Controlled Assessment mark based on current CA mark scheme – Grade	Coasts Assessment based on exam questions (full unit 1) used in previous years and marked using the exam marking scheme  Dec 2014	Unit 1 paper (30 mins) based on the topics covered, including case study question. Examination mark scheme used to mark this. Feb 2015	Unit 1 paper (30 mins) based on the topics covered, including case study question. Examination mark scheme used to mark this March 2015	Component 3 Exam 1 hour 30 minutes	A balanced argument question – 8 marks
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<b>Year 11 KS4</b>	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Key Learning</b> <ul style="list-style-type: none"> <li>• knowledge</li> <li>• skills</li> <li>• experiences</li> </ul>	<b>Component 3 Fieldwork</b>	<b>Component 1 Theme 3</b> Water Resources and Management  Preparation for Mock Exam 1	<b>Component 2 Decision Making Paper</b>  Preparation for Mock Exam 2	<b>Revision for Final Exams</b>	<b>Revision and Final Exams</b>  <b>Component 1</b>  <b>Exam dates to be confirmed</b>	<b>Revision and Final Exams</b>  <b>Component 2 and 3</b>  <b>Exam dates to be confirmed</b>
<b>Key Activities to promote SMSC and British Values.</b>	<b>Subject skills: Fieldwork skills</b> as set out by WJEC EDUQAS  Pupils will go to Formby on the 26 <sup>th</sup> September to collect data to analyse at school.  Key focus: Transects Sphere of Influence  Problem solving Research Exam Practice	<b>Subject Skills:</b> Data analysis Graphical analysis Application of case studies to answer examination questions Problem solving Research Making decisions about environmental issues <b>SMSC:</b> Looking at how access to water varies around the world and the effects this has on communities.	<b>Subject Skills:</b> <b>Cross unit skills:</b> Map analysis Data analysis Photo analysis Application Problem solving Essay writing Revision on Themes 1 - 3 <b>SMSC:</b> Looking at development issues and developing empathy for people worse off than ourselves Looking at how we can make a difference to people	<b>Subject Skills:</b> Exam technique Application of knowledge to extended answers Problem solving Decision making Application of case studies to questions Cross unit task skills	<b>Subject Skills:</b> Exam technique Application of knowledge to extended answers Problem solving Decision making Application of case studies to questions Cross unit task skills	<b>Subject Skills:</b> Exam technique Application of knowledge to extended answers Problem solving Decision making Application of case studies to questions Cross unit task skills

			who live in poorer countries.			
<b>Key Homework:</b>	Geographical Skills Exam Questions	Mock Exam Preparation	Mock Exam Preparation	Individual H/W set based on outcomes of Mock Exam 2	Revision and exam practice	Revision and exam practice
<b>Key Assessments Inc Dates</b>	Assessment 1 W.B. 25 <sup>th</sup> September 2017 Assessment 2 W.B. 16 <sup>th</sup> October 2017	MOCK EXAM 1 W.B. 27 <sup>th</sup> November 2017	Assessment 4 W.B. 22 <sup>nd</sup> January 2018 MOCK EXAM 2 W.B. 26 <sup>th</sup> February 2018			