

Covid-Catchup /

Specifics about homework can be found on SOW

## Key Stage 3 Long Term Planning

**Year 7 2021-22 INTENT:** The Y7 Geography Curriculum aims to explore the complex relationships between human and physical environments as they study the diverse range of topics that take them across continents, discovering a range of places and broadening both their geographical skills from KS2. Students will first look at the origins of cartography before exploring the geography of the UK. Throughout the year students will be introduced to themes such as extreme weather, biomes and urbanisation whilst studying regional case studies such as Russia, India and China. During Y7 students will also have the opportunity to conduct fieldwork which will introduce students to the fieldwork enquiry process.

Faculty Area: Geography

Year 7	Transition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge</b>	<p><b>How has our knowledge of the world changed over time?</b></p> <p>Research into where the term geography originated from and how maps progressed over time. (Curiosity, responsibility).</p>	<p>What the study of geography involves and why it is important</p> <p>Knowledge of the different types of geography.</p> <p>The origins of maps and how our knowledge of the world has changed over time.</p> <p>Location of continents, oceans and the geography of Europe.</p> <p>To understand and apply a range of map skills e.g. grid references, scale, direction, measuring distance.</p>	<p>How to use Ordnance Survey maps to apply skills learnt in Autumn 1.</p> <p>Physical geography of the UK and my local area including knowledge of rivers coasts, upland and lowland areas.</p> <p>Human geography of the UK and my local area including towns and cities.</p>	<p>Know where Asia is and what the physical landscape is like.</p> <p>The distribution of biomes in Asia.</p> <p>The impact of deforestation in the mountain biome.</p> <p>The reasons for China's economic growth.</p> <p>The purpose of the new Belt and Road project.</p>	<p>Know where the Middle East is and what the physical landscape is like.</p> <p>To understand why Yemen is the poorest country in the Middle East.</p> <p>To understand some reasons for conflict in the Middle East.</p>	<p>Differences between weather and climate.</p> <p>The elements that make up weather and climate.</p> <p>Types of rainfall and cloud formation.</p> <p>The climate of the UK and how to draw and interpret climate graphs</p> <p>Knowledge of the factors affecting climate across the globe and the UK</p>	<p>Revision for end of year exams.</p> <p>Know what an extreme environment is and be able to give examples of hot and cold environments.</p> <p>To know how to conduct a weather enquiry including how to measure collect and present data from a weather enquiry.</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Curiosity</li> <li>- Responsibility</li> <li>- Organisation</li> <li>- Enthusiasm</li> </ul>	<p>Interpreting photographs.</p> <p>Using an atlas.</p> <p>Categorising.</p>	<p>Using four and six figure grid references.</p> <p>Measuring distance and scale.</p> <p>Using coordinates to work out longitude and latitude.</p> <p>Using contour lines to work out height.</p>	<p>Manipulating data.</p> <p>Using an atlas.</p> <p>Using population graphs e.g. population pyramids and choropleth.</p>	<p>Manipulating data.</p> <p>Using an atlas.</p> <p>Using population graphs e.g. population pyramids and choropleth.</p>	<p>Drawing a climate graph.</p> <p>Calculating the mean, median and mode.</p> <p>Accurately labelling diagrams.</p>	<p>Drawing a climate graph.</p> <p>Calculating the mean, median and mode.</p> <p>Accurately labelling diagrams.</p> <p>Enquiry process for fieldwork.</p>
<b>Connections to previous learning</b>	Pupils are expected to have	Exploring what students believe geography to be from their	Reinforcing and developing map skills from	. Looking in more depth at specific regions of the	Looking in more depth at specific regions of the	Building upon their Primary School knowledge	Building upon their Primary School

# MOOR PARK HIGH SCHOOL: CURRICULUM

	covered basic map skills at KS2	primary school experience and recapping their locational knowledge of Europe using maps from KS2.	Primary School such as four figure grid references. Recapping key topographical features of the UK covered in KS2. E.g. hills. Mountains, rivers and coasts.	world. Building upon their Primary School knowledge of biomes.	world	of the water cycle.	knowledge of biomes.
<b>Assessment</b>	Produce a poster presentation about how our knowledge of the world has changed over time.	Regular knowledge 'Geog Your Memory' tests linked to the PLC  Assessment 1: Geography Skills & locational knowledge assessment	Regular knowledge 'Geog Your Memory' tests linked to the PLC  Assessment 2: OS Map Skills assessment.	Regular knowledge 'Geog Your Memory' tests linked to the PLC  Assessment 3: How has Asia been transformed?	Regular knowledge 'Geog Your Memory' tests linked to the PLC  Assessment 4: Why is the Middle East an important world region?	Regular knowledge 'Geog Your Memory' tests linked to the PLC  Assessment 5: What is weather and climate?	Regular knowledge 'Geog Your Memory' tests linked to the PLC  End of year assessment.
<b>Homework</b>	1. Keywords Autumn	Keyword quizzes Guided reading tasks Revision tasks based on PLC assessment. Textbook tasks & questions (see SOW for page numbers).  1. Guided reading task 2. Textbook task chapter 1 3. Textbook task chapter 1 4. Keywords Autumn 5. Map Skills booklet 6. Plugging the gaps 7. Plugging the gaps- acting on PLC red topics	Keyword quizzes Guided reading tasks Revision tasks based on PLC assessment. Textbook tasks & questions (see SOW for page numbers).  1. Keywords Autumn 2. Textbook task chapter 1 3. Grid reference worksheet 4. Keywords Autumn 5. Map Skills booklet 6. Plugging the gaps 7. Plugging the gaps- acting on PLC red topics	Keyword quizzes Guided reading tasks Revision tasks based on PLC assessment. Textbook tasks & questions (see SOW for page numbers).  1. Textbook task chapter 10 2. Keywords spring 3. Keywords spring 4. Textbook task chapter 10 5. Plugging the gaps- acting PLC red topics 6. Plugging the gaps	Keyword quizzes Guided reading tasks Revision tasks based on PLC assessment. Textbook tasks & questions (see SOW for page numbers).  1. Keywords Spring 2. Textbook task chapter 14 3. Textbook task chapter 14 4. Keywords 5. CAP revision task 6. Plugging the gaps- acting on PLC red topics	Keyword quizzes Guided reading tasks Revision tasks based on PLC assessment. Textbook tasks & questions (see SOW for page numbers).  1. Keyword Summer 2. Textbook task – chapter 4 3. Textbook task - chapter 4 4. Keywords 5. Knowledge quiz 6. CAP revision task 7. Plugging gaps	Keyword quizzes Guided reading tasks Revision tasks based on PLC assessment. Textbook tasks & questions (see SOW for page numbers).  Keywords Summer End of year exam revision End of year exam revision End of year exam revision End of year exam revision End of year exam revision Plugging the gaps- acting on PLC red topics
<b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b>		<a href="https://www.nationalgeographic.org/education/what-is-geography/">https://www.nationalgeographic.org/education/what-is-geography/</a>  The use of digimaps ICT	<a href="https://www.ordnancesurvey.co.uk/">https://www.ordnancesurvey.co.uk/</a>  The use of digimaps ICT	<a href="https://www.metoffice.gov.uk/">https://www.metoffice.gov.uk/</a>  Opportunity to conduct fieldwork: microclimate site study	Planet Earth II BBC Frozen Planet BBC	'Slumming it' Channel 4 documentary	<a href="https://www.bbc.co.uk/news/world/middle_east">https://www.bbc.co.uk/news/world/middle_east</a>
<b>Literacy</b>		Opportunities for presentations, reading out in class and discussion Opportunities for extended	Opportunities for presentations, reading out in class and discussion. Opportunities for	Opportunities for presentations, reading out in class and discussion.	Opportunities for presentations, reading out in class and discussion.	Opportunities for presentations, reading out in class and discussion. Opportunities for	Opportunities for presentations, reading out in class and discussion.

# MOOR PARK HIGH SCHOOL: CURRICULUM

		writing and using subject specific vocabulary.	extended writing and using subject specific vocabulary.	Opportunities for extended writing and using subject specific vocabulary.	Opportunities for extended writing and using subject specific vocabulary.	extended writing and using subject specific vocabulary.	Opportunities for extended writing and using subject specific vocabulary.
<b>Numeracy</b>		Using longitude and latitude. Measuring distance and conversions.	Using and understanding coordinates. Using scale and measuring distance. Using contour lines.	Manipulating data from a climate graph. Working out mean, median and mode.	Manipulating data from a climate graph. Working out mean, median and mode.	Constructing a population pyramid. Creating a living graph. Creating a choropleth map.	Drawing a climate graph. Constructing a population pyramid. Creating a living graph.
<b>CIAG</b>		The life of a cartographer: Introducing students to what a cartographer is. Create a map of their local area e.g. plotting land use data and aerial photographs		Talking about working at the MET Office. Discussing the role of the MET office. Collect their own weather data, investigate weather data and present weather data.	National Careers week activity: Where can Geography take you?		

## Key Stage 3 Long Term Planning

**Year 8 2021-22 INTENT:** The Year 8 Geography curriculum aims to further embed learning from Year 7 as well as develop new knowledge and skills. Students will be able to apply many of the concepts they learnt in Y7 to new regional case studies. Students begin with learning how ice has shaped the land and enables them to ask pertinent questions about the future of our planet when discovering the causes and consequences of climate change. Students will evaluate who and where is more vulnerable to the impacts of climate change as they explore different regions such as South Asia and Northern Africa. They will discover what natural hazards are, where they occur and how they affect people and the environment. The final unit is a study of the continent of Africa, exploring its diversity and discovering how it has developed over time and what changes we may see in the future. Students will also explore the relationship between Africa and global superpowers such as China, which draws upon previous learning from Y7.

### Faculty Area: Geography

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge</b>	<p>Where ice is found in the world and the different types of glacier.</p> <p>Glacial and interglacial cycles over time.</p> <p>Formation and movement of glaciers.</p> <p>Glacial erosion, transportation and deposition.</p> <p>Formation of glacial landforms. From erosion and deposition.</p> <p>How glaciation has affected the UK in the past.</p> <p>area.</p> <p>glaciologists.</p>	<p>To know what climate change is.</p> <p>The evidence for climate change.</p> <p>To understand the natural and human causes of climate change.</p> <p>To know the potential consequences of climate change for the wider world and the UK.</p> <p>Knowledge about international agreements to tackle climate change.</p> <p>To know how to conduct an environmental quality enquiry including how to measure collect and present data from the enquiry.</p>	<p>To define a natural hazard and be able to distinguish between a natural hazard and a natural event.</p> <p>To know the factors that affect hazard risk.</p> <p>The theory and evidence for continental drift.</p> <p>Describe and explain the distribution of earthquakes and volcanoes.</p> <p>To be able to identify the layers of the earth.</p>	<p>To know how earthquakes, occur.</p> <p>To understand how earthquakes are measured.</p> <p>Comparison of two Volcanic eruptions including causes, effects and responses.</p> <p>Why people continue to live in areas at risk of tectonic hazards.</p> <p>To understand how tectonic hazards can be managed.</p> <p>The link between development of a country and the management of hazard risk.</p>	<p>Know where Africa is and what the physical landscape is like.</p> <p>The effects of European colonialism in Africa.</p> <p>To understand the factors that have influenced Africa's development.</p> <p>To understand the pattern of climate and biomes in Africa.</p> <p>distribution of Africa.</p> <p>To identify the causes and consequences of desertification in the Sahel.</p>	<p>Revision for end of year exams</p> <p>To understand the scale of urbanisation in Africa</p> <p>To understand trading links between Africa and China.</p>
<b>Skills</b>	<p>Using an atlas.</p> <p>Analysing aerial photographs.</p> <p>OS maps</p> <p>Interpreting line graphs.</p>	<p>Using OS maps.</p> <p>Analysing and annotating photographs.</p> <p>Labelling diagrams</p>	<p>Using an atlas.</p> <p>Plotting coordinates.</p> <p>Describing and annotating photographs.</p> <p>Labelling diagrams</p>	<p>Comparing data.</p> <p>Analysing development indicators.</p> <p>Interpreting graphs</p>	<p>Using an atlas.</p> <p>Analysing development indicators.</p> <p>Using located</p>	<p>Using an atlas.</p> <p>Analysing development indicators.</p> <p>Using located</p>

# MOOR PARK HIGH SCHOOL: CURRICULUM

					proportional pie charts.	proportional pie charts.
<b>Connections to previous learning</b>	<p>This unit moves from looking at weather in year 7 to the processes in these cold environments. This also builds upon their work on the British landscape.</p> <p>In KS2 students may have looked at the UK, Europe, North and South America which may have included a glaciated area.</p>	<p>Students use their knowledge from Y7 about the physical geography of the UK to help support their understanding of the consequences of climate change in the UK</p>	<p>Re-visiting the basics of plate tectonics, earthquakes and volcanoes that were studied at KS2.</p>	<p>Re-visiting the basics of plate tectonics, earthquakes and volcanoes that were studied at KS2. It also links to the map skills unit in year 7.</p>	<p>Applying the same skills, concepts and a similar route of enquiry to the Introducing Asia unit in year 7.</p>	<p>Applying the same skills and a similar route of enquiry to the Introducing Asia unit in year 7.</p>
<b>Assessment</b>	<p>Regular knowledge 'Geog Your Memory' tests linked to the PLC</p> <p>Assessment 1: How do glaciers change the landscape?</p>	<p>Regular knowledge 'Geog Your Memory' tests linked to the PLC</p> <p>Assessment 2 What are the consequences of climate change for our planet?</p>	<p>Regular knowledge 'Geog Your Memory' tests linked to the PLC</p> <p>Assessment 3: What physical processes occur at the different types of plate boundary and what is the relationship between earthquakes, volcanoes and plate margins?</p>	<p>Regular knowledge 'Geog Your Memory' tests linked to the PLC</p> <p>Assessment 4: Volcanic eruptions are more devastating in low-income countries than high-income countries. Do you agree?</p>	<p>Regular knowledge 'Geog Your Memory' tests linked to the PLC</p> <p>Assessment 5: Africa is a continent facing huge challenges. How far do you agree?</p>	<p>Regular knowledge 'Geog Your Memory' tests linked to the PLC</p> <p>End of year assessment.</p>
<b>Homework</b>	<p>Keyword quizzes Guided reading tasks Revision tasks based on PLC assessment. Textbook tasks &amp; questions (see SOW for page numbers).</p> <ol style="list-style-type: none"> <li>Keywords Autumn</li> <li>Textbook task chapter 13</li> <li>Textbook task chapter 13</li> <li>Keywords Autumn</li> <li>Textbook chapter 13</li> <li>CAP Revision task</li> <li>Plugging the gaps- acting on</li> </ol>	<p>Keyword quizzes Guided reading tasks Revision tasks based on PLC assessment. Textbook tasks &amp; questions (see SOW for page numbers).</p> <ol style="list-style-type: none"> <li>Keywords Autumn</li> <li>Textbook task chapter 15</li> <li>Textbook chapter 15</li> <li>Keywords Autumn</li> <li>Textbook task chapter 15</li> <li>CAP Revision task</li> <li>Plugging the gaps- acting on</li> </ol>	<p>Keyword quizzes Guided reading tasks Revision tasks based on PLC assessment. Textbook tasks &amp; questions (see SOW for page numbers).</p> <ol style="list-style-type: none"> <li>Textbook task chapter 11</li> <li>Keywords spring</li> <li>Keywords spring</li> <li>Textbook task chapter 11</li> <li>Plugging the gaps- acting PLC red topics</li> <li>Plugging the gaps</li> </ol>	<p>Keyword quizzes Guided reading tasks Revision tasks based on PLC assessment. Textbook tasks &amp; questions (see SOW for page numbers).</p> <ol style="list-style-type: none"> <li>Keywords Spring</li> <li>Textbook task chapter 11</li> <li>Textbook task chapter 11</li> <li>Keywords revision</li> <li>CAP revision task</li> <li>Plugging the gaps-</li> </ol>	<p>Keyword quizzes Guided reading tasks Revision tasks based on PLC assessment. Textbook tasks &amp; questions (see SOW for page numbers).</p> <ol style="list-style-type: none"> <li>Keyword Summer</li> <li>Textbook task – chapter 12</li> <li>Textbook task - chapter 12</li> <li>Keywords</li> <li>Knowledge quiz</li> <li>CAP revision task</li> </ol>	<p>Keyword quizzes Guided reading tasks Revision tasks based on PLC assessment. Textbook tasks &amp; questions (see SOW for page numbers).</p> <p>Keywords Summer End of year exam revision End of year exam revision End of year exam revision End of year exam revision End of year exam revision Plugging the gaps- acting on PLC red topics</p>

# MOOR PARK HIGH SCHOOL: CURRICULUM

	PLC red topics	PLC red topics		acting on PLC red topics	7. Plugging gaps	
<b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b>	<p>Earth: Power of the Planet (Ice)</p> <p>Frozen Planet</p> <p>The Nature of Britain (DVD)</p>	<p>The Truth about Climate change</p> <p>Climate Change: The Facts (BBC)</p>	<p>BBC news</p> <p>US Geological Survey website</p> <p>Use of GIS to explore plate boundaries and earthquake data.</p>	<p>BBC news</p> <p>Wider World articles</p> <p>Use of GIS to explore plate boundaries and earthquake data.</p>	<p>BBC Documentary: Africa</p> <p>BBC news/Africa</p> <p>Gapminder wesbite &amp; Dollar street</p>	<p>BBC Documentary: Africa</p> <p>BBC news/Africa</p> <p>Gapminder wesbite &amp; Dollar street</p>
<b>Literacy</b>	<p>Extract from Origins (book) to explore ice ages and interglacials</p> <p>Opportunities for reading out in class, discussion and giving verbal feedback.</p>	<p>Opportunities for debate regarding the future of the planet.</p>	<p>Descriptive writing based upon hazard images.</p>	<p>Extended writing based upon a decision-making task.</p> <p>Opportunities for reading out in class, discussion and giving verbal feedback.</p>	<p>Extract from Prisoners of Geography (Book) included in SOW</p> <p>Extended writing based upon a decision-making task.</p>	<p>Opportunities for reading out in class, discussion and giving verbal feedback.</p>
<b>Numeracy</b>	<p>Interpreting geological temperature graphs.</p> <p>Interpreting contour lines and measuring height</p>	<p>Interpreting climate change data – line graphs.</p>	<p>Using coordinates to plot earthquakes and volcanoes.</p> <p>Handling hazard data.</p> <p>Using the Richter scale and Mercalli scale.</p>	<p>Handling hazard data.</p> <p>Using the Richter scale and Mercalli scale.</p>	<p>Analysing development data.</p> <p>Interpreting climate graphs.</p>	<p>Interpreting and constructing population pyramids.</p> <p>Interpreting bar charts and stacked bar charts.</p>
<b>CIAG</b>		<p>Introducing the class to the importance of scientific research – STEM links. Explore careers associated with climate change.</p>	<p>An awareness of jobs in the field of tectonics e.g. volcanologist, seismologist etc.</p>	<p>National Careers week activity: Where can Geography take you?</p>		

## Key Stage 3 Long Term Planning

**Year 9 2021-22 INTENT:** The Year 9 Geography curriculum aims to further embed learning from Year 7 and Year 8 as well as develop new knowledge and skills. The curriculum allows students to explore the theme of sustainability by studying different environments from tropical rainforests to urban areas. Students will learn what sustainability is, consider whether we can ever exploit the natural world in a sustainable way and linking this back to their own geography about how we can make cities more sustainable. The range of topics covered in year 9 allows students to build on their learning about development exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include the living world, physical landscapes of the UK and urban issues and challenges, including sustainable solutions. Students are encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

### Faculty Area: Geography

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge</b>	<p>Ecosystems</p> <p>To understand that ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.</p> <p>To know that tropical rainforests have distinctive environmental characteristics.</p> <p>The causes of deforestation. Deforestation creates a number of issues and these need to be managed sustainably.</p>	<p>Ecosystems</p> <p>To understand that deserts have distinctive environmental Characteristics.</p> <p>The economic opportunities and challenges in deserts. To know the causes of desertification and the solutions available.</p>	<p>Urbanisation</p> <p>What urbanisation is and how it varies around the world. The causes of growth in cities. How urban growth creates opportunities and challenges for cities in LICs and NEEs.</p>	<p>Urbanisation</p> <p>To understand how life in urban areas can be improved</p> <p>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</p> <p>How urban sustainability requires management of resources and transport.</p>	<p>Due to the impact of Covid-19 current Y9 students will have missed large sections of the river's topic. This will need to be finished at the beginning of Y10.</p> <p>Rivers</p> <p>To understand that the UK's relief covers a range of diverse landscapes. The shape of river valleys changes as rivers flow downstream. Distinctive fluvial landforms result from different physical processes.</p>	<p>Rivers</p> <p>To study an example of a river valley in the UK to identify its major landforms of erosion and deposition.</p> <p>Know how physical and human factors increase the flood risk – precipitation, geology, relief and land use.</p> <p>The different management strategies used to protect river landscapes from the effects of flooding.</p>



# MOOR PARK HIGH SCHOOL: CURRICULUM

	<p>Guided reading tasks Revision tasks based on PLC assessment. Textbook tasks &amp; questions (see SOW for page numbers).</p> <ol style="list-style-type: none"> <li>Keywords Autumn</li> <li>Worksheet</li> <li>Textbook task- chapter 8</li> <li>Textbook chapter 8</li> <li>CAP Revision task</li> <li>Keywords Autumn</li> <li>Plugging the gaps- acting on PLC red topics</li> </ol>	<p>Guided reading tasks Revision tasks based on PLC assessment. Textbook tasks &amp; questions (see SOW for page numbers).</p> <ol style="list-style-type: none"> <li>Keywords Autumn</li> <li>Revision sheet hot deserts</li> <li>Keyword flash cards</li> <li>Knowledge quiz</li> <li>CAP Revision task</li> <li>Keywords Autumn</li> <li>Plugging the gaps- acting on PLC red topics</li> </ol>	<p>Guided reading tasks Revision tasks based on PLC assessment. Textbook tasks &amp; questions (see SOW for page numbers).</p> <ol style="list-style-type: none"> <li>Keywords Spring</li> <li>Revision sheet- rates of urbanisation in Mumbai</li> <li>Keyword flash cards</li> <li>Knowledge quiz</li> <li>CAP Revision task</li> <li>Keywords</li> </ol>	<p>Guided reading tasks Revision tasks based on PLC assessment. Textbook tasks &amp; questions (see SOW for page numbers).</p> <ol style="list-style-type: none"> <li>Keywords Spring</li> <li>Revision sheet- urbanisation in Mumbai</li> <li>Practice question on UK</li> <li>Keywords spring</li> <li>CAP revision task</li> <li>Plugging the gaps- acting on PLC red topics</li> </ol>	<p>Guided reading tasks Revision tasks based on PLC assessment. Textbook tasks &amp; questions (see SOW for page numbers).</p> <ol style="list-style-type: none"> <li>Keyword Summer</li> <li>Textbook task – chapter 2</li> <li>Textbook task - chapter 2</li> <li>Revision sheet rivers</li> <li>Knowledge quiz</li> <li>CAP revision task</li> <li>Plugging gaps</li> </ol>	<p>Guided reading tasks Revision tasks based on PLC assessment. Textbook tasks &amp; questions (see SOW for page numbers).</p> <p>Keywords Summer End of year exam revision End of year exam revision End of year exam revision End of year exam revision End of year exam revision Plugging the gaps- acting on PLC red topics</p>
<p><b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b></p>	<p>BBC Planet Earth BBC classroom clips on deforestation</p>	<p>BBC Planet Earth YouTube classroom clips on desertification.</p>	<p>Link to urban fieldwork study in Preston during Y10. YouTube documentaries on Mumbai and Dharavi.</p>	<p>Link to urban fieldwork study in Preston during Y10. London Olympic clips on YouTube and BBC.</p>	<p>.BBC Coast clips  Digimaps ICT</p>	<p>BBC Coast clips and case study YouTube clips – River Tees and Morpeth  Digimaps ICT</p>
<p><b>Literacy</b></p>	<p>Evaluating, analysing information and what can be inferred. Drawing conclusions and presenting either in written form or verbally. Debates on tropical rainforest destruction.</p>	<p>Reading of case studies to identify development opportunities and challenges. Debate in class.</p>	<p>Describing and explaining patterns on graphs. Evaluation of Mumbai, nationally and internationally. Case study completion and note-taking. Discussion during linking of concepts for Mumbai activity</p>	<p>Description of population densities across the UK. Graph interpretation. Note-taking on London opportunities. Promotional brochure completion. Discussion of London diamond rank.</p>	<p>Written definitions of erosion and transportation types. Written paragraphs on key processes of river formation. A flow chart explaining the creation of estuaries.</p>	<p>Explanation of how river basins cause flooding. A completed chart of hard and soft engineering options. Ability to offer opinions on the options through debate and write up. Completed paragraphs on causes of floods.</p>

# MOOR PARK HIGH SCHOOL: CURRICULUM

<b>Numeracy</b>	Climate graph analysis. Using graphs to describe rates of deforestation.	Climate graph analysis. Calculating min, max and average rainfall/temperature.	Drawing and describing divided line graphs. Calculating natural increase. Calculating cost of slum development schemes.	Interpreting and drawing choropleth maps. Interpreting composite graphs. Reading bar and line graphs. Venn diagrams.	Flood Hydrograph analysis. Map skills focus (grid references, contour lines, cross sections).	Flood Hydrograph analysis Cost analysis of flood defenses/ impacts.
<b>CIAG</b>			Employment opportunities within urban planning. Develop communication skills during presentation.			National Careers week activity: Where can Geography take you?  Employment opportunities identified through river management schemes/organisations such as the Environmental Agency.

## Key Stage 4 Long Term Planning

### Year 10 2021-22 SYLLABUS & INTENT: AQA Geography

The Geography curriculum in Y10 aims to allow students to think critically about concepts such as development. Students will learn the range of factors that influence development and consider how the various ways of measuring development can influence how developed we perceive a country to be. Students will explore case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Students will learn about current issues such as sustainable energy use which will link to their previous learning around climate change and sustainability in year 8 and 9. Students will be able to apply their understanding about physical processes from river environments in year 9 to coastal environments and describe the impact of climate change along our coastlines before exploring how these areas can be managed. Finally, students will undertake their first of two fieldwork enquiries by conducting a river study.

### Curriculum Area: Geography

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Syllabus</b></p>	<p><u>Covid-Catch-up:</u></p> <p>Rivers</p> <p>To understand that the UK's relief covers a range of diverse landscapes. The shape of river valleys changes as rivers flow downstream. Distinctive fluvial landforms result from different physical processes.</p> <p>To understand the characteristics and formation of river landforms resulting from erosion and deposition.</p> <p>To study an example of a river valley in the UK to identify its major landforms of erosion and deposition. Know how physical and human factors increase the flood risk – precipitation, geology, relief and land use. The different management</p>	<p><b>The Changing Economic World</b></p> <p><u>Key Ideas:</u></p> <p>There are global variations in economic development and quality of life.</p> <p>Various strategies exist for reducing the global development gap.</p> <p>Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. (Nigeria case study)</p>	<p><b>The Changing Economic world</b></p> <p><u>Key Ideas:</u></p> <p>Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p> <p><b>Physical Landscapes of the UK: Coastal landscapes</b></p> <p><u>Key Ideas:</u></p> <p>The UK has a range of diverse landscape. Formation and characteristics of waves. The coast is shaped by several physical processes.</p>	<p><b>Physical Landscapes of the UK: Coastal landscapes</b></p> <p><u>Key ideas:</u></p> <p>Different management strategies can be used to protect coastlines from the effects of physical processes.</p> <p>An example of coastal management in the UK. Knowledge as to why the Holderness coastline is being managed, how it is being managed and an evaluation of the success of the management.</p>	<p><b>Due to the impact of Covid-19 current Y10 students will have missed large sections of the resource management topic. This will need to be finished at the beginning of Y11.</b></p> <p><b>The Challenge of Resource Management</b></p> <p><u>Key Ideas:</u></p> <p>Food, water and energy are fundamental to human development.</p> <p><b>The Challenge of Resource Management continued</b></p> <p><u>Key Ideas:</u></p> <p>The changing demand and provision of resources in the UK create opportunities and challenges</p> <p><b>The Challenge of Resource Management (energy)</b></p>	<p><b>Geographical Applications Section B: Fieldwork (1)</b></p> <p>This half term focuses on getting students prepared for the first of their two fieldwork experiences. This involves a river study which is the physical element to their fieldwork unit.</p> <p>Provisional fieldwork preparation will be completed and then a fieldtrip will be carried out. Following this there will be a sequence of follow-up lessons where students will present their data, draw conclusion and evaluate their methods.</p>

# MOOR PARK HIGH SCHOOL: CURRICULUM

	<p>strategies used to protect river landscapes from the effects of flooding</p>		<p>Distinctive coastal landforms are the result of rock type, structure and physical processes.</p>		<p><u>Key Ideas:</u> Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase energy supply.</p>	
<p><b>Knowledge</b></p>	<p>To understand that the UK's relief covers a range of diverse landscapes. The shape of river valleys changes as rivers flow downstream. Distinctive fluvial landforms result from different physical processes. To understand the characteristics and formation of river landforms resulting from erosion and deposition</p> <p>To study an example of a river valley in the UK to identify its major landforms of erosion and deposition. Know how physical and human factors increase the flood risk – precipitation, geology, relief and land use. The different management strategies used to protect river landscapes from the effects of flooding.</p>	<p>Different ways of classifying parts of the world. Ways of measuring development and the limitations of these. The Demographic Transition Model. The causes of and consequences of uneven development. The strategies to reduce the development gap. A case study of how the growth of tourism in and LIC/ NEE helps to reduce the development gap. An example of an LIC or NEE: The location and importance of the country. The wider social, cultural and environmental context. The changing industrial structure. The role of TNC's in relation to development. The changing political and trading relationships. Types of international aid. The environmental impacts of economic development and how this affects the quality of life.</p> <p>Economic futures in the UK: Causes of economic</p>	<p>An <b>example</b> of how modern industrial development can be more environmentally sustainable. Social and economic changes in the rural landscape in one area of population growth and one area of population decline. Improvements and new developments in road and rail infrastructure, port and airport capacity. The north–south divide. The place of the UK in the wider world</p> <p>Knowledge of the different wave types and different coastal processes. E.g. weathering, mass movement, erosion, transportation and deposition. The formation of coastal landforms from erosion e.g. headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. The formation of coastal landforms from deposition e.g. beaches, sand dunes, spits and bars.</p>	<p>An example of a coastline in the UK to identify major landforms.</p> <p>The costs and benefits of hard and soft engineering and managed retreat. An example of a coastal management scheme in the UK to know the reasons for management, the strategy and the resulting effects and conflicts.</p> <p>The significance of food, water and energy to economic and social well-being.</p> <p>An overview of global inequalities in the supply and consumption of resources.</p>	<p>The opportunities and challenges faced by the UK in the provision of food, water and energy.</p> <p>The global distribution of energy consumption and supply. The reasons for increasing energy consumption. Factors affecting energy supply.</p> <p>Impacts of energy insecurity. Overview of strategies to increase energy supply: renewable</p> <p>An <b>example</b> to show how the extraction of a fossil fuel has both advantages and disadvantages. Knowledge about moving towards a sustainable resource future.</p> <p>An <b>example</b> of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy</p>	<p><b>Strand 1: Geographical enquiry question.</b> Factors that need to be considered when selecting a suitable question/hypothesis. The theory/concept underpinning the enquiry. Appropriate sources of primary and secondary evidence, including locations for fieldwork. Risk assessing.</p> <p><b>Strand 2: Data</b> Difference between secondary and primary data. Identification and selection of appropriate physical and human data. Measuring and recording data using different sampling methods. Description and justification of data collection methods.</p> <p><b>Strand 3: Presenting the data</b> Appreciation that there are range of presentation methods available. Selection and accurate use of appropriate presentation methods. Description, explanation and adaptation of presentation methods.</p> <p><b>Strand 4: Describing, analysing and presenting data</b> Description, analysis and explanation of the results of data.</p>

# MOOR PARK HIGH SCHOOL: CURRICULUM

		change, globalisation and government policies. Impacts of industry on the physical environment.				Establishing links between results. Using appropriate statistical techniques. Identification of anomalies. <b>Strand 5: Drawing conclusion</b> Drawing conclusions that relate to the original aims of the enquiry. <b>Strand 6: Evaluation</b> Identifying problems with the data, identifying limitations and suggesting what other data may be useful. Extent to which conclusion are reliable.
<b>Skills</b>	Using an Atlas. Using development indicators. Interpreting choropleth maps. Population pyramids. Interpreting graphs to show trade. Studying correlation between data sets. Interpreting the DTM. Decision-making. Evaluating.	Interpreting and comparing data in tables. Interpreting pie charts. Forming and sharing opinions about development in an LIC/NEE. Using OS maps. Evaluating the UK's political and economic links with the wider world. Finding information from photos.	Drawing cross sections. Drawing labelled sketches and diagrams. Drawing sketches from photos Inferring information from photos. Using OS and Atlas maps. Being able to describe and explain the process that create coastal landforms.	Drawing sketches from photos Inferring information from photos. Using OS and Atlas maps. Being able to complete written evaluations. Describing patterns of distribution in maps and graphs.	Describing patterns of distribution in maps and graphs. Interpreting charts and graphs. Calculating food miles and carbon footprint. Using an Atlas to locate places in the UK and identify areas of water surplus and deficit. Interpreting choropleth maps that show global energy supply and consumption. Interpreting stacked bar charts. Maps that show global shale gas deposits. Assessing the benefits of a local sustainable energy scheme.	Cartographic, graphical, numerical and statistical skills. Enquiry skills. Analysis, interpretation, concluding. Risk assessing. Working in the field with others in groups. Communication. Producing field sketches.
<b>Assessment</b>	Regular knowledge 'Geog Your Memory' tests linked to the PLC  GCSE past paper question on hard and soft engineering.  Mid-Unit Assessment  End of Unit Assessment.	Regular knowledge 'Geog Your Memory' tests linked to the PLC  GCSE past paper question based on the case study (Nigeria)  Mid-Unit Assessment  GCSE past paper question based on the case study	Regular knowledge 'Geog Your Memory' tests linked to the PLC  GCSE past paper question based on landform formation  Mid-Unit Assessment	Regular knowledge 'Geog Your Memory' tests linked to the PLC  GCSE past paper question based on case study (Holderness coastline)  End of Unit Assessment	Regular knowledge 'Geog Your Memory' tests linked to the PLC  GCSE past paper questions on increasing sustainable energy supplies.  Mid- Unit Assessment	Regular knowledge 'Geog Your Memory' tests linked to the PLC  End of year assessment.

# MOOR PARK HIGH SCHOOL: CURRICULUM

		(UK)  End of Unit Assessment based upon the changing UK economy.				
<b>Homework</b>	<ol style="list-style-type: none"> <li>Keywords- Rivers</li> <li>Textbook task- chapter 11</li> <li>Practice exam question- river landforms</li> <li>Practice question hard and soft engineering</li> <li>CAP revision task</li> <li>Keywords Autumn</li> <li>Plugging the gaps- acting on PLC red topics</li> </ol>	<ol style="list-style-type: none"> <li>Keywords- Changing economic world</li> <li>GCSE pod assignment</li> <li>Practice exam question 1(below)</li> <li>Practice question (below)</li> <li>CAP revision task</li> <li>Keywords changing economic world</li> <li>Plugging the gaps- acting on PLC red topics</li> </ol> <p>Past GCSE question: Using Figure 6 suggest how tourism can help reduce the development gap (2018).</p> <p>Past GCSE question: reducing the development gap in 2018 paper 2.</p>	<ol style="list-style-type: none"> <li>Keywords- Changing economic world</li> <li>GCSE pod assignment</li> <li>Practice exam question 1(below)</li> <li>Practice question 2 (below)</li> <li>CAP revision task</li> <li>Keywords Changing economic world</li> <li>Plugging the gaps- acting on PLC red topics</li> </ol> <p>Past GCSE question. Using a case study, explain the link between TNCs and industrial development in a country (2018).</p> <p>Past GCSE question: Outline one way the political or trading relationship of a named LIC/NEE country with the wider world has changed. (SAM 3)</p>	<ol style="list-style-type: none"> <li>Keywords- coasts</li> <li>GCSE pod assignment</li> <li>Practice exam question 1(below)</li> <li>Practice question 2 (below)</li> <li>CAP revision task</li> <li>Keywords - coasts</li> <li>Plugging the gaps- acting on PLC red topics</li> </ol> <p>Past GCSE questions . Explain how different coastal landforms are created by erosion. Use figure 14 and your own understanding. (2019)</p> <p>Past GCSE questions Explain the benefits of using hard engineering strategies to protect the coastline. (2020)</p>	<ol style="list-style-type: none"> <li>Keywords- Resource management</li> <li>GCSE pod assignment</li> <li>Practice exam question (below)</li> <li>Practice question 2(below)</li> <li>CAP revision task</li> <li>Keywords Resource management</li> <li>Plugging the gaps- acting on PLC red topics</li> </ol> <p>Past GCSE questions What is organic farming? Explain why there is a growing demand in the UK for food from LICs. State one environmental effect of the increase shown in figure 9. Outline one advantage of sourcing food locally in the UK.</p> <p>Decision making task to prepare for paper 3:</p> <p>Do you think that the proposed coal mine development at Druridge Bay should go ahead? Use evidence from the resource booklet and your own knowledge to explain your decision. (SAM 2)</p>	<ol style="list-style-type: none"> <li>Keywords- Fieldwork</li> <li>End of year exam revision</li> <li>Plugging the gaps- acting on PLC red topics</li> </ol>

# MOOR PARK HIGH SCHOOL: CURRICULUM

<p><b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b></p>	<p>The Almighty Dollar- A book by Dharshini David.</p> <p>Gapminder- A website to study the relationship between measures of development.</p>	<p>Factfulness- A book by Hans Rosling.</p> <p>Keeping up to date with BBC News</p>	<p>. Use of Digi maps ICT</p> <p>Use of GIS</p>	<p>Refer to articles produced by Oxfam, Unicef and Water Aid to research the global distribution of resources.</p>	<p>Gov.UK: Energy trend bulletin containing statistics about aspects of energy use in the UK.</p> <p>Wider reading from BBC news about the use of renewable resources in the UK.</p>	<p>Physical fieldwork study in the Forest of Bowland.</p> <p>Wider world articles based upon skills required for the geographical applications section.</p>
<p><b>Reading, Writing &amp; Talk</b></p>	<p>Evaluating, analysing information and what can be inferred from that.</p> <p>Drawing conclusions and presenting either in written form or verbally.</p>	<p>Evaluating the development in Nigeria and verbally explaining the social, environmental and cultural changes.</p> <p>Writing about changes in the UK economy and deciding how this has affected/ will continue to affect employment patterns and regional growth.</p>	<p>Opportunities to practice explaining coastal processes to peers.</p> <p>Written explanation about the formation of coastal landforms.</p> <p>Debate about the cost and benefits with regards to the management of coasts.</p>	<p>Written evaluation about the most effective form of coastal management linking this to a case study.</p> <p>Debate about the impacts of importing food in the UK.</p> <p>Written explanation about how water transfer schemes are a strategy to meet the UK's water demand.</p> <p>Decision-making regarding the future of the UK's energy mix.</p>	<p>Being able to respond verbally to others' opinions about inequality in resources across the world.</p> <p>Written evaluation about the use of fracking in the UK.</p> <p>Evaluating the impacts of energy insecurity.</p> <p>Discussion about the use of fossil fuels versus renewables.</p> <p>Evaluating energy sources in the UK.</p> <p>Writing about sustainable energy use in the UK and comparing this to methods in other areas of the world.</p>	<p>Communicating with others in their group on the fieldtrip.</p> <p>Written work which includes formulating question, interpretation, summarizing, concluding etc.</p>
<p><b>Numeracy</b></p>	<p>Completing parts of the Demographic Transition Model.</p> <p>Interpreting the correlation between measures of development on scatter graphs.</p> <p>Using population pyramids to explain the population structure in different countries.</p>	<p>Using choropleth maps to understand the distribution of development.</p> <p>Using development indicators to evaluate development in Nigeria.</p> <p>Interpreting UK import and export data.</p>	<p>Drawing cross sections.</p> <p>Measuring coastline distance on OS maps.</p> <p>Four figure and six figure grid references.</p>	<p>Interpreting UK food import data to produce a pie chart.</p> <p>Looking at pie charts about the UK's energy mix to decide how it has changed over time.</p>	<p>Using numerical data to interpret food miles.</p> <p>Calculating carbon footprints, household water usage etc.</p> <p>Drawing pie charts.</p>	<p>Use of coordinates.</p> <p>Using OS maps.</p> <p>Constructing a range of differing graphs, charts, tables to present data.</p> <p>Manipulating data.</p> <p>Using qualitative and quantitative data.</p>
<p><b>CIAG</b></p>		<p>Careers in humanitarian work e.g. International aid worker, working for NGOs etc. students explore the different types of international aid work and the different areas involved from administration/business to relief work.</p>		<p>National Careers week activity: Where can Geography take you?</p>	<p>Role of energy advisors/managers and environmental consultants.</p> <p>Careers in developing strategies to reduce energy consumption and the development of sustainable/renewable energy sources.</p> <p><a href="https://www.prospects.ac.uk/job-profiles/energy-manager">https://www.prospects.ac.uk/job-profiles/energy-manager</a></p>	

## Key Stage 4 Long Term Planning

### Year 11 2021-22 SYLLABUS: AQA Geography

The Geography curriculum in Y11 aims to allow students to make connections to their previous learning throughout KS3 and KS4 through the topic of natural hazards. Students will draw upon their prior knowledge about development, colonialism and plate tectonics to help them understand why some earthquakes cause more devastation than others. Through looking at specific case studies we aim to give students a deeper understanding of the regions they are studying. This is also facilitated by the use of GIS when studying weather hazards, students investigate links between the physical and human geography of an area. Moreover, the curriculum in Y11 provides an opportunity for students to study their own geography looking at the UK's approach to managing climate change and also conducting their second fieldwork enquiry based around an urban study.

### Curriculum Area: Geography

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Syllabus	<p><b>The Challenge of Resource Management continued</b> <u>Key Ideas:</u> The changing demand and provision of resources in the UK create opportunities and challenges</p> <p><b>The Challenge of Resource Management (energy)</b> <u>Key Ideas:</u> Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase energy supply.</p> <p><b>The Challenge of Natural Environments: Natural and tectonic hazards</b> <u>Key ideas</u> Natural hazards pose a major risk to</p>	<p><b>The Challenge of Natural Environments: Weather hazards</b> <u>Key ideas</u> Global atmospheric circulation helps to determine patterns of weather and climate. Tropical storms develop as a result of particular physical conditions. Tropical storms have significant effects on people and the environment.</p> <p><b>The Challenge of Natural Environments: Weather hazards</b> <u>Key ideas</u> The UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity.</p>	<p><b>The Challenge of Natural Environments: Climate Change</b> <u>Key ideas</u> Climate change is the result of natural and human factors and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</p> <p><b>Impact of Covid-19:</b> <b>Fieldwork visits do not need to be completed. However, students will still need to be aware of the fieldwork processes in order to answer the unfamiliar fieldwork questions as part of the exam paper section B of paper 3. Students should be aware of the fieldwork process that is detailed below.</b></p>	<p><b>Geographical Applications Section A: Issue Evaluation</b> This unit is a synoptic unit which draw together knowledge, understanding and skills from the full course of study. A resource booklet is released 12 weeks before the exam and students will work through this booklet with their teacher.</p>	Revision/Reflection Programme

# MOOR PARK HIGH SCHOOL: CURRICULUM

	<p>people and property Earthquakes and volcanic eruptions are the result of physical processes The effects and responses to tectonic hazards vary between areas of contrasting wealth Management can reduce the effects of tectonic hazards</p>		<p><b>Geographical Applications</b> <b>Section B: Fieldwork (2)</b> This half term focuses on getting students prepared for the second of their two fieldwork experiences. Whereas the first was a river study and was the physical element, this one is an urban study and therefore the human element.</p> <p>Provisional fieldwork preparation will be completed and then a fieldtrip will be carried out. Following this there will be a sequence of follow-up lessons where students will present their data, draw conclusion and evaluate their methods.</p>		
<p><b>Knowledge</b></p>	<p><b>Strand 1: Geographical enquiry question.</b> Factors that need to be considered when selecting a suitable question/hypothesis. The theory/concept underpinning the enquiry. Appropriate sources of primary and secondary evidence, including locations for fieldwork. Risk assessing. <b>Strand 2: Data</b> Difference between secondary and primary data. Identification and selection of appropriate physical and human data. Measuring and recording data using different sampling methods. Description and justification of data collection methods. <b>Strand 3: Presenting the data</b> Appreciation that there are range of presentation methods available Selection and accurate use of appropriate presentation methods. Description, explanation and adaptation of presentation methods. <b>Strand 4: Describing, analysing and presenting data</b> Description, analysis and explanation of the results of data.</p>	<p>Global atmospheric circulation model. Relationship between tropical storms and general atmospheric circulation. Causes of tropical storms and their formation and development. Structure and features of a tropical storm. How climate change might affect the distribution, frequency and intensity of tropical storms. Primary and secondary effects of tropical storms. A case study of a tropical storm to show its effects and responses. How monitoring, prediction, protection and planning can reduce the effects of tropical storms  Weather hazards experienced in the UK. An example of a recent extreme weather event in the UK to illustrate causes, social, economic and environmental impacts and how management strategies can reduce risk. Evidence that weather is becoming more extreme in the</p>	<p>Evidence for climate change from the beginning of the quaternary period to the present day. Possible causes of climate change. Effects of climate change on people and the environment. Managing climate change – mitigation and adaptation.</p> <p><b>Strand 1: Geographical enquiry question.</b> Factors that need to be considered when selecting a suitable question/hypothesis. The theory/concept underpinning the enquiry. Appropriate sources of primary and secondary evidence, including locations for fieldwork. Risk assessing. <b>Strand 2: Data</b> Difference between secondary and primary data. Identification and selection of appropriate physical and human data. Measuring and recording data using different sampling methods. Description and justification of data collection methods. <b>Strand 3: Presenting the data</b></p>	<p>Demonstration of graphical skills. Development of knowledge and understanding of physical geography and human geography themes to analyse geographical issues on a range of scales.</p>	<p>Revisiting of key GCSE units in order to consider identified gaps and other areas for development.</p>

# MOOR PARK HIGH SCHOOL: CURRICULUM

	<p>Establishing links between results. Using appropriate statistical techniques. Identification of anomalies. <b>Strand 5: Drawing conclusion</b> Drawing conclusions that relate to the original aims of the enquiry. <b>Strand 6: Evaluation</b> Identifying problems with the data, identifying limitations and suggesting what other data may be useful. Extent to which conclusion are reliable.</p> <p>Plate tectonics theory. Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity. Primary and secondary effects of a tectonic hazard. Immediate and long-term responses to a tectonic hazard. Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. Reasons why people continue to live in areas at risk from a tectonic hazard. How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.</p>	<p>UK.</p>	<p>Appreciation that there are range of presentation methods available Selection and accurate use of appropriate presentation methods. Description, explanation and adaptation of presentation methods. <b>Strand 4: Describing, analysing and presenting data</b> Description, analysis and explanation of the results of data. Establishing links between results. Using appropriate statistical techniques. Identification of anomalies. <b>Strand 5: Drawing conclusion</b> Drawing conclusions that relate to the original aims of the enquiry. <b>Strand 6: Evaluation</b> Identifying problems with the data, identifying limitations and suggesting what other data may be useful. Extent to which conclusion are reliable.</p>		
<p><b>Skills</b></p>	<p>Using an atlas. Interpreting a physical map. Interpreting climate graphs and climate data. Decision-making. Evaluating. Plotting co-ordinates Using GIS to interpret earthquake data and plate boundaries.</p>	<p>Interpreting weather data and climate graphs. Writing sequenced explanations about the formations of tropical storms. Using GIS to study the movement and destruction of Typhoon Haiyan</p>	<p>Cartographic, graphical, numerical and statistical skills. Enquiry skills. Analysis, interpretation, concluding. Risk assessing. Working in the field with others in groups. Communication. Producing field sketches.</p>	<p>Critical thinking, problem solving. Applying knowledge across topics. Synthesis of information. Evaluating. Interpretation. Decision-making.</p>	<p>Rotation of practice question types linked to skills from throughout the whole specification.</p>

# MOOR PARK HIGH SCHOOL: CURRICULUM

<p><b>Assessment</b></p>	<p>Regular knowledge 'Geog Your Memory' tests linked to the PLC</p> <p>Mid-Unit Assessment</p>	<p>Regular knowledge 'Geog Your Memory' tests linked to the PLC</p> <p>Mock exams (November)</p> <p>GCSE past paper question based on the case study (Somerset levels)</p> <p>GCSE past paper question based on the case study (Typhoon Haiyan)</p>	<p>Regular knowledge 'Geog Your Memory' tests linked to the PLC</p> <p>Mock exams (February).</p> <p>End of Unit Assessment</p> <p>Practical assessment of how the fieldwork was carried out.</p> <p>Paper 3 GCSE style questions based upon both sets of fieldwork.</p>	<p>Regular knowledge 'Geog Your Memory' tests linked to the PLC</p> <p>A range of Paper 3 GCSE style questions based upon the issue evaluation booklet.</p>	<p>Regular knowledge 'Geog Your Memory' tests linked to the PLC</p>
<p><b>Homework</b></p>	<p>A range of knowledge check questions (sometimes linked to GCSE Pod)</p> <p>Past GCSE questions.</p> <p>Revision summary sheets- (The Living world)</p>	<p>A range of knowledge check questions (sometimes linked to GCSE pod)</p> <p>Past GCSE questions:</p> <p>Revision summary sheets (rivers and urbanisation)</p>	<p>A range of knowledge check questions (sometimes linked to GCSE Pod)</p> <p>Past GCSE questions.</p> <p>Revision summary sheets (changing economic world and costs)</p>	<p>A range of knowledge check questions (sometimes linked to GCSE Pod)</p> <p>Past GCSE questions</p> <p>Revision summary sheets- (resource management)</p>	<p>A range of knowledge check questions (sometimes linked to GCSE Pod)</p> <p>Past GCSE questions</p> <p>Revision summary sheets- (Natural hazards)</p>
<p><b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b></p>	<p>Climate Change: The Facts BBC documentary</p>	<p>Wider world article for further reading about the Somerset levels.</p> <p>The truth about climate change: The Open University</p> <p>The Age of Stupid – Film by Spanner Films</p>	<p>Urban fieldwork study in Preston.</p> <p>Wider world articles based upon skills required for the geographical applications section.</p>	<p>Articles, research and reading based upon the topic of the pre-release booklet.</p> <p>Could take the form of newspaper articles, documentaries, internet searches etc.</p>	<p>Wider world articles that link to topics and students to be informed of any useful news articles and/or documentaries that will feed into paper 3.</p>
<p><b>Literacy</b></p>	<p>Evaluating, analysing information and what can be inferred from that. Drawing conclusions and presenting either in written form or verbally.</p>	<p>Decision-making regarding the causes of climate change. Being able to respond verbally to others' opinions. Writing persuasively.</p>	<p>Communicating with others in their group on the fieldtrip.</p> <p>Written work which includes formulating question, interpretation, summarizing, concluding etc.</p>	<p>Extended piece of writing based upon a decision-making question.</p>	<p>Decision-making extended answers.</p>
<p><b>Numeracy</b></p>	<p>Using climate data from the atlas and from climate graphs. Manipulating data about frequency and distribution of tropical storms.</p>	<p>Using weather data and interpreting climate data. Completing graphs and charts. Using and interpreting tropical storm charts. Evaluating climate change data.</p>	<p>Use of coordinates. Using OS maps. Constructing a range of differing graphs, charts, tables to present data. Manipulating data.</p>	<p>Using maps, graphs and charts. Working out mean, median, mode. Interpreting a range of graphical and statistical data.</p>	<p>Whole range of skills from across the course – graphical, statistical, cartographic.</p>

# MOOR PARK HIGH SCHOOL: CURRICULUM

			Using qualitative and quantitative data.		
CIAG			Where can fieldwork take you? Careers which involve working in the field and using the skills that students will have embarked upon during the fieldwork process e.g. geochemist, geophysics, geoscientist, hydrogeologist and mining engineer.	National Careers week activity: Where can Geography take you?	