

Key Stage 3 Long Term Planning

Year 7 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
Knowledge	<p>How has our knowledge of the world changed over time?</p> <p>Research into where the term geography originated from and how maps progressed over time. (Curiosity, responsibility).</p>	<p>Location of continents, oceans and the geography of Europe. To understand and apply a range of map skills e.g. grid references, scale, direction, measuring distance. To know how to use OS maps.</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. The distribution of biomes in Asia. The impact of deforestation in the mountain biome. The reasons for China's economic growth. The purpose of the new Belt and Road project.</p>	<p>Know where the Middle East is and what the physical landscape is like. To understand why Yemen is the poorest country in the Middle East. To understand some reasons for conflict in the Middle East.</p>	<p>Differences between weather and climate. The elements that make up weather and climate. Types of rainfall and cloud formation. The climate of the UK and how to draw and interpret climate graphs Knowledge of the factors affecting climate across the globe and the UK.</p>	<p>Know what an extreme environment is and be able to give examples of hot and cold environments. Physical landscape of Russia. Knowledge about how Russia has a continental climate. Biomes in Russia.</p>	<p>Revision for end of year exams.</p> <p>To know how to conduct a weather enquiry including how to measure collect and present data from a weather enquiry.</p>
Skills	<ul style="list-style-type: none"> - Curiosity - Responsibility - Organisation - Enthusiasm 	<p>Using an atlas. Using compass directions Using four and six figure grid references. Measuring distance and scale. Using coordinates to work out longitude and latitude. Using contour lines to work out height.</p>	<p>Manipulating data. Using an atlas. Using lines of latitude and longitude Describing the impacts of deforestation Using population graphs e.g. population pyramids and choropleth.</p>	<p>Manipulating data. Using an atlas. Using population graphs e.g. population pyramids and choropleth. Interpreting line graphs</p>	<p>Drawing a climate graph. Calculating the mean, median and mode. Accurately labelling diagrams. Explaining the different types of rainfall.</p>	<p>Extended writing skills. Accurately labelling diagrams. Explaining the reasons for the climate in Oymyakon Using GIS software</p>	<p>Accurately labelling diagrams. Enquiry process for fieldwork. Using GIS Collecting data/surveys</p>
Connections to previous learning	<p>Pupils are expected to have covered basic map skills at KS2</p>	<p>Exploring what students believe geography to be from their primary school experience and recapping their locational knowledge of Europe using</p>	<p>Looking in more depth at specific regions of the world. Building upon their Primary School knowledge</p>	<p>Looking in more depth at specific regions of the world some of which have been studied at KS2.</p>	<p>Building upon their Primary School knowledge of the water cycle.</p>	<p>Building upon their Primary School knowledge of biome and weather and climate</p>	<p>Building upon their Primary School knowledge of fieldwork</p>

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Numeracy		Using longitude and latitude. Measuring distance and conversions. Using and understanding coordinates. Using scale and measuring distance. Using contour lines.	Constructing a population pyramid. Creating a living graph. Creating a choropleth map.	Constructing a population pyramid. Creating a living graph. Creating a choropleth map.	Manipulating data from a climate graph. Working out mean, median and mode.	Manipulating data from a climate graph. Working out mean, median and mode	Drawing a climate graph Constructing a population pyramid. Creating a living graph.
CIAG		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?		

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Year 8 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
Knowledge	Where ice is found in the world and the different types of glacier. Glacial and interglacial cycles over time. Formation and movement of glaciers. Glacial erosion, transportation and deposition. Formation of glacial landforms. From erosion and deposition. How glaciation has affected the UK in the past. area. glaciologists.	To know where Africa is and what the physical landscape is like. The effects of European colonialism in Africa. To understand the factors that have influenced Africa's development. To understand population distribution across Africa. To understand the scale of urbanisation in Africa To understand trading links between Africa and China.	To know what climate change is. The evidence for climate change. To understand the natural and human causes of climate change. To know the potential consequences of climate change for the wider world and the UK. Knowledge about international agreements to tackle climate change.	Knowledge about international agreements to tackle climate change. To know how to conduct an environmental quality enquiry including how to measure collect and present data from the enquiry.	Knowledge about employment sectors Understand about how manufacturing in the UK as changed. Knowledge about the growth of the tertiary sector in the UK. Knowledge about what trade is and how it has become global. To understand the idea of globalization.	Knowledge about how we define and measure development. Knowledge about the sustainable development goals. Revision for end of year exams
Skills	Using an atlas. Analysing aerial photographs. OS maps Interpreting line graphs.	Using an atlas. Plotting coordinates. Describing and annotating photographs. Labelling diagrams	Using OS maps. Analysing and annotating photographs. Labelling diagrams	Comparing data. Analysing development indicators. Interpreting graphs	Drawing line graphs Investing location using OS maps	Interpreting pie charts and choropleth maps. Using development data to produce appropriate graphs and charts
Connections to	This unit moves from looking at	Applying the same skills,	Applying the same skills,	Applying the same skills	Build on knowledge	End of year exam

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previous learning	<p>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>concepts and a similar route of enquiry to the Introducing Asia unit in year 7.</p>	<p>concepts and a similar route of enquiry to the Introducing Asia unit in year 7.</p> <p>Students use their knowledge from Autumn 1 about the physical geography of the UK to help support their understanding of the consequences of climate change in the UK</p>	<p>and a similar route of enquiry to fieldwork as in Y7.</p> <p>Using the same data presentation skills as studied during weather and climate fieldwork in Y7.</p>	<p>about the geography of the UK from Y7 Autumn 1 to this time look at human geography of the UK.</p>	<p>revising all units studied.</p>
Assessment	<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: 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>Assessment 3: 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 4: Skills based test & fieldwork</p>	<p>Regular knowledge 'Geog Your Memory' tests linked to the PLC</p> <p>Assessment 5: End of unit assessment.</p>	<p>Regular knowledge 'Geog Your Memory' tests linked to the PLC</p> <p>End of year assessment.</p>
Homework	<p>Piece 1: Key terms</p> <p>Piece 2: Textbook task</p> <p>Piece 3: Guided reading task</p> <p>Piece 4: PLC revisit and plugging the gaps task</p>	<p>Piece 1: Key terms</p> <p>Piece 2: Textbook task</p> <p>Piece 3: Guided reading task</p> <p>Piece 4: PLC revisit and plugging the gaps task</p>	<p>Piece 1: Key terms</p> <p>Piece 2: Textbook task</p> <p>Piece 3: PLC revisit and plugging the gaps task</p>	<p>Piece 1: Key terms</p> <p>Piece 2: Textbook task</p> <p>Piece 3: PLC revisit and plugging the gaps task</p>	<p>Piece 1: Key terms</p> <p>Piece 2: Textbook task</p> <p>Piece 3: PLC revisit and plugging the gaps task</p>	<p>PLC revisit</p> <p>End of year revision tasks.</p>
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	<p>Earth: Power of the Planet (Ice)</p> <p>Frozen Planet</p> <p>The Nature of Britain (DVD)</p>	<p>BBC Documentary: Africa</p> <p>BBC news/Africa</p> <p>Gapminder wesbite & Dollar street</p>	<p>The Truth about Climate change</p> <p>Climate Change: The Facts (BBC)</p>	<p>Fieldwork Council studies website</p>	<p>National Statistics website</p> <p>BBC Teach videos</p>	<p>BBC Teach videos</p> <p>BBC Bitesize</p>
Literacy	<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 opportunities and challenges in Africa.</p> <p>Extract from Prisoners of Geography (Book) included in SOW</p>	<p>Opportunities for debate regarding the future of the planet.</p>	<p>Opportunities for debate about sustainability</p>	<p>Opportunity for decision making activity around locating a factory</p>	<p>Key terms knowledge and application</p>

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Numeracy	Interpreting geological temperature graphs. Interpreting contour lines and measuring height	Analysing development data. Analysing population pyramids	Analysing development data. Interpreting climate graphs. Interpreting climate change data – line graphs.	Presenting fieldwork data through appropriate graphs/charts	Using data to draw line graphs	Interpreting choropleth maps about development data
CIAG		Introducing the class to the importance of scientific research – STEM links. Explore careers associated with climate change.	.	National Careers week activity: Where can Geography take you?	An awareness of jobs within different sectors e.g. primary, secondary, tertiary	

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Year 9 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
Knowledge	<p>Ecosystems- Tropical Rainforests</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. The causes of deforestation. Deforestation creates a number of issues and these need to be managed sustainably.</p>	<p>Urbanisation- Mumbai</p> <p>What urbanisation is and how it varies around the world.</p> <p>The causes of growth in cities. How urban growth creates opportunities and challenges for cities in LICs and NEEs.</p> <p>To understand how life in urban areas can be improved</p>	<p>Tectonic Hazards</p> <p>Natural hazards pose a major risk to people and property</p> <p>Earthquakes and volcanic eruptions are the result of physical processes</p>	<p>Tectonic Hazards</p> <p>The effects and responses to tectonic hazards vary between areas of contrasting wealth</p> <p>Management can reduce the effects of tectonic hazards</p>	<p>Urbanisation-London & Sustainability</p> <p>To understand urban change in the UK</p> <p>To understand how life in urban areas can be improved through studying the London 2012 Olympics</p> <p>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</p>	<p>Urbanisation- Sustainability</p> <p>To understand the concept of urban sustainability.</p> <p>To know the features of sustainable urban living.</p> <p>To know how urban sustainability requires management of resources and transport.</p> <p>End of Year exam revision</p> <p>End of year exam</p>
Skills	<p>Explaining interactions. Explaining distributions/ patterns. Drawing and describing climate graphs. Labelling diagrams Using Venn diagrams</p>	<p>Explaining. Drawing graphs. Describing location. Using video for information. Evaluating. Using flow charts. Venn diagrams. Concept maps. Calculating natural increase. Mapping. Classifying data.</p>	<p>Map interpretation. Mapping. Classifying data. Using GIS to study earthquake distributions</p>	<p>Map interpretation. Mapping. Classifying and using development data. Using GIS to study earthquake distributions</p>	<p>Writing sequenced explanations. Using diagrams to explain. Interpreting photos and maps. Producing sketch maps.</p>	<p>Using GIS to study urban sustainability in Singapore. Explaining how Singapore is becoming a sustainable city</p>
Connections to previous learning	<p>Links to Y7 work on differences between weather and climate. Types of rainfall and cloud</p>	<p>Previous work studied on African economic expansion and</p>	<p>Use of GIS skills from Y8. Links to development and classification of</p>	<p>Use of GIS skills from Y8</p>	<p>Builds on knowledge of UK economy (Y8).</p>	<p>The concept of sustainability was a theme studied during climate change and on-site</p>

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	formation. How to draw and interpret a climate graph. Links to Y8 work on the pattern of climatic zones and biomes in Africa.	urbanisation in Y8. Links to African population structure, process of urbanisation and its effects on people and the environment studied in Y8.	countries which was studied in Y8.			fieldwork during Y8, when students explored the sustainability of Moor Park school site.
Assessment	Regular knowledge 'Geog Your Memory' tests linked to the PLC Assessment 1: How does life survive in the tropical rainforest biome?	Regular knowledge 'Geog Your Memory' tests linked to the PLC Assessment 2: Are there more challenges or opportunities in Mumbai?	Regular knowledge 'Geog Your Memory' tests linked to the PLC Assessment 3: Tectonics assessment	Regular knowledge 'Geog Your Memory' tests linked to the PLC Assessment 4: Evaluate whether earthquakes are more devastating in HICs or LICs.	Regular knowledge 'Geog Your Memory' tests linked to the PLC Assessment 5: Is London a city of opportunity or challenge? Has regeneration been successful?	Regular knowledge 'Geog Your Memory' tests linked to the PLC End of year assessment.
Homework	Piece 1: Key terms Piece 2: Textbook task Piece 3: Guided reading task Piece 4: PLC revisit and plugging the gaps task	Piece 1: Key terms Piece 2: Textbook task Piece 3: Guided reading task Piece 4: PLC revisit and plugging the gaps task	Piece 1: Key terms Piece 2: Textbook task Piece 3: PLC revisit and plugging the gaps task	Piece 1: Key terms Piece 2: Textbook task Piece 3: PLC revisit and plugging the gaps task	Piece 1: Key terms Piece 2: Textbook task Piece 3: PLC revisit and plugging the gaps task	PLC revisit End of year revision tasks.
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	BBC Planet Earth BBC classroom clips on deforestation	Link to urban fieldwork study in Preston during Y10. YouTube documentaries on Mumbai and Dharavi.	.BBC Teach clips BBC Bitesize	Link to urban fieldwork study in Preston during Y10. London Olympic clips on YouTube and BBC.	Link to urban fieldwork study in Preston during Y10. London Olympic clips on YouTube and BBC.	Documentary on National Geographic about sustainability in Singapore.
Literacy	Evaluating, analysing information and what can be inferred. Drawing conclusions and presenting either in written form or verbally. Debates on tropical rainforest destruction.	Reading of case studies to identify development opportunities and challenges. Debate in class. Describing and explaining patterns on graphs. Evaluation of Mumbai's national and international importance. Case study completion and note-taking.	Describing distributions. Using subject specific vocabulary in writing.	Reading around case studies. Debate about the severity of tectonic hazards linking to development.	Describing and explaining patterns on graphs. Evaluation of London's national and international importance. Debate around the successfulness of regeneration in London.	Discussion to evaluate how sustainable Singapore is.
Numeracy	Climate graph analysis. Using graphs to describe rates of deforestation.	Analysing graphs showing urbanisation data. GIS task on urbanisation in	Interpreting scales such as the Richter and Mercalli scale.	Using data e.g. death tolls, costs to calculate severity of earthquakes in different countries.	Using statistics to compare different boroughs within London.	Interpreting sustainability data from Singapore's Green Plan.

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	Climate graph analysis. Calculating min, max and average rainfall/temperature.	the UK.			Using data to produce choropleth maps.	
CIAG		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 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
Syllabus	<p><u>The Living World- Hot deserts</u></p> <p>To understand that deserts have distinctive environmental Characteristics. The economic opportunities and challenges in deserts. To know the causes of desertification and the solutions available.</p>	<p><u>The Changing Economic World- Nigeria</u></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><u>Physical landscapes of the UK- River landscapes</u></p> <p><u>Key ideas:</u></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.</p> <p>Know how physical and human factors increase</p>	<p><u>Physical Landscapes of the UK: Coastal landscapes</u></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><u>The Challenge of Resource Management</u></p> <p><u>Key Ideas:</u></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</p> <p><u>The Challenge of Resource Management (energy)</u></p> <p><u>Key Ideas:</u></p> <p>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><u>Geographical Applications Section B: Fieldwork (1)</u></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>

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			<p>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>			
Knowledge	<p>Development opportunities in hot desert environments: mineral extraction, energy, farming, tourism</p> <p>Challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility.</p> <p>Causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion.</p> <p>Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology.</p>	<p>Different ways of classifying parts of the world.</p> <p>Ways of measuring development and the limitations of these.</p> <p>The Demographic Transition Model.</p> <p>The causes of and consequences of uneven development.</p> <p>The strategies to reduce the development gap.</p> <p>A case study of how the growth of tourism in and LIC/ NEE helps to reduce the development gap.</p> <p>An example of an LIC or NEE:</p> <p>The location and importance of the country. The wider social, cultural and environmental context.</p> <p>The changing industrial structure. The role of TNC's in relation to development.</p> <p>The changing political and trading relationships.</p> <p>Types of international aid.</p> <p>The environmental impacts of economic development and how this affects the quality of life.</p>	<p>To understand that the UK's relief covers a range of diverse landscapes.</p> <p>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.</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>	<p>Knowledge of the different wave types and different coastal processes. E.g. weathering, mass movement, erosion, transportation and deposition.</p> <p>The formation of coastal landforms from erosion e.g. headlands and bays, cliffs and wave cut platforms, caves, arches and stacks.</p> <p>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.</p> <p>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 example to show how the extraction of a fossil fuel has both advantages and disadvantages.</p> <p>Knowledge about moving towards a sustainable resource future.</p> <p>An example of a local renewable energy scheme in</p>	<p>Strand 1: Geographical enquiry question.</p> <p>Factors that need to be considered when selecting a suitable question/hypothesis.</p> <p>The theory/concept underpinning the enquiry.</p> <p>Appropriate sources of primary and secondary evidence, including locations for fieldwork.</p> <p>Risk assessing.</p> <p>Strand 2: Data</p> <p>Difference between secondary and primary data.</p> <p>Identification and selection of appropriate physical and human data.</p> <p>Measuring and recording data using different sampling methods.</p> <p>Description and justification of data collection methods.</p> <p>Strand 3: Presenting the data</p> <p>Appreciation that there are range of presentation methods available</p> <p>Selection and accurate use of appropriate presentation methods.</p> <p>Description, explanation and adaptation of presentation methods.</p> <p>Strand 4: Describing, analysing and presenting data</p> <p>Description, analysis and explanation of the results of data.</p> <p>Establishing links between</p>

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

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<p>Homework</p>	<p>Piece 1: Key word task Piece 2: Revision guide task Piece 3: Retrieval practice task Piece 4: Retrieval practice task Piece 5. Revision for CAP Piece 6. Plugging the Gaps</p>	<p>Piece 1: Key word task Piece 2: Revision guide task Piece 3: Retrieval practice task Piece 4: Retrieval practice task Piece 5. Revision for CAP Piece 6. Plugging the Gaps</p>	<p>Piece 1: Key word task Piece 2: Revision guide task Piece 3: Retrieval practice task Piece 4: Retrieval practice task Piece 5. Revision for CAP Piece 6. Plugging the Gaps</p>	<p>Piece 1: Key word task Piece 2: Revision guide task Piece 3: Retrieval practice task Piece 4: Retrieval practice task Piece 5. Revision for CAP Piece 6. Plugging the Gaps</p>	<p>Piece 1: Key word task Piece 2: Revision guide task Piece 3: Retrieval practice task Piece 4: Retrieval practice task Piece 5. Revision for CAP Piece 6. Plugging the Gaps</p>	<p>Piece 1: Key word task Piece 2: Revision guide task Piece 3: Retrieval practice task Piece 4: Retrieval practice task Piece 5. Revision for CAP Piece 6. Plugging the Gaps</p>
<p>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</p>	<p>Use of Digi maps ICT Use of GIS</p>	<p>Factfulness- A book by Hans Rosling. Keeping up to date with BBC News</p>	<p>Use of Digi maps ICT 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. Wider reading from BBC news about the use of renewable resources in the UK.</p>	<p>Physical fieldwork study in the Forest of Bowland. Wider world articles based upon skills required for the geographical applications section.</p>
<p>Literacy</p>	<p>Explaining adaptations. Debating the opportunities and challenges hot deserts and providing justifications for opinions.</p>	<p>Evaluating the development in Nigeria and verbally explaining the social, environmental and cultural changes. 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 fluvial processes to peers. Written explanation about the formation of river landforms. Debate about the cost and benefits with regards to the management of rivers</p>	<p>Opportunities to practice explaining coastal processes to peers. Written explanation about the formation of coastal landforms. Debate about the cost and benefits with regards to the management of coasts. Written evaluation about the most effective form of coastal management linking this to a case study.</p>	<p>Being able to respond verbally to others' opinions about inequality in resources across the world. Written evaluation about the use of fracking in the UK. Evaluating the impacts of energy insecurity. Discussion about the use of fossil fuels versus renewables. Evaluating energy sources in the UK. 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. Written work which includes formulating question, interpretation, summarizing, concluding etc.</p>
<p>Numeracy</p>	<p>Drawing climate graphs Calculating mean, median and mode Drawing line graphs</p>	<p>Completing parts of the Demographic Transition Model. Interpreting the correlation between measures of development on scatter graphs. Using population pyramids to explain the population structure in different countries.</p>	<p>Drawing cross sections. Measuring coastline distance on OS maps. Four figure and six figure grid references.</p>	<p>Drawing cross sections. Measuring coastline distance on OS maps. Four figure and six figure grid references.</p>	<p>Interpreting UK food import data to produce a pie chart. Looking at pie charts about the UK's energy mix to decide how it has changed over time. Using numerical data to interpret food miles. Calculating carbon footprints, household water</p>	<p>Use of coordinates. Using OS maps. Constructing a range of differing graphs, charts, tables to present data. Manipulating data. Using qualitative and quantitative data.</p>

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		Using choropleth maps to understand the distribution of development. Using development indicators to evaluate development in Nigeria. Interpreting UK import and export data.			usage etc. Drawing pie charts.	
CIAG		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.	Environment Agency	National Careers week activity: Where can Geography take you?	Role of energy advisors/managers and environmental consultants. Careers in developing strategies to reduce energy consumption and the development of sustainable/renewable energy sources. https://www.prospects.ac.uk/job-profiles/energy-manager	

Key Stage 4 Long Term Planning

Year 11 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>The Changing Economic world- UK economy</p> <p><u>Key Ideas:</u></p> <p>Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p>	<p>The Challenge of Natural Environments: Weather hazards</p> <p><u>Key ideas</u></p> <p>Global atmospheric circulation helps to determine patterns of weather and climate.</p> <p>Tropical storms develop as a result of particular physical conditions.</p> <p>Tropical storms have significant effects on people and the environment.</p> <p>The Challenge of Natural Environments: Weather hazards</p> <p><u>Key ideas</u></p> <p>The UK is affected by a number of weather hazards.</p> <p>Extreme weather events in the UK have impacts on human activity.</p>	<p>The Challenge of Natural Environments: Climate Change</p> <p><u>Key ideas</u></p> <p>Climate change is the result of natural and human factors and has a range of effects.</p> <p>Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</p> <p>Geographical Applications Section B: Fieldwork (2)</p> <p>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.</p>	<p>Geographical Applications Section A: Issue Evaluation</p> <p>This unit is a synoptic unit which draw together knowledge, understanding and skills from the full course of study.</p> <p>A resource booklet is released 12 weeks before the exam and students will work through this booklet with their teacher.</p>	Revision/Reflection Programme

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			<p>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>Knowledge</p>	<p>Economic futures in the UK: Causes of economic change, globalization and government policies Causes of economic change: de industrialization and decline of traditional industrial base, globalization and government policies moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks Economic futures in the UK: Causes of economic change, globalization and government policies. Impacts of industry on the physical environment An example 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>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 UK.</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. Strand 1: Geographical enquiry question. 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. Strand 2: Data 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. Strand 3: Presenting the data Appreciation that there are range of presentation methods available Selection and accurate use of appropriate presentation methods. Description, explanation and adaptation of presentation methods. Strand 4: Describing, analysing and presenting data Description, analysis and explanation of the results of data. Establishing links between results. Using appropriate statistical</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>

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			<p>techniques.</p> <p>Identification of anomalies.</p> <p>Strand 5: Drawing conclusion Drawing conclusions that relate to the original aims of the enquiry.</p> <p>Strand 6: Evaluation Identifying problems with the data, identifying limitations and suggesting what other data may be useful.</p> <p>Extent to which conclusion are reliable.</p>		
Skills	<p>Using an atlas.</p> <p>Interpreting a physical map.</p> <p>Interpreting climate graphs and climate data.</p> <p>Decision-making.</p> <p>Evaluating.</p> <p>Plotting co-ordinates</p> <p>Using GIS to interpret earthquake data and plate boundaries.</p>	<p>Interpreting weather data and climate graphs.</p> <p>Writing sequenced explanations about the formations of tropical storms.</p> <p>Using GIS to study the movement and destruction of Typhoon Haiyan</p>	<p>Cartographic, graphical, numerical and statistical skills. Enquiry skills.</p> <p>Analysis, interpretation, concluding.</p> <p>Risk assessing.</p> <p>Working in the field with others in groups. Communication.</p> <p>Producing field sketches.</p>	<p>Critical thinking, problem solving.</p> <p>Applying knowledge across topics.</p> <p>Synthesis of information.</p> <p>Evaluating.</p> <p>Interpretation.</p> <p>Decision-making.</p>	<p>Rotation of practice question types linked to skills from throughout the whole specification.</p>
Assessment	<p>Regular knowledge 'Geog Your Memory' tests linked to the PLC</p> <p>End of 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>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>
Homework	<p>Piece 1: Key word task</p> <p>Piece 2: Revision guide task</p> <p>Piece 3: Retrieval practice task</p> <p>Piece 4: Retrieval practice task</p> <p>Piece 5. Revision for CAP</p> <p>Piece 6. Plugging the Gaps</p>	<p>Piece 1: Key word task</p> <p>Piece 2: Revision guide task</p> <p>Piece 3: Retrieval practice task</p> <p>Piece 4: Retrieval practice task</p> <p>Piece 5. Revision for CAP</p> <p>Piece 6. Plugging the Gaps</p>	<p>Piece 1: Key word task</p> <p>Piece 2: Revision guide task</p> <p>Piece 3: Retrieval practice task</p> <p>Piece 4: Retrieval practice task</p> <p>Piece 5. Revision for CAP</p> <p>Piece 6. Plugging the Gaps</p>	<p>Piece 1: Key word task</p> <p>Piece 2: Revision guide task</p> <p>Piece 3: Retrieval practice task</p> <p>Piece 4: Retrieval practice task</p> <p>Piece 5. Revision for CAP</p> <p>Piece 6. Plugging the Gaps</p>	<p>Piece 1: Key word task</p> <p>Piece 2: Revision guide task</p> <p>Piece 3: Retrieval practice task</p> <p>Piece 4: Retrieval practice task</p> <p>Piece 5. Revision for CAP</p> <p>Piece 6. Plugging the Gaps</p>

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<p>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</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.</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>Literacy</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>Numeracy</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. Using qualitative and quantitative 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>
<p>CIAG</p>			<p>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.</p>	<p>National Careers week activity: Where can Geography take you?</p>	