

KS4 Long Term Plan 2020-2021

Subject: Geography

Exam Board: AQA



Curriculum Statement of Intent Geography

In geography, our intent is for all students to acquire a sound knowledge base of physical and human geography. We seek to enable students to develop intellectual curiosity and an evaluative understanding of the world via discussion on case studies and topical issues. Students will become global citizens who are inquisitive, informed, and can make sense of a complex and ever-changing world.

Curriculum Statement of Implementation

Geography has taken a logical, sequenced structure to the KS4 specification, previous learning is built upon in each topic. This decision was made to ensure students are fully prepared for their public exams through experience of full mock examinations. Students also complete 'home-made' revision guide for the paper currently being studied throughout the academic year. Still, well-planned lessons and interleaving homework ensure students are aware of their learning journey and how physical and human elements are synoptic and interlink. This is particularly apparent in Year 11, whereby after studying the physical environment (fieldwork opportunities incorporated), students are constantly revisit the link between people and the environment. This is embedded with revision activities such as: concept maps, 'geog your memory', flashcard questions, case study organiser which all address human and physical geography.

How?

- Forward and updated curriculum with frequent class discussion of geography in the news.
- Revisit concepts (classwork and homework).
- Make links explicit between topics. Stress links between people and the environment (important in P1 and P2 at GCSE).
- Create fieldwork opportunities from human and physical geography (school grounds).

Lesson content and structure

The content of the lessons uses case studies from around the world but and local examples wherever possible. This is to ensure that students are aware of the world around them but also their local area and the responsibility and impact they can have.

We have a clear structure to our lessons, the "do now" upon entry is for memory recall/hooks students, and this brings forward the long term memory from the previous topics/lessons or introduces a concept or recent example. This means the student is then ready to attach the new information in the lesson. The 'do now' is then followed by new information and main activities which are embedded through pictures, repetition and a range of written, verbal and practical tasks. Learning is checked at regular intervals via questioning and mini-plenaries. At GCSE, students then regularly complete an exam question or longer answer question to demonstrate progress. Students are given sentence starters and advised on structure, but higher attaining students are encouraged to initiate work independently. The lesson will culminate in a plenary activity to recap content from the lesson and often previous lessons to give big picture (context/sequencing of lessons).

Marking

Geography's marking has been greatly reduced through whole-class feedback. This is to reduce teacher workload but still ensure excellent outcomes for students. Blue assessment books with purple pen reflection is evidence of assessment marking and whole-class feedback. At KS4 assessments sat half-termly. Students will receive a personalised WWW (what went well) and EBI (even better if) on each assessment. Students will respond to this teacher input by initiating their own INT (I need to) in their assessment reflection. Homework should be set according to department policy and marked accordingly. The HoD will complete a book scrutiny (dives) on three occasions and feedback to all staff members individually and collectively. Furthermore, assessments vary in formative and summative style are specifically tailored to the 'assessment objectives' (AOs) in order to address students' varied learning preferences and to allow for the inclusion of different skills and exam requirements.

Term	Topics Covered (Date completed by and number of lessons)	Why now? & Why?	Assessment
Yr 10 Autumn 1	<p><u>Natural hazards</u></p> <p>Climate change</p> <ul style="list-style-type: none"> - Human & natural causes - Managing climate change. <p>Tectonic hazards</p> <ul style="list-style-type: none"> - Physical processes - Nepal and New Zealand - Why live at risk? - Reducing the risk (MPPP). <p>Weather hazards</p> <ul style="list-style-type: none"> - Global atmospheric circulation. - TRS & Typhoon Haiyan. - UK weather & Somerset Levels 	<p><u>Why now?</u></p> <p>Climate change imperative 1st topic. Sets tone with current topic, discussion and subsequent topics (tectonic and weather hazards) can be linked back to climate change.</p> <p><u>Why?</u></p> <p>Nepal and New Zealand (contrasting examples and plate boundaries, wider study of continents).</p> <p>Typhoon Haiyan – large diaspora, relevance.</p> <p>Somerset Levels – more local case study.</p>	<p><u>How assessed?</u></p> <p>Assessment 1 – hazards (all 3 elements tested).</p> <p>Statistical & map skills. give, describe, assess).</p> <p>OS Map skills test. Peer-assess.</p>
Yr 10 Autumn 2	<p><u>Living world</u></p> <p>Ecosystems</p> <ul style="list-style-type: none"> - Heron Pond, Bushy Park(use of school grounds) - Global biome distribution <p>Tropical rainforests</p> <ul style="list-style-type: none"> - Physical characteristics - Causes of deforestation - Impacts of deforestation - Managing deforestation 	<p><u>Why now?</u></p> <p>With an understanding of ecosystem fragility, pupils can then explore the impact that humans are having on the natural world and how we can manage these issues effectively, for the benefit of both humans and nature</p> <p><u>Why?</u></p> <p>Explore how ecosystems exist at different scales and involve the interaction between biotic and abiotic components. Explore characteristics, adaptations, uses and management of tropical rainforests (Amazon).</p>	<p><u>How assessed?</u></p> <p>Assessment 2 – hazards. Skills, describe, use evidence, assess.</p> <p>Y10 mock exams (paper 2).</p>
Yr 10 Spring 1	<p>Hot deserts</p> <ul style="list-style-type: none"> - Physical characteristics - Western Desert (opportunities & challenges) - Sahel (causes & management of desertification). <p>Physical landscapes in UK</p> <ul style="list-style-type: none"> - Uplands/lowlands <p>Coastal landscapes</p> <ul style="list-style-type: none"> - Waves - Processes 	<p><u>Why now?</u></p> <p>Sequenced structure of cause, effect management continued from section A (hazards) and B (living world). Students again see impact of humans on environment. Topic can be linked back to climate change and revisited with development.</p> <p><u>Why?</u></p> <p>The option of hot deserts has been selected as pupils have studied a variety of aspects relating to cold environments previously.</p> <p>Explore the characteristics, adaptations, uses and management of hot deserts.</p> <p>Coasts selection due to relevance over glaciation.</p>	<p><u>How assessed?</u></p> <p>Case study knowledge tests.</p> <p>Full living world section assessment.</p> <p>Mathematical skills, sources, explain.</p>
Yr 10	Coastal landscapes continued	<u>Why now?</u>	<u>How assessed?</u>

<p>Spring 2</p>	<ul style="list-style-type: none"> - Landforms - Jurassic coastline, Swanage - Management - Lyme Regis <p>River landscapes</p> <ul style="list-style-type: none"> - Processes - Landforms 	<p>Refresh coastal landscapes after break. River landscapes follows same structure.</p> <p>Provide the necessary understanding required to link directly into the fieldwork aspect of the GSCE course which follows this unit.</p> <p>Why? Coastal examples, south coast (local). Rivers selected due to relevance over glaciation. Explore the diverse physical landscapes within the UK, exploring how coasts are shaped by physical processes and the distinctive landforms. Explore the different management strategies used to protect coastlines.</p>	<p>OS map skills test (peer assess).</p> <p>Paper 1 mock examination (end of year exam).</p>
<p>Yr 10 Summer 1</p>	<p>River landscapes continued</p> <ul style="list-style-type: none"> - River Tees - Causes of flooding - Flood hydrographs - Morpeth Floods <p>Paper 3 - Field work prep for Barton on Sea trip.</p> <ul style="list-style-type: none"> - Location - Risk assessment - Methods 	<p>Why now?</p> <p>River landscapes follows structure of coastal landscapes.</p> <p>Again, opportunity for local fieldwork.</p> <p>Prep for Barton allows students to access field trip and gain higher quality data.</p> <p>Why?</p> <p>River Tees and Morpeth location north east. Morpeth good example of settlement near meandering river so can discuss landforms and management.</p> <p>Explore how river valleys & landforms change downstream.</p>	<p>How assessed?</p> <p>In-class questions using OS maps.</p> <p>Physical landscapes assessment.</p>
<p>Yr 10 Summer 2</p>	<p>Fieldwork trip</p> <ul style="list-style-type: none"> - Fieldwork follow-up. - Data presentation - Data analysis - Conclusions - Evaluations. - Exam questions <p>- Unseen fieldwork</p> <p>Mock issue evaluation.</p> <ul style="list-style-type: none"> - Oxford reservoir. 	<p>Why now?</p> <p>Weather suitability.</p> <p>Students demonstrate physical landscape knowledge. Fieldwork acts as bridge to Year 11 having practically assessed urban inequality. DME activity that links resources and rivers. Show synoptic geography.</p> <p>Why?</p> <p>Required 2 geographical enquiries, must include the use of primary data.</p> <p>Enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography.</p>	<p>How assessed?</p> <p>In class Paper 3 mock. Issue evaluation & fieldwork.</p>
<p>Yr 11 Autumn 1</p>	<p>Urban issues and challenges</p> <ul style="list-style-type: none"> - Urban trends - Urbanisation & megacities <p>Mumbai (Urban LIC)</p> <ul style="list-style-type: none"> - Location, importance, growth. - Opportunities & challenges - Dharavi Redevelopment Project <p>London (Urban UK)</p>	<p>Why now?</p> <p>Introduces the concept of urbanisation and development (key themes in link between human and environment).</p> <p>Reaffirm concept of HIC and LIC.</p> <p>Link back to ecosystems (Y10).</p> <p>Local geography offers fieldwork opportunities to start Paper 2. .</p> <p>Why?</p> <p>London is a case study relevant to pupils (draw</p>	<p>How assessed?</p> <p>Key word tests & knowledge tests (from homework as starters).</p> <p>Assessment 1 – urban LIC. Continents, skills, to what extent & evaluate.</p>

	<ul style="list-style-type: none"> - Location, importance, migrants - Opportunities and challenges - Olympic Park. 	upon experience). Mumbai offers excellent contrast and large Indian diaspora at school so content can be discussed with sensitivity.	
Yr 11 Autumn 2	<ul style="list-style-type: none"> - Urban sustainability. <p><u>Changing economic world.</u></p> <p>The Development gap</p> <ul style="list-style-type: none"> - Measures of development - Causes & consequences of development. - Reducing the development gap - Tourism – Jamaica. 	<p><u>Why now?</u></p> <p>Revisit concept of variations in life.</p> <p>Once studied an opportunity to recap Dharavi Project under new light with more information.</p> <p>Links to paper 1 with climate, rainforests and deserts.</p> <p><u>Why?</u></p> <p>Explore variations in human life and evaluate discuss causal factor with place examples.</p> <p>Jamaica – location links to previous learning of tropical storms in Year 10.</p>	<p><u>How assessed?</u></p> <p>Assessment 2 – section A.</p> <p>Graphical and map skills. Key words. Suggest, explain, discuss, evaluate.</p> <p>Paper 1 xmas PPE.</p>
Yr 11 Spring 1	<p>Nigeria – NEE</p> <ul style="list-style-type: none"> - Location, importance, context. - Changing industrial structure, manufacturing. - TNCs (Shell) +/- - Trading relationships, aid, and development. <p>Changing UK</p> <ul style="list-style-type: none"> - Causes of change - Post-industrial economy. - Torr Quarry 	<p><u>Why now?</u></p> <p>Gives locational example to development & industry.</p> <p>Recap concept of industrial structure (Y9) and lay foundations for changing UK.</p> <p>Revisit sustainability from section A.</p> <p>Pre-cursor to resources (oil).</p> <p><u>Why?</u></p> <p>Explore how LICs and NEEs experience rapid econ development, leading to social, environmental and cultural change.</p>	<p><u>How assessed?</u></p> <p>Assessment 3 – changing econ world.</p> <p>Graphical & mathematical skills, suggest, evaluate.</p> <p>Paper 1 PPE</p> <p>Paper 2 – shorter PPE</p>
Yr 11 Spring 2	<p>Changing UK continued.</p> <ul style="list-style-type: none"> - Changing rural landscapes. - Transport improvements & north-south divide. - UK wider world <p>Resource management</p> <ul style="list-style-type: none"> - Food, water, energy. <p>Food</p> <ul style="list-style-type: none"> - Food supply - Food insecurity - Increasing food supply - THE IBIS - Jamalpur, Bangladesh. 	<p><u>Why now?</u></p> <p>Revisit change after HT.</p> <p>Built on previous topics in section A (UK opportunities and challenges) and B (industrial structure UK). Also builds on previous knowledge of physical landscaped (Y10).</p> <p><u>Why?</u></p> <p>Explore how changes in UK affect employment patterns and regional growth. Examples e.g, Liverpool 2 cross-curriculum. Local examples e.g. Heathrow where possible (lends to DME).</p>	
Yr 11 Summer 1	<p>Issue Evaluation.</p> <p>Pre-release booklet made available 12 weeks before exam</p>	<p><u>Why now?</u></p> <p>Exam requirement. 1 week turnaround to plan 7-9 lessons and mock examinations.</p> <p><u>Why?</u></p>	<p><u>How assessed?</u></p> <p>Definition test.</p> <p>45 minute in-class mock test</p>

	Revision Students are required to use case studies from across the specification.	Decision making exercise based on evaluation of sources. Link to compulsory element of the course.	on issue evaluation. Immediate feedback.
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