

| Geography | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 7 | <p>A Day in the Life A day in the life of a geographer, a volcano, a flip flop, the earth and more!</p> <p>Annotate diagrams Reading and interpreting atlas maps Interpretation of photographs Completion of different graphs Interpreting text Interpreting text</p> <p>*jobs geographers do</p> | <p>Coasts What process form coastal landscapes and how do people use and influence the coastline</p> <p>Interpreting text Using atlas maps Annotating atlas maps Drawing annotated diagrams Categorising ideas Drawing and labelling sketch maps Write descriptively Internet research</p> <p>*link to jobs in coastal management made</p> | <p>Cities What opportunities and challenges do cities around the world pose for humans?</p> <p>Reading and interpreting atlas maps Compare and contrast information Draw conclusions</p> | <p>Liskeard Fieldwork What is Liskeard like as a place? Pupils go into Liskeard to collect data to answer this question.</p> <p>Interpreting OS maps Designing data collection sheets Data presentation – suggest and construct appropriate graphs Analyse and evaluate data Draw conclusions</p> | <p>China vs India What are the similarities and differences between these two superpowers? How is their role in the world changing and how might that affect us?</p> <p>Reading and interpreting atlas maps Interpreting photographs Interpreting OS maps Interpreting different sources of evidence to draw conclusions</p> <p>*link to jobs in international relations</p> | <p>Mapskills and fieldwork around school Pupils will study a range of geographical skills within this unit and undertake some fieldwork around the school grounds.</p> <p>OS map skills Grid references Scale Direction Contours Designing data collection sheets Data presentation – suggest and construct appropriate graphs Analyse and evaluate data Draw conclusions</p> |
| Year 8 | <p>Climate How has climate changed over the last 10,000 years? Why did the woolly mammoths become extinct? How might climate change in the future and what impact will that have for people and the environment?</p> <p>Interpretation of a range of graphs Interpretation of written information Evaluation of evidence to draw conclusions</p> <p>*links to jobs in climatology</p> | <p>Countries of the world Pupils study one of 7 countries; Russia, New Zealand, Canada, South Africa, Chile, China and Egypt. They study the physical and human geography of the country and then work as a group to produce a 'country box.'</p> <p>Atlas map skills - describing human and physical landscapes from photographs Annotation of photographs Choropleth maps Construct climate graphs Internet research</p> | <p>Development and trade Why are there different levels of development around the world and how can we reduce the gap between the rich and the poor countries? How can fair trade help this?</p> <p>Reading and interpreting atlas maps Interpreting photographs – describing human and physical landscapes from photographs Interpretation of a range a graphs</p> <p>*aid work, international trade/business</p> | <p>Ecosystems Pupils will study some of the following ecosystems; oceans, tropical rainforests, cold environment and savannah grasslands. They will look at the characteristics for these and how and why people interact with them.</p> <p>Reading and interpreting atlas maps Annotating atlas maps to describe the physical landscapes</p> | <p>Ecosystems Interpretation of satellite images and photographs Interpreting climate graphs</p> | <p>Careers in Geography *</p> |

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| Year 9 | <p>UK Geography Physical and human characteristics of the UK, population of the UK, the history of Britain and the role of Britain in the world today.</p> <p>Reading and interpreting atlas maps – physical maps of the UK and UK cities</p> <p>Choropleth maps Population pyramids Evaluation of evidence to draw conclusions Interpreting a variety of graphs Write descriptively Internet research</p> | <p>Hazards; hurricanes and avalanches How hurricanes form and why. Hurricane Katrina 2005 New Orleans case study What are avalanches and how do they form? Comparison of different avalanches in different countries.</p> <p>Interpretation of photographs Reading and interpreting atlas maps Evaluation of evidence to draw conclusions Categorising ideas Drawing annotated diagrams Drawing and labelling sketch maps Compare and contrast information</p> <p>*links to jobs in hazard management</p> | <p>Plate boundaries and volcanoes Plate tectonic theory and how volcanoes are formed. How volcanoes erupt and a comparison if the effects and responses in different countries around the world.</p> <p>Reading and interpreting atlas maps Drawing annotated diagrams Interpretation of photographs Compare and contrast information Interpreting different sources of evidence to draw conclusions</p> <p>*links to jobs in volcanology, hazard management, hazard research and television presenting</p> | <p>Rivers and Flooding Characteristics of rivers in their upper, middle and lower course. Boscawen flood case study.</p> <p>Annotate diagrams Drawing and labelling sketch maps Interpretation of photographs Interpreting text Interpreting OS maps OS map skills Grid references Scale Direction Contours Symbols Reading and interpreting atlas maps Drawing and annotating fieldsketches</p> <p>*links to jobs in hazard management, flood management, environmental management</p> | <p>Around the World A unit on tourism in different countries around the world and the impacts of tourism both positive and negative along with possible solutions.</p> <p>*link to jobs in tourism</p> | <p>Around the World Topical geographical issues from around the world.</p> |
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Geographical skills at GCSE

The exam board set out the following skills which we incorporate over the two year course.

Cartographic skills

Cartographic skills relating to a variety of maps at different scales.

Atlas maps:

- use and understand coordinates – latitude and longitude
- recognise and describe distributions and patterns of both human and physical features
- maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them, eg population distribution, population movements, transport networks, settlement layout, relief and drainage
- analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps.

Ordnance Survey maps:

- use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic
- use and understand coordinates – four and six-figure grid references
- use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales
- use and understand gradient, contour and spot height
- numerical and statistical information
- identify basic landscape features and describe their characteristics from map evidence
- identify major relief features on maps and relate cross-sectional drawings to relief features
- draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use
- interpret cross sections and transects of physical and human landscapes
- describe the physical features as they are shown on large scale maps of two of the following landscapes – coastlines, fluvial and glacial landscapes
- infer human activity from map evidence, including tourism.

Maps in association with photographs:

- be able to compare maps
- sketch maps: draw, label, understand and interpret
- photographs: use and interpret ground, aerial and satellite photographs
- describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs
- draw sketches from photographs
- label and annotate diagrams, maps, graphs, sketches and photographs.

Graphical skills

Graphical skills to:

- select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scattergraphs, and population pyramids
- suggest an appropriate form of graphical representation for the data provided
- complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines
- use and understand gradient, contour and value on isoline maps
- plot information on graphs when axes and scales are provided
- interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs.

Numerical skills

Numerical skills to:

- demonstrate an understanding of number, area and scales, and the quantitative relationships between units
- design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability
- understand and correctly use proportion and ratio, magnitude and frequency
- draw informed conclusions from numerical data.

Statistical skills

Statistical skills to:

- use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class)
- calculate percentage increase or decrease and understand the use of percentiles
- describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends
- be able to identify weaknesses in selective statistical presentation of data.

Use of qualitative and quantitative data

Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information. Examples of types of data:

- maps
- fieldwork data
- geo-spatial data presented in a geographical information system (GIS) framework
- satellite imagery
- written and digital sources
- visual and graphical sources
- numerical and statistical information.

Formulate enquiry and argument

Students should demonstrate the ability to:

- identify questions and sequences of enquiry
- write descriptively, analytically and critically
- communicate their ideas effectively
- develop an extended written argument
- draw well-evidenced and informed conclusions about geographical questions and issues.

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| Year 10 | Coastal landscapes Coastal processes leading to coastal landforms. Human interactions with coastal environment and the impact changing coastal environments are having on people. | Hazards; Tectonic hazards The study of plate tectonic theory and how this links to the movement of plates causing earthquakes. Earthquakes in L'Aquila, Italy 2009 and Gorkha, Nepal 2015 are compared. | Hazards: weather hazards and climate change Why weather hazards occur are studied with the specific example of tropical storms and the case study of typhoon Haiyan in the Philippines in 2013. UK extreme weather is investigated | Ecosystems An investigation into how ecosystems operate as systems in the natural world. Work is completed on two specific ecosystems; tropical rainforests and hot deserts. For each of these we study their characteristics | River landscapes of the UK River processes leading to river landforms. How river flooding affects people and the environment and human responses to flooding. How humans manage river landscapes. | Fieldwork in Boscastle Pupils investigate whether the River Valency in Boscastle fits geographical theory and the human impact on the river as a response to the 2004 flash flood. |

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| | *Coastal management/ planning | *Hazard management | using recent examples e.g. The Beast from the East 2018. Natural and human causes of climate change are evaluated and the impacts of climate change of people and the environment are studied. | (locations, climate and nutrient cycles), how plants and animals have adapted to live in these conditions and the opportunities and challenges they pose for humans. *Environmental jobs | *River management, flood prevention | Primary data is collected on a visit to Boscastle including river width, depth and velocity and an evaluation of the flood defences. |
| Year 11 | Plymouth fieldwork Pupils investigate the impact of Drake Circus regeneration on the surrounding high streets (New George Street and Cornwall Street) in Plymouth. Primary data is collected including shop surveys, pedestrian counts and questionnaires. | Urban issues and challenges The characteristics of urban areas in richer and poorer countries is studied and how these areas have changed over time. An evaluation of the issues and challenges the urban areas of Birmingham, UK and Lagos, Nigeria pose to humans. How urban areas can become more sustainable in the future. *Urban planning | Changing economic world How global variations in economic development lead to differences in the quality of life of people. Strategies used to reduce the development gap are evaluated. Major changes in the UK economy are studied looking at employment patterns past, present and future predictions of change leading to regional differences. *International trade and business, aid worker, jobs in different sectors | Changing economic world Case study of Nigeria is used to show newly emerging economies are experiencing rapid economic development and this is leading to social, economic and cultural changes. | Resource management Food, water and energy are fundamental to human development and lead to inequalities in supply and consumption which leads to conflict. Changing demand on resources leads to opportunities and challenges for people. A focus on energy globally including the use of renewables. *Environmental management | Issues evaluation Pre-release booklet received from exam board 12 weeks before the exam. Lesson 'teach' this content ready for the issues evaluation section of paper 3. |

Geographical skills at A level

At A level students are expected to be able to demonstrate the following skills;

Qualitative skills and quantitative skills

Students should develop the following with respect to qualitative data:

- use and understanding of a mixture of methodological approaches, including interviews
- interpretation and evaluation of a range of source material including textual and visual sources
- understanding of the opportunities and limitations of qualitative techniques such as coding and sampling, and appreciation of how they actively create particular geographical representations
- understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.

Students should develop the following with respect to quantitative data:

- understanding of what makes data geographical and the geospatial technologies (eg GIS) that are used to collect, analyse and present geographical data
- an ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data
- understanding of the purposes and difference between the following and to use them in appropriate contexts:
- descriptive statistics of central tendency and dispersion
- descriptive measures of difference and association, inferential statistics and the foundations of relational statistics
- measurement, measurement errors, and sampling
- understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.

Core skills

- Use and annotation of illustrative and visual material: base maps, sketch maps, Ordnance Survey (OS) maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery.
- Use of overlays, both physical and electronic.
- Literacy – use of factual text and discursive/creative material and coding techniques when analysing text.
- Numeracy – use of number, measure and measurement.
- Questionnaire and interview techniques.

Cartographic skills

- Atlas maps.
- Weather maps – including synoptic charts (if applicable).
- Maps with located proportional symbols.
- Maps showing movement – flow lines, desire lines and trip lines.
- Maps showing spatial patterns – choropleth, isoline and dot maps.

Graphical skills

- Line graphs – simple, comparative, compound and divergent.
- Bar graphs – simple, comparative, compound and divergent.
- Scatter graphs, and the use of best fit line.
- Pie charts and proportional divided circles.
- Triangular graphs.
- Graphs with logarithmic scales.
- Dispersion diagrams.

Statistical skills

- Measures of central tendency – mean, mode, median.
- Measures of dispersion – range, inter-quartile range and standard deviation.
- Inferential and relational statistical techniques to include Spearman's rank correlation and Chi-square test and the application of significance tests.

ICT skills

- Use of remotely sensed data (as described above in Core skills).
- Use of electronic databases.
- Use of innovative sources of data such as crowd sourcing and 'big data'.
- Use of ICT to generate evidence of many of the skills provided above such as producing maps, graphs and statistical calculations.

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| <p>Year 12</p> <p>Students have 9 hours a fortnight studying these units.</p> | <p>Coastal systems and landscapes</p> <p>A focus on the coastal zone which is a dynamic environment where landscapes develop due to the interaction of wind, waves, currents and terrestrial and marine sediment. The systems</p> | <p>Coastal systems and landscapes including residential to Dorset</p> <p>Students participate in two days of fieldwork on the Dorset coast studying and observing</p> | <p>Hazards</p> <p>A focus on the lithosphere and atmosphere and the impact of natural hazards to the human population. The origins and nature of tectonic hazards is studied with an in depth assessment of human responses in both rich and poor regions of the world to both volcanic and seismic hazards. Atmospheric hazards in the form of tropical storms and human responses to them are investigated through the study of hurricane Katrina in the USA in 2005. Wildfires are also</p> | | <p>Changing Places</p> <p>This unit focuses on people's engagement with place, their experiences of them and the qualities they ascribe to them. Students study how places are known and experiences, how their character is</p> | <p>AS exam and NEA</p> <p>Students revise and sit the external AS exams. Students plan and start data collection on their independent coursework which is worth 20% of the</p> |

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| | <p>approach to study is used to explain the geomorphological processes in action. Case studies from the UK and beyond are used to show human interactions with this environment.</p> <p>*Careers in coastal management, hazard management and coastal flood prevention.</p> | <p>features learnt about in the coastal systems and landscapes unit. Areas studied are Chesil Beach and Studland Bay sand dunes as well as visits to areas which form the detailed case studies in the coastal unit; Durdle Door and Lulworth Cove. The fieldwork is then written up to provide the detail needed for paper two of the AS exam.</p> | <p>studied using recent examples to show the impact and response of people. The relationship between people and the environment is a key theme throughout the unit.</p> <p>*Careers in hazard management and research into hazards.</p> | <p>appreciated, the factors and processes which impact on place and how they change and develop over time. They look at how their own lives and those of others are affected by continuity and change in the nature of places which are important in their own lives. Students complete two in-depth place studies; one in the local area of Liskeard and a contrasting distant place, Brick Lane in London. Local human fieldwork is planned and completed by students in small groups.</p> <p>*Careers in urban planning and urban research.</p> | <p>final A level grade. Students can choose any area to investigate that links to the specification and are given support and guidance on their choice and how to execute their work.</p> | |
| Geography | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| <p>Year 13</p> <p>In year 13 students have 5 hours a fortnight studying these units.</p> | <p>Global Systems and Global Governance</p> <p>This unit focuses on globalisation; the economic, political and social changes associated with technological and other factors which have been a key driving force in the global economy in recent decades. It studies the increase in interdependence and relationships between people, states and environments and how this has led to attempts at global levels of governance and</p> | | <p>Contemporary Urban Environments</p> <p>A focus of this unit is urban growth and change and the processes which present significant environmental and social challenges for human populations in urban areas. Urbanisation, including urban policy in the UK since 1979 are evaluated as well as the study of urban forms around the world. Social and economic issues associated with urbanisation are investigated. Urban climate, drainage and waste disposal, atmospheric and water pollution and dereliction</p> | | <p>Revision for paper 2 – human geography</p> | |

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| | <p>management. A focus on international trade and access to markets and the governance of the global common of Antarctica.</p> <p>*Careers in global business and trade, global governance and wider environmental consultancy.</p> | <p>and strategies to manage these are analysed. Strategies for sustainable urban growth are examined. Detailed case studies in this unit support those from Changing Places.</p> <p>*Careers in urban planning, sustainable urban management, environmental management.</p> | | |
| <p>In year 13 students have 4 hours a fortnight studying these units.</p> | <p>NEA Students present, analyse and draw conclusions on their independent coursework with the support of staff.</p> <p>*communication skills and self-management.</p> | <p>Water and Carbon Cycles Focus on the cyclical relationships between major stores of water and carbon at or near the Earth's surface. Students study the cycles at varying scales, their relevance to wider geography and their central importance to humans. Case studies of Tropical Rainforests and a river catchment are used to illustrate and analyse the key themes.</p> <p>*Careers associated with environmental management as well as team-work and presentation skills.</p> | <p>Revision for paper 1 – physical geography</p> | |