



Geography

Key Stage 4 Framework for Learning

Year 9 2017-2018: Happy Foundations

Syllabus:
GCSE (9-1)
OCR GEOGRAPHY B
(Geography for enquiring minds)

Autumn 1	
Knowledge	<p>UNIT 1: OUR NATURAL WORLD Global Hazards 1.1 How can weather be hazardous</p> <p><i>The Global Hazards topic allows learners to develop an understanding of a variety of hazards that impact human lives both within the UK and worldwide. Learners investigate how weather can be hazardous, gaining knowledge of the major processes within the atmosphere and their impact in creating extreme weather. This is contextualized through two case studies of natural weather hazard events. Earthquakes and volcanic eruptions are just some of the deadly hazards we face on Earth. Not only do they impact humans but they also shape our land. An understanding of tectonic hazards is developed; exploring the causes, consequences and responses to a tectonic event of choice.</i></p>
Skills	<p>Students are required to develop a range of geographical skills throughout their course of study. These skills may be assessed across any of the examined components. The full list of geographical skills is given below. Some geographical skills are specific to particular subject content; these are indicated in the 'integrated skills' sections within the topics throughout the specification.</p> <p>Atlas and map skills:</p> <ul style="list-style-type: none"> • recognise and describe distributions and patterns of both human and physical features at a range of scales using a variety of maps and atlases • draw, label, annotate, understand and interpret sketch maps • recognise and describe patterns of vegetation, land use and communications infrastructure, as well as other patterns of human and physical landscapes • describe and identify the site, situation and shape of settlements <p>Graphical skills:</p> <ul style="list-style-type: none"> • label and annotate different diagrams, maps, graphs, sketches and photographs • use and interpret aerial, oblique, ground and satellite photographs from a range of different landscapes • use maps in association with photographs and sketches and understand links to directions <p>Data and information research skills: use online census sources to obtain population and local geo-demographic information</p>
Assessment	<p>Pupils will complete one or two class-based exam questions on an element of the Global Hazards topic they are studying this term. This will be identified using a PLC so they are specific to the areas that need to be improved. They will be 4, 6 or 8 mark questions which require developed and evidenced responses.</p> <p>They will also complete a 'big test' by way of a Global Hazards exam paper at the end of the topic which will test their knowledge and application of the content and themes covered in this topic.</p> <p>The will also have regular 'low-stakes' tests by way of multiple choice tests or short quizzes. These will assess their knowledge of the topic currently being studied, as well as those that have been finished.</p>
Reward & enrichment	<p>To enrich learning pupils:</p> <p>Could watch</p> <ul style="list-style-type: none"> • Twister • Discovery Channel - Storm Chasers • The Day after Tomorrow <p>Could read</p> <ul style="list-style-type: none"> • National Geographic <p>Could visit The Lake District and explore the impacts of the 2016 floods and their responses to this.</p>
Character	<div style="text-align: center;">  <p>QoFS – Optimism</p> </div>



Autumn 2

<p>Knowledge</p>	<p>UNIT 1: OUR NATURAL WORLD Global Hazards 1.2 How do plate tectonics shape our world?</p> <p><i>The Global Hazards topic allows learners to develop an understanding of a variety of hazards that impact human lives both within the UK and worldwide. Learners investigate how weather can be hazardous, gaining knowledge of the major processes within the atmosphere and their impact in creating extreme weather. This is contextualized through two case studies of natural weather hazard events. Earthquakes and volcanic eruptions are just some of the deadly hazards we face on Earth. Not only do they impact humans but they also shape our land. An understanding of tectonic hazards is developed; exploring the causes, consequences and responses to a tectonic event of choice.</i></p>
<p>Skills</p>	<p>Students are required to develop a range of geographical skills throughout their course of study. These skills may be assessed across any of the examined components. The full list of geographical skills is given below. Some geographical skills are specific to particular subject content; these are indicated in the 'integrated skills' sections within the topics throughout the specification.</p> <p>Atlas and map skills:</p> <ul style="list-style-type: none"> recognise and describe distributions and patterns of both human and physical features at a range of scales using a variety of maps and atlases draw, label, annotate, understand and interpret sketch maps recognise and describe patterns of vegetation, land use and communications infrastructure, as well as other patterns of human and physical landscapes describe and identify the site, situation and shape of settlements <p>Graphical skills:</p> <ul style="list-style-type: none"> label and annotate different diagrams, maps, graphs, sketches and photographs use and interpret aerial, oblique, ground and satellite photographs from a range of different landscapes use maps in association with photographs and sketches and understand links to directions <p>Data and information research skills: use online census sources to obtain population and local geo-demographic information</p>
<p>Assessment</p>	<p>Pupils will complete one or two class-based exam questions on an element of the Global Hazards topic they are studying this term. This will be identified using a PLC so they are specific to the areas that need to be improved. They will be 4, 6 or 8 mark questions which require developed and evidenced responses.</p> <p>They will also complete a 'big test' by way of a Global Hazards exam paper at the end of the topic which will test their knowledge and application of the content and themes covered in this topic.</p> <p>The will also have regular 'low-stakes' tests by way of multiple choice tests or short quizzes. These will assess their knowledge of the topic currently being studied, as well as those that have been finished.</p>
<p>Reward & enrichment</p>	<p>To enrich learning pupils: Could watch</p> <ul style="list-style-type: none"> Dante's Peak BBC EARTH: The Power of the Planet – Volcano <p>Could read</p> <ul style="list-style-type: none"> National Geographic <p>Could visit The Giant's Causeway</p>
<p>Character</p>	<p> QoS – Empathy</p>

Spring 1

<p>Knowledge</p>	<p>UNIT 1: OUR NATURAL WORLD Changing Climate – 2.1 What evidence is there to suggest climate change is a natural process?</p> <p><i>Climate change is one of the most controversial global issues of the 21st century. In this topic learners will analyze patterns of climate change from the start of the Quaternary period to the present day, considering the reliability of a range of evidence for the changes. Learners will study the theories relating to natural climate change and consider the influence of humans on the greenhouse effect. Social, economic and environmental impacts of climate change at both local and global scales will be examined.</i></p>
<p>Skills</p>	<p>Students are required to develop a range of geographical skills throughout their course of study. These skills may be assessed across any of the examined components. The full list of geographical skills is given below. Some geographical skills are specific to particular subject content; these are indicated in the 'integrated skills' sections within the topics throughout the specification.</p>



	<p>Atlas and map skills:</p> <ul style="list-style-type: none"> recognise and describe distributions and patterns of both human and physical features at a range of scales using a variety of maps and atlases draw, label, annotate, understand and interpret sketch maps recognise and describe patterns of vegetation, land use and communications infrastructure, as well as other patterns of human and physical landscapes describe and identify the site, situation and shape of settlements <p>Graphical skills:</p> <ul style="list-style-type: none"> label and annotate different diagrams, maps, graphs, sketches and photographs use and interpret aerial, oblique, ground and satellite photographs from a range of different landscapes use maps in association with photographs and sketches and understand links to directions <p>Data and information research skills: use online census sources to obtain population and local geo-demographic information</p>
<p>Assessment</p>	<p>Pupils will complete one or two class-based exam questions on an element of the Changing Climate topic they are studying this term. This will be identified using a PLC so they are specific to the areas that need to be improved. They will be 4, 6 or 8 mark questions which require developed and evidenced responses.</p> <p>This will be a piece of Home Learning which will test their knowledge and application of the content and themes covered in this topic.</p> <p>They will also complete a 'big test' by way of a Changing Climate exam paper at the end of the topic which will test their knowledge and application of the content and themes covered in this topic.</p> <p>The will also have regular 'low-stakes' tests by way of multiple choice tests or short quizzes. These will assess their knowledge of the topic currently being studied, as well as those that have been finished.</p>
<p>Reward & enrichment</p>	<p>To enrich learning pupils: <u>Could watch</u></p> <ul style="list-style-type: none"> An Inconvenient Truth <p><u>Could read</u></p> <ul style="list-style-type: none"> National Geographic <p><u>Could visit</u></p> <ul style="list-style-type: none"> The coast and imagine how a sea level rise of 5 meters would affect this area
<p>Character</p>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QoFS – Creativity & Curiosity</p>
<h2>Spring 2</h2>	
<p>Knowledge</p>	<p>UNIT 1: OUR NATURAL WORLD Distinctive Landscapes - 3.2. What influences the landscapes of the UK? & Distinctive Landscapes -3.1. What makes a landscape distinctive?</p> <p><i>The UK contains a diverse and distinct range of landscapes. This topic gives learners the opportunity to unravel the geographical processes that make them distinctive. A deeper understanding of the geomorphic processes that shape river and coastal landscapes is developed and consideration of the human influence on these.</i></p>
<p>Skills</p>	<p>Students are required to develop a range of geographical skills throughout their course of study. These skills may be assessed across any of the examined components. The full list of geographical skills is given below. Some geographical skills are specific to particular subject content; these are indicated in the 'integrated skills' sections within the topics throughout the specification.</p> <p>Atlas and map skills:</p> <ul style="list-style-type: none"> recognise and describe distributions and patterns of both human and physical features at a range of scales using a variety of maps and atlases draw, label, annotate, understand and interpret sketch maps recognise and describe patterns of vegetation, land use and communications infrastructure, as well as other patterns of human and physical landscapes describe and identify the site, situation and shape of settlements <p>Graphical skills:</p> <ul style="list-style-type: none"> label and annotate different diagrams, maps, graphs, sketches and photographs use and interpret aerial, oblique, ground and satellite photographs from a range of different landscapes use maps in association with photographs and sketches and understand links to directions



	<p>Data and information research skills: use online census sources to obtain population and local geo-demographic information</p>
Assessment	<p>Pupils will complete one or two class-based exam questions on an element of the Distinctive landscapes topic they are studying this term. This will be identified using a PLC so they are specific to the areas that need to be improved. They will be 4, 6 or 8 mark questions which require developed and evidenced responses.</p> <p>This will be a piece of Home Learning which will test their knowledge and application of the content and themes covered in this topic.</p> <p>They will also complete a 'big test' by way of a Distinctive Landscapes exam paper at the end of the topic which will test their knowledge and application of the content and themes covered in this topic.</p> <p>The will also have regular 'low-stakes' tests by way of multiple choice tests or short quizzes. These will assess their knowledge of the topic currently being studied, as well as those that have been finished.</p>
Reward & enrichment	<p>To enrich learning pupils: <u>Could watch</u></p> <ul style="list-style-type: none"> Discovery Channel – Rivers BBC Human Planet – Rivers: Friend or Foe? BBC EARTH: The Power of the Planet <p><u>Could read</u></p> <ul style="list-style-type: none"> National Geographic <p><u>Could visit</u></p> <ul style="list-style-type: none"> Formby, Merseyside The Jurassic Coast, Dorset
Character	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QoS – Responsibility & Reflection</p>

Summer 1

Knowledge	<p>UNIT 1: OUR NATURAL WORLD</p> <p>Sustaining Ecosystems</p> <p>4.1. Why are natural ecosystems important? &</p> <p>Sustaining Ecosystems</p> <p>4.2. Why should tropical rainforests matter to us?</p> <p><i>Life on Earth is supported by global ecosystems and the link between human wellbeing and ecosystem wellbeing is vital. This topic seeks to explore the distribution and characteristics of the Earth's ecological wonders. Learners investigate the two contrasting ecosystems of tropical rainforests and polar environments, exploring physical cycles and processes that make these ecosystems distinctive the threats posed to their existence and how humans are attempting to manage them for a more sustainable future.</i></p>
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Assessment	<p>Pupils will complete one or two class-based exam questions on an element of the Sustaining Ecosystems topic they are studying this term. This will be identified using a PLC so they are specific to the areas that need to be improved. They will be 4, 6 or 8 mark questions which require developed and evidenced responses.</p> <p>This will be a piece of Home Learning which will test their knowledge and application of the content and themes covered in this topic.</p>



	<p>They will also complete a 'big test' by way of a Sustaining Ecosystems exam paper at the end of the topic which will test their knowledge and application of the content and themes covered in this topic.</p> <p>The will also have regular 'low-stakes' tests by way of multiple choice tests or short quizzes. These will assess their knowledge of the topic currently being studied, as well as those that have been finished.</p>
Reward & enrichment	<p>To enrich learning pupils: <u>Could watch</u></p> <ul style="list-style-type: none"> Any BBC Planet Earth documentaries Any BBC Nature's Great Events documentaries <p><u>Could read</u></p> <ul style="list-style-type: none"> National Geographic <p><u>Could visit</u></p> <ul style="list-style-type: none"> Chorlton Water Park Formby Any National Trust area The Lake District National Park
Character	 <p>QoFS – Practice & Resiliency</p>

Summer 2

Knowledge	<p>UNIT 1: OUR NATURAL WORLD</p> <p>Sustaining Ecosystems</p> <p>4.3. Is there more to polar environments than ice?</p> <p><i>Life on Earth is supported by global ecosystems and the link between human wellbeing and ecosystem wellbeing is vital. This topic seeks to explore the distribution and characteristics of the Earth's ecological wonders. Learners investigate the two contrasting ecosystems of tropical rainforests and polar environments, exploring physical cycles and processes that make these ecosystems distinctive the threats posed to their existence and how humans are attempting to manage them for a more sustainable future.</i></p>
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Reward & enrichment	<p>To enrich learning learners <u>Could watch:</u></p> <ul style="list-style-type: none"> Any BBC Planet Earth documentaries Any BBC Nature's Great Events documentaries



	<p>To enrich learning learners Could read:</p> <ul style="list-style-type: none">• National Geographic <p>Could visit:</p> <ul style="list-style-type: none">• The Eden Project• Chester Zoo
Character	 <p>QofS – Motivation</p>