



Key Stage 4 Framework for Learning Year 10 2018-2019: Successful Foundations

Curriculum Area: Geography

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Syllabus	GCSE (9-1) OCR GEOGRAPHY B (Geography for enquiring minds)	GCSE (9-1) OCR GEOGRAPHY B (Geography for enquiring minds)	GCSE (9-1) OCR GEOGRAPHY B (Geography for enquiring minds)	GCSE (9-1) OCR GEOGRAPHY B (Geography for enquiring minds)	GCSE (9-1) OCR GEOGRAPHY B (Geography for enquiring minds)	GCSE (9-1) OCR GEOGRAPHY B (Geography for enquiring minds)
Knowledge	<p>UNIT 2: PEOPLE AND SOCIETY Urban Futures 5.1 Why do more than half the world's population live in urban areas? & Urban Futures 5.2 What are the challenges and opportunities for cities today?</p> <p><i>Never before has the landscape of the planet looked more urban. Cities are growing at unprecedented rates. This topic seeks to explore why, and consider how the global pattern of urbanisation is changing. Urban challenges and opportunities are varied and unique and learners will examine these through studying two cities, one from an advanced country (AC) and one from either an emerging and developing country (EDC) or a low-income developing country (LIDC). Within each city, contrasting ways of life, geographical processes, problems and solutions will be studied in order to gain a holistic understanding of what</i></p>	<p>UNIT 2: PEOPLE AND SOCIETY Dynamic Development 6.1 Why are some countries richer than others? & Dynamic Development 6.2 Are LIDCs likely to stay poor?</p> <p><i>We live in an unequal world, where the gap between prosperity and poverty is widening. This topic asks learners to consider the changing nature and distribution of countries along the development spectrum before examining the complex causes of uneven development. The future for LIDCs is uncertain and will be investigated through an in-depth study of one country, considering its development and journey so far, how its global connections may influence the future and possible alternative development strategies.</i></p>	<p>UNIT 2: PEOPLE AND SOCIETY UK in the 21st Century 7.1. How is the UK changing in the 21st century? & UK in the 21st Century 7.2 Is the UK losing its global significance?</p> <p><i>A diverse range of cultures, identities and economies make up the patchwork of the UK. This topic poses questions about the changing nature of people's lives and work in the UK in the 21st century. It asks learners to consider some of the drivers for this change. As new economic superpowers emerge, questions have been posed about the global significance of the UK. This will be investigated through a study of the UK's political and cultural connections with the rest of the world.</i></p>	<p>UNIT 2: PEOPLE AND SOCIETY Resource Reliance 8.1. Will we run out of natural resources? & Resource Reliance 8.2. Can we feed nine billion people by 2050?</p> <p><i>Supplies of food, energy and water are three of the most challenging issues the world faces. Significant numbers of people are resource poor, whilst others consume more than their fair share. This topic investigates emerging patterns, where demand is outstripping supply, before taking the issue of food security and considering the question 'can we feed nine billion people?' Learners will investigate what it means to be food secure, how countries try to achieve this and reflect upon the sustainability of strategies to increase food security.</i></p>	<p>UNIT 1: OUR NATURAL WORLD Fieldwork Element 1.1 How can a physical environment be studied? & UNIT 2: PEOPLE AND SOCIETY Revision and recap</p> <p><i>Geographical fieldwork may be defined as the experience of understanding and applying specific geographical knowledge, understanding and skills to a particular and real out-of-classroom context. In undertaking fieldwork, learners practise a range of skills, gain new geographical insights and begin to appreciate different perspectives on the world around them. Fieldwork adds 'geographical value' to study, allowing learners to 'anchor' their studies within a real world context.</i></p>	<p>GCSE SKILLS Cartographic Statistical Fieldwork</p> <p><i>Geographical skills are fundamental to the study and practice of geography. They are integrated into all aspects of the subject. Learning these skills in the context of the specification covering the eight topics from components (01) and (02) will stimulate learners to 'think geographically'. It will also provide them with opportunities to apply the skills in a wide range of curriculum or learning contexts.</i></p>









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	<p><i>makes up the urban fabric of each place.</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:</p> <p>use online census sources to obtain population and local geo-demographic information</p>					
<p>Assessment</p>	<p>Marking Point 1 Pupils will complete one or two class-based exam questions on an element of the Urban Futures 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>Marking Point 2 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>Marking Point 3 They will also complete a 'big test' by way of a Urban Futures 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>Marking Point 1 Pupils will complete one or two class-based exam questions on an element of the Dynamic Development 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>Marking Point 2 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>Marking Point 3 They will also complete a 'big test' by way of a Dynamic Development 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>Marking Point 1 Pupils will complete one or two class-based exam questions on an element of the UK in the 21st Century 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>Marking Point 2 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>Marking Point 3 They will also complete a 'big test' by way of a UK in the 21st Century 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>Marking Point 1 Pupils will complete one or two class-based exam questions on an element of the Resource Reliance 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>Marking Point 2 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>Marking Point 3 They will also complete a 'big test' by way of a Resource Reliance 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>Marking Point 1 Pupils will complete one or two class-based exam questions on an element of the Fieldwork element 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>Marking Point 2 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>Marking Point 3 They will also complete a 'big test' by way of a Fieldwork element 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>Marking Point 1 Pupils will complete one or two class-based exam questions on an element of the Geographical Skills 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>Marking Point 2 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>Marking Point 3 They will also complete a 'big test' by way of a Geographical Skills 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>



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<p>Cultural Enrichment</p>	<p>To enrich learning learners could watch:</p> <ul style="list-style-type: none"> BBC Human Planet BBC Megacities National Geographic - Megacities: New York & Las Vegas <p>To enrich learning learners could read:</p> <ul style="list-style-type: none"> National Geographic Megacities and the Coast: Risk, Resilience and Transformation by Mark Pelling & Sophie Blackburn <p>To enrich learning learners could go to:</p> <ul style="list-style-type: none"> Any city to experience jobs, features, facilities and interactions between people and the urban environment. 	<p>To enrich learning learners could watch:</p> <ul style="list-style-type: none"> Anything that covers the differing levels of world development Blood Diamond The Last King of Scotland The Constant Gardner BBC Welcome to India BBC Welcome to Lagos City of Men (15 certificate) <p>To enrich learning learners could read:</p> <ul style="list-style-type: none"> Trash by Andy Mulligan 	<p>To enrich learning learners could watch:</p> <ul style="list-style-type: none"> Horizon: How many people can live on planet Earth? Any documentary or film showing the UK culture, economy or development, e.g. Kes, The Full Monty, Brassed Off, etc. <p>To enrich learning learners could read:</p> <ul style="list-style-type: none"> Any articles relating to UK population change, UK migration patterns, UK economy. <p>To enrich learning learners could go to:</p> <ul style="list-style-type: none"> London, to look at the cultural centre of the UK 	<p>To enrich learning learners could watch:</p> <ul style="list-style-type: none"> An Inconvenient Truth Black Gold Any documentary or film relating to resource reliance <p>To enrich learning learners could read:</p> <ul style="list-style-type: none"> National Geographic <p>To enrich learning learners could go to:</p> <ul style="list-style-type: none"> Eden Project Burbo Bank Wind Farm Dungeness Power Station Visitor Centre Museum of Science and Industry Eureka, Halifax 	<p>To enrich learning learners could watch:</p> <ul style="list-style-type: none"> Any of the previously suggested items, defined per topic <p>To enrich learning learners could read:</p> <ul style="list-style-type: none"> Any of the previously suggested items, defined per topic <p>To enrich learning learners could go to:</p> <ul style="list-style-type: none"> Any of the previously suggested items, defined per topic 	<p>To enrich learning learners could watch:</p> <ul style="list-style-type: none"> Any of the previously suggested items, defined per topic <p>To enrich learning learners could read:</p> <ul style="list-style-type: none"> Any of the previously suggested items, defined per topic <p>To enrich learning learners could go to:</p> <ul style="list-style-type: none"> Any of the previously suggested items, defined per topic
<p>Character</p>	<p> QoFS – Optimism</p>	<p> QoFS – Empathy</p>	<p> QoFS – Creativity & Curiosity</p>	<p> QoFS – Responsibility & Reflection</p>	<p> QoFS – Practice & Resiliency</p>	<p> QoFS – Motivation</p>
<p>ELE 1 DAY</p>		<p>WORK EXPERIENCE 2WK</p>		<p>ELE 3 DAY</p>		



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