

THRESHOLD CONCEPTS:

- (1) A good Geography student understands **processes** are key to explaining what the Earth is like and why it is changing. For example, geographers look at how deposition leads to the formation of beaches at the coast.
- (2) A good Geography student understands that it is important to understand that a range of **perspectives** exist on an issue to be able to find the most appropriate solution. For example, they can see the economic benefits of using the tropical rainforest in addition to the need for conserving it, therefore sustainable use could be seen as the best solution to the problem.
- (3) A good Geography student can recognise and understand that there are numerous natural and human **patterns** found on Earth and these are not random. For example, a geographer can describe the pattern of where earthquakes are found globally and provide explanations for this pattern.
- (4) A good Geography student recognises and understands that there are **interactions** between different components and concepts. The topics they learn are not separate, but interlink with each other. For example, humans are producing greenhouse gases, which are causing the climate to change; countries in South America are trying to develop economically, but this is having an impact on the tropical rainforest ecosystem.
- (5) A good Geography student recognises and understands that the Earth is constantly **changing**. For example, cities grow in size, and climate can change.
- (6) A good Geography student recognises and understands that **sustainability** is now a key strategy in a range of areas of Geography. For example, a good geographer understands the importance of using the natural resources that we have but ensuring that they are still available for use by future generations.
- (7) A good Geography student recognises and understands **scale** and how processes and patterns can differ at different scales. For example, increased greenhouse gases are leading to increased temperatures on a global scale, but may also cause temperatures to decrease at a smaller scale.

ASSESSMENT OBJECTIVES:

AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.

AO2: Demonstrate geographical understanding of:

- Concepts and how they are used in relation to places, environments and processes.
- The inter-relationship between places, environments and processes.

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.

AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Y7	Maps and Mapping Global connections; Mental maps; Scale; Sketch maps; Grid references; Distance; Compass points; OS maps	UK British Isles; UK mountains; UK rivers; UK weather; UK population; UK cities; UK economy; City study - London	Geological Timescales Formation of Earth; Human arrival; Geological timescales; Interaction between humans and Earth; Types of geography	Weather and Climate Weather definitions; Types of rainfall; Weather systems; Difference between weather and climate; Microclimates; Global climates	Rivers Water cycle; River key terms; River land shaping; Uses for the river; Flooding; River Thames	Glaciers Glacier formation; Glaciers today; Glacier land shaping; Glacial features; Glaciers and OS maps; Glaciers and humans
	TC1, TC7, TC3, TC5	TC1, TC3, TC4, TC5, TC7	TC1, TC2, TC3, TC4, TC7	TC1, TC2, TC3, TC4, TC5, TC6, TC7	TC1, TC2, TC3, TC4, TC5, TC6, TC7	TC1, TC3, TC4, TC5, TC6, TC7
	AO4: Describe the pattern/Using data or a map/Calculate/Identify	AO1: Describe/Define/Outline/State AO2: Explain how/Explain reasons/Discuss		AO1: Describe/Define/Outline/State AO2: Explain how/Explain reasons/Discuss		AO1: Describe/Define/Outline/State AO2: Explain how/Explain reasons/Discuss AO4: Describe the pattern/Using data or a map/Calculate/Identify
Y8	Fragile Environments Earth's natural resources; Water around the world; Aquifers; The water challenge; Desertification; Oil; Renewable energy; Solar power; Effects on other species	Our Warming Planet Temperature history; Global warming; Climate change; Current issues; Who will suffer?; What can we do?	Coasts Waves and tides; The waves at work; Coastal landforms; The coast and us; Newquay; Coastal flooding; Happisburgh; Coastal defences	Rocks, Weathering and Soil What is rock?; The three rock groups; Weathering; The rock cycle; The British isles; Rock around the UK; Rock and landscapes; Soil and you	Population Population change; Global distribution; UK population; Population growth; Impact on the planet; The future	Urbanisation Urban growth; Manchester-part 1; Manchester-part 2; Global urbanisation; Urban living; Life in the slums; Future cities
	TC1, TC2, TC3, TC4, TC5, TC6, TC7	TC1, TC2, TC3, TC4, TC5, TC6, TC7	TC1, TC2, TC3, TC4, TC5, TC6	TC1, TC3, TC4, TC5, TC6, TC7	TC1, TC2, TC3, TC4, TC5, TC6, TC7	TC1, TC2, TC3, TC4, TC5, TC6, TC7
		AO3: Assess/Examine/Evaluate/To what extent do you agree		AO1: Describe/Define/Outline/State AO2: Explain how/Explain reasons/Discuss AO4: Describe the pattern/Using data or a map/Calculate/Identify		AO3: Assess/Examine/Evaluate/To what extent do you agree
Y9	Geography of Crime What is crime?; Crime and geography; Contrasting crimes; Where does crime happen?; Mapping crime; GIS maps; Target hardening; The heroin trail	Plate Tectonics Earth structure; Tectonic plates; Plate movement; Earthquakes; Tsunami; Volcanoes; Case study examples; Hazard survival	Africa What and where is Africa?; Countries and regions; Population distribution; Physical features; Industry; Life as a nomad; Life on the coast; The future for Africa	Industry UK at work; Where are the jobs?; Employment structure; Case study; Structure in other countries; Changing UK manufacturing; Bangladesh clothing; Mobile phone industry	Development and Economic Activity: Asia, China and Russia Asia case study: 7 weeks China case study: 8-9 weeks For all areas: What and where?; History; Physical features; Human features; Development	Development and Economic Activity: Asia, China and Russia Asia case study: 7 weeks China case study: 8-9 weeks For all areas: What and where?; History; Physical features; Human features; Development
	TC1, TC2, TC3, TC4, TC5, TC6, TC7	TC1, TC3, TC4, TC5, TC7	TC1, TC2, TC3, TC4, TC5, TC6, TC7	TC1, TC3, TC4, TC5, TC7	TC1, TC2, TC3, TC4, TC5, TC6, TC7	TC1, TC2, TC3, TC4, TC5, TC6, TC7

		AO3: Assess/Examine/Evaluate/To what extent do you agree		AO1: Describe/Define/Outline/State AO2: Explain how/Explain reasons/Discuss AO4: Describe the pattern/Using data or a map/Calculate/Identify		AO3: Assess/Examine/Evaluate/To what extent do you agree
	Global Hazards Why do we have weather extremes?; When does weather become a hazard?; What processes occur at plate boundaries?; How can tectonic movement be hazardous?; How does technology have the potential to save lives in hazard zones?	Dynamic Development What is development and how can it be measured?; What has led to uneven development?; How has an LIDC developed so far?; What global connections influence its development?; What development strategy is most appropriate?	Sustaining Ecosystems What are ecosystems?; What biodiversity exists in tropical rainforests?; Why are tropical rainforests being exploited and how can this be managed sustainably? What is it like in Antarctica and the Arctic?; How are humans seeking a sustainable solution for polar environments?	Resource Reliance How has increasing demand for resources affected our planet?; What does it mean to be food secure?; How can countries ensure their food security?; How sustainable are these strategies?	Distinctive Landscapes What is a landscape?; Where are the physical landscapes of the UK?; What physical processes shape landscapes?; What are the characteristics of your chosen landscapes?;	Fieldwork/Geographical Skills Cartographic skills; Graphical skills; Numerical and statistical skills; Formulating enquiry and argument; at least 2 occasions of fieldwork outside of school.
	TC1, TC3, TC4, TC5, TC7	TC1, TC2, TC3, TC4, TC5, TC7	TC1, TC2, TC3, TC4, TC5, TC6, TC7	TC1, TC2, TC3, TC4, TC5, TC6, TC7	TC1, TC2, TC3, TC4, TC5, TC6, TC7	TC1, TC3, TC4, TC5
	Global Hazards Mock (Sample assessment materials OCR) AO1/AO2/AO3/AO4	Dynamic Development Mock (Sample assessment materials OCR) AO1/AO2/AO3/AO4	Sustaining Ecosystems Mock (Sample assessment materials OCR) AO1/AO2/AO3/AO4	Resource Reliance Mock (Sample assessment materials OCR) AO1/AO2/AO3/AO4	Distinctive Landscapes Mock (Sample assessment materials OCR) AO1/AO2/AO3/AO4	AO4
Y10	Changing Climate What evidence is there for climate change?; Is climate change a natural process?; Why is climate change a global issue?	Urban Futures How is the global pattern of urbanisation changing?; What does rapid urbanisation mean for cities?; What is life like for people in a city?; How can cities become more sustainable?	UK in the 21st Century What does the UK look like in the 21 st century?; How is the UK's population changing?; How is the UK's economy changing?; What is the UK's political role in the world?; How is the UK's cultural influence changing?;	Geographical skills and Decision-making Exercise Cartographic skills; Graphical skills; Numerical and statistical skills; Formulating enquiry and argument.		
	TC1, TC2, TC3, TC4, TC5, TC6, TC7	TC1, TC2, TC3, TC4, TC5, TC6, TC7	TC1, TC2, TC3, TC4, TC5, TC7	TC1, TC3, TC4, TC5		
	Changing Climate Mock (Sample assessment materials OCR) AO1/AO2/AO3/AO4	Urban Futures Mock (Sample assessment materials OCR) AO1/AO2/AO3/AO4	UK in the 21 st Century Mock (Sample assessment materials OCR) AO1/AO2/AO3/AO4			
Y11						