

#### THRESHOLD CONCEPTS:

- (1) A good Geography student understands **processes**.
- (2) A good Geography student understands issues from a range of **perspectives**.
- (3) A good Geography student can recognise and understand **patterns**.
- (4) A good Geography student recognises and understands that there are **interactions** between different components and concepts.
- (5) A good Geography student recognises and understands **change**.
- (6) A good Geography student recognises and understands what **sustainability** is and applies it to a range of topics.
- (7) A good Geography student recognises and understands **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	<b>Maps and Mapping</b> Global connections; Mental maps; Scale; Sketch maps; Grid references; Distance; Compass points; OS maps	<b>UK</b> British Isles; UK mountains; UK rivers; UK weather; UK population; UK cities; UK economy; City study - London	<b>Geological Timescales</b> Formation of Earth; Human arrival; Geological timescales; Interaction between humans and Earth; Types of geography	<b>Weather and Climate</b> Weather definitions; Types of rainfall; Weather systems; Difference between weather and climate; Microclimates; Global climates	<b>Rivers</b> Water cycle; River key terms; River land shaping; Uses for the river; Flooding; River Thames	<b>Glaciers</b> 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
	<b>AO4:</b> Describe the pattern/Using data or a map/Calculate/Identify	<b>AO1:</b> Describe/Define/Outline/State <b>AO2:</b> Explain how/Explain reasons/Discuss		<b>AO1:</b> Describe/Define/Outline/State <b>AO2:</b> Explain how/Explain reasons/Discuss		<b>AO1:</b> Describe/Define/Outline/State <b>AO2:</b> Explain how/Explain reasons/Discuss <b>AO4:</b> Describe the pattern/Using data or a map/Calculate/Identify
Y8	<b>Fragile Environments</b> Earth's natural resources; Water around the world; Aquifers; The water challenge; Desertification; Oil; Renewable energy; Solar power; Effects on other species	<b>Our Warming Planet</b> Temperature history; Global warming; Climate change; Current issues; Who will suffer?; What can we do?	<b>Coasts</b> Waves and tides; The waves at work; Coastal landforms; The coast and us; Newquay; Coastal flooding; Happisburgh; Coastal defences	<b>Rocks, Weathering and Soil</b> What is rock?; The three rock groups; Weathering; The rock cycle; The British isles; Rock around the UK; Rock and landscapes; Soil and you	<b>Population</b> Population change; Global distribution; UK population; Population growth; Impact on the planet; The future	<b>Urbanisation</b> 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
		<b>AO3:</b> Assess/Examine/Evaluate/To what extent do you agree		<b>AO1:</b> Describe/Define/Outline/State <b>AO2:</b> Explain how/Explain reasons/Discuss <b>AO4:</b> Describe the pattern/Using data or a map/Calculate/Identify		<b>AO3:</b> Assess/Examine/Evaluate/To what extent do you agree
Y9	<b>Geography of Crime</b> What is crime?; Crime and geography; Contrasting crimes; Where does crime happen?; Mapping crime; GIS maps; Target hardening; The heroin trail	<b>Plate Tectonics</b> Earth structure; Tectonic plates; Plate movement; Earthquakes; Tsunami; Volcanoes; Case study examples; Hazard survival	<b>Africa</b> 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	<b>Industry</b> UK at work; Where are the jobs?; Employment structure; Case study; Structure in other countries; Changing UK manufacturing; Bangladesh clothing; Mobile phone industry	<b>Development and Economic Activity: Asia, China and Russia</b> Asia case study: 7 weeks China case study: 8-9 weeks For all areas: What and where?; History; Physical features; Human features; Development	<b>Development and Economic Activity: Asia, China and Russia</b> 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
		<b>AO3:</b> Assess/Examine/Evaluate/To what extent do you agree		<b>AO1:</b> Describe/Define/Outline/State <b>AO2:</b> Explain how/Explain reasons/Discuss <b>AO4:</b> Describe the pattern/Using data or a map/Calculate/Identify		<b>AO3:</b> Assess/Examine/Evaluate/To what extent do you agree
Y10	<b>Global Hazards</b> 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?	<b>Dynamic Development</b> 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?	<b>Sustaining Ecosystems</b> 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?	<b>Resource Reliance</b> 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?	<b>Distinctive Landscapes</b> 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?	<b>Fieldwork/Geographical Skills</b> 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
	<b>Global Hazards Mock (Sample assessment materials OCR) AO1/AO2/AO3/AO4</b>	<b>Dynamic Development Mock (Sample assessment materials OCR) AO1/AO2/AO3/AO4</b>	<b>Sustaining Ecosystems Mock (Sample assessment materials OCR) AO1/AO2/AO3/AO4</b>	<b>Resource Reliance Mock (Sample assessment materials OCR) AO1/AO2/AO3/AO4</b>	<b>Distinctive Landscapes Mock (Sample assessment materials OCR) AO1/AO2/AO3/AO4</b>	<b>AO4</b>
Y11	<b>Changing Climate</b> What evidence is there for climate change?; Is climate change a natural process?; Why is climate change a global issue?	<b>Urban Futures</b> 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?	<b>UK in the 21<sup>st</sup> Century</b> What does the UK look like in the 21 <sup>st</sup> 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?	<b>Geographical skills and Decision-making Exercise</b> Cartographic skills; Graphical skills; Numerical and statistical skills; Formulating enquiry and argument.		

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	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 <sup>st</sup> Century Mock (Sample assessment materials OCR) AO1/AO2/AO3/AO4			