Calday Grange Grammar School

Year 7 - Geography - Topic 1 - What is a Geographer?

Understanding this is important because:

This introductory KS3 unit helps students understand what Geographers study. How do we think and write like a Geographer? Understanding these basic ideas will help students to approach their work through enquiry and to develop a questioning approach to studying the world.

Key Skills:

- Learning to think like a Geographer
- Understanding how Geographers can classify ideas. Understanding some of the methods of enquiry and data types.
- Developing confidence with maps and atlases.

Assessment:

Summative:

- Knowledge test of key geographical terms and concepts

Formative:

- Enquiry work, quizzes, Socratic questioning, homework

Curriculum Enhancement:

- BBC News pages https://www.bbc.co.uk/news
- Ordnance Survey https://www.ordnancesurvey.co.uk/

'The Big Picture':

- What is Geography?
- How do we work and think like a Geographer?
- How do obtain and present different kinds of data?
- How can we use OS maps, photographs and atlases to investigate places?
- How do Geographers use models?

Key Vocabulary / Terms:

Geography - the study of people and places

Human Geography -the man-made components of our planet

Physical Geography – the natural components of our planet

Primary data - original, first-hand information collected by a researcher

Secondary data - information collected and processed from another source

Latitude – a measure of how far north or south of the Equator a place is

Longitude – a measure of how far east or west of the Prime Meridian a place is

Prior Learning

- KS2 Geography / topic work on various themes / basic map skills

Next Learning

- Understanding our local area and the Geography of the United Kingdom
- An introduction to geology and the rock cycle.

Cross Curricular Links:

- History, English, TPE

Finding Connections With:

- The ways in which Geographical theme link together.
- News stories and current affairs.

'Curriculum is content structured as narrative over time' (Counsell,C)

- Academically challenging
- Ambitious and stimulating
- Vertically integrated
- Breadth and depth
- Rigorous and coherent
- Relevant and personalised

DEVELOPING TOMORROW'S LEADERS

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Year 8 - Geography - Topic 1 - What is Development?

Understanding this is important because:

Development is a complex topic and there are many ways to measure and understand how countries have developed over time. This unit will enable students to see the different perspectives on development and to question traditional and simplistic ideas.

Key Skills:

- Understanding complex theories
- Questioning old and established ideas
- Mapping and analysing development data
- Seeing things from different perspectives.
- Understanding the concept of sustainable development

Assessment:

Summative:

- CCT knowledge-based tests

Formative:

- ongoing and diagnostic feedback; 'purple pen' improvements

Curriculum Enhancement:

- Gap minder website https://www.gapminder.org/

'The Big Picture':

- What is development?
- How can we measure economic development?
- What is the Human Development Index?
- What is your ecological footprint?
- What progress has been made towards the Sustainable Development Goals?
- How can gender equality lead to development?

Key Vocabulary / Terms:

Development - change for the better.

Human Development Index (HDI)

Sustainable Development

Colonialism

Prior Learning

- World location knowledge.
- What is an economy? From local to global.

Next Learning

- Challenges and opportunities for countries in Africa.

Cross Curricular Links:

- TPE, History, English Language, Maths

Finding Connections With:

- Colonialism and past stories
- Equality and division
- Mapping and statistics

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Year 9 - Geography - Migration and Urbanisation

Understanding this is important because:

In this unit student will develop knowledge and understanding of the global pattern of urbanisation and why rural to urban migration has occurred. We will focus on urban areas of London and Lagos to tell stories of the challenges and opportunities presented and to analyse the similarities and differences.

Key Skills:

- Linking: Big-picture thinking
- Seeing alternative perspectives
- Analysing evidence and statistical data

Assessment:

Summative:

- Extended writing to understand how and why people move. Migrant stories

Formative:

- Ongoing feedback, class discussions and targeted questioning, diagnostic quizzes

Curriculum Enhancement:

- Welcome to Lagos (BBC documentary)
- Megacities (BBC documentary)

'The Big Picture':

- Why do people move and what impact does this have?
- Why do people migrate?
- The growth of megacities.
- Location and background to Lagos.
- Opportunities and Challenges in Lagos
- The growth of London
- Opportunities and Challenges in London

Key Vocabulary / Terms:

Urbanisation
Megacity
Push and pull factors
Migration
Natural increase
Urban challenges
Urban opportunities

Prior Learning

- Development issues
- Locational geography of cities and countries.
- Challenges for Africa

Next Learning

- United Kingdom physical geography - understanding rivers and coastal environments.

Cross Curricular Links:

- History, English Language, TPE

Finding Connections With:

- Cultural changes, politics, economics

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Year 10 - GCSE Geography - The Living World

Understanding this is important because:

This unt of the GCSE specification introduces students to the concept of ecosystem and world biomes. Students develop an understanding of the links within ecosystems, the global climate system and the particular characteristics of Tropical Rainforest and Hot Deserts.

Key Skills:

- Connections between different components of an ecosystem
- Big picture thinking about the global climate system
- Drawing and analysing climate graphs

Assessment:

Summative:

- Knowledge test and past paper questions

Formative:

- Ongoing feedback both verbal and written

Curriculum Enhancement:

- www.aqa.co.uk
- BBC Documentaries from the Planet Earth Series (Pole to Pole, Rainforests, Deserts)

'The Big Picture':

- What are the components of ecosystems?
- How do nutrients recycle within ecosystems?
- Understanding food webs and food chains.
- The Global Atmospheric Circulation
- Distribution and characteristics of Tropical Rainforests
- Distribution and characteristics of Hot Deserts
- Challenges and opportunities for developing these environments.

Key Vocabulary / Terms:

Ecosystem
Biome
Food chain
Food web
Global Atmospheric Circulation
Nutrient recycling

Prior Learning

- Prior KS3 study of major world features - continents and oceans.
- Weather and climate

Next Learning

- The Changing Economic World
- The Challenge of Natural Hazards

Cross Curricular Links:

- Biology

Finding Connections With:

- Countries in different stages of development

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Year 11 - Geography P1 - The Challenge of Natural Hazards

Understanding this is important because:

This GCSE unit focuses on Natural Hazards and the human responses. The unit helps students understand plate tectonic theory and related hazards, atmospheric hazards and climate change over varying timescales.

Key Skills:

- Resilience - learning and applying new vocabulary
- Making connections between different GCSE units (synoptic thinking).
- Precision - using atlases and other sources to understand the global patterns of hazards.'

Assessment:

Summative:

- Past paper questions

Formative:

- Ongoing verbal and written feedback

Curriculum Enhancement:

- BBC Documentaries - Earth: The Power of the Planet
- Royal Institution Christmas Lectures - 1995 series.
- Newspaper and news websites relating to current tectonic and atmospheric / weather hazards.

'The Big Picture':

- How do we define natural hazards?
- Understanding plate tectonics.
- Primary and secondary hazards resulting from tectonic activity.
- Case studies of tectonic events in two contrasting locations.
- Atmospheric hazards - hurricanes
- Extreme weather hazards in the UK
- Climate Change - natural and man made causes.

Key Vocabulary / Terms:

Plate Tectonics.
Hazard, Risk, Disaster
Primary and secondary hazards
Short and long term impacts and responses
Weather and climate
Climate change

Prior Learning

- Key Stage 3 - earthquakes and volcanoes
- Development issues (Changing economic world)
- The Global Climate System

Next Learning

- The Challenge of Resource Management

Cross Curricular Links:

- Physics and Chemistry

Finding Connections With:

- The Global Atmospheric Circulation
- Development differences

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Year 12 - Geography - Paper - Water and Carbon

Understanding this is important because:

Water and carbon cycles are the fundamental links to life on Earth. In this unit of the A level specification we understand the central role of water and the various stores and systems. Carbon is also examined via a systems approach. A key concept is the central idea of changing water and carbon budgets.

Key Skills:

- **ANALYSING**: Key data sets and sources
- **BIG PICTURE THINKING** - Understanding synoptic links
- **INTELLECTUAL CONFIDENCE** - developing a wide geographical vocabulary and the ability to apply (AO2) knowledge to new situations.

Assessment:

Summative:

- Knowledge tests; past paper questions

Formative:

- Ongoing feedback with A Level questions

Curriculum Enhancement:

- Access to A level text books
- Geofactsheets

'The Big Picture':

- Understanding the systems approach
- The Hydrological cycle
- Changes through time and space
- Case study - a local scale river catchment
- The carbon cycle
- Links between carbon and water - the global climate system
- Climate change - Mitigation and Adaptation strategies
- Case Study - A Tropical Rainforest environment

Key Vocabulary / Terms:

Systems, inputs - stores - processes - outputs

Hydrological cycle

Carbon cycle

Adaptation and mitigation

Prior Learning

- GCSE: The Living World.
- Drainage basins and processes in the hydrological cycle

Next Learning

Hazards

Cross Curricular Links:

- Chemistry, Biology, Physics
- Government & Politics

Finding Connections With:

- Hazards
- Global governance

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Year 13 - Geography - Global Systems & Governance

Understanding this is important because:

This topic underpins understanding of globalisation, global systems and the structures of global governance.

Key Skills:

- Big picture thinking
- Interpretation of Population Pyramids, use of triangular graphs, Interpretation of complex infographics

Assessment:

Summative:

- SFTS, Definitions test, Past paper questions, Year 13 mock exam, A level

Formative:

- Ongoing feedback, verbal, questioning, self assessment, purple pen improvement

Curriculum Enhancement:

- Videos, wider reading, A level Textbooks, Geofactsheets, Geofiles, Topic Eye, David Redfern Substack, FT for Students, The Economist online - shared via Google Classroom

'The Big Picture':

- What is Globalisation?
- What are the factors that underpin and enable globalisation to take place?
- What are the dimensions of globalisation?
- A case study of a TNC
- A case Study of a Food product
- An understanding of the varying levels of trade and unequal trade patterns globally
- LDCS and SDTs
- Evaluation of the effectiveness of global governance inc The United Nations
- The Global Commons
- A case study of a specific Global Common - Antarctica

Key Vocabulary / Terms:

Globalisation
Financial Deregulation
TNC
WTO / WHO/ IMF / World Bank/ OECD/ OPEC
STD + LDC
United Nations - the UN Security Council
Vertical Integration + Horizontal Linkage
Climate Change - Climate Finance

Prior Learning

- GCSE changing economic world unit
- Concepts of place, from Changing Places
- Concepts from Population and Environment

Next Learning

Revision

Cross Curricular Links:

- Business studies, Economics, Biology, Govt and Politics.

Finding Connections With:

- Chemistry and History

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