



	Block 1	Block 2	Block 3	Block 4	Block 5
Year 7	<p>Topic: INTRODUCTION TO GEOGRAPHY AND MAP SKILLS</p> <p>Resources: Students will be developing map skills via OS Maps. Students will be encouraged to embrace a range of news reporting texts when beginning to explore Geographical themes.</p> <p>Focus: Develop basic Geographical Skills, define the types of Geography, develop geo-spatial skills.</p> <p>Outcome: To develop a basic understanding of basic Geographical concepts and skills.</p> <p>Duration: 7 Lessons</p>	<p>Topic: THE ANGRY EARTH</p> <p>Resources: News reporting texts detailing famous tectonic activities. Journalistic publications (for example National Geographic). Written accounts of famous tectonic hazards</p> <p>Focus: Creative Writing, PEE Paragraphs, developing Case Study knowledge, using sources to create arguments that address differing opinions.</p> <p>Outcome: To develop an understanding of the processes and the impacts associated with tectonic events at local, national and global scales.</p> <p>Duration: 6 Lessons</p>	<p>Topic: DEVELOPMENT</p> <p>Resources: In lessons students will use a range of news reporting texts.</p> <p>Focus: Creative Writing, PEE Paragraphs, developing Case Study knowledge, using sources to create arguments that address differing opinions.</p> <p>Outcome: To develop an understanding of how development works and why and how different parts of the world are developed or developing greater than others.</p> <p>Duration: 8 Lessons</p>	<p>Topic: WATER WORLDS</p> <p>Resources: News articles and Journalistic publications (for example National Geographic) to widen their understanding of this topic.</p> <p>Focus: Creative Writing, PEE Paragraphs, developing Case Study knowledge, using sources to create arguments that address differing opinions.</p> <p>Outcome: To examine the location of the earth's major oceans and seas. To look at how life has adapted to live in the most challenging parts of our oceans and the future challenges that our oceans face (sea level rise and plastic pollution). Students will focus in depth on coral reefs.</p> <p>Duration: 9 Lessons</p>	<p>Topic: AFRICA</p> <p>Resources: Students will be developing map skills via OS Maps. Students will be encouraged to embrace a range of news reporting texts when beginning to explore Geographical themes.</p> <p>Focus: Creative Writing, PEE Paragraphs, developing Case Study knowledge, using sources to create arguments that address differing opinions and widely held misconceptions.</p> <p>Outcome: To develop a greater understanding of the African continent. To challenge misconceptions of Africa and develop a social, moral, ethical, and cultural understanding of local, national and global events taking place on the continent.</p> <p>Duration: 8 Lessons</p>
Year 8	<p>Topic: WILD WEATHER</p> <p>Resources: News articles, journalistic articles and first-hand</p>	<p>Topic: SUSTAINABLE FUTURES</p> <p>Resources: News articles will form a large piece of the text-</p>	<p>Topic: TOURISM</p> <p>Resources: News articles, journalistic publications, and</p>	<p>Topic: CRIME GEOGRAPHIES</p> <p>Resources: News articles, journalistic publications, and</p>	<p>Topic: GEOGRAPHY OF CORNWALL</p>



<p>accounts written by people who have experienced wild weather events.</p> <p>Focus: Creative Writing, learning through role play, PEE Paragraphs, developing Case Study knowledge, using sources to create arguments that address differing opinions and presenting data graphically.</p> <p>Outcome: To explore the drivers of wild weather, the different wild weather events, how they affect people and the response people put in place to deal with them.</p> <p>Duration: 9 Lessons</p>	<p>based learning in this unit. Students will also study government papers and doctors relating to sustainable practices.</p> <p>Focus: Creative Writing, PEE Paragraphs, developing Case Study knowledge, using sources to create arguments that address differing opinions.</p> <p>Outcome: To explore how humanity is attempting to change to live a more sustainable lifestyle.</p> <p>Duration: 7 Lessons</p>	<p>travelogues. Focus: Creative Writing, PEE Paragraphs, developing Case Study knowledge, using sources to create arguments that address differing opinions.</p> <p>Outcome: To explore the reasons why people go on holiday, Presentation Skills and Public Speaking, why the tourism industry is key to development and the positive</p> <p>Duration: 8 Lessons</p>	<p>witness accounts. There will also be and first-hand accounts written by people who have been caught up in some of the crimes we will be studying.</p> <p>Focus: Creative Writing, PEE Paragraphs, developing Case Study knowledge, presenting data graphically, using sources to create arguments that address differing opinions.</p> <p>Outcome: To explore the geo-spatial trends behind crimes at a local, national, and international level with links to historical events and current day examples.</p> <p>Duration: 8 Lessons</p>	<p>Resources: News articles and Journalistic publications to widen their understanding of this topic.</p> <p>Focus: Creative Writing, PEE Paragraphs, developing Case Study knowledge, using sources to create arguments that address differing opinions.</p> <p>Outcome: To explore the Geography of Cornwall's past, its present and the future through a range of local examples with links to physical, human, and environmental geographies.</p> <p>Duration:</p>
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	Topic 1	Topic 2	Topic 3	Topic 4
Year 9	<p>Topic: POPULATION</p> <p>Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Textbooks. Websites – Cool Geography, Geography Cat and Get Revising. BBC News</p> <p>Focus: To explore the reasons for populations changing and examine different methods of how countries have attempted to control their</p>	<p>Topic: CHALLENGE OF NATURAL HAZARDS</p> <p>Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Textbooks. Websites – Cool Geography, Geography Cat and Get Revising. BBC News Focus: To explore the challenges created by tectonic and weather hazards and to address the methods being used by people to respond to these events.</p>	<p>Topic: URBAN ISSUES AND CHALLENGES</p> <p>Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Textbooks. Websites – Cool Geography, Geography Cat and Get Revising. BBC News Focus: To learn about the reasons why more people are living in urban areas and to address the opportunities and</p>	<p>Topic: LIVING WORLD</p> <p>Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Textbooks. Websites – Cool Geography, Geography Cat and Get Revising. BBC News</p> <p>Focus: Describe the location of major biomes with particular focus on rainforests and hot deserts. To be able to explain how physical, human and</p>



	<p>populations. Students will also look at migration of different scales, looking at the reasons for this happening, the opportunities that migration creates and the challenges.</p> <p>Outcome: To explore the causes of population change and population management strategies. To explore the causes of migration and migrations opportunities and challenges.</p>	<p>Students will also investigate the causes, and effects of climate change as well as the strategies used to mitigate and adapt against it.</p> <p>Outcome: To develop an understanding of the processes and the impacts associated with tectonic and weather events at local, national, and global scales. Students will also examine the causes, effects, and the strategies to address climate change.</p>	<p>challenges of living in urban areas in HIC's and LIC's</p> <p>Outcome: To explore the reasons why urban populations are growing as well as examining the challenges and opportunities of living in HIC and LIC/NEE Urban Areas</p> <p>Duration: Term 2 Spring</p>	<p>environmental elements of these biomes interact and how human activities and climate change will affect them. Students will evaluate whether the opportunities of using these environments outweigh the challenges.</p> <p>Outcome: To explore the location of global biomes and to examine the physical, human, and environmental geography of rainforest and hot desert environments.</p>
Year 10	<p>Topic: CHALLENGE OF RESOURCE MANAGEMENT</p> <p>Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Textbooks. Websites – Cool Geography, Geography Cat and Get Revising. BBC News</p> <p>Focus: To be able to describe how energy, food and water demand is changing in the UK and how alternative energy sources may address these challenges to demand. Being able to explain why food insecurity is an issue and the impacts this can cause. Students also need to evaluate the successes of methods and technology to grow more food to deal with these food insecurity issues.</p> <p>Outcome: To explore the local, national, and global challenges and</p>	<p>Topic: UK PHYSICAL LANDSCAPES (COASTS AND RIVERS)</p> <p>Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Textbooks. Websites – Cool Geography, Geography Cat and Get Revising. BBC News</p> <p>Focus: Being able to describe how processes shape UK Physical Landscapes. Being able to explain how processes are impacting on certain parts of the UK. Evaluating methods used to manage areas at risk of these processes.</p> <p>Outcome: To explore the processes that shape the UK's physical landscapes, examine how they are changing, how this affects people and what is being done to manage it.</p>	<p>Topic: PHYSICAL FIELDWORK (RIVERS)</p> <p>Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Textbooks. Websites – Cool Geography, Geography Cat and Get Revising. BBC News Focus: To apply knowledge gained in the UK Physical Landscapes unit to real world fieldwork planned and implemented by students. To create methods to collect data and explore a range of presentation methods to present this data. Students will also evaluate their methods and suggest improvements if they were to undertake their fieldwork again.</p> <p>Outcome: To apply knowledge gained in the UK Physical Landscapes unit to real world fieldwork planned and implemented by students.</p>	<p>Topic: REVISION PREPERATION AND RESPONSE TO MOCKS Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Textbooks. Websites – Cool Geography, Geography Cat and Get Revising. BBC News Focus: Preparation for the End of Year Mock. This will be one paper looking at the 3 units studied this year. Outcome: To prepare for the End of Year Mock. This will be one paper looking at the 3 units studied this year. Duration: Term 3 Summer</p>



	solutions to resource distribution with specific focus on food.			
Year 11	<p>Topic: CHANGING ECONOMIC WORLD</p> <p>Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Textbooks. Websites – Cool Geography, Geography Cat and Get Revising. BBC News</p> <p>Focus: To be able to describe how economies are changing at local, national, and global scales with particular focus on changes in the UK economy and also in China as a focus on a rapidly developing country.</p> <p>Outcome: To explore the local, national and global changes to economies, the reasons for these changes and the opportunities and challenges that are created.</p>	<p>Topic: HUMAN GEOGRAPHY FIELDWORK (URBAN)</p> <p>Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Textbooks. Websites – Cool Geography, Geography Cat and Get Revising. BBC News</p> <p>Focus: To apply knowledge gained in the Urban Issues and Challenges unit to real world fieldwork planned and implemented by students. To create methods to collect data and explore a range of presentation methods to present this data. Students will also evaluate their methods and suggest improvements if they were to undertake their fieldwork again.</p> <p>Outcome: To apply knowledge gained in the Urban Issues and Challenges unit to real world fieldwork planned and implemented by students.</p>	<p>Topic: GEOGRAPHICAL SKILLS</p> <p>Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Textbooks. Websites – Cool Geography, Geography Cat and Get Revising. BBC News</p> <p>Focus: The focus of this unit is to look at a range of skills associated with map work, presenting data, statistical analysis of data and use of GIS. Students will consider the opportunities and challenges of these methods throughout this 6-lesson unit.</p> <p>Outcome: By examining a range of topics associated with Geographical Skills, students will be able to discuss the</p>	<p>Topic: PRE-RELEASE PREPERATION</p> <p>Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Textbooks. Websites – Cool Geography, Geography Cat and Get Revising. BBC News</p> <p>Focus: To analyse and evaluate the pre-release booklet in preparation for the Paper 3 Geographical Applications paper.</p> <p>Outcome: A pre-release booklet will be released in March, 12 weeks before the Geographical Applications exam. The content of this booklet is unknown, but 3 lessons have been put aside to create content to prepare the students for possible questions in the exam and to address the key themes of the booklet.</p>