



	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 7	<p><u>GEOGRAPHICAL SKILLS</u> (6 Lessons)</p> <p>Resources: Students will be developing geographical skills fundamental for understanding of the subject. Students will be encouraged to embrace a range of news reporting texts when beginning to explore Geographical themes.</p> <p>Focus: Develop on basic Geographical Skills taught in KS2, define the types of Geography, develop geo-spatial skills.</p> <p>Outcome: To develop an understanding of Geographical concepts and skills.</p>	<p><u>GEOGRAPHY THE LANGUAGE OF THE EU</u> (7 Lessons)</p> <p>Resources: Various articles from the BBC News, Guardian, Financial Times and Daily Mail websites.</p> <p>Focus: This is a cross-curricular module which introduces aspects of Modern Foreign Languages (MFL) into the geographical study of places and processes in Europe.</p> <p>Outcome: Develop location and place knowledge</p>	<p><u>JAPAN</u> (5 Lessons)</p> <p>Resources: RGS Article Fukushima 10 years on, blogs, reading extracts, art and other visual mass media e.g. Manga</p> <p>Focus: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Outcome: Develop understanding of Japanese cultures, and sense of place.</p>	<p><u>WHO WANTS TO BE A BILLIONAIRE?</u> (7 Lessons)</p> <p>Resources: In lessons students will use a range of reading resources comparing wealth of people and places.</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><u>AFRICA</u> (5 Lessons)</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: 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><u>GLACIOLOGY AND GEOLOGICAL TIMESCALES</u> (6 Lessons)</p> <p>Resources: Games, geographical sources</p> <p>Focus: -polar and alpine regions -understanding geographical similarities and differences between the Arctic and Antarctic and between polar and alpine environments -geological timescales, rocks, the Ice Age, glaciation (with links to climate) - GIS, mapping</p> <p>Outcome: developed knowledge of Glaciation and geological timescales</p>



<p>Year 8</p>	<p><u>WEATHER</u></p> <p>Resources: News articles, journalistic articles and first-hand 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 understand daily changes in the atmosphere</p>	<p><u>SUSTAINABLE FUTURES</u></p> <p>Resources: News articles will form a large piece of the text based learning in this unit. Students will also have the opportunity to 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 the human race is attempting to change in order to live a more sustainable lifestyle.</p>	<p><u>GEOGRAPHY OF CORNWALL</u> (6 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><u>PARADISE LOST</u> (7 Lessons)</p> <p>Resources: News articles, journalistic publications and travelogues.</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 reasons why people go on holiday, Presentation Skills and Public Speaking, why the tourism industry is key to development and the positive</p>	<p><u>NEW INDIA</u> (7 Lessons)</p> <p>Resources: News articles, film clips, photographs, geographical sources.</p> <p>Focus: -what is 'New India'. changing human processes are influencing the transformation of India as a place and how it is representing itself and being represented in the wider world. -how the changes to India's society and economy are often influenced by values and attitudes, similar or different to the students' own, reflecting the diversity of the world.</p> <p>Outcome: To understand India's development and economics</p>	<p><u>RUSSIA'S ROLES and REGIONS</u> (6 Lessons)</p> <p>Resources: News articles from the Guardian and BBC Bitesize, Soil profiles, maps, photographs, extended writing, TV clips BBC</p> <p>Focus: Russia globally significant Range of Landscapes and environments Spatial variations processes and timescales place. Interdependency, population, development.</p> <p>Outcome: Explore the vast differences in Russia.</p>
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<p>Year 9</p>	<p><u>UK PHYSICAL LANDSCAPES (COASTS AND RIVERS)</u> (26 Lessons)</p> <p>Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Text Books. 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><u>URBAN ISSUES AND CHALLENGES</u> (20 Lessons)</p> <p>Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising. BBC News</p> <p>Focus: To learn about the reasons why more people are living in urban areas and to address the opportunities and 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><u>LIVING WORLD</u> (20 Lessons)</p> <p>Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Text Books. 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 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>
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<p>Year 10</p>	<p><u>CHALLENGE OF RESOURCE MANAGEMENT</u></p> <p>(15 Lessons)</p> <p>Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Text Books. 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 solutions to resource distribution with specific focus on food.</p>	<p><u>CHALLENGE OF NATURAL HAZARDS</u></p> <p>(19 Lessons)</p> <p>Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising. BBC News</p> <p>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. 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><u>HUMAN GEOGRAPHY FIELDWORK (URBAN)</u></p> <p>(6 Lessons and 1 Day)</p> <p>Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Text Books. 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><u>Topic: PHYSICAL FIELDWORK (RIVERS)</u></p> <p>Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising. BBC News</p> <p>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>
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<p>Year 11</p>	<p><u>CHANGING ECONOMIC WORLD</u> (17 Lessons)</p> <p>Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Text Books. 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><u>REVISION PREPERATION AND RESPONSE</u></p> <p>MOCKS Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising. BBC News</p> <p>Focus: Preparation for the year 11 Mocks.</p> <p>Outcome: To prepare for the End of Year Mock. This will be one paper looking at the 3 units studied this year.</p> <p>Duration: Autumn 2</p>	<p><u>UNFAMILIAR FIELDWORK</u> (10 Lessons)</p> <p>Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising. BBC News</p> <p>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 to real world fieldwork.</p>	<p><u>PRE-RELEASE PREPERATION</u> (15 Lessons)</p> <p>Resources: CGP AQA Revision Guide. Hodder and Oxford GCSE Text Books. 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>
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