

Y10 Term 1	Teacher 1 (fieldwork tasks and Personal Project) Y10 and Y11	Teacher 2 Dynamic World (Y10 only)																												
Objectives	<p>Fieldwork note book practice Where do all the staff and students travel from to get to school? OR How has my local place changed? (1st one is probably easier, so likely to be the independent one) Teach different types of graphs Create questionnaires, give to tutor groups and staff. Collate data Location and rationale Data collection methods (planning, equipment needed, use a table to record) Risk assessment Presentation Analysis Evaluation Mark, feedback, outline expectations on their 'real' fieldwork.</p> <p>Students complete work independently Researches geographical facts independently</p> <ul style="list-style-type: none"> • Demonstrates knowledge of the geographical area where fieldwork took place • Demonstrates geographical understanding of the topic area fieldwork is related to • Demonstrates an understanding of how to risk assess the fieldwork location <p>Data collection</p> <ul style="list-style-type: none"> • Description of fieldwork planning • Collects and records data from sources with limited teacher guidance • Description of how data is collected, including the use of fieldwork equipment and working with peer group <p>Data presentation</p> <ul style="list-style-type: none"> • Uses a range of data presentation techniques • Data presentation techniques are accurate in their execution • Attempts to make comments on data presentation techniques <p>Minimal teacher guidance/independent Identifies problems associated with data collection</p> <ul style="list-style-type: none"> • Evidence of links between the data collected and a topic area within geography • Evidence of fieldwork being drawn together with a summary statement 	<p>Exam preparation</p> <p>How is the UK changing? (Birmingham) <u>Who lives in your place?</u></p> <ul style="list-style-type: none"> • Locate where they live, at a range of scales. • Describe the variety of people who live in their local place, such as age and ethnicity. <p><u>Who lives in the UK?</u></p> <ul style="list-style-type: none"> • Know how their local place has changed over time such as jobs, housing and migration. • Describe the population structure of the UK today. • Understand how the population of the UK has changed over time since 2001. <p><u>Why are cities complex places?</u></p> <ul style="list-style-type: none"> • Locate the city, at a range of scales. • Describe what life is like for teenagers in the city, such as leisure, food and retail activities. • Describe diversity within the city, such as jobs, life expectancy and housing. • Understand the problems that the city faces, such as waste, housing and crime. • Describe the potential solutions to one of the problems that the city faces. <p>How is the world changing? (London or Mexico City) <u>How has the world's population changed?</u></p> <ul style="list-style-type: none"> • Know what has happened to the world's population since 1950. • Understand why more people are now living in cities than in the countryside. <p><u>Why are some cities so big?</u></p> <ul style="list-style-type: none"> • Know what a megacity is, including their main characteristics. • Locate the world's megacities. • Describe the challenges and opportunities for people living in megacities. <p><u>Why are megacities a challenge for the future?</u></p> <ul style="list-style-type: none"> • Locate the megacity, at a range of scales. • Describe what life is like for teenagers in the city, such as leisure, food and retail activities. • Describe diversity within the city, such as jobs, life expectancy and access to broadband. • Understand the problems that the city faces, such as waste, housing and crime. • Describe the potential solutions to one of the problems that the city faces. 																												
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Common misconceptions	Understanding what to do for each part of the fieldwork tasks	There should not be many misconceptions, the biggest problem is going to be understanding what life is like in a city																												

Assessment	Internally moderated piece of fieldwork Practice fieldworks will provide feedback opportunity	Use of Blooket and Educake available Small practice exam questions based upon topics learnt End of unit exam after second section completed						
Y10 Term 2								
Objectives	<p>First half of term 2 should be completing fieldwork assessment. This may take all term.</p> <p>Second half of the term, or starting in Term 3, students should start to practice their own Personal projects</p> <p>Personal Project practice Learners will complete one Personal Project which can be based on any area of the specification. The project can be presented in any appropriate manner, for example as a poster, PowerPoint presentation or a written project to best suit individual learners needs. Learners will be awarded for their ability to research geographical facts from various sources and use a range of presentation methods to help them answer their project title. Learners will also be credited for accurate use of geographical vocabulary and logical structure to their project. CSB to decide how much and time and how many practices are given to the students. There may also be more opportunities for research-based tasks. Use of computer to research and then present their own findings in answering questions. Each student could choose their own question based upon the taught material, or teacher can supply one for all. Each student should be aiming to complete this independently although there will be many practice tasks beforehand.</p>				<p>How do plate tectonics shape our world? <u>Why are some places more dangerous than others?</u></p> <ul style="list-style-type: none"> • Understand the structure of the Earth. • Know that the Earth's crust is broken up into tectonic plates and that these plates move. • Know the location of earthquake and volcanic zones. <p><u>How can tectonic movement be hazardous?</u></p> <ul style="list-style-type: none"> • Know the hazards associated with earthquakes and volcanoes such as ground shaking and lava flows. • Understand how earthquakes and volcanoes can have different impacts on people in contrasting parts of the world. <p><u>Why do people live in hazardous places?</u></p> <ul style="list-style-type: none"> • Locate the earthquake or volcanic eruption. • Understand why the earthquake or volcanic eruption occurred. • Describe the impacts of the earthquake or volcanic eruption on people and the place. • Know the different responses to the earthquake or volcanic eruption. • Understand simple ways the place prepares for earthquakes or volcanic eruptions. <p>How can flooding be hazardous? <u>What natural and human factors can cause flooding?</u></p> <ul style="list-style-type: none"> • Understand the range of natural causes of flooding such as heavy rainfall and steep slopes. • Understand how human activities increase the risk of flooding, such as the built environment and deforestation. <p><u>What are the impacts of flooding?</u></p> <ul style="list-style-type: none"> • Describe the impacts of flooding such as damage to homes and loss of livestock. • Understand how flooding can have different impacts on people in contrasting parts of the world. <p><u>How hazardous can flooding be?</u></p> <ul style="list-style-type: none"> • Locate the flood event. • Understand why the flood event occurred. • Describe the impacts of the flood event on people and the place. • Know the different responses to the flood event. • Understand simple ways the place prepares for flooding. 			
Geography skills to be used	Fieldwork skills ICT skills Graphical skills Statistical skills				ICT skills Graphical skills Map skills			
Key Words	Data Location	Collection Fieldwork equipment	Independent Presentation	Fieldwork	Plates Hazard Flood Response Livestock	Volcano Flood Precipitation Drills Economic	Earthquake Short term Steep Hazard Social	Richter scale Long term Eruption Deforestation Flood defences
Homework	Educake questions Research opportunities				Revision for vocabulary quizzes Educake questions			
Career link (Unifrog)	https://www.unifrog.org/student/careers/school-subjects/conservation-scientist				https://www.unifrog.org/student/careers/school-subjects/hydrologist			

Employability skills (Highlight applicable)	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Common misconceptions	Understanding what to do for each part of the fieldwork task Understanding the difference between fieldwork and personal project	Understanding that there are positive reasons to live near volcanoes Understanding that a volcano, earthquake or flood can affect poorer countries more socially, but richer countries more economically
Assessment	Internally moderated piece of fieldwork Practice fieldworks will provide feedback opportunity	Use of Blooket and Educake available Small practice exam questions based upon topics learnt End of unit exam after second section completed
Y10 Term 3		
Objectives	<p>Practice personal projects should continue, and the students could attempt starting one on their own that could be submitted if time available.</p> <p>This term may be needed to help complete any exam content that Teacher 2 has not reached or needs revised in preparation for exam.</p>	<p>Why should tropical rainforests matter to us? (Amazon RF) <u>Why are tropical rainforests so rich with life?</u></p> <ul style="list-style-type: none"> Describe two types of plants and two types of animals that can be found in tropical rainforests. Describe how plants and animals have adapted to the hot and wet conditions such as through their waxy leaves and colour. <p><u>Why are the tropical rainforests important?</u></p> <ul style="list-style-type: none"> Know why tropical rainforests are important to the planet, such as ‘lungs of the planet’, as well as being home to a large number of valuable plants and animals. Understand the different ways tropical rainforests are used to produce resources such as farming and mining. This can be looked at, at a local scale e.g. slash and burn farming and/or national scale e.g. natural resources (mining). <p><u>How is the tropical rainforest useful to us?</u></p> <ul style="list-style-type: none"> Locate the tropical rainforest in its country and continent. Understand why the tropical rainforest is important to people such as a place to live and sources of medicine. Know the reasons for deforestation in the tropical rainforest such as farming, population movement, natural resources e.g. wood. Know the impacts of deforestation such as loss of plants and animals, food sources and people leaving their homes. Understand how the tropical rainforest is being used sustainably such as ecotourism and community programmes. <p>Will we run out of natural resources? (Chocolate or bananas?) <u>Where does our food come from?</u></p> <ul style="list-style-type: none"> Describe the variety of places where food consumed in the UK comes from, at a range of scales. Understand how more food can be produced to feed a growing population, such as the importance of technology. <p><u>What type of energy is the best for the future?</u></p> <ul style="list-style-type: none"> Know the types of energy sources used to produce electricity in the UK such as renewable and non-renewable energy sources. Understand which types of energy sources are more environmentally sustainable for the UK’s future energy supply. <p><u>Does fair trade make a difference?</u></p> <ul style="list-style-type: none"> Describe what fair trade is. Know where one fair trade product is produced, who produces it and its journey to consumers. Know the challenges faced by producers such as difficulty growing crops and unfair prices for products. Know the benefits of fair trade to farmers’ and workers’ lives, such as improvements in farming, protecting the environment and education for children. Understand how fair trade can build a sustainable future for producers, such as improving producers lives and securing an income for farmers.
Geography skills to be used	Fieldwork skills ICT skills Graphical skills	ICT skills Graphical skills Map skills

	Statistical skills Mapping skills	
Key Words	Key vocabulary that is related to Personal project will be included when able This is entirely dependent upon the context chosen by the teacher or student. The personal project will be reliant upon the news at the time or on any part of the specification that the student/teacher chooses	Tropical rainforest Sloth Drip tip leaves Buttress roots Prehensile tail Carbon dioxide Photosynthesis Slash and burn Cattle ranching Resource Periwinkle plant Migration Sustainable Ecotourism Intensive farming Renewable Non-renewable Solar power Wind power Fossil fuels Fair trade
Homework	Educake questions Research opportunities	Revision for vocabulary quizzes Educake questions
Career link (Unifrog)	https://www.unifrog.org/student/careers/school-subjects/soil-and-water-conservationist	https://www.unifrog.org/student/careers/school-subjects/climate-scientist
Employability skills (Highlight applicable)	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Common misconceptions	-	The key point to understand is the definition of sustainable, as it is throughout the two topics indirectly
Assessment	Practice tasks should provide feedback for further improvement	Use of Blooket and Educake available Small practice exam questions based upon topics learnt End of unit exam after second section completed
Y11 Term 1		
Objectives	Personal Project final Students will undertake two personal projects, and decisions will be made about which will be submitted. The aim is to have a local project, where local news and media are used to inform students and to have a distant project, where it will not be possible to visit and the students will have to rely upon national or international news and websites. Depending upon progress with teacher 2, another assessment opportunity may be needed to improve scores on the Dynamic World element.	
Geography skills to be used	Fieldwork skills ICT skills Graphical skills Statistical skills Mapping skills	
Key Words	Key vocabulary that is related to Personal project will be included when able This is entirely dependent upon the context chosen by the teacher or student. The personal project will be reliant upon the news at the time or on any part of the specification that the student/teacher chooses	
Homework	Educake questions Research opportunities	
Career link (Unifrog)	https://www.unifrog.org/student/careers/school-subjects/climate-change-analyst	
Employability skills (Highlight applicable)	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	
Assessment	Personal project internally moderated.	
Y11 Term 2		
Objectives	Personal Project final In addition to this, teacher is to decide on whether to undertake additional projects or fieldworks to ensure that the students prove their utmost capabilities. All extra time is to be given to provide enrichment activities in the local area or further opportunities to create an improved piece of fieldwork or personal project.	

Geography skills to be used	Fieldwork skills ICT skills Graphical skills Statistical skills Mapping skills
Key Words	Key vocabulary that is related to Personal project will be included when able This is entirely dependent upon the context chosen by the teacher or student. The personal project will be reliant upon the news at the time or on any part of the specification that the student/teacher chooses
Homework	Educake questions Research opportunities
Career link (Unifrog)	https://www.unifrog.org/student/careers/school-subjects/environmental-engineering-technician
Employability skills (Highlight applicable)	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Y11 Term 3	
Objectives	All extra time is to be given to provide enrichment activities in the local area or further opportunities to create an improved piece of fieldwork or personal project. Deadline for final attempts is the start of May
Geography skills to be used	Fieldwork skills ICT skills Graphical skills Statistical skills Mapping skills
Key Words	Key vocabulary that is related to the piece of work being attempted will be included when able
Homework	Educake questions Research opportunities
Career link (Unifrog)	https://www.unifrog.org/student/careers/school-subjects/environmental-health-officer
Employability skills (Highlight applicable)	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive

Personal Project practice

Learners will complete one Personal Project which can be based on any area of the specification. The project can be presented in any appropriate manner, for example as a poster, PowerPoint presentation or a written project to best suit individual learners needs. Learners will be awarded for their ability to research geographical facts from various sources and use a range of presentation methods to help them answer their project title. Learners will also be credited for accurate use of geographical vocabulary and logical structure to their project.

CSB to decide how much and time and how many practices are given to the students.

There may also be more opportunities for research-based tasks.

Use of computer to research and then present their own findings in answering questions. Each student could choose their own question based upon the taught material, or teacher can supply one for all. Each student should be aiming to complete this independently although there will be many practice tasks beforehand.