

Scheme of Work: Year 10-11

Subject: Geography

2020-2021

Year Group: Year 10 and 11

Specification: AQA Paper 1 recap and consolidation, Paper 2, Paper 3

***PLEASE REFER TO DODDLE FOR MORE GUIDANCE OF LESSON BY LESSON LEARNING AND WHAT SHOULD BE ACHIEVED IN EACH SESSION**

This learning plan has been set out in line with the current year 10 allocation of history teaching hours which is 3 lessons a week. This plan should be followed by all students to ensure all of the relevant content has been covered by the end of this term. There is a plan in place for how we will ensure we check students understanding of this content

3 year sow

An additional 38 hours contact time (Year 9 - 1 hour per week) gives schools a degree of flexibility and an opportunity to: cover all the content to produce a more comprehensive course which gives candidates a greater choice of questions in the exams give students time to study themes in greater breadth and depth give students the opportunity to study a greater range of case studies and exemplars break down the coursework into sections to reinforce or deliver content introduce issue evaluation and DME exercises related to each theme concentrate on specific geographical skills related to each theme give students extra revision and assessment time give more time to study decision making exercises pre-release resources make up for the loss of contact time as a result of unexpected whole school events

I have also highlighted to use GCSE POD and SENECA alongside the relevant lesson as well as any other resources or videos that may be helpful.

WEEK	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Learning Objectives SMS
1	Range of UK Landscapes	Overview of the location of major uplands/lowlands. What is relief? The UK's landscapes	Introduce the variety of landscapes in the UK Suggested activities: Give definitions, location and characteristics of all landscapes to place on a map Memory recall testing to check learning and understanding	N/A	SENECA	So3 So7 Sp9 Sp1 Sp2 Defin term

2	Coastal landscapes of the UK	Wave types and characteristics/Weathering and mass movement How do waves form? What happens when waves reach the coast? Wave types What causes cliffs to collapse? What are the processes of mass movement.	Suggested activities: Introduce the two types of waves and how they work, use YouTube to show animations on how they work. Students to draw each wave type and annotate it	Describe the effects of weathering and mass movement on a cliffed coastline (6)	Coasts workbook GCSE POD SENECA	So3 So7 Sp9 Sp1 Sp2 Defining
3	Coastal landscapes of the UK	Coastal processes. Coastal erosion Coastal transportation Longshore drift Coastal deposition	Suggested activities: Look at variety of processes and give examples of each with diagram. Weathering, mass movement, erosion, transportation and deposition. Put the list into a table in book with description and diagram alongside it.		Coasts workbook GCSE POD SENECA	So3 So7 Sp9 Sp1 Sp2 Defin term
4	Coastal landscapes of the UK	Characteristics and formation of landforms from erosion. What is a landform? What factors influence coastal landforms Headlines and Bays Cliffs and wave cut platforms Caves, arches and stacks Chalk arches	Suggested activities: Students are to define, draw and how each is formed for Headlands and bays, cliffs and wave cut platforms, caves, arches and stacks.	FF (FEEDFORWARD)	Coasts workbook GCSE POD SENECA	So3 So7 Sp9 Sp1 Sp2 Defin term
5	Coastal landscapes of the UK	Characteristics and formation of landforms from deposition. Beaches Sand Dunes Spits Bars	Suggested activities: Students are to define, draw and how each is formed for Beaches, sand dunes, spits and bars. Activity lasting up to 4 hours for characteristics and formation. A number of approaches possible depending on teacher preferences, such as: <ul style="list-style-type: none"> • CSI Lesson – classroom is the crime scene with evidence for, eg stack (Who killed Old Harry?) around the room on cards. Students find and identify. Teacher helps to coordinate process and sequence. • Teach sequence and process with landform outcomes. • Model with PlayDoh, sand trays. 	How do the processes of deposition lead to the formation of distinctive landforms (6)	Coasts workbook GCSE POD SENECA	So3 So7 Sp9 Sp1 Sp2 Defining

			<ul style="list-style-type: none"> Stop-motion animation (students draw line diagrams on mini whiteboards and photograph individually then flick through or put into slideshow) <p>Activity for up to 2 hours, using UK example to illustrate. Use photos, linked to base maps with annotation/explanation. Should be possible to fit onto A3, 'case study on a page' format. Tracing paper overlays of different maps eg geology, or GIS packages to achieve same.</p>			
6	Coastal landscapes of the UK	<p>An example of UK coast lines (case study)</p> <p>*can be given more time to do case study, all dependant on time – Swanage is the one in the text book</p>	<p>Suggested activities:</p> <p>Once case study is selected go over the characteristics of the coastline, its major landforms. Look at how erosion and deposition has changed the coast over time.</p>	FF	<p>Coasts workbook</p> <p>GCSE POD</p> <p>SENECA</p>	<p>So3</p> <p>So7</p> <p>Sp9</p> <p>Sp1</p> <p>Sp2</p>
7	Coastal landscapes of the UK	<p>Coastal management.</p> <p>Hard engineering, soft engineering and managed retreat. Cost and benefit for each one</p>	<p>Suggested activities:</p> <p>What is meant by management, hard and soft engineering and examples of each, cost and benefit for each.</p>	What are the advantages and disadvantages of hard engineering at the coast? (6)	<p>Coasts workbook</p> <p>GCSE POD</p> <p>SENECA</p>	<p>So3</p> <p>So7</p> <p>Sp9</p> <p>Sp1</p> <p>Sp2</p> <p>Definir</p>
8	Coastal landscapes of the UK	<p>Coastal management with case study, students are given a type of coast management and must look at, reason for/ strategy/ effect/ conflicts and then report to class</p> <p>Lyme REGIS in the textbook</p>	<p>Suggested activities:</p> <p>Discuss as a group and check understanding and key terms. Introduce one example of a coastal management scheme in UK. Do case study as a class.</p> <p>Costs/benefits table for each strategy, either taught or card sort/info search from provided resources.</p> <p>2nd, 3rd and 4th hours</p> <p>Either</p> <p>Taught study, using base map to annotate and build up picture from google earth, photos etc. as a virtual field trip (clearly actual fieldwork could be used)</p> <p>Or</p>		<p>Coasts workbook</p> <p>GCSE POD</p> <p>SENECA</p>	<p>So3</p> <p>So7</p> <p>Sp9</p> <p>Sp1</p> <p>Sp2</p>

			<p>'Home and away'/'expert groups' technique: small groups (4) start, then individuals tasked with finding info on: reasons for/strategy/effects/conflicts from resources provided. Report findings to rest of group to build example.</p> <p>Suggest 2 hours teaching/group work, then fix layout:</p> <p>Either</p> <p>1 hour group discussion and checking understanding/details and key terms.</p> <p>Or</p> <p>1 hour issue evaluation exercise for alternative/proposed schemes to develop paper 3 skills. Could be prepared for homework using pre-release style material.</p>			
Half Term						
9	Coastal landscapes of the UK	<p>Coastal management scheme in the UK case study</p> <p>Lyme REGIS in the textbook</p>	<p>Suggested activities:</p> <p>Students select a form of coastal management scheme and then look at all aspects of the scheme. At the end of the lesson they must report back to the class with their findings.</p>	To what extent can the coastal management at LYME Regis be considered a success? (6)	<p>Coasts workbook</p> <p>GCSE POD</p> <p>SENECA</p>	<p>So3</p> <p>So7</p> <p>Sp9</p> <p>Sp1</p> <p>Sp2</p> <p>Defin</p> <p>term</p>
10	Field work	Walton on the Naze	<p>Case study booklet to be completed during course of learning</p> <p>Field trip if not conducted in year 9</p>	TBC	<p>Field work booklet</p> <p>GCSE POD</p> <p>SENECA</p>	<p>So3</p> <p>So7</p> <p>Sp9</p> <p>Sp1</p> <p>Sp2</p> <p>Defin</p> <p>term</p>
11	Field work	Walton on the Naze	<p>Suggested activities:</p> <p>Case study booklet to be completed during course of learning</p> <p>Field trip if not conducted in year</p>	TBC	<p>Field work booklet</p> <p>GCSE POD</p> <p>SENECA</p>	<p>So3</p> <p>So7</p> <p>Sp9</p> <p>Sp1</p> <p>Sp2</p>

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12	Field work	Walton on the Naze	Suggested activities: Case study booklet to be completed during course of learning Field trip if not conducted in year	TBC	Field work booklet GCSE POD SENECA	So3 So7 Sp9 Sp1 Sp2 Defin term
Paper 2						
13	Urban issues and challenges	Intro, define key terms, global pattern of urban	Suggested activities: Introduce key terms and ideas. Create a glossary with space to add terms as topic continues. Use websites such as world mapper and gap minder to show how there has been a change in global trends.	N/A	Doddle test to check prior knowledge	So3 So7 Sp9 Sp1 Sp2 Defin term
14	Urban issues and challenges	Factors affecting the rate of urbanisation and megacities	Suggested activities: What factors influence people to move around the world, push and pull factors What is a mega city, use of video to highlight the changes of megacities. Students use blank world map to colour and show population around the world in urban areas.	Use Map C p. 151 of AQA textbook to describe the changes in the distribution of megacities between 2014-2030	Urban issues and Challenges booklet (Doddle) GCSE POD SENECA	So3 So7 Sp9 Sp1 Sp2 Definir
15	Urban issues and challenges	Case study of LIC and NEE. Location and importance of the city	Suggested activities: Select a major city in a country, e.g. Mumbai in India or Lagos in Nigeria. Make sure students know where it is on a map and understand the city, documentary will be shown.		Urban issues and Challenges booklet (Doddle) GCSE POD SENECA	So3 So7 Sp9 Sp1 Sp2 ICT