



Curriculum Overview: Geography

Year 7 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
What is a geographer?	<p>Knowledge</p> <ul style="list-style-type: none"> • Location and names of the world’s continent and oceans. • Location and names of countries in Europe, North and South America. • Identify human and physical features of localities – Holderness, Southampton, Helvellyn, Seaford and Scarborough. <p>Understanding</p> <ul style="list-style-type: none"> • Appreciate how our understanding of the planet have evolved through time through exploration and a series of discoveries. <p>Skills</p> <ul style="list-style-type: none"> • Locate and describe places using latitude and longitude • Demonstrate ability to use Ordnance Survey map skills, scale, grid references, height, 	<p>Ability to speak and think like a geographer through discussions with their classmates and sharing of ideas with the rest of the class.</p> <p>Ability to ask geographical question and conduct geographical enquiries.</p> <p>Ability to understand key aspects of studying people and places.</p> <p>Ability to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images.</p> <p>Ability to express and explain their opinions and recognise why others may have a different point of view.</p> <p>Show some understanding of the links between places, people and environments.</p>	<p>Dynamic Learning Activity sheets.</p> <p>Degree Confluence Project - http://www.confluence.org</p> <p>Ordnance Survey Mapzone - https://www.ordnancesurvey.co.uk/mapzone/</p> <p>Digimap for Schools - https://digimapforschools.edina.ac.uk</p> <p>Google Earth - https://earth.google.com/web</p> <p>Doddle.</p>

	direction, with aerial photos.		
Year 7 Autumn Term 2			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
Weather and Climate	<p>Knowledge</p> <ul style="list-style-type: none"> The concepts of weather and climate and how to distinguish between the two. The elements that make up the weather and climate. How the weather is measured. How to read weather maps using the synoptic code. <p>Understanding</p> <ul style="list-style-type: none"> Difference between weather and climate The basic principles, processes and patterns of weather and climate Understand the characteristic features of depressions and anticyclones and how they affect the weather Understand how weather is measured, recorded, forecast and how it affects our daily lives <p>Skills</p> <ul style="list-style-type: none"> Use the synoptic code, weather charts and satellites to analyse weather patterns Interpret and draw climate graphs for the UK and climate maps for the UK and the world Describe and explain weather patterns and the climate of the UK 	<p>Ability to use geographical skills to express ideas and use for justification</p> <p>Ability to use Geographical terminology</p> <p>Ability to distinguish between weather and climate</p> <p>Ability to record different forms of weather</p> <p>Ability to use multiple different pieces equipment to record weather</p> <p>Ability to express how we get different types of weather in the UK</p>	<p>Dynamic Learning Activity Sheets.</p> <p>Royal Meteorological Society http://www.metlink.org</p> <p>Met Office Learn about the weather https://www.metoffice.gov.uk/learning/learn-about-the-weather</p> <p>Met Office video collection https://www.metoffice.gov.uk/videos</p> <p>Latest weather forecast for UK BBC https://www.bbc.co.uk/weather</p> <p>YouTube</p> <p>BBC Bite size</p> <p>Doddle.</p> <p>Met Office latest weather charts – animated, in colour or black and white https://www.metoffice.gov.uk/public/weather/surface-pressure/#?tab=surfacePressureColour&fcTime=1533470400</p>

	<ul style="list-style-type: none"> Conduct a geographical enquiry to identify patterns of weather for a locality for a week. 		
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Year 8 Autumn Term 1

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
Why are rivers important?	<p>Knowledge</p> <ul style="list-style-type: none"> What rivers are and how water flows into them. How weathering, erosion and transportation create river landforms. Why rivers are important to people. <p>Understanding</p> <ul style="list-style-type: none"> The water cycle and drainage basin processes River processes and landscape features Human and physical factors that cause rivers to flood Ways that people respond to river flooding How river flooding can be managed. <p>Skills</p> <ul style="list-style-type: none"> Compare an OS map with an aerial photo to identify river features and how people use rivers describe and explain how rivers create landforms 	<p>Ability to speak and think like a geographer through discussions with their classmates and sharing of ideas with the rest of the class.</p> <p>Ability to ask geographical question and conduct geographical enquiries and why rivers are important to people.</p> <p>Ability to understand key aspects of studying people and places.</p> <p>Ability to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images.</p> <p>Ability to express and explain their opinions and recognise why others may have a different point of view.</p> <p>Show some understanding of the links between places, people and environments.</p>	<p>OS Map-Flap C & OS map extracts of Holford Brook and Yarm</p> <p>Photographs of landforms and landscapes</p> <p>Aerial photographs</p> <p>Collection of clips about river processes and landforms: https://timeforgeography.co.uk/videos_list/rivers/</p> <p>BBC KS3 Bitesize Rivers and Water: https://www.bbc.com/education/topics/zs92tfr</p> <p>News article about flooding in York in 2018: http://www.thenorthernecho.co.uk/news/16137182.River Ouse in York still rising temporary flood defences in place/</p> <p>News article about flooding in York in 2015: http://www.yorkpress.co.uk/news/1416829.9.York floods_2015_how the devastating_floods_unfolded_and_how_York rallied_superbly/</p>

Year 8 Autumn Term 2			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>What happens where the land meets the sea</p>	<p>Knowledge</p> <ul style="list-style-type: none"> Identify human and physical features of a local area – Holderness coast <p>Understanding</p> <ul style="list-style-type: none"> Understand how erosion, deposition and transportation create and change coastal landforms. Understand the importance of geology in shaping the coast. Understand how cliffs are weathered. Understand the need for, and impact of, coastal management strategies. <p>Skills</p> <ul style="list-style-type: none"> Compare an OS map with aerial and ground level photos to identify coastal landforms, and how people try to manage the coast. Consider different viewpoints and justify decisions about coastal management. 	<p>Ability to understand key aspects of studying people and places.</p> <p>Ability to explain the different process in shaping the coast such as erosion, deposition, transportation.</p> <p>Ability to be able to explain and justify the need, impact, and different coastal management strategies.</p> <p>Ability to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images.</p> <p>Ability to express and explain their opinions and recognise why others may have a different point of view.</p> <p>Show some understanding of the links between places, people and environments.</p> <p>Ability to speak and think like a geographer through discussions with their classmates and sharing of ideas with the rest of the class.</p>	<p>Dynamic learning worksheets</p> <p>www.bgs.ac.uk – British Geological Survey geology map layers for UK</p> <p>https://bit.ly/135v4E0 – Holderness context</p> <p>https://bit.ly/2wbaXom – Holderness context and overview</p> <p>https://bit.ly/2Meg4PL – free download of BGS Google Earth KMZ file</p> <p>https://bit.ly/2MMS8zc – Environment Agency report</p> <p>Youtube</p> <p>BBC bitesize</p> <p>Doddle</p>

Curriculum Overview: Geography

Year 9 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>What natural hazards are and What tectonic hazards are.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • What natural hazards are and the different types of disasters. • What the different type of tectonic hazards are and how they occur. • How we can manage the effect of these hazards. <p>Understanding</p> <ul style="list-style-type: none"> • Definitions of key terms and being able to make connections. • Types of natural hazards • Plate tectonic theories • Primary and secondary effects of hazards • How we monitor and predict these hazards <p>Skills</p> <ul style="list-style-type: none"> • Use OS and Atlas maps to locate different areas of impact of these hazards • describe and explain natural and tectonic hazards occur • make correct selection for use of data. 	<p>Ability to speak and think like a geographer through discussions with their classmates and sharing of ideas with the rest of the class.</p> <p>Ability to ask geographical questions and conduct geographical enquiries and how the hazards affect human life.</p> <p>Ability to understand key aspects of studying people and places.</p> <p>Ability to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images.</p> <p>Ability to express and explain their opinions and recognise why others may have a different point of view.</p> <p>Show some understanding of the links between places, people and environments.</p>	<p>OS Map-Flap C & OS map</p> <p>Photographs of landforms and landscapes</p> <p>Aerial photographs</p> <p>Collection of clips about natural hazards</p> <p>BBC KS3 Bitesize</p> <p>News article about natural hazards around the world</p> <p>YouTube video on tectonic plate theory</p> <p>Dynamic Learning</p> <p>Doddle</p> <p>Atlas</p>

Year 9 Autumn Term 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>What is global atmospheric circulations (GAC) and how does it change our weather. Focus on Tropical storms. Extreme weather in the UK</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • How GAC determines weather patterns • The structure of tropical storms • What are the primary and secondary effects of tropical storms • What type of extreme weather events happen in the UK <p>Understanding</p> <ul style="list-style-type: none"> • Definitions of key terms and being able to make connections. • The relationship between tropical storms and GAC • How tropical storms effects people’s lives • How we can monitor and predict when tropical storms will happen <p>Skills</p> <ul style="list-style-type: none"> • Interpret climate maps • Use atlas maps and photos to investigate tropical storms • Interpret statistics, graphs, climate graphs and weather maps 	<p>Ability to appreciate Asia’s diverse physical and human geography.</p> <p>Ability to use new geographical terminology.</p> <p>Ability to make connections between ideas and come to conclusions and make predictions.</p> <p>Ability to consider different points of view and decisions that people make</p> <p>Ability to explain the procedure of how a tropical storm is formed</p> <p>Ability to look at climate information and make predictions of what could happen next</p>	<p>National Geographic Video – Hurricanes 101</p> <p>Dynamic Learning worksheets.</p> <p>Doddle.</p> <p>International weather maps</p> <p>OS Map-Flap C & OS map</p> <p>Atlas</p> <p>News articles</p>

Curriculum Overview: Geography

Year 10 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
Coastal and river landscapes UK landscapes	<p>Knowledge</p> <ul style="list-style-type: none"> • What the different UK landscapes are. • What the different coastal and river process are. • The different coastal and river landforms are • What the different management strategies are. <p>Understanding</p> <ul style="list-style-type: none"> • The connection between coastal processes and creation of coastal landforms. • How management strategies work in protecting land. <p>Skills</p> <ul style="list-style-type: none"> • Use a map and highlight different areas and their landscapes. • Place the steps of coastal/river processes in the order I which they occur • Create a management scheme for a certain issue. 	<p>Ability to explain the variety of ways in which coasts and rivers are shaped, as well as identifying steps of the coastal and river processes.</p> <p>Can highlight where different UK landscapes are and why they are in a certain area.</p> <p>Identify and explain how different coastal and river landscapes have been formed by highlighting characteristics and formation.</p> <p>Ability to evaluate issues in coastal/river areas and create a management strategy that is most effective.</p> <p>Use of correct geographical terminology in explaining information and presenting ideas.</p> <p>Use of geographical concepts; place, space, scale, change, interconnections, sustainability and environment.</p>	<p>BBC Bitesize Doddle BBC class clips AQA GCSE KS4 workbooks AQA textbook Worksheets Power point</p>

Year 10 Autumn Term 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>The living world</p> <p>Ecosystems</p> <ul style="list-style-type: none"> Large and small scale 	<p>Knowledge</p> <ul style="list-style-type: none"> Understand the difference between the terms biome and ecosystem Know of 4 different ecosystems around the world What are the interrelationships within a natural system <p>Understanding</p> <ul style="list-style-type: none"> The link between a type of ecosystem and where it is located in the world. Understand the role of producers, consumers, decomposers, food chains and food webs Understand the balance between the different components of an ecosystem using a small scale UK ecosystem (e.g. deciduous woodland) <p>Skills</p> <ul style="list-style-type: none"> Clearly identify and locate using geographical language the main biomes around the world the different characteristics of a variety of ecosystems. Understanding the role in climate, geology (components) in the geographical location of these ecosystems. Being able to link components such as plants and animals with the climate and geology To describe the characteristics of an ecosystem identify different food chains and food webs. 	<p>The correct use of creating a geographical enquiry as well as using the correct methods of data collection and representation.</p> <p>Making connections between the information gathered to produce a sound evaluation of the issues.</p> <p>Understanding how an ecosystem is balanced and how changing one component impacts the whole ecosystem.</p> <p>Use of correct geographical terminology in explaining information and presenting ideas.</p> <p>Use of geographical concepts; place, space, scale, change, interconnections, sustainability and environment.</p>	<p>BBC class clips</p> <p>AQA GCSE KS4 workbooks</p> <p>Doddle</p> <p>BBC Bitesize</p> <p>AQA textbook</p>

Year 11 Autumn term 1

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>Field work skills The Human enquiry</p> <p>Develop a suitable question for a geographical enquiry</p> <p>Data collection by selecting, measuring and recording data appropriate to chosen enquiry</p> <p>Select appropriate ways of processing and presenting field work data</p> <p>Describing analysing and explaining field work data</p> <p>Reaching conclusions</p> <p>Evaluation of a geographical enquiry</p>	<p>Knowledge Know what fieldwork is and the different ways in which it can be undertaken. Why fieldwork is important in geography and how it can benefit you.</p> <p>Consolidating knowledge and developing an understanding of geographical theory or concepts underpinning the enquiry.</p> <p>Understanding The different factors that need to be considered when selecting suitable questions/ hypotheses for a geographical enquiry. Identifying and establishing links between different data sets. Understanding the limitations of the data collection methods and data collected. How to evaluate the enquiry process and suggest what other types of data or data collection methods would be useful Evaluating the health and safety aspects of carrying out a geographical field enquiry</p> <p>Skills</p>	<p>Use of correct geographical terminology in explaining information and presenting ideas.</p> <p>Use of Ordnance Maps and correct identification of Places using 6 figure grid references. Drawing and annotating field sketches. Using photographs to describe and illustrate human and physical landscapes.</p> <p>Using statistical skills to measure mean, median and interquartile ranges, calculating percentages to show decrease and increase. Describing lines of best fit through scatter graphs, making predictions and identifying trends.</p> <p>To be able to identify weaknesses in selective statistical presentation of data.</p>	

	<p>Using OS map and grid references Drawing field sketches and annotating photographs Selecting and using appropriate data collection methods. Selecting and using appropriate statistical techniques to present and analyse data. Carrying out data collection in the field with a good understanding of the aims and objectives of the study and how it links to the enquiry question/ hypotheses Identifying and analysing anomalies in data collected.</p>		
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Year 11 Autumn Term 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
The changing economic world	<p>Knowledge</p> <p>To know what is meant by the term development and the different factors that determine development</p> <p>To know the causes and consequences of uneven development across the world and within a country</p> <p>To know that various strategies exist for reducing the global development gap</p> <p>Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.</p>	<p>Students will be able to extract and manipulate data from different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). to help them determine and explain a countries level of development</p>	<p>BBC bitesize</p> <p>AQA workbook for KS4</p> <p>Worksheets</p> <p>Power points</p> <p>Student computers</p>

	<p>Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p> <p>Understanding</p> <p>To determine the link between development and the wealth of a country.</p> <p>To understand how economic and social measures determine the classification of a country in term of its development and their limitations</p> <p>Link between stages of the Demographic Transition Model and the level of development.</p> <p>Causes of uneven development: physical, economic and historical.</p> <p>Consequences of uneven development: disparities in wealth and health, international migration</p> <p>Skills</p> <p>To be able to use statistical data such as: gross national income (GNI) per Human Development Index (HDI). To measure a countries development</p> <p>To be able to use choropleth maps to identify different levels and factors that determine a countries development</p> <p>To be able to describe how this data is used to classify a country</p> <p>To compare the development of two countries.</p>	<p>Students will be able to write a comparison between two countries, at different scales of development to illustrate the consequences of uneven development: disparities in wealth and health, international migration.</p> <p>Students will be able to determine and comment on the role of other countries and organisation such a TNC in the development of different countries.</p>	
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Curriculum Overview: Geography

Year 12 - Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p><u>Water and carbon cycle</u></p>	<p>Knowledge</p> <ul style="list-style-type: none"> • The Water Cycle • The Carbon Cycle • Water, carbon, climate and life on Earth 	<p>Ability to contribute verbally to class discussion and debates.</p> <p>Ability to analyse and use examples/case studies in regards to the content, context and tone.</p>	<p>BBC bite size – For clarification or recap of GCSE topics.</p> <p>Seneca</p> <p>Revision Guides</p>

	<ul style="list-style-type: none"> • Systems frameworks and their application <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Geographical Terminology • How to use examples and case studies to create informative and supported arguments • How systems and frameworks create and dictate the world we live in. • Where places and environments are located geographically, with regards to local and global locations. • The understanding of the concepts of place, space and environment and how to implement these. • Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues. <p><u>Skills</u></p> <ul style="list-style-type: none"> • AO1 - Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales. • AO 2 - Apply knowledge and understanding in different 	<p>The ability to explain causes, changes and key characteristics of a place by linking processes and systems to its formation.</p> <p>To show in written responses the ability to make a sustained argument.</p> <p>Ability to digest the mark scheme and use this for regular peer assessment to enhance understanding of the assessment criteria.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as creating thought maps and completing further reading and flipped learning tasks.</p> <p>Organisational and time management skills to ensure out of hours learning and consolidation is completed.</p> <p>Students to draw, annotate and understand diagrams show the key elements of a system.</p>	<p>Local Library</p> <p>Provided Further Reading and Resources</p> <p>Other Websites such as: Hodder Education – Geography Review BBC World News The Geographical Association The Royal Geographical Society</p>
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	<p>contexts to interpret, analyse and evaluate geographical information and issues</p> <ul style="list-style-type: none">● AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:<ul style="list-style-type: none">○ Investigate geographical questions and issues○ interpret, analyse and evaluate data and evidence○ Construct arguments and draw conclusions (20–30%).		
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Year 12 - Autumn Term 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p><u>Coastal Systems and Landscapes</u></p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Coasts as natural systems • The systems and processes. leading to the development of coastal landscapes. • The management of coastal landscapes, including coastal flooding and erosion. • Sustainable approaches to managing coastal systems in the future. <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Geographical Terminology • How to use examples and case studies to create informative and supported arguments • How systems and frameworks create and dictate the world we live in. • Where places and environments are located geographically, with regards to local and global locations. • The understanding of the concepts of place, space and environment and how to implement these. • Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues. 	<p>Ability to contribute verbally to class discussion and debates.</p> <p>Ability to analyse and use examples/case studies in regards to the content, context and tone.</p> <p>The ability to explain causes, changes and key characteristics of a place by linking processes and systems to its formation.</p> <p>To show in written responses the ability to make a sustained argument.</p> <p>Ability to digest the mark scheme and use this for regular peer assessment to enhance understanding of the assessment criteria.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as creating thought maps and completing further reading and flipped learning tasks.</p> <p>Organisational and time management skills to ensure out of hours learning and consolidation is completed.</p>	<p>BBC bite size – For clarification or recap of GCSE topics.</p> <p>Seneca</p> <p>Revision Guides</p> <p>Local Library</p> <p>Provided Further Reading and Resources</p> <p>Other Websites such as: Hodder Education – Geography Review BBC World News The Geographical Association The Royal Geographical Society</p>

	<p>Skills</p> <ul style="list-style-type: none">• AO1 - Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.• AO 2 - Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues• AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:<ul style="list-style-type: none">○ Investigate geographical questions and issues○ interpret, analyse and evaluate data and evidence <p>Construct arguments and draw conclusions (20–30%).</p>	<p>Students to draw, annotate and understand diagrams show the key elements of a system.</p>	
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Curriculum Overview: Geography

Year 13 - Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<u>Changing Places</u>	<p>Knowledge</p> <ul style="list-style-type: none"> • The different meanings and representations of place • How humans perceive, engage with and form attachments to places 	<p>Ability to contribute verbally to class discussion and debates.</p> <p>Ability to analyse and use examples/case studies in regards to the content, context and tone.</p>	<p>BBC bite size – For clarification or recap of GCSE topics.</p> <p>Seneca</p> <p>Revision Guides</p>

	<ul style="list-style-type: none"> • The character of place and how this can change over time • How external agencies seek to improve perceptions of place <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Geographical Terminology • How to use examples and case studies to create informative and supported arguments • How systems and frameworks create and dictate the world we live in. • Where places and environments are located geographically, with regards to local and global locations. • The understanding of the concepts of place, space and environment and how to implement these. • Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues. <p><u>Skills</u></p> <ul style="list-style-type: none"> • AO1 - Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales. • AO 2 - Apply knowledge and understanding in different 	<p>The ability to explain causes, changes and key characteristics of a place by linking processes and systems to its formation.</p> <p>To show in written responses the ability to make a sustained argument.</p> <p>Ability to digest the mark scheme and use this for regular peer assessment to enhance understanding of the assessment criteria.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as creating thought maps and completing further reading and flipped learning tasks.</p> <p>Organisational and time management skills to ensure out of hours learning and consolidation is completed.</p> <p>Students to draw, annotate and understand diagrams show the key elements of a system.</p>	<p>Local Library</p> <p>Provided Further Reading and Resources</p> <p>Other Websites such as: Hodder Education – Geography Review BBC World News The Geographical Association The Royal Geographical Society</p>
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	<p>contexts to interpret, analyse and evaluate geographical information and issues</p> <ul style="list-style-type: none">● AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:<ul style="list-style-type: none">○ Investigate geographical questions and issues○ interpret, analyse and evaluate data and evidence○ Construct arguments and draw conclusions (20–30%).		
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Year 13 - Autumn Term 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p><u>Changing Places</u></p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • The different meanings and representations of place • How humans perceive, engage with and form attachments to places • The character of place and how this can change over time • How external agencies seek to improve perceptions of place <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Geographical Terminology • How to use examples and case studies to create informative and supported arguments • How systems and frameworks create and dictate the world we live in. • Where places and environments are located geographically, with regards to local and global locations. • The understanding of the concepts of place, space and environment and how to implement these. • Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues. 	<p>Ability to contribute verbally to class discussion and debates.</p> <p>Ability to analyse and use examples/case studies in regards to the content, context and tone.</p> <p>The ability to explain causes, changes and key characteristics of a place by linking processes and systems to its formation.</p> <p>To show in written responses the ability to make a sustained argument.</p> <p>Ability to digest the mark scheme and use this for regular peer assessment to enhance understanding of the assessment criteria.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as creating thought maps and completing further reading and flipped learning tasks.</p> <p>Organisational and time management skills to ensure out of hours learning and consolidation is completed.</p> <p>Students to draw, annotate and understand diagrams show the key elements of a system.</p>	<p>BBC bite size – For clarification or recap of GCSE topics.</p> <p>Seneca</p> <p>Revision Guides</p> <p>Local Library</p> <p>Provided Further Reading and Resources</p> <p>Other Websites such as: Hodder Education – Geography Review BBC World News The Geographical Association The Royal Geographical Society</p>

	<p><u>Skills</u></p> <ul style="list-style-type: none">• AO1 - Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.• AO 2 - Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues• AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:<ul style="list-style-type: none">○ Investigate geographical questions and issues○ interpret, analyse and evaluate data and evidence○ Construct arguments and draw conclusions (20–30%).		
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