

Geography - How are people impacted by location and landscape?

To give students the ability to describe and explain how people are impacted by location and landscape. Students will develop their understanding of physical and human patterns & processes to locations at different scales, local, regional, national & international. Students will develop their knowledge of the enquiry approach, demonstrating abilities to research, formulate a question, test methodologies, collect & present data, interpret & analyse data to reach a conclusion. Geographical skills link to future employment; students will be better prepared for life beyond school.

	Knowledge	Skills
7 Passport to the World	<p>Students need a firm grasp of our planet. Spatial knowledge of the continents, the countries within each one, and global features such as the equator, latitude, the Tropics and Prime Meridian will be acquired. Continents have defining human and physical characteristics which will be explored. Students will also begin to explore the concept of 'landscape', making links between landscapes, what makes a place special and the impacts on humans.</p> <p>Key enquiries include:</p> <ul style="list-style-type: none"> • Marwell Zoo investigation (Skills and Climate) 	<p>Students will learn to use their atlas and map skills competently to describe location and learn about places. Graphical information sources are central to communicating findings in Geography. Students will have the opportunity to construct and interpret graphical information sources such as line graphs, bar charts, population pyramids. This will be supported by the use of embedded acronyms such as TRUST, CBBC, OMLAD.</p>
8 Geographical Enquiries	<p>Students will develop their geographical knowledge further through modules and geographical enquiry. The idea that location can influence landscape and that humans are interconnected are furthered. Students will learn about human activities and patterns and how physical processes influence our behaviour.</p> <p><u>Key enquiries include:</u></p> <ul style="list-style-type: none"> • Does strength of earthquake positively correlate with number of deaths • Measuring wetted perimeter of a river • Recording land use in a city • Infiltration enquiry 	<p>Students will describe and explain patterns and processes using appropriate geographical terminology.</p> <p>Students will apply appropriate knowledge and understanding of a wider range of concepts, patterns and processes.</p> <p>Students will be able to explore and explain the complex relationships between people and the environment.</p> <p>Begin to identify relevant questions to ask within specified topic areas, establish an appropriate sequence to collect and record data, ready for presentation, analysis and conclusion.</p>
9 Our world around us	<p>Having embedded locational knowledge and the interconnections between processes and human activity, students will further explore with greater depth the world around them using a greater variety of theorems and models such as proportion symbol nutrient cycles. .</p> <p>Each module will develop with greater detail the processes that occur around the world and make deeper links to how this influences landscape and human activity.</p> <p>Exploring solutions?</p>	<p>Greater depth when describing and explaining patterns and processes using appropriate geographical terminology.</p> <p>Deploy acquired enquiry skills to pose questions, collect, record data, present data in order to draw conclusions more <u>independently</u>.</p> <p>There are also greater links made to GCSE and Cantell EMPOWER skills within Year 9 whereby students are required to develop their GCSE ready/ employability skills further. Verbally</p>

	<p><u>Key enquiries include:</u></p> <ul style="list-style-type: none"> • Microclimate investigation • How can Fair Trade help farmers? • Where do our resources come from? • Should we protect Happisburgh? 	<p>presenting ideas within the Globalisation module is one method used to develop students' holistic development. Finally, students will now be able to describe and explain the concepts of 'place', 'society' and 'landscape' with greater levels of confidence.</p>
<p>10 – Living in the UK</p>	<p>Students investigate the dynamic and diverse geography of the UK. It draws on a range of themes to explore the changing but distinctive physical and human environments, the processes which drive them and the challenges they create. The content is divided into three themes exploring landscapes of the UK, the UK's economic development and the people who live in the UK, and some of the environmental challenges that the country faces.</p>	<p>Geographical skills are fundamental to the study and practice of geography and are integrated to the course of study. The skills required are listed on page 2 &3, provide a basis for further study and research and provide a core basis for the world of work. Students learn these skills in the context of the specification across six themes and stimulate learners to 'think geographically'. Geography will provide opportunities to apply the skills in a wide range of learning contexts.</p>
<p>11 – The world around us</p>	<p>This component explores the complexities of the planet and the interconnections that take place. It draws on a range of themes to examine the changing, dynamic nature of physical and human environments, the role of decision makers and the sustainable nature and management of these environments. The content is divided into three themes exploring ecosystems of the planet, global development and the people who live on the planet, and some of the environmental challenges that the world faces.</p>	<p>Geographical fieldwork may be defined as the experience of understanding and applying specific geographical knowledge, understanding and skills to a particular and real out-of-classroom context. In undertaking fieldwork, learners practise a range of skills, gain new geographical insights and begin to appreciate different perspectives on the world around them. Fieldwork adds 'geographical value' to study, allowing learners to 'anchor' their studies within a real world context. Fieldwork is undertaken: • outside the classroom, beyond the school grounds, on two occasions, in contrasting locations (both physical and human geographical contexts).</p>