**First Form Year Plan**

Autumn Spring Summer

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| **Welcome to Geography**What is Geography?Geographical Skills |  | [**Weather**](#Weather)Key definitionsHow it rains |
| [**The UK**](#TheUnitedKingdom)The nations of the UKOverseas Territories | [**Map Skills**](#MapSkills)What is a map?How are maps used? | The different types of rainfallThe different types of rainfall |
| Towns and Cities of the UKThe North / South Divide | Features of a mapUsing an atlas | Air masses that affect the UKHigh and Low pressure |
| The UK’s changing PopulationPopulation data | Types of mapMap projections | How we measure the weather?Uses of a weather forecast |
| UK RiversUK Climate | Choropleth mappingLongitude and Latitude | Forecasting the weatherForecasting the weather |
| National Parks IntroductionNational Parks Research | Compass pointsMeasuring distance | Creating a tropical stormEffects of Hurricane Katrina |
| National Parks ResearchNational Parks Presentations | Using a ratio scaleShowing height on a map | **Revision** |
| **Half Term** |
| [**Settlements**](#Settlements)Definit’n and types of settlementsFeatures of settlements | Interpreting contour linesOS map symbols | **End of Year Exam** |
| Goods and servicesSettlement Hierarchy | Four figure grid referencesFour figure grid references | [**Research Project: Country Study**](#ResearchProject)Introducing the taskResearch and bias |
| Fertile CrescentHistory of UK settlement | Six figure grid referencesSix figure grid references | Student researchStudent research |
| Site FactorsSite Factors DME | Design a mapDesign a map | How to present informationStudent data presentation |
| Settlement PatternsUrban land use | **End of term activities** | **Preparing for Orienteering trip** |
| Burgess Model |  | Student data presentationStudent data presentation |
| **End of term activities** |  | **End of term activities** |

**Second Form Year**

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| [**Plate Tectonics**](#PlateTectonics)What is a hazardStructure of the earth |  | [**Extreme Environments**](#Extr)Defining Extreme Environments |
| Continental driftTectonic distribution | [**Migration**](#Population)Types of migration | Global distribution of extreme environmentsDescribing key characteristics of hot and cold deserts |
| The four plate boundaries | Current Global migration patterns and statistics | Describing and explaining the climate of hot and cold deserts |
| Types of volcanoesTypes of eruptions | Reasons for migrationPush and pull factorsVoluntary v forced migration | Plant adaptations (hot)Plant adaptations (ice) |
| Effects of an eruption | Economic migration – causes | Animal adaptations (hot)Animal adaptations (cold) |
| Case study of an eruption:Montserrat | Economic migration – case study (Mexicans to America, Bangladeshis to the Middle East, EU workers to the UK) | Human adaptations (hot)Human adaptations (ice) |
| Managing volcanic eruptions | Reality of life as an economic migrant | Uses of/Threats to hot desert regions – comparison of the USA v Sahel |
| **HALF TERM** |
| Causes of earthquakes | What are refugees?Reasons for refugees | Managing threats to hot desert regions sustainably  |
| Earthquake hazards (with a focus on tsunamis) | Impacts of refugees on host nation – economic, social, environmental and political | Uses of/Threats to cold desert regions - Antarctica |
| Impacts of earthquakes | Case study of a refugee movement  | Managing threats to Antarctica |
| Management of earthquakes | Case study of a refugee movement | **Revision** |
| Case study of an earthquake | Managing refugees | **End of Year Exam** |
| End of module assessment | **End of term activity** | **End of term activity** |
| **End of term activity** |  |

**GEOGRAPHY - Third Form Year Scheme of Work 2020-21**

 Autumn Spring Summer

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| [**Development**](#PlateTectonics)The Trading GameThe Trading Game |  |
| GNP / GDPMeasuring development | **Introduction to climate**The difference between weather and climate | **Introduction to tropical storms**Global distribution **(KEY SKILL – tracking TSs)**Key characteristics of tropical storms  |
| Characteristics of HICs/MICs/LICs | Types of rainfall | Describing and explaining structure and formation |
| Absolute and Relative PovertyPoverty Cycles | Understanding the role of the global atmospheric circulation | Primary and secondary hazardsPrimary and secondary impacts |
| Disease – the global distribution of health | Other factors affecting climate – altitude, cold ocean currents, relief | Managing tropical storms – prediction, preparation recovery, appraisal |
| The spread of communicable diseases. e.g. AIDS | **Climate change**Defining climate change – natural v enhanced greenhouse effects**KEY SKILL – graph analysis** | Case study of a TS in a developed country (hazards, impacts and management) |
| The increase of non-communicable disease e.g. coronary heart diseaseEXTENSION: Is the impact of coronavirus linked to development  | Causes of climate change Evidence for climate change | Case study of a TS in a developing country (hazards, impacts and management) |
| **Half Term** |
| **Indigenous societies**Who are indigenous people?Comparisons to modern people | Positive effects of climate change  | Describing and explaining the difference in impacts of TSs - **KEY SKILL – GCSE ‘assess’ Qs** |
| Intro to the Kalahari BushmenThe value of the Kalahari Bushmen | Negative effects of climate change **KEY SKILL – GCSE style ‘assess questions’** | Revision |
| Threats to the Kalahari Bushmen**KEY SKILL - debate** | Carbon footprints | End of year exam |
| Introduction to the tribes of the AmazonAdaptations to environment | Managing climate change internationally | **End of term activity** |
| Threats to the Amazon tribes – direct and indirect | Managing climate change locally |  |
| Protecting the Amazon tribes**KEY SKILL – GCSE style ‘assess’ questions looking at roles of different stakeholders using a range of resources** |  |