**First Form Year Plan**

Autumn Spring Summer

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| **Welcome to Geography**  What is Geography?  Geographical Skills |  | [**Weather**](#Weather)  Key definitions  How it rains |
| [**The UK**](#TheUnitedKingdom)  The nations of the UK  Overseas Territories | [**Map Skills**](#MapSkills)  What is a map?  How are maps used? | The different types of rainfall  The different types of rainfall |
| Towns and Cities of the UK  The North / South Divide | Features of a map  Using an atlas | Air masses that affect the UK  High and Low pressure |
| The UK’s changing Population  Population data | Types of map  Map projections | How we measure the weather?  Uses of a weather forecast |
| UK Rivers  UK Climate | Choropleth mapping  Longitude and Latitude | Forecasting the weather  Forecasting the weather |
| National Parks Introduction  National Parks Research | Compass points  Measuring distance | Creating a tropical storm  Effects of Hurricane Katrina |
| National Parks Research  National Parks Presentations | Using a ratio scale  Showing height on a map | **Revision** |
| **Half Term** | | |
| [**Settlements**](#Settlements)  Definit’n and types of settlements  Features of settlements | Interpreting contour lines  OS map symbols | **End of Year Exam** |
| Goods and services  Settlement Hierarchy | Four figure grid references  Four figure grid references | [**Research Project: Country Study**](#ResearchProject)  Introducing the task  Research and bias |
| Fertile Crescent  History of UK settlement | Six figure grid references  Six figure grid references | Student research  Student research |
| Site Factors  Site Factors DME | Design a map  Design a map | How to present information  Student data presentation |
| Settlement Patterns  Urban land use | **End of term activities** | **Preparing for Orienteering trip** |
| Burgess Model |  | Student data presentation  Student data presentation |
| **End of term activities** |  | **End of term activities** |

**Second Form Year**

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| [**Plate Tectonics**](#PlateTectonics)  What is a hazard  Structure of the earth |  | [**Extreme Environments**](#Extr)  Defining Extreme Environments |
| Continental drift  Tectonic distribution | [**Migration**](#Population)  Types of migration | Global distribution of extreme environments  Describing 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 volcanoes  Types of eruptions | Reasons for migration  Push and pull factors  Voluntary 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 Game  The Trading Game |  |
| GNP / GDP  Measuring 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 Poverty  Poverty Cycles | Understanding the role of the global atmospheric circulation | Primary and secondary hazards  Primary 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 disease  EXTENSION: 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 Bushmen  The 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 Amazon  Adaptations 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** |  |