

Oasis Media City Subject Curriculum Plan 2020-21: Geography



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This document is an overview of the learning that students will experience within their subject area. This is a working document that provides teachers, students and parents with a map of key content that will be delivered during lessons in each year group.

Geography curriculum statement

Intent

The OAMC geography curriculum is designed to ignite a thirst for knowledge of all aspects of our world in all of our students. The world is an amazing place and our students are amazing people. They deserve to become full of knowledge, wonder, awe and understanding of our world to thus fuel their ambition to step into it as curious, compassionate, tolerant, respectful and responsible global citizens.

We want all students, regardless of background or ability, to see geographical wonder alongside geographical issues, but know that they have an equal and rightful place in the world to start solving them. All students should be prepared and empowered to make 'individual and community-based decisions for the 21st century' issues they will face in their lifetime and to support sustainable futures for the next generations. (National Geographic, 2013). Through classroom and field enquiry, investigation, discussion and debate students will understand a wide range of topics that are pertinent for life in 2020 and beyond.

Implementation

Through the use of various texts, photos, videos, graphs and maps, we will study a large range of geographical issues across a diverse spectrum of globally significant places and scales, so that their understanding of global connectedness and interdependence prepares our students to take their place in the world as confident and able students.

In geography we teach KS3 and a 2-year KS4. The curriculum is broad and ambitious, covering a range of human and physical topics and engaging in a wide variety of environmental and social issues, both locally, nationally and globally, marine and terrestrial. For KS3 each year is taught as a theme: Y7 Our World, Y8 Our Changing world, Y9 Our Extreme World. At GCSE students follow the AQA Geography specification. Students build their knowledge, understanding and skills as they move along their learning journey, with progression through Geographical theory and complexity of issues.

KS3 suitably builds students' knowledge and understanding in order to prepare students for their GCSE years and beyond. Our curriculum enables students to explore their local environment as well as the wider world around them. Year 7's Our World topic, for example, covers physical

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features, natural environments and population studies. Whilst looking at the patterns globally, we maintain a focus particularly on these elements within Our local world and what it looks like for us in Salford. Here we explore the historical, social, environmental and economic changes that have shaped Salford, culminating in fieldwork to explore the Salford Quays and a local ecology park. Whilst still looking at the local context in subsequent year groups, topics begin to focus further afield, including a range of national and international case studies to highlight key issues which can and will affect all our lives at some point. Key geographical concepts are assessed throughout the curriculum, revisited regularly and understanding deepened. Each KS3 assessment combines the three key skills required from a geographer – retrieval of key knowledge, analysis of geographical sources and interpretations and justifications for evidence-based opinion. At KS4 they do this with reference to the requirements of each GCSE paper, to ensure familiarity and residual knowledge about examination expectations.

Links between topics are made explicit so that students can build on prior knowledge and understanding, which has been recognised as an evidence-based way to build further knowledge. Do now activities at the start of every lesson allow students to practice their knowledge recall.

Students are provided with a knowledge organiser to help introduce new key terms and ideas. Lessons are differentiated and support offered to ensure that all students achieve their potential. Interleaving allows all student to re-visit key material. CPD and department joint planning team will ensure that all geography teachers are confident with their subject matter and skills needed to deliver this curriculum to the highest standard. Geography teachers will have the opportunity for moderation activities and regional and national INSET and support where needed.

Impact

Our students will have a strong understanding of the world and its diversity. They will have developed a healthy concern for the environment and have a better understanding of their roots as individuals and as members of larger social groups, whatever their ethnic and cultural background. The curriculum will also have made a significant contribution to the students' spiritual, moral, social and cultural development.

Given that geography is both a science and a humanity, and covers a broad range of skills, it will have supported learning in a range of subjects such as PSHE, science, maths, English and history. The geography curriculum will also help to develop analytical, interpretive, and evaluative and evidence-based research skills. Students will also have advanced their learning using a variety of literacy, mathematical and source-based skills. Not only will this have developed further their extended writing but will also have enriched their vocabulary to improve their learning in other subjects.

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KS3: YEAR 7 - OUR WORLD

	TERM 1 (7 weeks)	TERM 2 (7 weeks)	TERM 3 (6 weeks)	TERM 4 (6 weeks)	TERM 5 (6 weeks)	TERM 6 (7 weeks)
Topic(s):	<p>WHAT IS GEOGRAPHY?</p> <ul style="list-style-type: none"> Physical/Human/ Environmental Geography Use of Sketch maps and photographs RGS Literacy task <p>OUR WORLD*</p> <p>KS2 RECAP:</p> <ul style="list-style-type: none"> 7 Continents, 5 oceans, countries Significant lines of latitude Areas of geographical significance – polar, mountain, rainforest, desert Types of map – relief, population, transport, political...etc. OS Maps and 4/6 figure grid references, compass directions and scale UK physical and human geography UK – 4 countries, capital cities, counties, Local, national, regional, global 	<p>OUR WORLD</p> <ul style="list-style-type: none"> Social, economic, environmental, political geography Explanation of the global and UK's population distribution using different maps Positive/negative factors encouraging settlement. Types of settlement and size Land use in settlements The geography of our class – where do we live? Where are we / our families from? Global connectedness How are we linked with other places? Geography in the news 	<p>WORLD OF WEATHER</p> <ul style="list-style-type: none"> What is weather and how does it affect us? How does it influence settlement? Types of rain. Air pressure Measuring weather. Microclimate study – school site What is climate? What are the world's climatic zones? Climate graphs – Salford/ Manchester? Causes of different climates 	<p>NATURAL WORLD</p> <ul style="list-style-type: none"> What is an ecosystem What makes up an ecosystem and nutrient cycle? Small ecosystems - pond Different ecosystems linked to climate and location Adaptations Rainforest: climate, vegetation, animals, Amazon Rainforest human use, human impact, sustainability Global importance 	<p>CROWDED WORLD?*</p> <ul style="list-style-type: none"> Population and distribution Key terms – BR, DR, LE, Pop. Density, sparse, dense, Fertility Rate, Population case studies – China and India Migration - types, cause, effect – origin and new. Migration stories 	<p>OUR LOCAL WORLD*</p> <ul style="list-style-type: none"> Study of Salford – settlement history, change in land use, population distribution, environmental Geography FIELDTRIP – walking tour through the quays to Trafford Ecology Park – natural world. https://traffordecologypark.com/visit/
Key Words (1 p/wk):	Physical, Human, Maps, Continents, Local, National, regional, global.	Settlement, global connectedness, Social, Economic, Environmental, Political	Weather, climate, rainfall, climate graphs, microclimate, air pressure	Ecosystem, nutrient cycle, adaptations, rainforests, sustainability, human use	Population, birth rate, death rate, population policy, migration,	Salford, settlement, fieldwork, investigation, urbanisation

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Assessment type	<i>Interleaved knowledge recall do now quizzes. End of Unit assessment.</i>	<i>Interleaved knowledge recall do now quizzes. End of Unit assessment.</i>	<i>Interleaved knowledge recall do now quizzes. End of Unit assessment.</i>	<i>Interleaved knowledge recall do now quizzes. End of Unit assessment.</i>	<i>Interleaved knowledge recall do now quizzes. End of Unit assessment.</i>	<i>Interleaved knowledge recall do now quizzes. End of year assessment.</i>
Link to context/ Character/ careers:	<p><u>Context:</u> Re-visiting KS2 Geography of place. Exploring our world knowledge with explicit reference to Salford.</p> <p><u>Character:</u> Our families, understanding of diversity, Salford, awareness of the world, global citizens, RGS, exploration, British Values</p> <p><u>Careers:</u> Cartography, analysis, government and planning, transport, Geographers</p> <p><u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> Re-visiting KS2 Geography of place. Exploring our world knowledge with explicit reference to Salford.</p> <p><u>Character:</u> Our families, understanding of diversity, Salford, awareness of the world, global citizens, RGS, exploration, British Values, globalisation and global connectedness.</p> <p><u>Careers:</u> Cartography, analysis, government and urban planning, transport, settlement, construction,</p> <p><u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> Local and global weather, Microclimate study, effects on transport and daily lives, health etc, local climate graphs</p> <p><u>Character:</u> Impacts of weather on people/settlement, presentation skills – weather forecasting, building confidence.</p> <p><u>Careers:</u> Meteorologist, TV presentation, medicine.</p> <p><u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> Our place in the natural world – global ecosystems Small scale ecosystems – urban ecosystems.</p> <p><u>Character:</u> Conservation and stewardship, environmental protection and sustainable living, environmental protection groups – who, what, why, global issue = local importance</p> <p><u>Careers:</u> Ecologist, environmentalist, conservationist, sustainability,</p> <p><u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> Our place in the human world – changing demographic of the local area. Migration and multicultural nature of the local area</p> <p><u>Character:</u> Understanding different population and migration factors, empathy and understanding, confidence, human rights</p> <p><u>Careers:</u> Statistician, government planning, UN, Human rights campaigner</p> <p><u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> Field study of local area, walking tour – human and physical elements, small scale local eco-system</p> <p><u>Character:</u> Awareness and stewardship of locale, compassion</p> <p><u>Careers:</u> Tourism, Media, Ecology, Government planning</p> <p><u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>

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KS3: YEAR 8 - OUR CHANGING WORLD

	TERM 1 (7 weeks)	TERM 2 (7 weeks)	TERM 3 (6 weeks)	TERM 4 (6 weeks)	TERM 5 (6 weeks)	TERM 6 (7 weeks)
Topic(s):	CLIMATE CHANGE <ul style="list-style-type: none"> Climate change evidence Natural causes of climate change Human causes of global warming. Who is to blame? General impacts of climate change. Case study of flooding in Bangladesh Case study: UK Local responses National & international responses 	RESTLESS WORLD Content: <ul style="list-style-type: none"> Types of natural hazard. What increases the risk of a natural hazard? Geological timelines. Structure of the earth and theory of continental drift. Destructive plate boundaries Volcanoes x 3 lessons (structure, effects, PPP) Volcano case study* Supervolcanoes – Yellowstone* 	URBANISED WORLD <ul style="list-style-type: none"> Urban, rural, urbanised What is urbanisation and urban growth and why does it happen? What is a mega city? Case study: Mumbai – an urban area in a LIC/NEE. Background, opportunities, challenges and sustainable planning. Case study: Salford Quays – an urban area in a HIC. Back ground, opportunities, challenges and sustainable planning FIELDTRIP – SALFORD QUAYS 	CHANGING COASTLINES <ul style="list-style-type: none"> Uses of the coastline Coastal processes – erosion, weathering, longshore drift and deposition. Headland and bay, cave/arch/stack, spit, bar and tombolo Mass movement and cliff retreat along the Holderness coast Coastal management: hard and soft engineering Shoreline management plans along the Holderness coast. Sea level rise – changing coastlines 	*ENDANGERED WORLD <ul style="list-style-type: none"> Endangered species Coral reefs – Great Barrier Reef Islands under threat – Tuvalu? Vanuatu? Endangered communities – Amazonian Tribes? Endangered oceans – plastic in Mariana Trench? 	DEVELOPING WORLD <ul style="list-style-type: none"> Measuring development: development indicators and HDI How does a country develop? Links with economic structure. Quality of life in HICs and LICs: how does this differ (Malawi and Singapore) Causes of the gap Reducing the gap x 2 lessons
Key Words (1 p/wk):	Climate change, orbital cycles, solar flares, volcanic events, global warming, greenhouse effect	Natural hazard, continental drift, destructive boundary, volcano, supervolcano	Urbanisation, megacity, opportunity, challenge, sustainable planning	Coastline, erosion, weathering, transportation, deposition, landforms	Endangered, coral reefs, bleaching, sea temperatures, Amazonian tribes, sea level rise	Development indicators, economic structure, HIC, LIC, NEE, reducing the gap
Assessment type	<i>Interleaved knowledge recall do now quizzes. End of Unit assessment.</i>	<i>Interleaved knowledge recall do now quizzes. End of Unit assessment.</i>	<i>Interleaved knowledge recall do now quizzes. End of Unit assessment.</i>	<i>Interleaved knowledge recall do now quizzes. End of Unit assessment.</i>	<i>Interleaved knowledge recall do now quizzes. End of Unit assessment.</i>	<i>Interleaved knowledge recall do now quizzes. End of Year assessment.</i>

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<p>Link to context/ Character/ careers:</p>	<p><u>Context:</u> Climate change – change through history, how does it impact us today? In the future? <u>Character:</u> Understanding our role in slowing climate change, supporting our planet environmentally, carbon footprints, solutions, developing climate literacy <u>Careers:</u> Climatologist, analysis, government and planning, sustainable futures, Geographer <u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> Local impact of global events. <u>Character:</u> Awareness of the world, global citizens, RGS, exploration, British Values <u>Careers:</u> Cartography, analysis, government and planning, transport, Geographer, Geologist, volcanologist. <u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> Urban change, focus on Salford / Media City. Challenge of urban areas, lived experiences. <u>Character:</u> Understanding of diversity, Salford, awareness of the world, global citizenship, British Values, comparison of place <u>Careers:</u> Urban planning, health, education, construction <u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> Rising sea levels, global impact, tourism to coastal areas. <u>Character:</u> Understanding SWOT analysis, decision making, justification based on evidence. <u>Careers:</u> Coastal management, tourism, environmentalist, conservationist, town planning <u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> our impact on the planet, our contribution to global issues. <u>Character:</u> Guardians of the planet, responsibility to nature. <u>Careers:</u> Politicians, environmentalist, conservationist, education, research. <u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> Economic development, colonialism and impact on development. <u>Character:</u> Understanding differences in QoL, SoL <u>Careers:</u> UN, Development charities, government, research / science – appropriate technology. <u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>
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KS3: YEAR 9 - OUR EXTREME WORLD

	TERM 1 (7 weeks)	TERM 2 (7 weeks)	TERM 3 (6 weeks)	TERM 4 (6 weeks)	TERM 5 (6 weeks)	TERM 6 (7 weeks)
Topic(s):	EXTREMELY RESTLESS Content: <ul style="list-style-type: none"> • RECAP: Types of natural hazard. What increases the risk of a natural hazard? • Structure of the earth and theory of continental drift. • 3 Plate boundaries • Earthquakes x3 lessons (background, effects, PPP) • Tsunami • Mountains? Rock cycle /Geology 	EXTREMELY HOT <ul style="list-style-type: none"> • RECAP: What is an ecosystem • What makes up an ecosystem and nutrient cycle? • Adaptations • Hot deserts: location, climate, vegetation, animals • human use, human impact, sustainability. • *CASE STUDY – United Arab Emirates, Middle East • Speaker from Abu Dhabi - Construction • Tourism in the desert 	EXTREME WATER <ul style="list-style-type: none"> • Water cycle, drainage basin • How do we use rivers? • Grand Canyon • River processes • Waterfall, gorge, meander, ox-bow lake • Grid references and identifying river landforms • Causes of flooding • Impacts of flooding • Managing rivers 	*EXTREMELY COLD <ul style="list-style-type: none"> • Polar regions – location, climate graphs • Vegetation • Glaciation • Antarctica – UN • Russia • 	*EXTREME WEATHER <ul style="list-style-type: none"> • GAC • Tropical storms • Forest Fires 	EXTREME ESSENTIALS <ul style="list-style-type: none"> • What are the world's essential resources? • Food: areas of surplus/deficit, causes and impacts of surplus/deficit, increasing food supply • Water: areas of surplus/deficit, causes and impacts of surplus/deficit, increasing water supply • Energy: areas of surplus/deficit, causes and impacts of surplus/deficit, increasing energy supply <p style="text-align: right;">FIELDTIP – NUCLEAR POWER STATION?</p>
Key Words (1 p/wk):	Natural hazard, hazard risk, continental drift, plate boundaries, earthquakes, tsunami	Ecosystem, nutrient cycle, adaptations, hot desert, sustainability, UAE, tourism	Water cycle, drainage basin, processes, grid references, landforms, flooding, management,	Polar, climate graphs, glaciation, United Nations,	Extreme weather, tropical storms, global atmospheric circulation, forest fires,	Essential resources, surplus/deficit, food supply, water security/insecurity, energy resources
Assessment type	<i>Interleaved knowledge recall do now quizzes. End of Unit assessment.</i>	<i>Interleaved knowledge recall do now quizzes. End of Unit assessment.</i>	<i>Interleaved knowledge recall do now quizzes. End of Unit assessment.</i>	<i>Interleaved knowledge recall do now quizzes. End of Unit assessment.</i>	<i>Interleaved knowledge recall do now quizzes. End of Unit assessment.</i>	<i>Interleaved knowledge recall do now quizzes. End of year assessment.</i>

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<p>Link to context/ Character/ careers:</p>	<p><u>Context:</u> Local impact of global events. <u>Character:</u> Awareness of the world, global citizens, RGS, exploration, British Values <u>Careers:</u> Cartography, analysis, government and planning, transport, Geographer, Geologist, seismologist</p> <p><u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> Our place in the natural world – global ecosystems – urban ecosystems. <u>Character:</u> Conservation and stewardship, environmental protection and sustainable living, environmental protection groups – who, what, why, global issue = local importance <u>Careers:</u> Ecologist, environmentalist, conservationist, sustainability, tourism, energy (oil), construction</p> <p><u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> River flooding, global impact, floodplains <u>Character:</u> Understanding SWOT analysis, decision making, justification based on evidence. <u>Careers:</u> River management, tourism, environmentalist, conservationist, town planning, construction</p> <p><u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> Our place in the natural world – global ecosystems – importance of polar ecosystems. <u>Character:</u> Conservation and stewardship, environmental protection and sustainable living, environmental protection groups – who, what, why, global issue = local importance <u>Careers:</u> Ecologist, environmentalist, conservationist, sustainability, tourism, energy (oil), construction</p> <p><u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> Our place in the natural world – global weather systems, changing climate patterns <u>Character:</u> Environmental protection and sustainable living, environmental protection groups – who, what, why, global issue = local importance <u>Careers:</u> Ecologist, environmentalist, conservationist, sustainability, tourism, energy (oil), construction, animal conservation, vet science, environment agency</p> <p><u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> UK Water, food and energy <u>Character:</u> Surplus v deficit, solutions. <u>Careers:</u> Agriculture, environment agency, utilities, engineer, construction, energy production</p> <p><u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>
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KS4: YEAR 10

	TERM 1 (7.5 weeks - 22 lessons)	TERM 2 (7 weeks – 21 lessons)	TERM 3 (6 weeks – 18 lessons)	TERM 4 (6 weeks – 18 lessons)	TERM 5 (6 weeks – 18 lessons)	TERM 6 (7 weeks – 21 lessons)
Topic(s):	NATURAL HAZARDS <ul style="list-style-type: none"> Types of natural hazard Theory of plate tectonics and continental drift Plate margins (2 lessons) Introduction of earthquakes – focus, epicentre, Richter Scale Case study: Haiti (causes, effects and responses) Case study: Kobe (causes, effects and responses) Impact of earthquakes in HICs and LICs Prediction and planning for earthquakes to reduce risk and impact Global atmospheric circulation (2 lessons) What is a tropical storm and how are they caused? Tropical storm cross section. How climate change has impacted on tropical storms – Haiyan intensity, frequency. Case study: Typhoon Haiyan (causes, effects and responses) Prediction and planning for tropical storms to reduce risk and impact 	ECOSYSTEMS <ul style="list-style-type: none"> 2 lesson introduction to ecosystems – definitions, components, links, food chain, food web, nutrient and energy cycle Example of a small scale ecosystem (the pond) 2 lessons – an overview of characteristics of the world’s 8 major biomes Introduction to the desert (soils, climate, vegetation, animals) Vegetation and animal adaptations in the desert 2 lessons – economic opportunities in the Sahara Desert (agriculture, solar panels, oil/gas and tourism) Desertification in the Sahel Sustainable practices to reduce 	URBAN ISSUES AND CHALLENGES <ul style="list-style-type: none"> Population distribution. How have urban populations changed? Why have urban populations increased: migration and natural increase? Introduction to Lagos. Breakdown of their population statistics. How has urban growth provided social and economic opportunities in Lagos? (2 lessons) How has urban growth resulted in social challenges in Lagos? <i>How have they counteracted these challenges?</i> How has urban growth resulted in economic challenges in Lagos? <i>How have</i> 	URBAN ISSUES AND CHALLENGES <ul style="list-style-type: none"> Introduction to Liverpool. Who, what, where, why? How has urban growth provided social opportunities in Liverpool? How has urban growth provided economic opportunities in Liverpool? How has urban growth provided environmental opportunities in Liverpool? How has urban growth resulted in environmental challenge Liverpool? <i>Urban sprawl and creation of derelict areas</i> How has urban growth resulted in environmental challenges in Salford? <i>Air</i> 	UK PHYSICAL LANDSCAPES: RIVERS <ul style="list-style-type: none"> Overview of UK landscapes – physical, urban. Water cycle and drainage basin recap using OS map River profile – cross profile and long profile in the upper, middle and lower profiles River processes – weathering, erosion, transportation and deposition. Include the types of erosion and transportation. 2 lessons - landform formation in the upper course – gorge, waterfall and V shape valley Meander and ox-bow lake formation 2 lessons – landform formation in the lower course – estuary, floodplain and levees 	UK PHYSICAL LANDSCAPES: COASTS <ul style="list-style-type: none"> Waves – terminology and anatomy of constructive and destructive waves Processes of weathering and erosion along the coastline Mass movement Wave cut platform formation Headland and bay formation Cave, arch, stack formation Processes of transportation (longshore drift) and deposition 2 lessons on the formation of depositional landforms – beach, sand dunes, spit, bar, tombola Why is it important to

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	<ul style="list-style-type: none"> Evidence of extreme weather in the UK Causes and effects of the Somerset Floods Responses to the Somerset Floods. 	<ul style="list-style-type: none"> desertification in the Sahel. Introduction to the tropical rainforest (soils, climate, vegetation, animals) Vegetation and animal adaptations in the tropical rainforest (including stratification) How do humans use the Amazon Rainforest? (logging, mining, HEP, settlements, roads, subsistence farming) Positive and negative impacts of human interference in the Amazon (deforestation) 2 lessons - sustainable practices to reduce deforestation in the rainforest Evidence of Climate Change Natural causes of climate change Human causes of climate change Mitigation and adaptation against climate change 	<p><i>they counteracted these challenges?</i></p> <ul style="list-style-type: none"> How has urban growth resulted in environmental challenges in Lagos? <i>How have they counteracted these challenges?</i> How has urban growth resulted in the creation of favelas? What is the quality of life like in favelas in Lagos? <p>Urban planning: How has Nigeria tried to improve the quality of life for people living in urban areas? Eko Atlantic</p>	<p><i>pollution and waste disposal.</i></p> <ul style="list-style-type: none"> How has urban growth resulted in social inequality in Salford? How has Salford/Liverpool/Manchester met the housing demands of their growing population? Case study: Salford/Liverpool/Manchester. Where is it? What is it like? Why was it abandoned and left derelict? Case study: How has urban regeneration helped improve the...? Sustainable urban planning. How is Freiburg sustainable? (water conservation, renewable energies and green spaces) Sustainable transport in urban areas. HUMAN FIELDWORK: SALFORD 	<ul style="list-style-type: none"> Locating river landforms on OS maps using contour lines, grid references and symbols Reading storm hydrographs. What affects the likelihood of flooding (urbanisation, vegetation, deforestation, rock type, gradient) Case study: social, economic and environmental impacts of the Somerset Floods Hard engineering Soft engineering Case study: how did the government respond to the Somerset floods to reduce the impact and risk of future flooding? 	<ul style="list-style-type: none"> protect the coastline? Hard engineering strategies Soft engineering strategies Managed retreat Case study: Happisburgh (erosion and management) <p>PHYSICAL FIELDWORK: COASTS</p>
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<p>Key Words (1 p/wk):</p>	<p>Natural hazard, hazard risk, continental drift, plate boundaries, earthquakes, Extreme weather, tropical storms, global atmospheric circulation</p>	<p>Ecosystem, nutrient cycle, adaptations, hot desert, sustainability, tourism, rainforests,</p>	<p>Urbanisation, megacity, opportunity, challenge, sustainable planning,</p>	<p>Urbanisation, megacity, opportunity, challenge, sustainable planning,</p>	<p>Water cycle, drainage basin, processes, grid references, landforms, flooding, management,</p>	<p>Coastline, erosion, weathering, transportation, deposition, landforms, engineering, management.</p>
<p>Assessment type</p>	<p><i>Interleaved knowledge recall do now quizzes. Mid unit assessment. End of Unit assessment.</i></p>	<p><i>Interleaved knowledge recall do now quizzes. Mid unit assessment. End of Unit assessment.</i></p>	<p><i>Interleaved knowledge recall do now quizzes. Mid unit assessment. End of Unit assessment.</i></p>	<p><i>Interleaved knowledge recall do now quizzes. Mid unit assessment. End of Unit assessment.</i></p>	<p><i>Interleaved knowledge recall do now quizzes. Mid unit assessment. End of Unit assessment.</i></p>	<p><i>Interleaved knowledge recall do now quizzes. Mid unit assessment. End of Unit assessment.</i></p>
<p>Link to context/ Character/ careers:</p>	<p><u>Context:</u> Local impact of global events. <u>Character:</u> Awareness of the world, global citizens, RGS, exploration, British Values <u>Careers:</u> Cartography, analysis, government and planning, transport, Geographer, Geologist, seismologist</p> <p><u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> Our place in the natural world – global ecosystems Small scale ecosystems – urban ecosystems. <u>Character:</u> Conservation and stewardship, environmental protection and sustainable living, global issue = local importance <u>Careers:</u> Ecologist, environmentalist, conservationist, sustainability,</p> <p><u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> Urban change, Challenge of urban areas, lived experiences. <u>Character:</u> Understanding of diversity, Salford, awareness of the world, global citizenship, British Values, comparison of place <u>Careers:</u> Urban planning, health, education, construction</p> <p><u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> Urban change, Challenge of urban areas, lived experiences. <u>Character:</u> Understanding of diversity, Salford, awareness of the world, global citizenship, British Values, comparison of place <u>Careers:</u> Urban planning, health, education, construction</p> <p><u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> River flooding, global impact, floodplains <u>Character:</u> Understanding SWOT analysis, decision making, justification based on evidence. <u>Careers:</u> River management, tourism, environmentalist, conservationist, town planning, construction</p> <p><u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> Rising sea levels, global impact, tourism to coastal areas. <u>Character:</u> Understanding SWOT analysis, decision making, justification based on evidence. <u>Careers:</u> Coastal management, tourism, environmentalist, conservationist, town planning, engineering</p> <p><u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>

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KS4: YEAR 11a – 2020/21

	TERM 1 (7 weeks)	TERM 2 (7 weeks)	TERM 3 (6 weeks)	TERM 4 (6 weeks)	TERM 5 (6 weeks)	TERM 6 (7 weeks)
Topic(s):	ECONOMIC DEVELOPMENT <ul style="list-style-type: none"> • What is development? How do we measure development? Development indicators • Inconsistencies in data and importance of using more than one indicator • HDI and importance of using more than one indicator • Demographic Transition Model • Population pyramids • Causes of development gap (political, physical, social, economic) • Effects of gap (migration, health and wealth) • 3 lessons on reducing the gap (debt relief, microfinance loans, investment, intermediate technologies, aid, tourism, fair trade) • How Jamaica has used tourism to close the gap • NIGERIA • Where is Nigeria located and what is its local and global importance? 	EXAM PREPARATION AND PPE's – 3 WEEKS ECONOMIC DEVELOPMENT CONT'D THE UK <ul style="list-style-type: none"> • How has UK's economy changed? De-industrialisation and a post-industrial economy. • Why has the UK's economy changed? • What does a post-industrial economy look like? Tertiary and quaternary sectors. • Growth of the quaternary sector. What is a science park/business park? • Use OS maps and grid references to assess the suitability of science park locations. • Sustainability in industrial development • How have populations in rural UK changed and why? Counter-urbanisation and outward migration 	RESOURCE MANAGEMENT <ul style="list-style-type: none"> • What are the world's essential resources? • Food: areas of surplus/deficit, causes and impacts of surplus/deficit, increasing food supply • Water: areas of surplus/deficit, causes and impacts of surplus/deficit, increasing water supply • Energy: areas of surplus/deficit, causes and impacts of surplus/deficit, increasing energy supply 	EXAM PREPARATION PAPER 3 PRE-RELEASE	EXAM PREPARATION	

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	<ul style="list-style-type: none"> Nigeria’s political, social, cultural and environmental context. How is Nigeria connected with other countries? <i>Member of political, economic and trading groups, import/export markets.</i> What is Nigeria’s industrial and employment structure? Movement from primary to secondary. How has this affected economic development? TNCs in Nigeria – Shell and KFC. What are their advantages and disadvantages? What is aid and what type of aid does Nigeria receive? How is used? Environmental impacts of rapid economic growth. How has rapid economic growth impacted on Nigerian’s quality of life? 	<ul style="list-style-type: none"> How have road and rail networks changed/developed in the UK? How have ports and airports changed in the UK? 2 lessons – how is the UK linked with the wider world? 				
Key Words (1 p/wk):	Urbanisation, megacity, opportunity, challenge, sustainable planning,	Urbanisation, megacity, opportunity, challenge, sustainable planning,	Essential resources, surplus/deficit, food supply, water security/insecurity, energy resources			

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<p>Assessment type</p>	<p><i>Interleaved knowledge recall do now quizzes.</i> <i>Mid unit assessment.</i> <i>End of Unit assessment.</i></p>	<p><i>Interleaved knowledge recall do now quizzes.</i> <i>Mid unit assessment.</i> <i>End of Unit assessment.</i></p>	<p><i>Interleaved knowledge recall do now quizzes.</i> <i>Mid unit assessment.</i> <i>End of Unit assessment.</i></p>			
<p>Link to context/ Character/ careers:</p>	<p><u>Context:</u> Economic development, colonialism and impact on development. <u>Character:</u> Understanding differences in QoL, SoL <u>Careers:</u> UN, Development charities, government, research / science – appropriate technology.</p> <p><u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> Economic development, colonialism and impact on development. <u>Character:</u> Understanding differences in QoL, SoL <u>Careers:</u> UN, Development charities, government, research / science – appropriate technology.</p> <p><u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>	<p><u>Context:</u> UK Water, food and energy <u>Character:</u> Surplus v deficit, solutions. <u>Careers:</u> Agriculture, environment agency, utilities, engineer, construction, energy production</p> <p><u>Oasis 9 Habits:</u> COMPASSIONATE CONSIDERATE FORGIVING HONEST HOPEFUL HUMBLE JOYFUL PATIENT SELF-CONTROLLED</p>			