



# Geography



	<u>Weeks</u>	<u>Topic/theme</u>	<u>Rationale</u>	<u>Assessment</u>	<u>Homework</u>	<u>Wider Curriculum (FBV, Employability, SMSC, Cultural Capital)</u>
<u>Middle East</u>	1	Location of the Middle East	The term 'Middle East' and what it means is often used but rarely completely understood. This lesson focussing on the location of the Middle East and what makes it a region.	Whole class feedback question.	Knowledge organiser	<b>Cultural capital:</b> Events in the Middle East affect the UK. Understanding where the region is in addition to the countries there is essential knowledge.
	1-4	The physical geography of the Middle East.	Geographers aim to be able to seek to understanding how and why the world looks like way it does. Moreover they seek to investigate the connections between the physical and human spheres. These aim to get students thinking like geographers by investigating the coastline, the climate and tectonic activity in the region.	Whole class feedback question.	Knowledge organiser	<b>Cultural capital:</b> The lessons provide an opportunity to investigate a broad range of physical characteristics. Develops the student's appreciation for essential knowledge in geography.
	5-6	Development and the economy in the Middle East	Since oil was first discovered in the Middle East and consumed on mass the economies of many states has grown. This has not been the case for all however and students will investigate the impact oil, or lack of it, has had on this region.	Whole class feedback question.	Knowledge organiser	<b>FBV:</b> Democracy, personal freedoms and the rule of law vary across this region. Students can compare and contrast these with our own FBV. <b>SMSC:</b> Recognising right from wrong, respecting the rule of law, appreciating diverse viewpoints. Developing cultural awareness.
<u>Middle East</u>	7	Conflict in the Middle East	The Middle East has experienced conflict for centuries. In this lesson, the students' will examine the complex reasons for conflict in the Middle East. This is important because many students may have heard of reports of conflict in the Middle East but may not understand the reasons why.	Whole class feedback question  Summative assessment.	Knowledge organiser	<b>FBV:</b> Democracy, personal freedoms and the rule of law vary across this region. Students can compare and contrast these with our own FBV. <b>SMSC:</b> Recognising right from wrong, respecting the rule of law, appreciating diverse viewpoints. Developing cultural awareness.



Russia	1	Welcome to Russia	Geographers examine key human and physical processes, including their interaction, through detailed place based studies. This lesson introduces students to Russia allowing them to start their investigation into Russia.	Whole class feedback question.	Revision resources created from knowledge organiser	<p><b>Cultural capital:</b> The lessons provide an opportunity to investigate a broad range of physical characteristics. Develops the student's appreciation for essential knowledge in geography.</p> <p><b>Employability:</b> Jobs available in GIS</p>
	2	The physical geography of Russia	In these lessons students will investigate the physical geography of Russia. This will deepen their locational and spatial awareness of Russia through investigating key physical processes linked to; weather and climate, biomes and plate tectonics.	Whole class feedback question.	Revision resources created from knowledge organiser	<p><b>Cultural capital:</b> The lessons provide an opportunity to investigate a broad range of physical characteristics. Develops the student's appreciation for essential knowledge in geography.</p>
	3	The human geography of Russia	Geographers are interested in the interaction between the physical and human spheres of the discipline. These lessons will require students to recall their knowledge of the physical geography to make sense of the human geography of Russia.	Whole class feedback question.	Revision resources created from knowledge organiser	<p><b>SMSC:</b> developing cultural awareness</p> <p><b>Cultural capital:</b> The lessons provide an opportunity to investigate a broad range of human characteristics. Develops the student's appreciation for essential knowledge in geography.</p> <p><b>Employability:</b> jobs available in modern day Russia linked to different sectors of the economy.</p>



Russia	4	Geopolitics	Students will recall and extend their understanding of the interactions between the physical and human spheres of the discipline through investigating Russia's geopolitical interest in the Arctic.	Whole class feedback question.	Revision resources created from knowledge organiser	<p><b>FBV:</b> Democracy, personal freedoms and the rule of law vary across this region. Students can compare and contrast these with our own FBV.</p> <p><b>Cultural capital:</b> The lessons provide an opportunity to investigate a broad range of human and physical characteristics. Develops the student's appreciation for essential knowledge in geography.</p> <p><b>Employability:</b> Russian interests in the Arctic will shape jobs available to combat this. Jobs will be created in Russia linked to this expansion.</p>
	5	Making sense of Russia: writing up.	Geographers need to assemble large amounts of human and physical characteristics in order to attempt to make sense of an area. This lesson will require students to draw on their accrued knowledge to judge whether the geography of Russia is a benefit or a curse.	Whole class feedback question.	Assessed writing	<p><b>Cultural capital:</b> The lessons provide an opportunity to investigate a broad range of human and physical characteristics. Develops the student's appreciation for essential knowledge in geography.</p> <p><b>Employability:</b> Decision making skills linked to employment.</p>



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Topic : Rivers	1	UK Landscapes and Processes	Provides students with the overview of the landscape in the UK and key river systems in the UK. It also allows students to gain an understanding into the processes that happen in a river, how these shape landscapes in the UK.	Name and describe a process of erosion.	Knowledge organiser	<b>Cultural Capital</b> – Students need to understand how the landscape we live in has been shaped drastically around them. <b>Employability</b> – Improving written communication skills and analytical/map interpretation skills in identifying key features on maps.
	2-3	What are the different stages of a river profile?	The river profile changes dramatically as it moves from the upper to the lower course. It is important students can identify the differences in these areas which will help them understand how the key features of each section form. The River Tees is a perfect example for students to see the different landscapes the form along the stages of a river.	Using figure 1, explain the formation of the landform shown  To what extent does the River Tees show features associated with a normal river?	Knowledge organiser	<b>Cultural Capital</b> – Students need to understand how rivers shape the landscapes at different stages. <b>Employability</b> – Improving written communication skills.
	4-5	What causes flooding and how can we stop it?	Floods are increasingly impacting places across the UK and often featuring on the news, including the Sheffield Floods of 2019. Floods can have a devastating impact of people, their homes and businesses and it is important to understand how they occur naturally and what people are doing to increase the likelihood of flooding. As our weather becomes more unpredictable due to climate change, flooding is more likely to become an issue people have to deal with on a regular basis therefore it is important to know and understand what causes flooding and how the chances of flooding can be reduced.	Using Figure 14 and your own knowledge explain reasons the possible differences in the flood hydrographs at Austwick Beck and Clapham Beck  Decision making task on the Sheffield Floods.	Knowledge organiser	<b>Cultural Capital/FBV/SMSC</b> - Human Rights are the basic rights and freedoms every person is entitled to. Students should begin to understand how our political system ensures freedom, individual liberty, rule of law as part of our fundamental British values but also understand that these freedoms are not always given in some parts of the world.



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The development gap	1-2	What is development and how is it measured?	Countries are categorised according to the level of economic development however, this unit will help examine differences within economic and social development and how this can be measured and compared between countries.	Using figure 6 and your own understanding, explain the link between the DTM and a country's level of development (4 marks)	Revision cards	<p><b>Employability-</b> Government collection of data. How GNI is calculated including taxation. Usefulness of indicators and problem solving.</p> <p><b>SMSC-</b> Tolerance and diversity between countries. Cultural differences.</p> <p><b>FBV-</b>Tolerance and respect.</p>
	3-4	Why is development uneven and how can these differences be reduced?	Examination of the reasons why some countries are richer or poorer than others and what the consequences of this might be. Patterns and trends of health and wellbeing will be explored between nations as well as the effect on international migration, which will help encourage students tolerance and respect of people who have migrated. Exploration of different strategies, which are implemented on a local to global scale to reduce differences between the rich and poor, will help students to understand the complexity of development.	Evaluate the effectiveness of tourism in reducing the development gap.	Revision cards	<p><b>Employability-</b> types of jobs in each economic sector and how this differs depending on income level.</p> <p><b>SMSC-</b> Impact of colonisation and the morality of this.</p> <p><b>FBV-</b>Tolerance and respect with particular reference to migration.</p>
	3	How can we reduce the development gap?	Many different strategies have been used to support LIC's and to help them develop. Students will hear a lot about loans/fair trade etc. and many other strategies in the media all of the time. They need to be able to understand how these strategies work to reduce the development gap and the potential weaknesses.	<p>Formal assessment to include:</p> <ul style="list-style-type: none"> <li>• Russia</li> <li>• Middle East</li> <li>• Rivers</li> <li>• Development gap</li> </ul>	Use the knowledge organiser to complete a mind map.	<p><b>Cultural capital</b> – China is a major economy that dominates geopolitics and effects our students.</p> <p><b>Employability</b> – China invests large amounts of money in the UK and students should be aware of how this shapes job opportunities.</p> <p><b>SMSC-</b> appreciating a wide range of viewpoints (social)</p> <p><b>FBV</b> – appreciation of how other people live</p> <p><b>PBV</b> – tolerance to other views</p>



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Tropical Rainforests	1	What are biomes and what are their characteristics?	Biomes support all life on Earth. The features of the biomes have an important role in providing vital services for our planet such as regulating the atmosphere and providing rich biodiversity. They are also crucial in providing people with goods such as food and resources. This will enable students to compare different biomes including the biome that supports our population in the UK.	Describe the main features of the tropical forest biome.	Graffiti walls	<p><b>SMSC-</b> Morality of human use of the environment.</p> <p><b>FBV</b> – respect for the environment.</p>
	2	Why are rainforests unique?	Rainforests support huge levels of biodiversity and have unique adaptations to their climate. Students will appreciate why adaptation is necessary and why diversity of plants and animals is important for the sustainability of our planet.	Describe and explain the features of the vegetation shown in figure 7.	Graffiti walls	<p><b>Employability</b>-problem solving</p> <p><b>SMSC-</b> Morality of human use of the environment/indigenous peoples of the rainforest</p> <p><b>FBV</b> – respect for the environment/ respect for other culture and indigenous groups.</p>
	3-4	Why are the rainforests threatened and how is this being managed?	Human activity is a big threat to the rainforest due to the demand of resources that we require from them. Palm oil has been a controversial product which has been highlighted in the news recently which has led to discussions around ethical production and consumption of goods. Students will examine the range of strategies to protect the rainforest from various scales from local to global.	“Logging is the biggest threat to the rainforest” To what extent do you agree.	Graffiti walls	<p><b>Cultural capital</b>- discussion of ethical consumption. Formulating opinions.</p> <p><b>Employability</b>-Ethical buying/role of businesses and transnational companies.</p> <p><b>SMSC-</b> Morality of human use of the environment. Impact on indigenous culture.</p> <p><b>FBV</b> – respect for the environment and environmental sustainability.</p>



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Hot deserts	1-2	Characteristics and adaptation in Hot deserts	Hot deserts are very specific characteristics and therefore host a unique set of species specially adapted to the conditions in the desert. Students will also understand how the biome is interdependent with each component relying on another.	Using figure 2, explain how the desert environment is interdependent  Plants and animals adapt in order to survive in a hostile environment.' Explain this statement. Use figure 9 to show your own understanding.	Graphic organisers	<b>SMSC-</b> Morality of human use of the environment. <b>FBV</b> – respect for the environment.
	3-5	Opportunities and challenges in hot deserts	People occupy the world's deserts. This means new ways to make money have been created in challenges conditions. However this is difficult due to the challenging conditions in the desert environment which will be explored how people have adapted to these challenges.	Using a case study, to what extent have opportunities for economic activity been developed in your chosen environment?	Graphic organisers	<b>Employability</b> -problem solving. Economic opportunities. <b>SMSC-</b> Morality of human use of the environment/indigenous peoples of the desert <b>FBV</b> – respect for the environment/respect for other culture and indigenous groups.
	6-7	Desertification causes and challenges	Human overuse of the land, influence of climate change can lead to the land becoming infertile. Areas on the fringe of hot deserts are particularly at risk of this due to the combination of human and physical factors. Students will understand the problems this will cause and how people can manage this problem.	Using figure one and your own knowledge, discuss how desertification can be reduced in hot deserts  Formal assessment to include: <ul style="list-style-type: none"> <li>• Deserts</li> <li>• Rainforests</li> <li>• Rivers</li> <li>• Development gap</li> </ul>	Graphic organisers	<b>Cultural capital</b> - discussion of ethical use of the environment. <b>Employability</b> -Farming and agriculture <b>SMSC-</b> Morality of human use of the environment. Impact on indigenous culture. <b>FBV</b> – respect for the environment and environmental sustainability. Environmental protection.



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The World is not enough	1-2	Importance of resources	Resources are fundamental to life on Earth and the survival of the human species. Understanding why resources are important and where they come from is critical to ensure sustainable consumption.	Using figure 9 and your own understanding suggest how inequalities in the consumption of resources influence well-being	Flash cards	<p><b>Employability</b>-Jobs related to food water and energy.</p> <p><b>SMSC</b>- Morality of resources. Big questions surrounding finite resources and overuse and over consumption.</p> <p><b>FBV</b> – environmental sustainability and respect for environment. Rules and regulations of resources.</p>
	3-4	Provision of resources in the UK	This will help students to understand how and where we get our most valuable resources from in the UK and address current issues and challenges with the supply and demand of resources.	<p>‘Energy exploitation in the UK has more economic benefits that environmental costs.’ Explain this statement</p> <p>Outline one reason why some countries have limited availability water</p>	Flash cards	<p><b>Employability</b>-Jobs related to food water and energy.</p> <p><b>SMSC</b>- Morality of resources. Big questions surrounding finite resources and overuse and over consumption.</p> <p><b>FBV</b> – environmental sustainability and respect for environment. Rules and regulations of resources.</p>
	5-6	Managing water supplies	Understanding how resources can be managed at various scales including local to global is imperative to ensure how students can reduce their own consumption of resources but also how this can be managed at larger scales. At a local level students will be able to learn about how they can manage resource consumption to ensure a sustainable supply for the future.	<p>Outline one or more likely impacts of water insecurity</p> <p>Assessment to include:</p> <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Development gap</li> <li>• Resources</li> <li>• Deserts &amp; living world</li> </ul>	Flash cards	<p><b>Cultural capital</b>- discussion of ethical use of the environment/future of resource security.</p> <p><b>Employability</b>-jobs relating to food supply.</p> <p><b>SMSC</b>- Genetic engineering, building dams and reservoirs. Impacts on people and the environment.</p> <p><b>FBV</b> – respect for the environment and environmental sustainability. Environmental protection.</p>



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