

Subject: Geography	Areas Covered	What students should understand/be able to demonstrate	Available resources to consolidate areas of weakness
Year 7	<p>Where is China and what is it like there?</p> <p>How do regions of China differ?</p> <p>How is China connected to the rest of the world?</p> <p>How is China developing/changing?</p> <p>How is China's population changing?</p>	<p>Locate China; describe the physical and human geography of China</p> <p>Describe and compare the physical and human characteristics of a range of regions in China</p> <p>Compare China's physical and human characteristics with those of other countries.</p> <p>Understand the various ways that China is connected to other countries.</p> <p>Understand what development is, how China is developing and how this affects people's lives.</p> <p>Describe and explain how people's lives have changed as a result of the One Child Policy in China</p>	<p>Resources that your Teacher has uploaded on Teams this includes powerpoints and additional materials that have been uploaded on to teams for you.</p> <p>RGS: https://www.rgs.org/schools/teaching-resources/china-today/china-today/</p> <p>China's location https://www.mapsofworld.com/china/china-location-map.html</p> <p>Physical and Human Features of China https://prezi.com/fbu-lj3evn4/physical-and-human-features-of-china/</p> <p>China's connection to the rest of the world. https://www.euronews.com/2017/05/11/how-china-is-connecting-the-world</p> <p>Changing China https://www.bbc.co.uk/news/world-asia-china-46602785</p> <p>China's population https://www.worldometers.info/world-population/china-population/</p> <p>One Child Policy https://www.bbc.co.uk/news/world-asia-china-34667823</p>
Year 8	<p>Our watery planet What is an ocean and where are they found?</p> <p>What happens on the ocean floor?</p> <p>Why is the ocean essential?</p>	<p>Identify and locate the 5 oceans and 7 seas.</p> <p>Describe the main features of the ocean, from the bed to the surface including physical features and wildlife.</p> <p>Explain why oceans are essential for life on Earth.</p>	<p>Use all the resources that have been uploaded by your Teacher on to Teams.</p> <p>Lesson resources for Oceans: https://encounteredu.com/teacher-resources/ocean-plastics-geography-ages-11-14</p> <p>https://www.nationalgeographic.org/education/resource-library/?q=oceans&page=1&per_page=25 (use the search bar to explore!)</p>

	<p>How do we use the ocean?</p> <p>How does plastic get into the ocean?</p> <p>What are the ocean 'garbage patches'?</p> <p>How does plastic affect ocean environments and ecosystems?</p> <p>To what extent is it 'right' to use plastic?</p>	<p>Examine what uses humans have for the world's oceans and seas.</p> <p>Identify sources of plastic and describe how they enter the oceans.</p> <p>Define the GPGP and explain how ocean currents and gyres maintain this feature.</p> <p>Describe ocean ecosystems and food-chains, analyse human interference with these systems.</p> <p>Evaluate sustainable uses of ocean resources and assess the suitability of ocean clean-up schemes.</p>	<p>https://marinebio.org/oceans/geography/ (use this page and use the navigation bar at the top for other resources)</p> <p>Book recommendations for plastic pollution: https://www.plasticpollutioncoalition.org/blog/2015/8/21/book-reviews</p>
Year 9	<p>Topic question(s) – Tsunamis</p> <p>Why is the ground beneath our feet unstable?</p> <p>What are plate boundaries and why are they hazardous?</p> <p>Where are the world's most risky places to live?</p> <p>What is a tsunami?</p>	<p>Describe the structure of the earth and explain the physical processes that make it unstable.</p> <p>Identify different types of plate boundary and explain the physical processes that create hazards.</p> <p>Locate the major plate boundaries and explain why some places are riskier to live than others. (Analyse physical processes in order to explain how plate change)</p> <p>Construct a definition for a tsunami and describe and explain how they are formed.</p>	<p>Many of the resources will be on teams – linked to the individual lessons. Some extra resources are as follows...</p> <p>Plate boundaries - https://www.youtube.com/watch?v= kF-IKbavDA</p> <p>https://geology.com/plate-tectonics.shtml</p> <p>Tsunami mechanics - https://geology.com/articles/tsunami-geology.shtml</p> <p>Example of the 2011 Japanese tsunami (impacts).</p>

	<p>Why are tsunamis dangerous?</p> <p>What are the 3 P's and how can they help if there is a tsunami?</p> <p>What caused the world's most deadly tsunami?</p> <p>What were the impacts of the Indian Ocean Tsunami?</p> <p>What were the responses to the Indian Ocean Tsunami?</p>	<p>Identify and explain (analyse) the impacts of tsunamis at a range of scales.</p> <p>Explain how human actions can manage tsunami devastation.</p> <p>Explain and assess the physical processes behind the Indian Ocean tsunami.</p> <p>Describe how places change as a result of physical and human processes.</p> <p>Evaluate how human actions at a variety of scales impacted on people and places affected by the tsunami.</p>	<p>https://www.worldvision.org/disaster-relief-news-stories/2011-japan-earthquake-and-tsunami-facts</p> <p>planning for a tsunami - https://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies/tsunami.html</p> <p>Case study - 2004 Indian Ocean Tsunami Basics... http://geographyrevisionaqa.weebly.com/indian-ocean-tsunami---case-study.html</p>
<p>Year 10 REG</p>	<p><u>Distinctive Landscapes</u></p> <p>What makes a landscape distinctive?</p> <p>How distinctive are the UK's landscapes?</p> <p>What are coastal landscapes like?</p>	<p>Define the concept of a landscape and identify differences between natural and built landscapes.</p> <p>Locate the UK's upland, lowland and glaciated landscapes and analyse what makes their geology, climate and human activity distinctive.</p> <p>Define the characteristics of coasts and identify the main factors that give them their characteristics.</p>	<p>Look at all the resources that your Teacher has uploaded on to teams.</p> <p>CGP OCR B Revision guide for Geography is very useful</p> <p>My revision notes: OCR GCSE Geography B by Simon Ross.</p> <p>OCR TEXTBOOK Geography B: by Alan Parkinson.</p> <p>OCR Specification https://www.ocr.org.uk/Images/207307-specification-accredited-gcse-geography-b-j384.pdf</p> <p>Landscapes of UK</p>

	<p>How are coasts shaped by physical processes?</p> <p>How does human activity affect coasts?</p> <p>What makes North Norfolk a distinctive landscape?</p> <p>How are rivers shaped by physical processes?</p> <p>What are the characteristics of the River Tees?</p>	<p>Describe and explain how geomorphic processes have created landforms and shaped coastal landscapes.</p> <p>Describe and analyse management methods used at the coastline.</p> <p>Describe and explain the landforms created by geomorphic processes on the North Norfolk coast and how human activity has influenced the landscape.</p> <p>Describe and explain how geomorphic processes have created landforms and shaped river landscapes.</p> <p>Describe and explain the landforms created by geomorphic processes in the Tees Basin and how human activity has influenced the landscape.</p>	<p>https://www.bbc.co.uk/bitesize/guides/zxw8frd/revision/1</p> <p>Coastal processes http://www.coolgeography.co.uk/gcsen/PL_Coastal_processes.php</p> <p>Coastal Landscapes http://www.coolgeography.co.uk/gcsen/PL_Coastal_Erosion_Landforms.php</p> <p>Coastal information https://www.bbc.co.uk/bitesize/topics/zq3ptyc</p> <p>North Norfolk https://www.youtube.com/watch?v=15c-u2_XDi4</p> <p>North Norfolk https://www.youtube.com/watch?v=SAkupYjNoma</p> <p>Rivers http://www.coolgeography.co.uk/gcsen/PL_River_Processes.php</p> <p>River Tees https://www.youtube.com/watch?v=SlwGwSvb6Rg</p>
Year 12	<p><u>Earth's Life Support Systems</u></p> <p>How are water and carbon important for life on earth?</p> <p>What are the main components of the water cycle?</p> <p>What are the main components of the carbon cycle?</p>	<p>Understand the importance of water and carbon to life on earth.</p> <p>Explain the systems approach in the context of the water and carbon cycles.</p> <p>Identify the main components of the water cycle, including the distribution and size of the main stores.</p>	<p>Use all the resources that I have uploaded to teams.</p> <p>OCR Specification https://ocr.org.uk/qualifications/as-and-a-level/geography-h081-h481-from-2016/</p> <p>https://gordonstounggeography.com/ocr-a-level-year-13/</p> <p>PowerPoint resources set on TEAMs</p> <p>Geography OCR Alevel Text Book by Michael Raw(relevant pages have been uploaded on to teams)</p>

	<p>What are the main inputs and outputs in the water cycle?</p> <p>What are the main processes in the water cycle?</p> <p>What are lapse rates and why are they important in cloud formation?</p> <p>What are the main inputs and outputs in the carbon cycle?</p> <p>What are the main processes in the carbon cycle?</p> <p>How do the water and carbon cycles operate in the tropical rainforest?</p> <p>What are the physical and human factors that affect the flows and stores in the water cycle the tropical rainforest?</p> <p>What are the physical and human factors that affect the flows and stores in the carbon cycle in the tropical rainforest?</p> <p>How do the management strategies used in the tropical rainforest positively impact the</p>	<p>Identify the main components of the water cycle, including the distribution and size of the main stores.</p> <p>Describe the main inputs and outputs in the water cycle.</p> <p>Describe in detail the main processes operating in the water cycle</p> <p>Identify the different lapse rates and explain how their interaction is linked to the formation of clouds.</p> <p>Describe the main inputs, outputs and processes in the carbon cycle.</p> <p>Describe the main process in the carbon cycle.</p> <p>Explain the unique components of the water and carbon cycles in the tropical rainforest through a case study of the Amazon Rainforest.</p> <p>Examine in detail the physical and human factors affect the flows and stores in the Amazon rainforest water cycle.</p> <p>Examine in detail the physical and human factors that affect the flows and stores in the Amazon rainforest carbon cycle.</p> <p>Analyse the management strategies used in the Amazon rainforest and their impact on the water and carbon cycles there.</p>	<p>https://www.youtube.com/watch?v=dXBzFNEw_oj8&list=PLS3vcjkG9GrRH8C9sC0pSID0vfxWmKS7R</p> <p>https://www.youtube.com/watch?v=883edRg_oZY&list=PLhiuwz9E9Ej5vS3hjtmbDyF479U5IRkxw</p> <p>https://www.youtube.com/watch?v=ODbi2meNLVO</p> <p>Revision summary notes (uploaded on teams)</p> <p>Revision case studies (uploaded on teams)</p>
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	<p>water and carbon cycles?</p> <p>What are the main components of, and factors affecting the water cycle in the Arctic?</p> <p>What are the main components of, and factors affecting the carbon cycle in the Arctic?</p> <p>What are the impacts of the oil and gas industries on the Arctic, and what management strategies can be used to moderate these impacts?</p> <p>What is the role of dynamic equilibrium and feedback in the water and carbon cycles?</p> <p>How can human activity influence the flows and stores in the water and carbon cycles?</p> <p>What is the significance of short-term changes in the water and carbon cycles?</p> <p>How do long term changes affect the water and carbon cycles?</p> <p>How are changes in the water and carbon cycle monitored?</p>	<p>Outline the unique components of the water cycle in the Arctic, and explain the physical factors affecting the flows and stores in the water cycle.</p> <p>Outline the unique components of the carbon cycle in the Arctic, and explain the physical factors affecting the flows and stores in the carbon cycle.</p> <p>Analyse the impacts of the oil and gas industries on the Arctic and consider management strategies to moderate these impacts.</p> <p>Explain the role of dynamic equilibrium and positive and negative feedback in the water and carbon cycles.</p> <p>Explain how human activity in the form of urbanisation, forestry and farming, water extraction, fossil fuel combustion, and carbon sequestration can influence the flows and stores in the water and carbon cycles.</p> <p>Analyse the significance of short term changes to water and carbon cycles.</p> <p>Examine the influence of long term changes on the water and carbon cycles.</p> <p>Examine how changes to the water and carbon cycles are monitored.</p>	
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	<p><u>Changing Spaces; Making Places</u></p> <p>How do we understand place?</p> <p>How does economic change influence patterns of social inequality in places?</p> <p>Who are the players that influence economic change in places?</p> <p>How are places created through placemaking processes?</p>	<p>Formal / informal representations of place</p> <p>How social inequality is measured How and why spatial patterns of inequality vary in Newcastle and Jakarta How globalisation drives economic change e.g. de-industrialisation How structural economic change impacts social inequality How cyclical economic change (booms and recessions) affect social inequality The role of government in reducing social inequality NEWCASTLE CASE STUDY JAKARTA CASE STUDY</p> <p>CASE STUDY – Birmingham – before the change, changes and players involved, impacts.</p> <p>Regeneration vs rebranding Architects and planner involvement in placemaking, plus community group involvement CASE STUDY – Manchester Salford Quays: why rebranding was needed, the strategies, the relative success</p>	<p>PDF 'Text Book' circulated electronically to all students before lockdown</p> <p>Milk 'homework' (until 11th May)</p> <p>Teams (11th May onwards) – all video clips, PDF documents or reading articles etc. can be found on Teams along with the assessments I've set on this topic</p>

		MINI CASE STUDY – sport-led rebranding at the London Olympic site	
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