

Curriculum Intent, Implementation and Impact 2019-20

Subject: Geography OCR (B- Geography for Enquiring Minds)

Year group: 10

Periods per fortnight: 5 (Weekly homework)

INTENT:

OCR's GCSE Geography for Enquiring Minds will enable learners to build on their Key Stage 3 knowledge and skills to develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts. Students will have the opportunity to become increasingly **resilient** as they discover new geographical skills and enquiry techniques and develop their future thinking to consider alternative scenarios in a **grounded sense**, they will have the opportunity to investigate and form **opinions and principles** on different local, national and international geographical issues. This course develops students understanding of and **respect** for the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts. It equips them with **career** enhancing skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses. This course applies their geographical **curiosity** appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and **confidently** develop well-evidenced arguments drawing on their geographical knowledge and understanding.

IMPLEMENTATION:

| Term | Topics studied Add dates and any assessments included | Extended learning opportunities (homework, controlled assessments, field work, trips etc.) | How parents could support students |
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| Autumn Term | Global Hazards Key Questions: Why do we have weather extremes? When does extreme weather become a hazard? What processes occur at plate boundaries How can tectonic movement be hazardous? How does technology have the potential to save lives in hazard zones? Extended writing practice: Explanation of the causes of the extreme weather conditions associated with tropical storms. Explanation of the causes of the extreme weather conditions of El Niño/La Niña leading to drought. Case study reports of two contrasting natural weather hazard events arising from extreme weather conditions. The case studies must include a natural weather hazard from each bullet point below: flash flooding or tropical storms heat wave or drought. There must be one UK based and one non-UK based natural weather hazard event. | Homework overview: 1 Annotated diagram of global circulation system including the effects of high and low pressure belts in creating climatic zones. 2 Annotated maps showing distribution and frequency of tropical storms and drought, and whether these have changed over time. 3 Investigation and Newspaper report on impact tropical storms on an area. 6 Case study write up for El Niño/La Niña 7 3D annotated structure of the Earth. 9 Labelled map showing constructive, destructive, conservative and collision plate boundaries as well as hotspots. 10 Case Study investigation into a tectonic event that has been hazardous for people, including specific causes, consequences of and responses to the event. | |

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| | <p>A case study of a tectonic event that has been hazardous for people, including specific causes, consequences of and responses to the event.</p> <p>Evaluation of how technological developments can have a positive impact on mitigation (such as building design, prediction, early warning systems) in areas prone to a tectonic hazard.</p> <p>Assessment focus: Part A: Decision making activity based on Global Hazards. Part B: A mixture of exam style questions on Ecosystems, Resource Reliance, Dynamic Development and Global Hazards.</p> | | |
| Spring Term | <p><u>Urban Futures</u></p> <p>Key Questions: How is the global pattern of urbanisation changing? What does rapid urbanisation mean for cities? What is life like for people in a city? How can cities become more sustainable?</p> <p>Extended writing practice: Explanation of how urban growth rates vary in parts of the world with contrasting levels of development. Explanation of causes of rapid urbanisation in LIDCs, including the push and pull factors of rural-urban migration and internal growth. Evaluate the consequences of rapid urban growth in LIDCs. Explain the causes and consequences of contrasting urban trends in ACs, including suburbanisation, counter-urbanisation and re-urbanisation.</p> <p>Assessment focus: Part A: Exam questions on Urban Futures. Part B: One Case Study question for each of the topics studied so far: Ecosystems, Resource Reliance, Dynamic Development and Global Hazards.</p> | <p>Homework overview: 1 Annotated world map to show how urban growth rates vary in parts of the world with contrasting levels of development. 2 Annotated world map to show characteristics of world cities and megacities and their changing distribution since 1950. 3 Investigate the consequences of rapid urban growth in an LIDC and produce a speaking and listening piece on it. 6 Case Study write up of one city in an AC- key question- What are the challenges and opportunities for cities today? 8 Case Study write up of one city in an LIDC- key question- What are the challenges and opportunities for cities today? 10 Case Study write up of one city in an EDC- key question- What are the challenges and opportunities for cities today? 12 How can Buckingham become more sustainable?</p> <p>Fieldwork/trip overview: Investigation into how can Buckingham become more sustainable?</p> | |

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| Summer Term | <p><u>Distinctive Landscapes- to include Rivers fieldwork.</u></p> <p>Key Questions:</p> <p>What is a landscape?</p> <p>What makes a landscape distinctive?</p> <p>Where are the physical landscapes of the UK?</p> <p>What influences the landscapes of the UK?</p> <p>What physical processes shape landscapes?</p> <p>What are the characteristics of your chosen landscapes?</p> <p>Extended writing practice:</p> <p>Explanation of the characteristics of the landscapes which make them distinctive including their geology, climate and human activity</p> <p>Explanation of the geomorphic processes that are involved in shaping landscapes, including weathering (mechanical, chemical, biological), mass movement (sliding, slumping), erosion (abrasion, hydraulic action, attrition, solution), transport (traction, saltation, suspension, solution), deposition.</p> <p>Explanation of the formation of coastal landforms including headlands, bays, cave, arch, stack, beach and spit.</p> <p>Explanation of the formation of river landforms including waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake.</p> <p>Case Study write ups for two landscapes in the UK, one coastal landscape and one river basin,</p> <p>Assessment focus:</p> <p>Part A: Exam Style questions relating to fieldwork.</p> <p>Part B: Exam style questions on any of the topics studied so far: Ecosystems, Resource Reliance, Dynamic Development and Global Hazards, urban futures.</p> | <p>Homework overview:</p> <p>1 Definitions of different types of landscapes.</p> <p>2 Annotated map to show the distribution of upland, lowland and glaciated landscapes in the UK.</p> <p>3 Diagrams to show the formation of coastal landforms including headlands, bays, cave, arch, stack, beach and spit.</p> <p>5 3D Structure of river landforms including waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake.</p> <p>9 Case Study report on one coastal landscape</p> <p>11 Case Study report on one river basin.</p> <p>Fieldwork/trip overview:</p> <p>Trip to Amersham to conduct fieldwork into rivers.</p> | |
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IMPACT:

The qualification integrates fieldwork and geographical skills into the content and assessments, giving a holistic approach to their assessment. This GCSE (9–1) in Geography B (Geography for Enquiring Minds) will provide learners with a solid grounding, whether they are going on to Further Education, Higher Education or the workplace. The qualification aims to inspire a passion for Geography within learners which encourages an interest in the subject beyond academic achievements, for the rest of their life.