

Curriculum Intent, Implementation and Impact 2019-20

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

Year group: 11

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
Autumn Term	<p>UK in the 21st Century</p> <p>Key Questions: What does the UK look like in the 21st century? How is the UK's population changing? How is the UK's economy changing? What is the UK's political role in the world? How is the UK's cultural influence changing?</p> <p>Extended writing practice: Explanation of significant issues associated with human and physical geographical characteristics, including water stress and housing shortages. Explanation of population trends in the UK since 2001. Evaluation of the causes, effects, spatial distribution and responses to an ageing population. Explanation of how the population structure and ethnic diversity of a named place of the UK has changed since 2001. Examine changes in the job market including political priorities, changing employment sectors and working hours Analysis of the pattern of core UK economic hubs. Examine the UK's political role in one global conflict through its participation in international organisations. Evaluate the contribution of ethnic groups to the</p>	<p>Homework overview: Revision suggestions</p> <ol style="list-style-type: none"> 1 Why do we have weather extremes? 2 When does extreme weather become a hazard? 3 What processes occur at plate boundaries? 4 How can tectonic movement be hazardous? 5 How does technology have the potential to save lives in hazard zones? 6 What evidence is there for climate change? 7 Is climate change a natural process? 8 Why is climate change a global issue? 9 What makes a landscape distinctive? 10 What influences the landscapes of the UK? 11 Why are natural ecosystems important? 12 Why should tropical rainforests matter to us? 13 Is there more to polar environments than ice? 	

cultural life of the UK through one of food, media or fashion

Assessment focus:

Mock 1- Students will be assessed on **all** topics in **all** AOs.

Assessment Objective	
AO1	Demonstrate knowledge of locations, places, processes, environments and different scales.
AO2	Demonstrate geographical understanding of: <ul style="list-style-type: none"> • Concepts and how they are used in relation to places, environments and processes. • The inter-relationship between places, environments and processes
AO3	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.
AO4	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

Component	% of overall GCSE (9–1) in Geography B (Geography for Enquiring Minds) (J384)			
	AO1	AO2	AO3	AO4
Our Natural World (J384/01)	7.5	7.5	11.5	9
People and Society (J384/02)	7.5	7.5	11.5	9
Geographical Exploration (J384/03)	0	10	12	7
Total	15	25	35	25

Spring Term

Revision

Ecosystems

Key Questions:

- What are ecosystems?
- What biodiversity exists in tropical rainforests?
- Why are tropical rainforests being ‘exploited’ and how can this be managed sustainably?
- What is it like in Antarctica and the Arctic?
- How are humans seeking a sustainable solution for polar environments?

Dynamic Development

Key Questions:

- What is development and how can it be measured?
- What has led to uneven development?
- How has an LIDC developed so far?
- What global connections influence its development?
- What development strategy is most appropriate?

Assessment focus:

Mock 1- Students will be assessed on **all** topics in **all** AOs.

Assessment Objective	
AO1	Demonstrate knowledge of locations, places, processes, environments and different scales.
AO2	Demonstrate geographical understanding of: <ul style="list-style-type: none"> • Concepts and how they are used in relation to places, environments and processes. • The inter-relationship between places, environments and processes
AO3	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.
AO4	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

Homework overview: Revision suggestions

- 1 How is the global pattern of urbanisation changing?
- 2 What does rapid urbanisation mean for cities?
- 3 What is life like for people in a city?
- 4 How can cities become more sustainable?
- 5 How has increasing demand for resources affected our planet?
- 6 What does it mean to be food secure?
- 7 How can countries ensure their food security?
- 8 How sustainable are strategies?
- 9 What does the UK look like in the 21st century?
- 10 How is the UK’s population changing?
- 11 How is the UK’s economy changing?
- 12 What is the UK’s political role in the world?

	Component	% of overall GCSE (9–1) in Geography B (Geography for Enquiring Minds) (J384)			
		AO1	AO2	AO3	AO4
	Our Natural World (J384/01)	7.5	7.5	11.5	9
	People and Society (J384/02)	7.5	7.5	11.5	9
	Geographical Exploration (J384/03)	0	10	12	7
	Total	15	25	35	25
Summer Term					

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.