

Geography - How are people impacted by location and landscape?

To give students the ability to describe and explain how people are impacted by location and landscape. Students will develop their understanding of physical and human patterns & processes to locations at different scales, local, regional, national & international. Students will develop their knowledge of the enquiry approach, demonstrating abilities to research, formulate a question, test methodologies, collect & present data, interpret & analyse data to reach a conclusion. Geographical skills link to future employment; students will be better prepared for life beyond school.

	Knowledge	Skills
7 Passport to the World	<p>Students need a firm grasp of our planet. Spatial knowledge of the continents, the countries within each one, and global features such as the equator, latitude, the Tropics and Prime Meridian will be acquired. Continents have defining human and physical characteristics which will be explored. Students will also begin to explore the concept of 'landscape', making links between landscapes, what makes a place special and the impacts on humans.</p> <p>Key enquiries include: :</p> <ul style="list-style-type: none"> ● Marwell Zoo investigation (Skills and Climate) ● Research project on Antarctica 	<p>Students will learn to use their atlas and map skills competently to describe location and learn about places. Graphical information sources are central to communicating findings in Geography. Students will have the opportunity to construct and interpret graphical information sources such as line graphs, bar charts, population pyramids. This will be supported by the use of embedded acronyms such as TRUST, CBBC, OMLAD.</p>
8 Geographical Enquiries	<p>Students will develop their geographical knowledge further through modules and geographical enquiry. The idea that location can influence landscape and that humans are interconnected are furthered. Students will learn about human activities and patterns and how physical processes influence our behaviour.</p> <p>Key enquiries include:</p> <ul style="list-style-type: none"> ● Does the strength of earthquakes positively correlate with the number of deaths? ● Researching a tourist destination ● Infiltration enquiry on school grounds 	<p>Students will describe and explain patterns and processes using appropriate geographical terminology. Students will apply appropriate knowledge and understanding of a wider range of concepts, patterns and processes. Students will be able to explore and explain the complex relationships between people and the environment. Begin to identify relevant questions to ask within specified topic areas, establish an appropriate sequence to collect and record data, ready for presentation, analysis and conclusion.</p>
9 Our world around us	<p>Having embedded locational knowledge and the interconnections between processes and human activity, students will further explore with greater depth the world around them using a greater variety of theorems and models such as proportional symbol nutrient cycles. .</p> <p>Each module will develop with greater detail the processes that occur around the world and make deeper links to how this influences landscape and human activity.</p> <p>Key enquiries include:</p> <ul style="list-style-type: none"> ● Microclimate investigation on school grounds ● Should we protect Happisburgh from Erosion? 	<p>Greater depth when describing and explaining patterns and processes using appropriate geographical terminology. Deploy acquired enquiry skills to pose questions, collect, record data, present data in order to draw conclusions more independently.</p> <p>There are also greater links made to GCSE and Cantell EMPOWER skills within Year 9 whereby students are required to develop their GCSE ready/ employability skills further. Verbally presenting ideas within the Globalisation module is one method used to develop students' holistic development.</p> <p>Finally, students will now be able to describe and explain the concepts of 'place', 'society' and 'landscape' with greater levels of confidence.</p>
10 – Living in the UK	<p>Students investigate the dynamic and diverse geography of the UK. It draws on a range of themes to explore the changing but distinctive physical and human environments, the processes which drive them and the challenges they create. The content is divided into three themes exploring landscapes of the UK, the UK's economic development and the people who live in the UK, and some of the environmental challenges that the country faces.</p>	<p>Geographical skills are fundamental to the study and practice of geography and are integrated to the course of study. The skills required are listed on page 2 & 3, provide a basis for further study and research and provide a core basis for the world of work. Students learn these skills in the context of the specification across six themes and stimulate learners to 'think geographically'. Geography will provide opportunities to apply the skills in a wide range of learning contexts.</p>
11 – The world around us	<p>This component explores the complexities of the planet and the interconnections that take place. It draws on a range of themes to examine the changing, dynamic nature of physical and human environments, the role of decision makers and the sustainable nature and management of these environments. The content is divided into three themes exploring ecosystems of the planet, global development and the people who live on the planet, and some of the environmental challenges that the world faces.</p>	<p>Geographical fieldwork may be defined as the experience of understanding and applying specific geographical knowledge, understanding and skills to a particular and real out-of-classroom context. In undertaking fieldwork, learners practise a range of skills, gain new geographical insights and begin to appreciate different perspectives on the world around them. Fieldwork adds 'geographical value' to study, allowing learners to 'anchor' their studies within a real world context. Fieldwork is undertaken: • outside the classroom, beyond the school grounds, on two occasions, in contrasting locations (both physical and human geographical contexts). These are tested in the terminal exam.</p>

Skills

3. Geographical Skills

<p>3.1 With respect to cartographic skills, learners should be able to:</p> <ol style="list-style-type: none"> 1. select, adapt and construct maps, using appropriate scales and annotations, to present information 2. interpret cross-sections and transects 3. use and understand coordinates, scale and distance 4. extract, interpret, analyse and evaluate information 5. use and understand gradient, contour and spot height (on OS and other isoline maps) 6. describe, interpret and analyse geo-spatial data presented in a GIS framework. 	<p>3.2 With respect to graphical skills, learners should be able to:</p> <ol style="list-style-type: none"> 1. select, adapt and construct appropriate graphs and charts, using appropriate scales and annotations to present information 2. effectively present and communicate data through graphs and charts 3. extract, interpret, analyse and evaluate information.
<p>Maps to be studied:</p>	<p>Graphs and charts to be studied:</p>
Atlas maps	Bar graphs (horizontal, vertical and divided)
OS maps (1:50 000 and 1:25 000 scales)	Histograms (with equal class interval)
Base maps	Line graphs
Choropleth maps	Scatter graphs (including best fit line)
Isoline maps	Dispersion graphs
Flow line maps	Pie charts
Desire-line maps	Climate graphs
Sphere of influence maps	Proportional symbols
Thematic maps	Pictograms
Route maps	Cross-sections
Sketch maps	Population pyramids
	Radial graphs
	Rose charts

Geographical Skills

3.3 With respect to **numerical** and **statistical** skills, learners should be able to:

1. demonstrate an understanding of number, area and scale
2. demonstrate an understanding of the quantitative relationships between units
3. understand and correctly use proportion, ratio, magnitude and frequency
4. understand and correctly use appropriate measures of central tendency, spread and cumulative frequency including, median, mean, range, quartiles and inter-quartile range, mode and modal class
5. calculate and understand percentages (increase and decrease) and percentiles
6. design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability
7. interpret tables of data
8. describe relationships in bivariate data
9. sketch trend lines through scatter plots
10. draw estimated lines of best fit
11. make predictions; interpolate and extrapolate trends from data
12. be able to identify weaknesses in statistical presentations of data
13. draw and justify conclusions from numerical and statistical data.

3.4 Learners should also be able to:

1. deconstruct, interpret, analyse and evaluate visual images including photographs, cartoons, pictures and diagrams
2. analyse written articles from a variety of sources for understanding, interpretation and recognition of bias
3. suggest improvements to, issues with or reasons for using maps, graphs, statistical techniques and visual sources, such as photographs and diagrams.