

Landgate School Key Stage 4 Geography Long Term Planning

Key Stage 4	<p>Key stage 4 Intent: Learners will continue to build on the knowledge and understanding gained in Key Stage 3. They will know geographical material - develop knowledge of locations, places and environments and at different scales including global, social, political and cultural contexts They will think like a geographer - gain understanding of the connections between people and environments, and change in places over time They will study like a geographer - developing a range of skills including those used in fieldwork They will apply geography - applying geographical knowledge and understanding to real world contexts, including fieldwork</p>	
	<p>Key Stage Opportunities:</p> <ul style="list-style-type: none"> • Accreditation: Pre- Entry Level unit awards, Entry Level unit awards (AQA) and Entry Level Certificate (OCR) • Opportunities to study contemporary case studies, across a range of scales. • Geographical skills, including fieldwork, our world, destructive world, resourceful world and a personal project related to a chosen area of study. • Content studied in topics and brought to life by engaging enquiry questions. 	
	Year A	Year B
Focus 1	Key Focus:	Dynamic world
	Key vocabulary list:	Uk, Wigan, town, city, megacity, countryside, housing, migration, population, change, waste, crime, leisure, food, retail, diversity, life expectancy. Tectonic, hazard, crust, earthquake, volcanic, eruption, impact, prepare
	Key Skills/ Knowledge:	Applied through the topic in both years Our world <ul style="list-style-type: none"> • Locate where they live, at a range of scales. • Describe the variety of people who live in their local place, such as age and ethnicity • Know how their local place has changed over time such as jobs, housing and migration. • Describe the population structure of the UK today. • Understand how the population of the UK has changed over time since 2001.

		<ul style="list-style-type: none"> • Locate the city, at a range of scales. • Describe what life is like for teenagers in the city, such as leisure, food and retail activities. • Describe diversity within the city, such as jobs, life expectancy and housing. • Understand the problems that the city faces, such as waste, housing and crime. • Describe the potential solutions to one of the problems that the city faces. <p>Destructive world</p> <ul style="list-style-type: none"> • Understand the structure of the Earth. • Know that the Earth's crust is broken up into tectonic plates and that these plates move. • Know the location of earthquake and volcanic zones • Know the hazards associated with earthquakes and volcanoes such as ground shaking and lava flows. Understand how earthquakes and volcanoes can have different impacts on people in contrasting parts of the world. • Locate the earthquake or volcanic eruption. • Understand why the earthquake or volcanic eruption occurred. • Describe the impacts of the earthquake or volcanic eruption on people and the place. • Know the different responses to the earthquake or volcanic eruption. • Understand simple ways the place prepares for earthquakes or volcanic eruptions. 		
	<p>Key Opportunities:</p>	<table border="1"> <tr> <td data-bbox="398 675 1153 1254"> <p><u>Our world</u> OCR - Case study of Manchester and London AQA Entry Level – Introduction to geography of the UK (72097) My locality (112242) AQA Pre Entry Level – Identify natural features (unit 1) (74351) Sensory introduction to aspects of life in the UK (110048)</p> <p><u>Destructive world</u> OCR -Case study of one earthquake – Pakistan 2005 AQA Entry Level – Earthquakes(81320) AQA Pre Entry Level – Multi sensory introduction to earthquakes (own unit submitted)</p> </td> <td data-bbox="1153 675 2045 1254"> <p><u>Our world</u> OCR-Case study of Liverpool and Tokyo AQA Entry Level - Introduction to the United Kingdom (North West England) (own unit submitted) The United Kingdom (74350) AQA Pre Entry Level – Introduction to aspects of life in the United Kingdom (LE8269)</p> <p><u>Destructive world</u> OCR -Case study of Volcanic eruption – Japan 2014 AQA Entry Level – Volcanoes (75139) AQA Pre Entry Level- Experience Natural Hazards – (85997)</p> </td> </tr> </table>	<p><u>Our world</u> OCR - Case study of Manchester and London AQA Entry Level – Introduction to geography of the UK (72097) My locality (112242) AQA Pre Entry Level – Identify natural features (unit 1) (74351) Sensory introduction to aspects of life in the UK (110048)</p> <p><u>Destructive world</u> OCR -Case study of one earthquake – Pakistan 2005 AQA Entry Level – Earthquakes(81320) AQA Pre Entry Level – Multi sensory introduction to earthquakes (own unit submitted)</p>	<p><u>Our world</u> OCR-Case study of Liverpool and Tokyo AQA Entry Level - Introduction to the United Kingdom (North West England) (own unit submitted) The United Kingdom (74350) AQA Pre Entry Level – Introduction to aspects of life in the United Kingdom (LE8269)</p> <p><u>Destructive world</u> OCR -Case study of Volcanic eruption – Japan 2014 AQA Entry Level – Volcanoes (75139) AQA Pre Entry Level- Experience Natural Hazards – (85997)</p>
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FO	Key Focus:	Dynamic world		

<p>Key vocabulary list:</p>	<p>Flood, heavy, rainfall, risk, deforestation, damage, locate, impact, response, prepare, tropical, rainforest, plants, animals, farming, mining, natural resources, produce, locate, country, continent, homes, sustainably, ecotourism, food, population, renewable, non-renewable, energy, sustainable, fair trade.</p>
<p>Key Skills/ Knowledge:</p>	<p>Applied through the topic in both years</p> <p>Destructive world</p> <ul style="list-style-type: none"> • Understand the range of natural causes of flooding such as heavy rainfall and steep slopes. • Understand how human activities increase the risk of flooding, such as the built environment and deforestation. • Describe the impacts of flooding such as damage to homes and loss of livestock. • Understand how flooding can have different impacts on people in contrasting parts of the world • Locate the flood event. • Understand why the flood event occurred. • Describe the impacts of the flood event on people and the place. • Know the different responses to the flood event. • Understand simple ways the place prepares for flooding. <p>Resourceful world</p> <ul style="list-style-type: none"> • Describe two types of plants and two types of animals that can be found in tropical rainforests. • Describe how plants and animals have adapted to the hot and wet conditions such as through their waxy leaves and colour. • Know why tropical rainforests are important to the planet, such as 'lungs of the planet', as well as being home to a large number of valuable plants and animals. • Understand the different ways tropical rainforests are used to produce resources such as farming and mining. This can be looked at, at a local scale e.g. slash and burn farming and/or national scale e.g. natural resources (mining). • Locate the tropical rainforest in its country and continent. • Understand why the tropical rainforest is important to people such as a place to live and sources of medicine. • Know the reasons for deforestation in the tropical rainforest such as farming, population movement, and natural resources e.g. wood. • Know the impacts of deforestation such as loss of plants and animals, food sources and people leaving their homes. • Understand how the tropical rainforest is being used sustainably such as ecotourism and community programmes. • Describe the variety of places where food consumed in the UK comes from, at a range of scales. • Understand how more food can be produced to feed a growing population, such as the importance of technology. • Know the types of energy sources used to produce electricity in the UK such as renewable and non-renewable energy sources. • Understand which types of energy sources are more environmentally sustainable for the UK's future energy supply. • Describe what fair trade is. • Know where one fair trade product is produced, who produces it and its journey to consumers. • Know the challenges faced by producers such as difficulty growing crops and unfair prices for products. • Know the benefits of fair trade to farmers' and workers' lives, such as improvements in farming, protecting the environment and education for children. • Understand how fair trade can build a sustainable future for producers, such as improving producer's lives and securing an income for farmers.

	<p>Key Opportunities:</p> <p><u>Destructive world</u> OCR- Case study of flood Boscastle 2004 AQA Entry level – The effects of Rivers Flooding (110626) AQA Pre Entry Level- Rivers and flooding</p> <p><u>Resourceful world</u> OCR -Tropical rainforest case study Amazon and case study of fair trade – chocolate / Exam AQA Entry Level – The rainforest environment (113182) AQA Pre Entry Level- Multi-sensory introduction to rainforests</p>	<p><u>Destructive world</u> OCR -Case study of floods – China AQA Entry Level - Flooding (81326) AQA Pre Entry level – Experiencing natural hazards (85997)</p> <p><u>Resourceful world</u> OCR-Tropical rainforest study- Southeast Asian Rainforest and case study of fair trade – coffee /Exam AQA Entry level–Geography: Tropical rainforests (11530) AQA Pre Entry Level- Rainforest (Southeast Asia)</p>	
Focus 3&4	<p>Key Focus:</p>	Personal project	
	<p>Key vocabulary list:</p>	<p>Research, facts, source, present Our World – live, place, population, change, cities, mega cities, challenge Destructive world – Volcano, earthquake, flooding, prepare, impact, dangerous</p>	
	<p>Key Skills/ Knowledge:</p>	<p>Applied through the topic in both years Research geographical facts from various sources and use a range of presentation methods to help them answer their project title. accurate use of geographical vocabulary and logical structure to the project</p>	
	<p>Key Opportunities:</p>	<p>OCR -Our world project - create poster or power point AQA Entry Level – Study of self -chosen country (77509) AQA Pre Entry Level - Experiencing aspects of the cultures of European countries (88187)</p>	<p>OCR - Destructive world - Create power point or written project AQA Entry Level – Study of a self – chosen natural disaster AQA Pre Entry Level – Multi –sensory introduction to weather and climate (105262)</p>
Focus 5&6	<p>Key Focus:</p>	Field work	
	<p>Key vocabulary list:</p>	<p>Field work, scale, collect, data Centre based – canteen, food, school, waste, energy, travel Our world – Local, place, change, leisure, teenagers, city, waste</p>	

	<p>Destructive world – Flood, area, cause, damage, affect, prepare Resourceful world – Food, energy, home, fair trade, supermarket</p>	
Key Skills/ Knowledge:	<p>Applied through the topic in both years</p> <p>Practise a range of skills, gain new geographical insights and begin to understand the world around them. Fieldwork adds 'geographical value' enabling learners to 'anchor' their studies within a real world context. Clear geographical location that is appropriate to enable learners to create a Fieldwork Notebook based on their own experiences.</p>	
Key Opportunities:	<p>OCR -Centre based or Our world</p> <p>Fieldwork Notebook includes key aspects of data collection and presentation and can be presented in a variety of written formats to suit individual learners for example, a notebook, poster or PowerPoint presentation. (Field work Year 11 AQA 23067 when OCR is completed)</p> <p>AQA Entry Level – Find out about the local community (110998) AQA Pre Entry Level – Local area</p>	<p>OCR - Destructive world or resourceful world</p> <p>Fieldwork Notebook includes key aspects of data collection and presentation and can be presented in a variety of written formats to suit individual learners for example, a notebook, poster or PowerPoint presentation. (Field work Year 11 AQA 23067 when OCR is completed)</p> <p>AQA Entry Level – Geography: Fieldwork investigation (23067) AQA Pre Entry Level -Investigating Geographical Aspects Of The School Grounds Using Sensory Exploration with support (108611)</p>