Geography

GCSE 2012

Geography A

Curriculum Planner and Skills Mapping Grid

Version 1
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OCR

TWO YEAR GCSE PLANNER

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Examination	Summer 2
Year 10	Exam work	Extreme Environments Introduction and Hot Desert Environments	Extreme Environments Hot Desert Environments	Similarities and Differences in Settlements and Population	Similarities and Differences in Settlements and Population	Issues - Population Change		
	Controlled Assessment					Local Geographical Investigation		Local Geographical Investigation
		Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Examination**	**Summer 2**
Year 11	Exam Work	Mountain Environments	Mountain Environments Issues - Earthquake	The Global Citizen	The Global Citizen Issues - Energy	Contemporary Themes in Geography - Revision including Geographical Skills practice	**Enter Unit A731** **Enter Unit A732**	
	Controlled Assessment						**Enter Unit A733**	

SKILLS MAPPING GRID

Enquiry Questions	Opportunities to practice skills from Unit A732 specification list
Extreme Environments	
1. What do we mean by 'extreme environments'?	• Interpret and annotate ground, oblique and aerial photographs of a range of different Extreme Environments. • Students to annotate the photographs showing reasons why they are seen as extreme. • Use base maps to draw a world map showing the location of a variety of different extreme environments using atlas maps to extract the information. • A population distribution overlay map could be produced and analysis completed on the pattern of extreme environments and population.
Hot Desert Environments	
1. What do we know about hot deserts and how have they been represented in cultural resources?	• Analysis of a variety of written articles from a variety of sources including travel writing, travel brochures and diary extracts. • Interpreting and annotating ground and oblique photographs of different situations within the hot desert environment.
2. Where are hot deserts found?	• Using atlas maps as the source information for mapping the locations of the hot deserts onto a base map. • Thematic maps showing pressure systems and trade winds to explain how they contribute to the location of hot deserts.
3. What are hot desert climates like?	• Using meteorological databases to produce climate graphs of a chosen hot desert location. This could then be compared to the UK. • Isoline maps showing precipitation levels across the hot desert area and analysis of the patterns produced.
4. What are hot desert landscapes like?	• Interpreting oblique and ground photographs of the named hot desert landforms on the specification. • Drawing sketches of the landforms and annotate them to show how they have been created.
5. What characterises the ecosystem of a hot desert?	• Using tables of data to produce bar graphs of the species diversity within hot deserts.
6. How do people use hot deserts?	• Use the Internet to find information and complete an investigation on a specific tribe within the hot desert (e.g. Tuareg) and use ICT to present the information you find.

7. What challenges do hot deserts pose to people and how can they be overcome?	• Use satellite images to obtain information about the extent of deserts. • Choropleth mapping of the 'at risk' areas of desertification. • Complete a decision making exercise about the best way to address the challenges that hot deserts pose in the area you have been studying – making decisions based on analysis of evidence and geographical concepts, formulating and justifying an argument about which scheme is the most suitable for your chosen study area.
8. What are the alternative futures for a specific hot desert environment?	• Map the 'worst case scenario' of desertification onto a base map of the chosen hot desert area. Interpret the map to explain how the area will be affected socially, environmentally and economically.
Mountain Environments	
1. What do we know about mountains and how have they been represented in cultural resources?	• Analysis of a variety of written articles from a variety of sources including travel writing, travel brochures and expedition extracts. • Interpreting and annotating ground and oblique photographs of different situations within the mountain environment.
2. Where are mountains found?	• Draw a map of the plate boundaries onto a base map. • Use an overlay map to add on mountain ranges to allow for interpretation of where the fold mountains are located.
3. What are mountain climates like?	• Using meteorological databases to produce climate graphs of a chosen mountain location. This could then be compared to the UK. • Isoline maps showing temperature within the mountains and analysis of the patterns produced linked to altitude.
4. What are mountain landscapes like?	• Interpret and analyse ground, oblique and aerial photographs of mountain ranges and annotate the specific challenges of the landscape. • Interpret labelled cross sections of a v-shaped and a u-shaped valley which have been annotated to show specific features. • Sketches of a v-shaped and u-shaped valley annotated with features and information about formation. • OS map analysis of heights, gradient and aspect within different mountain environments.
5. How do people use mountain environments?	• Line graph to show the amount of tourists visiting a named mountain environment over time.

6. What challenges do mountain environments pose to people and how can they be overcome?	• Thematic hazard maps could be interpreted to make a decision on the most prevalent threats to a chosen mountain environment. • Maps/graphs produced using proportional symbols for the degree of risk associated with the different types of hazard.
7. What are the alternative futures for a specific mountain environment?	• Use the internet to research sustainable and unsustainable management within a mountain environment.
Issues in our Fast Changing World – Earthquake	**This section could be delivered as a decision making exercise over the course of a number of lessons.**
1. What is the issue?	• Use Atlas maps as the source information to map major earthquake locations over the past 10 years.
2. What are the causes of this natural event?	• An overlay map could be produced with a plate boundary map and earthquake occurrence. • Sketches of each of the plate boundaries could be drawn and annotated with the specific features and how the plate movement causes earthquakes on the different plate boundaries.
3. What are the short- and long-term impacts of this event, both positive and negative?	• Scatter graph of earthquake magnitude against numbers killed and economic costs. Interpretation of the graph with specific emphasis on countries at contrasting stages of development. • Sketch map of the chosen earthquake zone with annotations relating to the impacts in different areas.
4. How are the impacts of the event managed?	• Interpretation of hazard maps for the earthquake vulnerable area. • Route map showing evacuation routes from the worst affected area.
5. How may similar natural events and their impacts be managed in the future?	• Making decisions based on analysis of evidence, formulating an argument as to which management method is the most sustainable for the chosen study area and justifying suggestions.
The Global Citizen	
1. Who are producers and consumers?	• Drawing and interpreting desire-line maps showing exports from countries. • Drawing and interpreting flow line maps showing import and export routes between specific countries.

2. What types of products and services are there, how and where are they produced?	• Drawing and interpreting a flow line map showing the production of a product. • Drawing and interpreting the sphere of influence of different products and services. This could be based on research into a particular product and its global appeal.
3. How do we measure and classify economic activity?	• Drawing and interpreting pie charts and divided bar graphs with the different classifications for economic activity. • Drawing and interpreting histograms showing the employment sectors for a range of countries. • Use of statistics to understand and interpret percentages and to understand, calculate and interpret averages and ranges.
4. Who are the different consumer groups for products and services and who can access them?	• Interpreting GIS information about transport links between areas to ensure a flow on consumer goods e.g. the box map on the BBC website: http://news.bbc.co.uk/1/hi/in_depth/629/629/7600053.stm • Drawing and interpreting proportional symbols relating to the percentage of a product made in different countries.
5. To what extent can consumers influence sustainability?	• Drawing and interpreting divided bar graphs relating to the sources of energy in the UK. Students could complete a consumer decisions investigation into the growth of ethical shopping. This could be an exercise including: • Carry out surveys and interviews about different attitudes to ethical consumerism • Devise and carry out questionnaires to gauge opinions on ethical shopping. • Understand, carry out and interpret systematic, random and stratified sampling. • Drawing and interpreting star graphs on the different range of opinions found in the questionnaire. • Make decisions based on analysis of evidence, formulating and justifying an argument for or against ethical consumerism. • Draw and justify conclusions on the future of ethical shopping and suggest future impacts.
6. What are the alternative futures for products and services?	• Complete a poster to communicate impacts of sourcing a product locally vs globally.

Issues in our Fast Changing World – Energy	This section could be delivered as a decision making exercise over the course of a number of lessons.
1. What is the issue?	• Use a variety of OS map skills on a 1:50 000 map to interpret how the location has become the focus of an energy issue close to the school e.g. wind farms, power stations, tidal power. • Internet research into the different views of the issue. • Interpretation of cartoons depicting each side of the dispute.
2. What are the causes of this issue?	• Interpret a world map showing distribution of major energy sources. • Interpret tables of data relating to energy consumption and production.
3. What are the short- and long-term impacts of this issue, both positive and negative?	• Carry out interviews with a local planning officer/councillor relating to your energy issue.
4. How is this issue managed?	• Make decisions based on analysis of evidence relating to the energy issue. • Using the internet to find information on management strategies at different scales.
5. How may this issue develop in the future?	• Formulate and justify an argument as to how you believe the issue will be addressed in the short-term and long-term. • Draw and justify your conclusions to the debate.
Similarities and Differences in Settlements and Population	
1. What types of settlement are there?	• Use a 1:25 000 OS map of the local area to identify different characteristics and different types of settlement found.
2. What are the distinctive features of urban and rural environments?	• Practice using 4- and 6-figure grid references to locate various features and facilities. • Draw and interpret land use maps of a local town. • Draw and interpret kite diagrams to show how land use changes in a transect from the CBD.
3. How and why does population vary in different places?	• Draw and interpret line graphs showing the growth in world population over time. • Draw and interpret population pyramids of countries at different stages of the Demographic Transition Model. • Interpret a flow line map showing major migration routes. • Interpret proportional arrows/symbols depicting the flow of migrants in and out of the UK. • Interpret proportional arrows/symbols depicting the flow of migrants within the UK.

4. How and why does development vary in different places?	• Drawing and interpreting choropleth maps depicting a variety of indicators of development. These can then be compared to each other to analyse the patterns seen. • Drawing and interpreting histograms for a number of key development statistics. • Drawing and interpreting pictograms for development statistics. • Draw and interpret proportional symbols relating to development statistics. • Use GIS to locate, layer and analyse sets of development data. • Understand and interpret percentages relating to population numbers and access to services.
5. What similarities, differences and links exist between a local place and non-UK place?	• Use databases to obtain census data on UK place. • Use the internet to find information on non-UK place. • Draw and interpret route maps of different transport connections between UK and non-UK place. • Interpret tables of data about the two places and use this for comparisons between them.
6. What are the alternative futures for a local place and non-UK place?	Potential for local fieldwork into a planned change in UK place, which would allow opportunities for: • Sketch maps of the local area affected with key developments annotated. • Carry out surveys and interviews about different attitudes to the proposed changes. • Devise and carry out questionnaires to gauge opinions on the changes. • Understand, carry out and interpret systematic, random and stratified sampling. • Drawing and interpreting star graphs on the different range of opinions found in the questionnaire. • Make decisions based on analysis of evidence, formulating and justifying an argument on the impact of the change on your UK place. • Draw and justify conclusions on the future of your UK place.
Issues in our Fast Changing World – Population Change	**This section could be delivered as a decision making exercise over the course of a number of lessons.**
1. What is the issue?	• Draw and interpret a flow line map showing migration flows between countries. • Draw and interpret line graphs showing the population change relating to chosen issue. • Draw and interpret population pyramids to demonstrate the population change issue.

2. What are the causes of this issue?	• Use the internet to find information on factors influencing population change. • Interpret cartoons relating to the issue.
3. What are the short- and long-term impacts of this issue, both positive and negative?	• Analyse written articles from a variety of sources for understanding, interpretation and recognising bias. These could relate to a number of different stakeholder groups in the population change issue.
4. How is this issue managed?	• Draw and interpret bar graphs relating to the different impacts that two management strategies are having on population change. • Suggest, draw and interpret population pyramids for each policy on population change.
5. How may this issue develop in the future?	• Making decisions based on analysis of evidence, formulating an argument as to which management method is the most appropriate for the chosen study area and justifying suggestions.