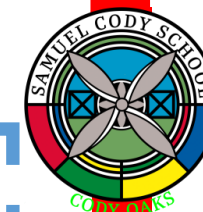


Cody Oaks Curriculum Pathway (Geography)



Therapeutic approach

Post
16

Destination opportunities (KS5):

Sixth Form College, A-levels, University Technical College

Careers: Aviation, Geographic Information Systems developer, Information technology, Construction, Urban planner, High way maintenance, Surveying, Landscape architect, Environmentalist.

SPR 2: "GCSE: Energy resources"

- Human geography— learners will explore, describe and research the distribution of natural resources, natural resources and the environment that can be used to meet human needs, the patterns, distribution and consumption of natural resources on global and national scale, renewable and non-renewable energy resources.
- Skills—Interpretation of a range of maps, graphs, charts and data. Calculation of carbon and ecological footprints.

SUM 1: "GCSE: Energy resources and revision"

- Human geography— learners will explore, describe and research proportional energy resources, demands, consumptions and management, demand and consumption of renewable and non-renewable energy resources, energy interventions on an international, regional and local scale, management of energy resources on an international, regional and local scale.
- Skills—Interpretation of a range of maps, graphs, charts and data. Calculation of carbon and ecological footprints.

SUM 2:

GCSE examinations

SPR 1: "GCSE: Global development"

- Human geography— learners will explore, describe and research the study of developmental factors in a developing, emerging country including levels of development, interactions of social, economic and environmental factors in development, the role of geopolitics in development, social, economic and demographic processes in development, impacts of rapid changes to urban processes, changes in technology and globalisation.
- Skills—Rankings for global development. Interpretations of range of maps, graphs, charts and data. Numerical and economic data. Interpreting population pyramids.

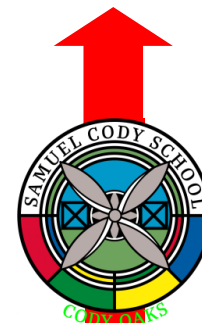
AUT 2: "GCSE: Global development"

- Human geography— learners will explore, describe and research defining and componentising development and its characteristics, how to measure development within and between countries, varying levels of global development, uneven development and its associated consequences on the social, economic and environmental paradigms, the strategies used to address uneven development across the globe.
- Skills—Rankings for global development. Interpretations of range of maps, graphs, charts and data. Numerical and economic data. Interpreting population pyramids.

AUT 1: "GCSE: Changing cities"

- Human geography— learners will explore, describe and research the processes of urbanisation, re-urbanisation, counter urbanisation and suburbanisation, the variations in urban processes across the UK, the study of major UK city and a city in a developing/emerging country, its influences, structures, patterns of migration, employment, services, globalisation, economic challenges, social challenges and long term solutions to these challenges.
- Skills—Interpretation of maps, graphs, charts and data. Using satellite and GIS data to determine patterns of urban development. Thematic, choropleth and GIS maps to help contextualise theoretical changes. Interpretation of census data. Calculating ecological footprints using a range of data sources.

Stage
11



Therapeutic approach

SPR 2: "GCSE: Weather Hazards and Climate Change"

- Physical geography— learners will explore, describe and research causes, impacts and responses to natural meteorological hazards—tropical storms, conditions and characteristics of drought, causes, impacts and responses to natural meteorological hazards—drought, location variations in causes of meteorological hazards, developmental implications on resilience and preparedness to natural meteorological hazards.
- Skills—Interpretation of graphs, maps, charts and data sets. The use of GIS to track the movements of meteorological hazards. The use of weather and storm surge data to calculate Saffir-Simpson magnitude. Use of social media, satellite and socio economic data sources to assess the impacts of meteorological hazards.

SUM 1: "GCSE: Ecosystems Biodiversity and Management"

- Physical geography— learners will explore, describe and research the distribution and location of global biomes and ecosystems, determination of biosphere characteristics and components, the UK's unique and distinctive terrestrial and marine biomes and ecosystems, the features and characteristics of deciduous woodland, the goods and services provided by the deciduous woodland, threats to the deciduous woodland.
- Skills—World maps to determine the distribution of global biomes. Interpretation and construction of climate graphs using data. Interpretation of GIS to determine biome and ecosystem characteristics. Nutrient and hydrological cycles. Interpretation of graphs, charts, maps and data.

SUM 2: "GCSE: Ecosystems Biodiversity and Management"

- Physical geography— learners will explore, describe and research features and characteristics of the tropical rainforests, goods and services provided by the tropical rainforest, threats to the tropical rainforest ecosystem.
- Skills—World maps to determine the distribution of global biomes. Interpretation and construction of climate graphs using data. Interpretation of GIS to determine biome and ecosystem characteristics. Nutrient and hydrological cycles. Interpretation of graphs, charts, maps and data.

SPR 1: "GCSE: Weather Hazards and Climate Change"

- Physical geography— learners will explore, describe and research global atmospheric circulation, history and future of natural climate changes, anthropogenic climate change characteristics and futures, the UK's climate and characteristics, conditions and characteristics of tropical storm formations.
- Skills—Interpretation of graphs, maps, charts and data sets. The use of GIS to track the movements of meteorological hazards. The use of weather and storm surge data to calculate Saffir-Simpson magnitude. Use of social media, satellite and socio economic data sources to assess the impacts of meteorological hazards.

AUT 2: "GCSE: Changing UK landscapes"

- Physical geography— learners will explore, describe and research interaction between humans and the coastal landscape which affect people and the environment, interaction between physical processes to create river landscapes, erosion and deposition, humans and rivers interactions..
- Skills—Geological maps, OS map cross sections, locating physical geographical features, locating human geographical features, weather and climate, constructing storm hydrographs using rainfall discharge data.

AUT 1: "GCSE: Changing UK landscapes"

- Physical geography— learners will explore, describe and research geological variations in the UK, physical and human processes that create the UK's distinctive landscapes, interaction between physical processes to create coastal landscapes, coastal landforms and erosion.
- Skills—Geological maps, OS map cross sections, locating physical geographical features, locating human geographical features, weather and climate, constructing storm hydrograph's using rainfall discharge data.



SPR 2: "Development"

- Human geography— learners will explore, describe and research what development is, rich and poor worlds, development in Ghana, mapping and development around the world, development project, development gap, development in Ghana, tackling the development gap and ranking development of different countries.
- Human geography—assess how Nike operates globally and the factors that affect globalisation.
- Geographic skills—recap co-ordinates.

SUM 1: "China"

- Human geography— learners will explore, describe and research China today, production in China, mobile China, contrasting China, sustainable China, development in China, education in China.
- Human geography—understand China's anti-natalist policy and evaluate its effectiveness.
- Human geography—assess how Asia (China) is developing into a global economic super power.
- Geographic skills—recap topographical and ortho-maps. Complete consolidation activity focussing on GCSE skills.

SUM 2: "Glacial environments"

- Physical geography— learners will explore, describe and research past climate changes and glaciations, effect on Northern Europe and North America, how glaciers shape the landscape, landforms and glacial erosion, modern day climate and the changing glacial environment, managing the glacial environment.
- Geographic skills—recap topographical and ortho-maps. Complete consolidation activity focussing on GCSE skills.

SPR 1: "Climate change"

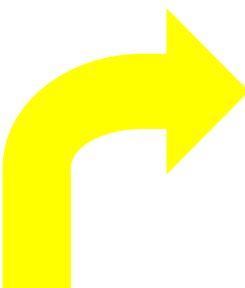
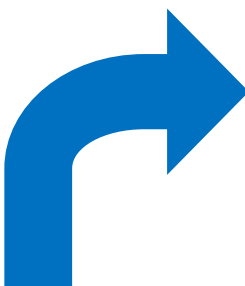
- Physical geography— learners will explore, describe and research the earth's climate, how humans affect the climate change, natural causes of climate change, impact of climate change, local and national climate change and response, international climate change response.
- Physical geography—how to mitigate and adapt to climate change: local, national and global. Explain how global climate has changed over time.
- Geographic skills— recap altitude and contours.

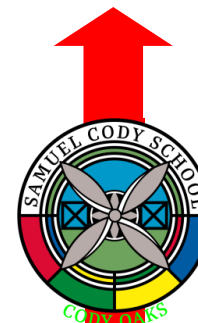
AUT 2: "Oceans"

- Physical geography— learners will explore, describe and research the world's oceans, ocean bed, life in oceans and why it is essential, Pacific garbage patch, solutions to environmental problems, sea level changes, tsunamis, conflict in the oceans.
- Human geography—oil and the oceans.
- Human geography—oil as a major force for development. Focusing on Shell.
- Human geography— assess and evaluate the plastic problem in oceans.
- Geographic skills— recap distance, direction.

AUT 1: "Coastal environments"

- Physical geography— learners will explore, describe and research coastal zones, main coastal processes (erosion, transport, deposition, weathering and mass movement), landforms and erosion, landforms and deposition, coastal vegetation, causes and impacts of coastal erosion.
- Physical geography—case study of Holderness coast, hard and soft-engineering.
- Geographic skills—recap atlas work.





Therapeutic approach

SPR 2: "Hazards"

- Physical geography— learners will explore, describe and research global hazards trends and definitions, earthquakes, case study LIDC earthquake, volcanoes, case study of major volcanic eruptions, meteorological hazards, case study of meteorological hazards, flooding in the UK, drought hazards in the Sahel.
- Geographic skills—co-ordinates.

SUM 1: "Population and migration"

- Human geography— learners will explore, describe and research reasons for changes in birth and death rate, Demographic Transition Model, population distribution, world population distribution, Europe overview, comparing countries.
- Geographical information— learners will explore, describe and research Europe map and population density, migration.
- Geographic skills—variety of maps with different map skills.

SUM 2: "India"

- Human geography— learners will explore, describe and research location of India, India in the UK, connections to India, landscapes, climate, location of people in India, how the physical environment effect where people live in India, diverse states, different groups and diversity, future challenges for India.
- Geographic skills—variety of maps with different map skills.

SPR 1: "Urbanisation"

- Human geography— learners will explore, describe and research: urban morphology, urban models, cities and towns and their morphology, New York: a global city, morphology and development of this city, changing role of retailing, out of town shopping, satellite imagery in the analysis of geographical patterns, introduction of Landsat and Spot and GIS, study of London, inner city problems in London, changes in the CBD, London Docklands development.
- Geographic skills—contours and altitude.

AUT 2: "Ecosystems"

- Physical geography— learners will explore, describe and research ecosystems, feeding ecosystems, earth's main ecosystems, tropical rainforests, destruction of tropical rainforests, sustainable ecosystems.
- Physical geography—characteristics and distributions of global biomes.
- Physical geography—economical and environmental effects of deforestation.
- Geographic skills—distance, direction.

AUT 1: "Weather and climate"

- Physical geography— recap on weather, measuring weather and cloud types, rain types, air masses, pressure and weather, factors that influence climate, climate in the UK, climate in Europe.
- Physical geography—climate zones, weather and climate.
- Geographic skills—map data and GIS.



SPR 2: "Rivers and rocks"

- Physical geography— learners will explore, describe and research the water cycle, movement of water to a river, the river's journey, the river in action, meanders, waterfalls, features in a river system.
- Physical geography— describe and understand the hydrological cycle, features in a river: meander, source, oxbow lake.
- Fluvial management strategies and floods.
- Physical geography— learners will explore, describe and research the changing Earth, classification of rocks, weathering, shaping and landscapes, rock types and the weathering test.

SUM 1: "Sustainable cities and earthquakes"

- Physical geography— learners will explore, describe and research the layers of the Earth, distribution of earthquakes and volcanoes, plate movement, damages of earthquakes and predicting earthquakes.
- Physical geography— understand and describe tectonic plates, looking at continental drift, plate boundaries and earthquakes.
- Physical geography— pupils will explore tectonic movement through the lens of volcanoes and tsunamis.
- Physical geography— learners will explore, describe and research the types of volcanoes and why people live near volcanoes, reducing the impact of volcanoes.
- Geographic skills—co-ordinates.

SUM 2: "Tectonic plates and Africa"

- Human geography— learners will explore, describe and research the scale and diversity in Africa, dealing with common misconceptions of Africa, conflict in Sudan, sustainability in Sudan, Ghana, education in Ghana and Africa looking to the future.
- Human geography— explore creating a sustainable city.
- Human geography— research and understand sustainable management plans in the UK.
- Human geography— evaluate the importance of green energy: solar energy, geothermal energy, wind energy, etc.
- Geographic skills—variety of maps with different map skills.

SPR 1: "Geography of the local area"

- Human geography— learners will explore, describe and research: settlements, site and situation, function of a town and city, our local area, development in the area, site for settlements, settlement shape, benefits and problems of settlement growth, land use zones in towns and cities.
- Geographic skills—contours, altitude.

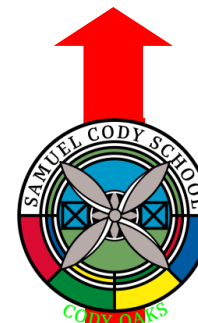
AUT 2: "Geography of the local area"

- Human geography— learners will explore, describe and research: settlements, site and situation, function of a town and city, our local area, development in the area, site for settlements, settlement shape, benefits and problems of settlement growth, land use zones in towns and cities.
- Geographic skills—distance, direction.

AUT 1: "Maps and the British Isles"

- Locational knowledge— identify the British Isles, capitals, oceans and important harbours, distance and area on a map: measuring distance, compass work, map symbols, grid references and heights on maps (contours).
- Geographical skills—atlas work, latitude and longitude, map data and GIS.





Therapeutic approach

SPR 2: "Finding my way"

- Geographical skills and fieldwork — use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Geographical skills and fieldwork - use Google Earth and aerial photographs of regions to build their knowledge about the wider world.
- Place knowledge—trade and tourism around the world.

SUM 1: "Distances and maps"

- Geographical skills and fieldwork — use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Geographical skills and fieldwork - use calculations to calculate distance and area between different points on a specific map.
- Human geography—development of different countries, comparing development between the UK and Nigeria.

SUM 1: "My local area"

- Geographical skills and fieldwork — use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies .
- Human geography—describe and understand key aspects of economical geography in the local area, focusing on primary, secondary and tertiary sectors.
- Human geography— create a range of methods to improve standards of living in a squatter community.

SPR 1: "Rainfall over the world "

- Physical geography — describe and understand key aspects of the water cycle.
- Physical geography—study of weather and climate all over the world.
- Physical geography—describe and understand key aspects of different types of rainfall.

AUT 2: "Rumbling world"

- Physical geography — describe and understand key aspects of earthquakes .
- Physical geography — describe and understand key aspects of volcanoes.
- Physical geography — describe and understand key aspects of other natural disasters like tsunamis, tornados and floods.

AUT 1: "Rivers and mountains"

- Human geography — describe and understand key aspects of the distribution of natural resources: energy, food, minerals and water.
- Physical geography—describe and understand key aspects of rivers and mountains .
- Physical geography—describe and understand key aspects of the water cycle .



SPR 2: "My county"

- Place knowledge—understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.
- Place knowledge— focusing on Hampshire as the region in the UK.
- Human geography— exploring variety of human activities in Hampshire.
- Urban challenges—explain the opportunities and challenges of Hampshire and Lagos.

SUM 1: "Cities and towns"

- Human geography — describe and understand key aspects of types of settlement and land use.
- Physical geography—describe and understand key aspects of climate zones .
- Physical geography—describe and understand different types of rainfall in the UK.

SUM 2: "Economy and trade"

- Human geography — describe and understand key aspects of economic activity and trade links all over the world.
- Human geography—explore trade links from London.
- Physical geography—describe and understand key aspects of biomes and vegetation belts.

SPR 1: "The United Kingdom"

- Locational knowledge— name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time .
- Urban challenges—explain the opportunities and challenges of the UK and Nigeria.

AUT 2: "Europe and beyond"

- Locational knowledge— locate the world's countries, using maps to focus on Europe (include the location of Russia) and North and South America (Amazon).
- Place knowledge—understand geographical similarities and differences through the study of human and physical geography of a region in an European country.

AUT 1: "The bigger World"

- Locational knowledge— identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

