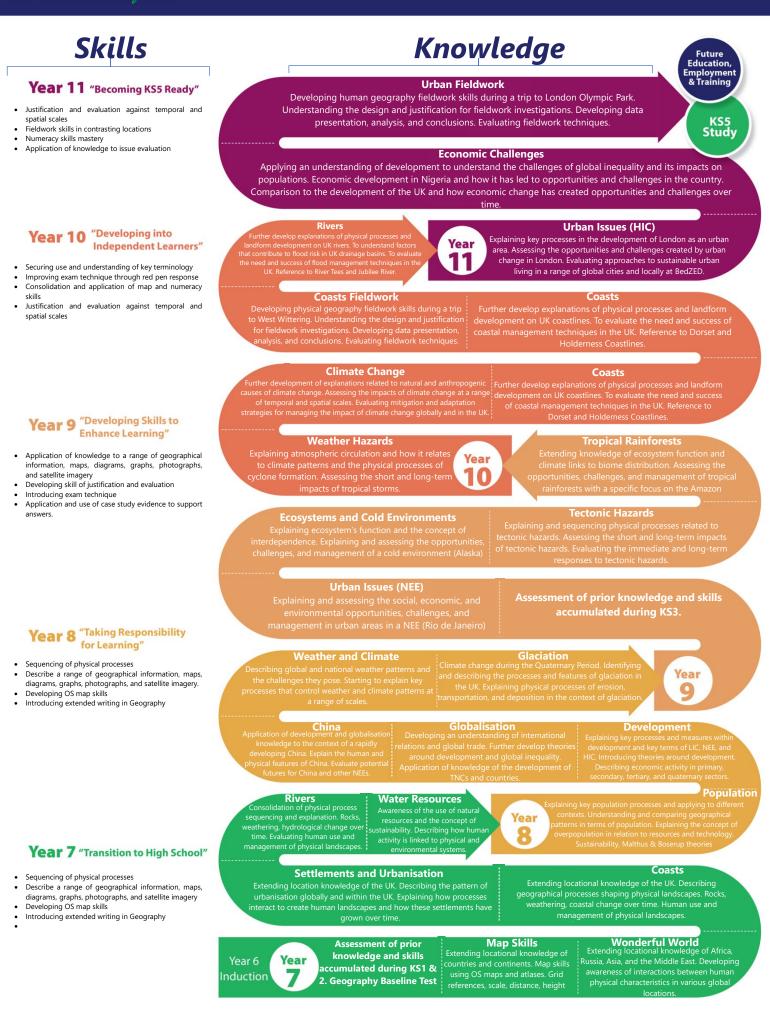
### Glenthorne High School

# **GCSE Geography Learning Journey**





# **Geography GH6 Learning Journey**

## **Skills**

### Year 13 "Are you Fit for FEET?"

NEA  $\checkmark$ Fieldwork skills in contrasting locations in both physical and human geographies.

- Numeracy skills mastery, including statistical  $\checkmark$ analysis.
- Design of independent investigation and  $\checkmark$ extended project completion.
- Fieldwork design, justification, data collection, presentation, analysis, conclusion, and evaluation.

#### Year 13

- High confidence with key terminology and  $\langle \rangle$ academic writing.
- $\checkmark$ Mastering exam technique for 6, 9, and 20 mark questions.
- Application of map and numeracy skills to  $\langle \rangle$ novel situations.
- Justification and evaluation against temporal  $\langle \checkmark \rangle$ and spatial scales.



### Year 12 "Introduction to A-Level Mindset"

- Developing confidence with key terminology  $\checkmark$ and academic writing
- Developing exam technique for 6, 9, and 20  $\checkmark$ mark questions
- Introduction to techniques specific to  $\langle \rangle$ "analyse" questions.
- Application of map and numeracy skills to  $\checkmark$ novel situations
- Justification and evaluation against temporal  $\checkmark$ and spatial scales

## Knowledge

#### NEA

physical geography.

Education

#### Human Geography

#### **Population and the Environment**

Explaining global and regional patterns of food production and consumption. Application of climate zone and zonal soil knowledge to the understanding of relationships between climate/soils and human activities (agriculture). Assessing the links between environment and health and well-being in a range of contrasting

#### **Global Systems and Governance**

Understanding the dimensions of globalisation and assessing factors within it. Assessing the role of marketing and patterns of production, distribution, and consumption in global trade. Explaining and evaluating the form and nature of economic, political, social, and environmental interdependence. Evaluating the role of international organisations in the management of Antarctica as a global common. Physical Geography

#### **Coastal Systems and Landscapes**

Coasts as natural systems of inputs, outputs, stores, and transfers. Coastal systems and processes including sediment cells, geomorphological processes, and processes of erosion, transportation, and deposition. Development of coastal landscapes and landforms and how climate change will affect these landforms over spatial and temporal scales. Evaluating coastal management at different temporal and spatial scales.

#### Natural Hazards

Defining of natural hazards and understanding how hazard perceptions influence management. Evaluating the application of Park Model and Hazard Management Cycle. Detailed explanation of processes affecting plate tectonic theory and evidence for the theory



#### **Changing Places**

Developing an understanding of the nature and importance of place and the factors that have shaped them. Explaining the impact of relationships, connections, meaning, and representation on a local place and a far place Place study of a local place and a contrasting place and assessing the roles in their change over temporal scales.

Assessment of prior knowledge and skills accumulated during KS4.

### **Physical Geography**

#### Water and Carbon Cycles

Concept of systems and spheres in Geography. Global water and carbon stores and the processes and factors affecting transfer and changes in these stores. The impact of changing water and carbon cycles on climate and life on Earth. Case study of tropical rainforest (Amazon) and local scale river catchment (River Eden)



Assessment of prior knowledge and skills accumulated during KS4.

Year