

UNIT 1 - INTRODUCTION TO GEOGRAPHY

Content

- The names and locations of the continents
- Why the world is split into continents
- How a country is defined
- The names and location of key physical landforms
- How world maps have been designed
- The difference between different types of maps
- What latitude and longitude are and their use in locating places

Resources & ICT

- Atlas
- Worksheets
- Powerpoint presentations
- Internet research: news websites, Youtube clips
- iPad: vocabulary flashcards, CIA world factbook app, Google Earth app

Types of assessment

- Interactive class discussions, on-the-spot performance, quiz, think-pair-share, observation and questioning, mapping, question and answer worksheets, class discussion and presentations, vocabulary worksheets and factual quizzes
- End of unit topic test

Students to Know

- Main political divisions of the world
- Main physical features of the world
- Types of maps
- Latitude and longitude

Students to Understand

- The spatial distribution of the world's countries, continents and key physical features
- The complexity of projecting the globe in 2D and the weaknesses and strengths of different world maps
- The complexity of defining a continent or country and the political decisions that affect the definitions

Students to be able to Do

- Plot information onto a blank outline map with a key
- Describe a map
- Use the internet to research geographical information
- Use an atlas index page and use the information to find a location within the atlas

Cross curricular links

- History; formation of maps
- Maths; plotting information from longitude and latitude

Differentiation incl. EAL

- Team work: pairing language learners with native speakers
- Simplified rubrics
- Language support and writing frames for written tasks

Learning styles activities

- Verbal and aural: class and small group discussions, video clips
- Reading and writing: comprehension and extended writing exercises
- Both individual and team research
- Kinesthetic: map and poster creation



Hermógenes Teixeira Pinto Filho / Public domain

Global citizenship, internationalism, local environment

- Physical and human geography around the world

UNIT 2 - PLATE TECTONICS

Content

- The structure of the Earth
- The location of earthquakes and volcanoes
- The different types of plate boundary
- The cause and impacts that earthquakes have in different countries
- The cause and impacts tsunamis can have
- The structure of a volcano
- What impacts eruptions can have
- The management of tectonic hazards

Resources & ICT

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Types of assessment

- Interactive class discussions, on-the-spot performance, quiz, think-pair-share, observation and questioning, mapping, question and answer worksheets, class discussion and presentations, vocabulary worksheets and factual quizzes
- End of unit topic test

Students to Know

- The structure of the Earth
- The different types of plate boundary and how earthquakes and volcanoes form at each one
- The impacts that earthquakes have and how they can cause a tsunami
- What impacts that volcanic eruptions can have
- How tectonic hazards can be predicted and the effects mitigated

Students to Understand

- How the Earth's plates are moving
- The cause of earthquakes and volcanoes; how a tsunami is formed
- Why people live in tectonically active zones
- How to use a Cost Benefit Analysis

Students to be able to Do

- Draw annotated diagrams of Earth's structure and plate boundaries
- Use an atlas to find information on a place, including longitude and latitude
- Write good geographical descriptions
- Draw a cross section of a volcano using contour lines
- Present clearly and confidently to the class
- Research effectively on the internet

Cross curricular links

- Chemistry; composition of rock types
- Physics; forces that occur at plate boundaries
- Economics; impact of tectonic hazards on economic development

Differentiation incl. EAL

- Team work: pairing language learners with native speakers
- Simplified rubrics
- Language support and writing frames for written tasks

Learning styles activities

- Verbal and aural: class and small group discussions, video clips
- Reading and writing: comprehension and extended writing exercises
- Both individual and team research
- Kinesthetic: map and poster creation



Eruption at Fimmvörðuháls at dusk, Iceland

Henrik Thorburn / CC BY-SA 3.0

Global citizenship, internationalism, local environment

- Impact of tectonic hazards on economic development
- Role of aid agencies and governments in responding to tectonic hazards

UNIT 3 - DEVELOPMENT

Content

- The use of different indicators to show levels of development
- Environmental, social, economic and physical causes of development differences
- The use of fair trade, debt reduction and aid to reduce development inequalities
- The advantages and disadvantages of different types of aid
- The differences in the levels of development of different countries in the EU
- How the EU has attempted to reduce differences in development between member states

Resources & ICT

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- Worksheets
- Powerpoint presentations
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Types of assessment

- Interactive class discussions, on-the-spot performance, quiz, think-pair-share, observation and questioning, mapping, question and answer worksheets, class discussion and presentations, vocabulary worksheets and factual quizzes
- End of unit topic test

Students to Know

- How to measure development
- A case study of the impact of natural hazards on development
- A case study of the impact of poor water quality on development
- The impact of the global imbalance in trade on development
- The impact of unstable governments on development
- How development inequalities can be reduced

Students to Understand

- The relationships between indicators of development
- That the causes of development differences are complex
- That development differences exist within the EU
- The positive and negative impacts of solutions to development differences

Students to be able to Do

- Draw a scatter graph to examine the correlation between different indicators
- Describe a scatter graph
- Calculate development indicator change over time
- Research effectively on the internet
- Write an extended written answer on a case study

Cross curricular links

- Maths; calculation of development indicators, drawing a scatter graph
- Economics; measures of GDP, GNI, GNP
- History; development of global trade

Differentiation incl. EAL

- Team work: pairing language learners with native speakers
- Simplified rubrics
- Language support and writing frames for written tasks

Learning styles activities

- Verbal and aural: class and small group discussions, video clips
- Reading and writing: comprehension and extended writing exercises
- Both individual and team research
- Kinesthetic: map and poster creation



Coffee has been one of the first good to be distributed by fair trade organisations

Alex Upshur / Green Ray Studio / CC BY 2.0

Global citizenship, internationalism, local environment

- Measure of global economic development differences
- Role of aid agencies and governments in reducing development differences
- The use of fair trade, debt reduction and aid to reduce development inequalities
- The differences in the levels of development of different countries in the EU
- How the EU has attempted to reduce differences in development between member states

UNIT 4 - ICE ON THE LAND

Content

- The amount of ice on a global/continental scale over time
- The glacial budget
- Geographical processes: weathering; freeze-thaw; erosion: abrasion and plucking; movement: rotational slip; deposition
- Erosional landforms; corries, aretes, pyramidal peaks, glacial troughs, hanging valleys
- The attractions of a glacial environment of an alpine area for tourists and the economic/social and environmental impact of tourists
- The factors that contribute to the risk of avalanches and methods that can be used to reduce the avalanche risk
- The effect of global warming on alpine ski resorts in the future (economic/social and environmental impact) and what can be done to manage this

Resources & ICT

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Types of assessment

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Students to Know

- How glaciers have shaped landscapes
- A case study of a glacier that has retreated since the 19th century
- A case study of an alpine area for winter sports/sightseeing glaciers
- Risks and mitigation of avalanches and a case study of an avalanche

Students to Understand

- How long term and seasonal changes in temperature and snowfall may affect glaciers
- The processes that occur in glacial environments and how they form

Students to be able to Do

- Draw a graph to show how alpine environments will be effected by climate change
- Explain how a landform is created
- Research effectively on the internet
- Write an extended written answer on a case study

Cross curricular links

- Maths; calculation of temperature predictions and impacts on glaciers

Differentiation incl. EAL

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Learning styles activities

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Aletsch Glacier, the largest glacier in the Alps, Switzerland

Igor Sperka / CC BY-SA 4.0

Global citizenship, internationalism, local environment

- Impact of global climate change on the world's ice
- Local study of Switzerland's glaciers for tourism

UNIT 5 - WATER

Content

- The water cycle
- How we use water
- Where we get water from in the EU
- How we can manage water supply
- How we can reduce the demand for water
- What factors are making water stress worse
- How water could cause international conflict in the future

Resources & ICT

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Types of assessment

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Students to Know

- The physical factors that influence water supply
- The human factors that influence water supply and demand
- The conflict that occurs as a result of water scarcity
- Case study Dubluck, Ethiopia

Students to Understand

- That water is a scarce resource
- That there are many impacts of water scarcity
- That the solutions to water scarcity rely on decreasing demand and increasing supply

Students to be able to Do

- Use 4 and 6 figure grid references
- Work out distances and relief from maps
- Draw and interpret line and bar graphs
- Draw and interpret pie charts
- Interpret geological maps
- Use information and work in a team to make decisions

Cross curricular links

- History; water conflicts over time

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U.S. Army Sergeant Kornelia Rachwal gives a young Pakistani girl a drink of water

TSgt Mike Buytas / USAF / Public domain

Global citizenship, internationalism, local environment

- Global access to water
- International conflict over water in the Nile drainage basin