

Subject	Year	Term
Geography AQA	12	Start Autumn term 2 in to spring term 1 and 2
Topic		
Changing places		
Content + skills (Intent)		
<p>Prior Learning (Topic)</p> <p>KS1/KS2-</p> <p>KS1- Human geography including: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas, understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>KS2- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities, 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, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>KS3 at Balcarras</p> <p>The city that never sleeps- urbanisation (Year 7), Adventure landscapes (Year 7), Perishing places (Year 8), Paradises lost? (Year 9)</p> <p>KS4 at Balcarras</p> <p>Urban environments (Year 10), The living world (Year 11), Changing economic world (Year 11), Resource management (Year 11),</p> <p>KS5 at Balcarras</p> <p>The hazards topic is being taught alongside the 'Changing places' topic- (sense of place and hazardous events such as wildfires) The coasts topic is taught before this one in year 12. 'Coasts' (systems and positive/negative feedback loops)</p>		
<p>This section of the specification focuses on the study of people and places. Place is used commonly as a backdrop for learning about case studies, geographical themes, and is now being studied in its own right. There is the opportunity to study the local and external factors that combine to shape place identity, to help us make sense of the world and better understand it from a geographical perspective.</p>		
<p>Future Learning (Topic)</p> <p>Due to the synoptic nature of geography elements of changing places can be brought into other modules, especially the essay questions. The other modules studied are 'Water and Carbon Cycles' (links to volcanic influence on Carbon), 'population and the environment' (climate change, resources and health) 'Global systems and governance' (changing climate)</p>		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
<p>Key Themes:</p> <ul style="list-style-type: none"> • The nature and importance of place • The concept of place and the importance of place in human life and experience. • Insider and outsider perspectives on place. • Categories of place • Factors contributing to the character of places 	<p>Provide SHORT and FREQUENT re-call tests in a low-stakes environment – mix of formative and summative</p> <p>Pupils will receive a past paper question booklet which covers all previous exam questions available to us. These will be regularly set, marked</p>	

- Changing places – relationships, connections, meaning and representation
- The importance of the meanings and representations attached to places by people with a particular focus on people's lived experience of place in the past and at present.
- How humans perceive, engage with and form attachments to places and how they present and represent the world to others, including the way in which everyday place meanings are bound up with different identities, perspectives and experiences.
- How external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions.
- How places may be represented in a variety of different forms such as advertising copy, tourist agency material, local art exhibitions in diverse media (eg film, photography, art, story, song etc) that often give contrasting images to that presented formally or statistically such as cartography and census data.
- How both past and present processes of development can be seen to influence the social and economic characteristics of places and so be implicit in present meanings.
- Local place study exploring the developing character of a place local to the home or study centre.
- Contrasting place study exploring the developing character of a contrasting and distant place.

The A-Level course comprise of lessons where content is taught (teacher led), directed questioning and adaptive teaching. Pupil notes are made (often through 'flip learning' ahead of the next lesson). Exam technique is integrated (see opposite box) via PPQs, plus there is an expectation of wider reading and keeping up with current issues/affairs. We aim to include pupil centred/led learning through group work, peer learning/assessment. We also include fieldwork, GIS and numeracy/ computing skills where possible.

Continual low-stakes formative testing in lessons through verbal questioning

This topic will be covered within the Year 12 and Year 13 formal mock exams - summative feedback.

A level record sheet, Progress analysis, data shared in interim reports and formal reports and parents evening.

Misconceptions

Africa Is Not A Country

Africa is not a country but a continent that is made up of 54 countries. The population of Africa is around 1.2 billion, and there are approximately 2,000 languages spoken across the entire continent.

Someone who lives in a place can never feel like an outsider

An outsider is someone who feels unwelcome or excluded from a place e.g. they don't feel like they belong there. E.g. international immigrants who don't share the same cultural values as the residents that live around them make feel like outsiders in the area they live.

How can parents help at home?

Support with homework and revision techniques for graded assessments. Discuss current affair issues by watching/reading the news. Download the BBC or Guardian news app and set to environmental notifications to receive the most update articles. Watching relevant documentaries e.g. David Attenborough, wildlife/environments.

Places to explore

Back to back houses in Birmingham- national trust
<https://www.nationaltrust.org.uk/birmingham-back-to-backs>

Watch this

Revision blast- Tutor2U- changing places

<https://www.youtube.com/watch?v=Np1u9MhNQPw>

Listen to this

<https://podcasts.ox.ac.uk/series/shelter-displacement-forced-migration-review-55>

<https://www.avisonyoung.com/en-GB/podcast#:~:text=Changing%20Places%2C%20sponsored%20by%20Avison,and%20into%20the%20near%20future.>

Check this out

Revision video: Note some case studies may be different

<https://www.youtube.com/watch?v=gjXZSewXJgg>

Conversation Starters/essay titles

Is the high street truly dead?
You can only truly know a place by living there
To re-brand or not re-brand?

Helpful further reading/discussion

Reading	Vocabulary Lists	Careers Links
Non fiction	<i>Speaking like a geographer (Splag)</i>	
Rosling, Hans (2020) How I learned to understand the world	Characteristics Location Locale Flows Sense of place	Community Outreach Coordinator in NGOs Sustainability Coordinator in
Bennett, J. (2010) Hello Dubai: Skiing, Sand, and Shopping in the World's Weirdest City.	Insider Outsider Experienced place Media place Near and far places	Corporations Mapping/Data Analyst in Planning/Construction
Academic reading	Endogenous Exogenous Topography Demographic	GIS Analyst in Transportation Services
de Blij, Harm (2012) Why geography matters more than ever	TNC's Corporate bodies Place marketing Reimaging Rebranding Statistics	Natural and Cultural Heritage Interpreter in Government Service
Nayak, Anoop and Jeffrey, Alex (2011) Geographical Thought: an introduction to ideas in human geography		Tourism Information Officer in Travel Services Policy Analyst in Municipal Government