

CURRICULUM SUMMARY – September to October 2010

SUBJECT: Geography

YEAR GROUP: 7

TEACHER: D. Hughes

Week	Learning objectives	Activities (in brief)
1	Course administration and introduction to topics. To establish the nature of topics and the integrated approach. Settlement: Site factors and situation.	Categorization of human and physical topics, patterns and processes. Diagrams and discussion on the development of settlements. Explanation of Krakow's site factors and student's home town/city.
2	Hierarchy and settlement functions in MEDC's. To understand the differences between urban and rural settlements.	Definition and descriptive analysis of the development of different types of settlement. Discussion and diagrams.
3	Urban and rural settlements in MEDC's. To examine the nature of modern 'western' settlements.	Comparative analysis of living in one or the other settlement type. Discussion and explanation of advantages and disadvantages. House/Flat estate agent's property advert.
4	Urbanization and urban morphology in MEDC's. To understand the development and layout of urban centres.	Examination of the realism of urban models with real examples. Zoning. Diagrams and discussion. Description of a town/city familiar to students. Fieldwork sketch-graph of height of buildings around Krakow's CBD compared to other well-known cities.
5	Urbanization and urban morphology in LEDC's. To understand the similarities and differences with western cities.	Case study of Brazilian city. The development of high class and shantytown areas. Diagram and discussion about the efforts to change the situation.
6	Urban problems in MEDC's. To examine the design faults and policy programs involved with urban renewal over the last forty years.	Brainstorm diagram of the many and varied interrelated problems facing cities. Discussion and poster promoting redevelopment programs.
7	Urban sprawl and restrictions placed on growth in MEDC's. To see how cities expand.	Examination of green and brown field site policies. Case study of village growth and new/commuter/dormitory town projects in the UK over the past 50 years. Map-work and fieldtrip involving Krakow's outskirts.

CURRICULUM SUMMARY – September to October 2010

SUBJECT: Geography

YEAR GROUP: 8

TEACHER: D. Hughes

Week	Learning objectives	Activities (in brief)
1	Course administration and Introduction to topics. To reinforce students understanding of the nature of geographical topics.	Written and oral short answers and discussion on the integrated approach to geography, patterns and processes. Organization and presentation of data
2	Drainage Basins and River Regimes: Sizes and shapes of basins, River courses. To understand what rivers really are	Map-work and diagrams illustrating the features of rivers along their profile.
3	Upper course features, section and profile. Erosion, transportation and deposition. To gain an in depth knowledge of the features and types	Diagrams and geological discussion on the nature of upper course valleys, gorges and waterfalls. Estimation of the types of erosion and transportation processes at work. Case studies of world famous waterfalls.

	of processes at work.	
4	Middle course features, section and profile. Erosion, transportation and deposition. To gain an in depth understanding of the features and processes at work.	Diagrams showing the effect and processes of lateral erosion on meanders. Case study sketch fieldwork on the Vistula river in Krakow.
5	Lower course features, section and profile. Erosion, transportation and deposition. To gain an in depth understanding of the features and processes at work.	Diagrams and explanations of the deposited features down river. Analysis of ox-bow lake and levee formation. Deltas and estuaries explained.
6	River Studies: Speed, depth and deposition along the river course. To investigate whether the theories are accurate in reality.	Knowledge test and team planning of fieldwork exercises and techniques.
7	Hydrology and drainage. To understand how drainage basins cope with the water cycle and why rivers are said to misbehave.	Diagrams, written explanatory, descriptive answers and discussion on the effectiveness of the water cycle process and failings in light of human activity along a river channel. The hydrograph.
	Flooding and river management in Europe and in Krakow. To find out what can be done to improve drainage efficiency.	Documentary footage and photographic evidence of flooding around the world over the last ten years.

CURRICULUM SUMMARY – September to October 2010

SUBJECT: Geography

YEAR GROUP: 9

TEACHER: D. Hughes

Week	Learning objectives	Activities (in brief)
1	Course administration and Introduction to topics. To reinforce yet again the nature of geographical topics.	Written and oral short answers and discussion on the integrated approach to geography, patterns and processes. Organization and presentation of data.
2	Population: Density, distribution, factors and change. To understand the factors which dictate where we live	Descriptive and explanatory answers on the global population spread. Map-work.
3	Population growth rates and factors involved with MEDC's and LEDC's. To understand the factors causing different rates of population growth.	Diagrams, written explanations and forecasts about causation, consequence, change and comparison of MEDC and LEDC age/gender population structure pyramids. Projection of the future stage 5 of the Demographic Transition Model.
4	Population growth control policies in Asia. To understand how developing countries governments try to cope and influence population size and structure.	Case studies, discussion and explanatory written answers about policies to manage population trends.
5	Migration types and factors involved with international immigration and emigration and	Explanatory written answers, diagrams, discussion and case study enquiries. Causation of migration and consequences for donor and receiving countries and regions.

	internal migration. To know the types and nature of migration and understand the factors causing migration.	
6	Population and resources. To understand populations in relation to available resources and the consequences of imbalance.	Diagrams and written explanations about under/over/optimum population levels affecting nations today and immigration issues.
7	Population size estimates of best, medium and worst case scenarios. To assess whether an explosion is occurring or not.	Projected global population levels on graphs. Discussion and written analysis of estimations of the likely consequences dependent on many variable factors.

CURRICULUM SUMMARY – September to October 2010

SUBJECT: Geography

YEAR GROUP: 10/11

TEACHER: D. Hughes

Week	Learning objectives	Activities (in brief)
1	Course administration and introduction to topics. To orientate students towards topics at IGCSE level.	Discussion on the integrated IGCSE course. Examination papers and question types.
2	Population: Density and distribution. To understand why people live in certain types of places and so students can effectively describe patterns.	Exam style structured question testing knowledge, explanation and judgment about the patterns and factors causing change to the spread of habitation. Map-work and discussion about the consequences for MEDC and LEDC countries.
3	Population growth: Global, regional and national size and structures. To understand the development and dynamics of demographic transition	Exam style structured questions testing knowledge, explanation and judgment on growth rates and factors. Causation and consequence, change and comparison of MEDC and LEDC age/gender structure pyramids. Demographic Transition Model and prospects for the future.
4	Population growth management. To assess the processes by which governments set out to control population growth and structure.	Exam style structured question testing knowledge, explanation and judgment about the nature and ethics concerning policies in LEDC's. Consequences involved and empathy concerning case studies. Prospects concerning MEDC's.
5	Migration types and factors. To identify specific forms of migration and understand the factors involved.	Exam style structured question testing knowledge, explanation and judgment about causation and consequences for LEDC and MEDC countries. Map-work and discussion about case studies.
6	Population and resources. To assess the situation facing several nations and whether countries can sustain growth.	Exam style structured question testing knowledge, explanation and judgment about the balance resulting in under/over/optimum levels. Diagrammatical analysis and discussion about nations today and the growth/immigration issues involved.
7	Resource/population case studies and concepts. To examine the population structures of LEDC's and assess the developments influenced by policies and economic climate.	Examination of selected MEDC and LEDC nations predicaments and polices designed to overcome or off-set imbalance. Reading and discussion.

CURRICULUM SUMMARY – September to October 2010

SUBJECT: Geography

YEAR GROUP: 13

TEACHER: D. Hughes

Week	Learning Objectives	Activities (in brief)
1	Coasts and their management: Erosion, transportation and deposition processes and patterns: Hydraulic action. To revisit in depth the topic at IB level.	Features and landforms, discussed at pre IB levels using revision poster, and the nature of topic at IB. Reading about waves, tides and isostasy. Examination question.
2	Beaches: Types, formation of features and change. To re-examine the wave processes.	Geological research and discussion on make-up of sand and silt, long-shore drift, and deposition diagrams. Photographic analysis. Video on 'Coast'. Examination question.
3	Erosion processes and shorelines. To revise erosion in full and in greater detail.	Discussion and photographic analysis of features like bays and peninsulas and the processes at work in their development. Types of shoreline and associated erosion diagrams. Examination question.
4	Physical evidence of theories involved with a coastal region. To learn about a specific piece of coastline for exam description.	Case study analysis of Wales and Australia. Discussion and recording of researched findings.
5	Management of coastlines: Natural processes of change. To know what is done in a specific area to protect cliffs and settlements.	Discussion and identification for listing/ranking of hazards and estimation of the levels of risk and damage to shorelines, consequences for humans and the environment. Photographic analysis and diagrams. Examination question.
6	The human effect on coastlines. To examine the harm done to coastal areas over time by tourists and local inhabitants.	National, regional and local policies to regulate change to shorelines. Discussion and diagrammatical and photographic analysis of the effect of action. Examination question.
7	Remote and populated coastline management issues and policies. To compare different stretches of coastline.	Discussion and recording of initiatives employed by governments and organizations through a case study analysis of Greenland and other coastlines. Map-work, diagrammatical and photographic analysis of policies, effects and consequences of action. Examination question.