

## Y10 GEOGRAPHY

### GEOGRAPHICAL INVESTIGATIONS- How do we complete fieldwork?

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> <li>• This unit will develop the prior learning of coasts and urban areas to visit 2 locations to put the theory into practice.</li> <li>• This is the completion of 2 field visits to 2 contrasting locations. One of the enquiries has be human geography &amp; the other physical geography. From this the enquiries are written up and examined on paper 3 of the exam.</li> <li>• Both enquiries involve the collection of primary data and the use of secondary data to back up the findings.</li> <li>• For both enquiries the links &amp; interactions between both human &amp; physical geography should be established.</li> <li>• In the exam both familiar and unfamiliar data &amp; methods will be used.</li> <li>• The unit gives opportunities to develop geographical skills such as: description of patterns of distribution in maps &amp; graphs, carry out research, use numerical data &amp; analyse it and present data using different graphical techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to the field visit, the enquiry process has be understood: - choosing a suitable enquiry question to investigate; selecting, measuring &amp; recording data appropriate to the enquiry; selecting appropriate ways of processing and presenting the fieldwork data; describing, analysing and explaining the fieldwork data; reaching conclusions &amp; evaluating the enquiry.</li> <li>• Completion of 2 field visits to the north Norfolk coast (coastal processes &amp; management techniques) and Norwich (urban change &amp; inequality)</li> <li>• Independent research, data collection and data presentation, analysis, conclusion &amp; evaluation will be completed with exam style questions linked to their enquiry, but also using their skills apply it to unfamiliar data.</li> </ul>	<p>Qualitative Quantitative Enquiry Primary/secondary data Presentation Hypothesis Analysis Conclusion Evaluation</p>
Challenge and Support:	Worldwide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> <li>• Develop vocabulary both verbally and in written.</li> <li>• Writing frames; success criteria.</li> <li>• VIP strategy for disadvantaged students</li> <li>• Some pupils will progress further and start to describe and begin to explain.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent research, data collection and data presentation, analysis, conclusion &amp; evaluation. Independent skills to allow them to be taken and applied to further education/jobs.</li> <li>• To see geography in 'real life'.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ideas of opportunities for employment in research/management/ investigation.</li> <li>• To develop skills that can be transferred into later life.</li> </ul>

<ul style="list-style-type: none"> <li>Relevant SEND support based on student's individual needs and passport information.</li> </ul>	<ul style="list-style-type: none"> <li>How north Norfolk is being eroded by the sea &amp; what else is there we can do?</li> <li>To see that although Norwich is not a big city &amp; does not have the ethnic diversity of many of the UK cities, it still has many of the inequality and urban issues many of the others face.</li> </ul>	
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> <li>Moral- Seeing how we protect some areas of the Norfolk coast but not others &amp; how do the local people feel about this? How inequality exists locally.</li> <li>Historical – how Norwich has changed over time from medieval times to today, the city has had to adapt to modern times, become more sustainable, but also hold onto the historical heart of Norwich.</li> </ul>	<ul style="list-style-type: none"> <li>Cross curricular with Character and Culture influence of human decisions on our environment. Inequality exists and how do we tackle it?</li> <li>Opportunities to promote reading aloud and for extended writing in their descriptions, analysis, conclusions &amp; evaluations. Linking this to the theory already studied.</li> <li>Numeracy through analysis of data, reading graphs and charts to establish patterns. Construction of graphs and presentation of data over time.</li> </ul>	<ul style="list-style-type: none"> <li>That these are problems that occur elsewhere and does not affect us.</li> <li>Field work is easy!</li> </ul>
Assessment timeline:		
<ul style="list-style-type: none"> <li>Use of Knowledge and retrieval quizzes- accumulated learning quizzes conducted on a regular basis. Reviews understanding and comprehension and retention of key knowledge.</li> <li>Exam questions for all 3 key question styles- explain, analyse and evaluate. Model answers, structure guides and scaffolding available for each question. Familiar &amp; unfamiliar fieldwork data questions to be used.</li> <li>Assessment through in class tasks to ensure understanding and application of key skills such as; describing patterns using maps and data, applying numerical data in decision making activity, reading and creating different types of graphs.</li> </ul>		
Home learning		
<ul style="list-style-type: none"> <li>Revision for accumulated learning quizzes</li> <li>Exam practice questions- modelled and structured/planned in class</li> <li>Write up of their fieldwork data- data presentation, descriptions, analysis, conclusions &amp; evaluations.</li> </ul>		

## Feedback

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| <ul style="list-style-type: none"><li>• Feedback 4 used for all assessed exam questions</li><li>• Live marking - self assessment and green pen.</li><li>• Knowledge quizzes- peer assessed and collated.</li></ul> |
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**Length of unit (duration indicated in lessons)**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													