



Putteridge
High
School

Extended Learning

Geography

Years 9, 10 & 11



Putteridge
High
School

Geography

Year 9 - Autumn Term



Extended Learning Opportunities

Subject: Geography

Year: 9

Term: Autumn 1

Topic: Volcanoes and earthquakes

Learning Objectives

- Describe the distribution of volcanoes and earthquakes and describe the characteristics of the centre of the earth.
- Explain the movement along destructive, constructive and conservative plate boundaries,
- Explain the difference between the mercalli and Richter scales
- What are the causes, consequences and responses to a case study for an earthquake?
- Identify how to predict and prepare for earthquakes
- Describe how volcanoes are formed and the different features of a volcano
- What are the different types of volcanoes? Know the differences.
- What are the advantages and disadvantages of living near a volcano?
- How can we monitor a volcano?
- What are the causes, consequences and responses to a volcanic eruption?

Extended Learning Opportunities

- Create a quiz on volcanoes. Include 15 questions and then write the answer on the other side
[Factsheet on volcano hazards](https://www.bbc.co.uk/schools/gcsebitesize/geography/natural_hazards/volcanoes)
www.bbc.co.uk/schools/gcsebitesize/geography/natural_hazards/volcanoes
- Write a Geographical article on the different types of plate boundaries. Include key words and refer to the structure of the earth. [Simple interactive map of earthquakes, volcanoes and plate boundaries](https://www.gcsepod.com/) <https://www.gcsepod.com/>
- Draw a table where you compare an earthquake in an AC and an earthquake in an LIDC. Refer to: time, date, richter scale, death toll or those injured. Write a paragraph to explain why there could be a difference in the statistics. Short [introductory video to earthquakes](https://www.gcsepod.com/) from National Geographic. <https://www.gcsepod.com/>
<http://geobytesgcse.blogspot.com/2007/01/comparing-earthquakes.html>
- Look at the Mercalli and Richter scale, which Richter scale causes the most damage? Link it to the mercalli scale and then explain why some countries are prone to having earthquakes that are quite high on the Richter scale. <http://www.geography-site.co.uk/pages/physical/earth/richt.html>
- Create a case study research booklet on a recent earthquake. Include information on 'causes', 'impacts' and 'responses'. Refer to primary impacts, secondary impacts, long term responses and immediate responses. <http://exploregography.net/earthquake-case-studies-gcse/>



- Draw a table where you compare the differences between composite and shield volcanoes. Include 4 key points and labels on the diagram.
http://www.bbc.co.uk/schools/gcsebitesize/geography/natural_hazards/volcanoes_rev3.shtml
- Create a case study research booklet on a recent volcanic eruption. Include information on 'causes, impacts' and 'responses'. Refer to primary impacts, secondary impacts, long term responses and immediate responses. <https://www.gcsepod.com/case-studies/>
- Find 4 different types of people who may live near a volcano and explain what the advantages would be for example, fertile soil is good for a farmer.
http://www.bbc.co.uk/schools/gcsebitesize/geography/natural_hazards/volcanoes
- What ways can we monitor a volcano? Write these out and then rank the ones that you think are most important. Which do you think will be the most important? Explain why.
http://www.bbc.co.uk/schools/gcsebitesize/geography/natural_hazards/managing_hazards_rev1.shtml
- Develop your understanding of the topic by watching the 'Global Hazards' Pods on GCSE pod <https://www.gcsepod.com/> Ask your geography teacher if you need help logging in.
- Develop your understanding of the topic by watching videos, reading information and completing quizzes on Seneca Learning. <https://senecalearning.com/> Select the Geography: OCR B GCSE section and go to section '4 Sustaining Ecosystems'.
- Revise over the content by creating mind maps of the content on p48-50 'topic 4 - Sustaining Ecosystems' in the GCSE Geography OCR B Revision Guide. These are available to buy through school, if you would like to purchase one please speak to your geography teacher.
- Use your case study booklet to make revision cards on global and small scale management of the Polar Environment
- Revise and test this topic using bitesize <https://www.bbc.com/education/topics/zp8g39q>



Extended Learning Opportunities

Subject: Geography

Year: 9

Term: Autumn 2

Topic: Population

Learning objectives

- To understand what we mean by population and migration.
- Explain what push and pull factors are and what the barriers are to migration
- Evaluate the impacts of migration and how it can be managed
- Explain what the internal migration patterns are. Refer to counter urbanisation.
- Describe the Demographic transition model and link it to population pyramids.
- Assess the different factors that affect world population growth.
- Evaluate the impacts of Overpopulation
- Case study research

Extended Learning Opportunities

- Create a key word glossary of 15 key terms to do with the topic of population and migration. [Population Matters](https://gorgeousgeography.wordpress.com/year-8/population-migration/population-migration-key-words-definitions/) , [Gapminder](https://gorgeousgeography.wordpress.com/year-8/population-migration/population-migration-key-words-definitions/) <https://gorgeousgeography.wordpress.com/year-8/population-migration/population-migration-key-words-definitions/>
- Research EU migration and write down 5 push factors and 5 pull factors of EU migration to the UK. Refer to Poland in your answers. [Migration policy](https://www.coolgeography.co.uk/Population/Population%20change/Migration%20and%20population%20new.htm) , [Migration Watch UK](https://www.coolgeography.co.uk/Population/Population%20change/Migration%20and%20population%20new.htm) <http://www.coolgeography.co.uk/Population/Population%20change/Migration%20and%20population%20new.htm>
- Create a mind map on the indicators for development and then under each one, identify whether it is a measurement of wealth or social. [Socio-economic Indicators for every country in the world](https://www.bbc.com/education/guides/zqjjjxs/revision/1) <https://www.bbc.com/education/guides/zqjjjxs/revision/1>
- What is counterurbanisation and what are the impacts? (give 3 positive and 3 negative impacts). Do some background research on CUTNALL GREEN, WORCESTERSHIRE, UK and then link this case study to counter-urbanisation. <https://www.ermysteds.co.uk/wp-content/uploads/2017/02/Counterurbanisation.pdf>
- Create a population pyramid for an LEDC and MEDC. Include 4 labels for each pyramid and then write an analysis for each one using the PEEL method. https://www.youtube.com/watch?v=r_0HynY56fE <https://www.gcsepod.com/>
- What is over-population? What are the impacts and how can it be solved? Write a paragraph for each one. [The Guardian: Over-populated or under-developed? The real story of population growth.](http://www.bbc.co.uk/schools/gcsebitesize/geography/population/) [The Global Footprint Network](http://www.bbc.co.uk/schools/gcsebitesize/geography/population/) <http://www.bbc.co.uk/schools/gcsebitesize/geography/population/>



- Create a case study booklet on 'Internal migration within the UK' . Include 5 boxes on the following concepts: 1-where do people migrate from? 2-What are the push and pull factors 3- What are the positive and negative impacts? 4-How is it currently being managed? 5- How will it be managed in the future?
http://www.bbc.co.uk/schools/gcsebitesize/geography/migration/migration_trends_rev1.shtml
- Develop your understanding of the topic by watching the 'Living in the UK Today' Pods on GCSE pod <https://www.gcsepod.com/> Ask your geography teacher if you need help logging in.
- Develop your understanding of the topic by watching videos, reading information and completing quizzes on Seneca Learning. <https://senecalearning.com/> Select the Geography: OCR B GCSE section and go to section '7.1 UK in the 21st Century'.
- Revise over the content by creating mind maps of the content on p74-77 'topic 7 - UK in the 21st Century' in the GCSE Geography OCR B Revision Guide. These are available to buy through school, if you would like to purchase one please speak to your geography teacher.
- Revise and test this topic using bitesize <https://www.bbc.com/education/topics/zpkbv4j>



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Geography

Year 9 - Spring Term



Extended Learning Opportunities

Subject: Geography

Year: 9

Term: Spring 1

Topic: Coasts

Learning objectives

- Describe the formation of constructive and destructive waves
- Explain the geomorphic processes that are involved in shaping landscapes, including: erosion (abrasion, hydraulic action, attrition, solution)
- Explain the geomorphic processes that are involved in shaping landscapes, including weathering (mechanical, chemical, biological).
- Explain the geomorphic processes that are involved in shaping landscapes, including mass movement (sliding, slumping).
- Describe the geomorphic processes that are involved in shaping landscapes, including, transport (traction, saltation, suspension, solution).
- Describe formation of coastal landforms of erosion including headlands, bays , cave, arch, stack,
- Explain the process of longshore drift and the concept of deposition
- Explain the formation of coastal landforms including beach and spit.
- What are the different coastal management types and what are the advantages and disadvantages.
- Case study research on Holderness

Extended Learning Opportunities

- Develop your understanding of the topic by watching the 'Distinctive Landscapes' Pods on GCSE pod <https://www.gcsepod.com/> Ask your geography teacher if you need help logging in.
- Develop your understanding of the topic by watching videos, reading information and completing quizzes on Seneca Learning. <https://senecalearning.com/> Select the Geography: OCR B GCSE section and go to section '3 Distinctive Landscapes'.
- Revise over the content by creating mind maps of the content on p25-39 'topic 3 - Distinctive Landscapes' in the GCSE Geography OCR B Revision Guide. These are available to buy through school, if you would like to purchase one please speak to your geography teacher.
- Revise and test this topic using bitesize <https://www.bbc.com/education/topics/zq3ptyc>



Extended Learning Opportunities

- Draw a diagram with the relevant labels on how waves are formed and the different types [Interactive map of current surface winds](#) [Summary of wave formation](#) , [Video explanation of many aspects of the features of waves](#)
- Draw a table on the different processes of coastal erosion. Draw a diagram for each process. [processes of coastal erosion](#)
http://www.bbc.co.uk/schools/gcsebitesize/geography/coasts/coastal_processes_rev3.shtml
- Write an article for a Geographical article on coastal transportation. Include traction, solution, saltation and suspension [summary of a range of coastal processes](#)
<https://revisionworld.com/gcse-revision/geography/coastal-landscapes/coastal-processes/processes-transportation>
- Create a factsheet on coastal deposition. Include the type of waves involved, the energy levels and some other key words. Include a diagram [Simple introduction to coastal deposition](#) <https://www.gcsepod.com/>
- Create a revision poster on longshore drift, including all the correct labels and diagrams. [A very simple summary of longshore drift](#), [Short animation of longshore drift](#), [investigation into longshore drift](#)
- What is weathering? What are the 3 types? Draw a diagram for each one with the relevant annotations and labels. Summary information and video clips of [sub-aerial weathering and mass movement](#). Summary information and video clips of [sub-aerial weathering and mass movement](#).
- Create a mind map on the depositional features. Include keywords and processes [Summary of some depositional features](#). [Information on coastal deposition](#)
- Create a booklet on the coastal management strategies such as hard engineering and soft engineering. Include the 3 advantages and 3 disadvantages for each one. <https://www.gcsepod.com/>
- Case study research: Create a matrix on Holderness for Coastal erosion and management. Include 5 sections: 1-Where is Holderness? 2-Why does it erode? 3-What management strategies have been put in place? 4-How effective are they? 5-What could be alternative solutions?
http://www.bbc.co.uk/schools/gcsebitesize/geography/coasts/coastal_management_rev3.shtml
<http://www.geography.learnontheinternet.co.uk/topics/holdernesscoast.html>



Extended Learning Opportunities

Subject: Geography

Year: 9

Term: Spring 2

Topic: Development

Learning objectives

- Define key words such as 'development' and the ways in which countries can be classified, such as AC, EDC and LIDC and explain the global distribution of ACs, EDCs and LIDCs.
- Explain the economic and social measures of development, such as GNI per capita and Human Development Index, and how they illustrate the consequences of uneven development.
- Outline the human and physical factors influencing global uneven development
- Explore the factors that make it hard for countries to break out of poverty (social, economic, environmental and political impacts)
- Examine which aspect of development is the most important and why.
- Evaluate the effectiveness of development indicators in measuring the level of development.
- Explore the different ways in which we can reduce the development gap.
- What are the millennium development goals and how was this used to eradicate poverty?
- Case study research on Zambia

Extended Learning Opportunities

- Develop your understanding of the topic by watching the 'Dynamic Development' Pods on GCSE pod <https://www.gcsepod.com/> Ask your geography teacher if you need help logging in.
- Develop your understanding of the topic by watching videos, reading information and completing quizzes on Seneca Learning. <https://senecalearning.com/> Select the Geography: OCR B GCSE section and go to section '6 Dynamic Development'.
- Revise over the content using p62-73 'topic 6 - Dynamic Development' in the GCSE Geography OCR B Revision Guide. These are available to buy through school, if you would like to purchase one please speak to your geography teacher.
- Revise and test this topic using bitesize <https://www.bbc.com/education/topics/zyj4rdm>



Extended Learning Opportunities

- Create a glossary of key terms for the topic of development and then for each one, give an example. [World Trade Organisation](https://www.gcsepod.com/) . <https://www.gcsepod.com/>
- Research on what the Human development Index is and then find the HDI of 5 different countries. Once you have done this, explain what it is showing you about the economic development of each place. [Gapminder and Worldmapper](http://www.bbc.co.uk/schools/gcsebitesize/geography/development/contrasts_development_rev6.shtml)
http://www.bbc.co.uk/schools/gcsebitesize/geography/development/contrasts_development_rev6.shtml
- What human factors hinder development? What physical factors hinder development. Give an example of each one and explain in detail on how this had been done.
http://www.bbc.co.uk/schools/gcsebitesize/geography/development/factors_influencing_development_rev1.shtml <https://www.gcsepod.com/>
- Look at the indicators of development and pick 4 that you think are important and then explain why this is. Pick 3 that you think are not so important and then explain why this is.
http://www.coolgeography.co.uk/GCSE/AQA/Development_Gap/Development%20Gap.htm
- Write an argument which is 1 page long minimum on what is the most effective way to reduce the development gap, trade or aid. Make your argument persuasive.
<https://www.gcsepod.com/>
- What are the millenium development goals? Write down why each 1 is important, come up with 4 suggestions of your own that you could add to the list and then explain why. [UN: Evaluation of Millennium; Development Goals \(2000-2015\), Post-2015 sustainable development goals;](#)
- Research 1 other country which has the same HDI as Zambia and write down 4 facts about the history of its development. <https://www.gcsepod.com/>
- Case study research. Create a case study booklet on Zambia and its history of Development. Make this 4 pages and include information on TNCS and their impact on Zambia's development. <https://www.bbc.com/education/guides/zqcccdm/revision/1>
<http://www.zda.org.zm/>



Putteridge
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Geography

Year 9 - Summer Term



Extended Learning Opportunities

Subject: Geography

Year: 9

Term: Summer 1

Topic: Climate change

Learning objectives

- To describe the pattern of climate change from the beginning of the Quaternary period to the present day.
- To explain the range and reliability of evidence relating to climate change including evidence from sea ice positions, ice cores, global temperature data, paintings and diaries.
- To explain the causes of natural climate change including the theories of sun spots, volcanic eruptions and Milankovitch cycles.
- Investigate the natural greenhouse effect and the impacts that humans have on the atmosphere, including the enhanced greenhouse effect.
- Explore a range of social, economic and environmental impacts of climate change worldwide such as those resulting from sea level rise and extreme weather events. The impacts studied should relate to the 21st century.
- To explain a range of social, economic and environmental impacts of climate change within the UK such as the impact on weather patterns, seasonal changes and changes in industry. The impacts studied should relate to the 21st century.

Extended Learning Opportunities

- Develop your understanding of the topic by watching the 'Changing Climate' Pods on GCSE pod <https://www.gcsepod.com/> Ask your geography teacher if you need help logging in.
- Develop your understanding of the topic by watching videos, reading information and completing quizzes on Seneca Learning. <https://senecalearning.com/> Select the Geography: OCR B GCSE section and go to section '2 Changing Climate'.
- Revise over the content by creating mind maps of the content on p19-24 'topic 2 - Changing Climate' in the GCSE Geography OCR B Revision Guide. These are available to buy through school, if you would like to purchase one please speak to your geography teacher.
- Revise and test this topic using bitesize <https://www.bbc.com/education/topics/zq3ptyc>



Extended Learning Opportunities

- Divide a page into 4 boxes and explain in each box the pattern of climate change from the Quaternary period till now. Include 6 facts in each box.
http://www.bbc.co.uk/schools/gcsebitesize/geography/climate_change/
- Pick 3 different types of evidence of climate change and then create a revision flash card for each 1 where you note down 10 facts. Include statistics in your facts.
<https://climatekids.nasa.gov/climate-change-evidence/> <https://www.gcsepod.com/>
- Write a paragraph for a Geographical website where you explain the 3 theories of climate change. Make sure it is easy to understand but with as much detail as possible.
http://www.bbc.co.uk/schools/gcsebitesize/geography/climate_change/
- Find 5 different ways in which humans have an impact on Climate change and then explain why and how it can be prevented. Use an example of a place to show the impact that climate change is having on. [Understanding climate change impacts on the Amazon rainforest](#), [Climate change and the Amazon rainforest](#), [Addressing climate change](#)
- Research Maldives and write down 5 facts on how Climate change is currently affecting the Maldives and then write down 3 facts on how it will affect the Maldives in the future.
http://cccmaldives.com/?page_id=31 <https://blog.nationalgeographic.org/2011/10/15/maldives-ground-zero-for-climate-change-impacts/> <https://www.bbc.com/education/clips/zj23cdm>
- Case study research -What is extreme weather? Give 3 recent examples of places that were affected by extreme weather. Find a case study and create a booklet on an extreme weather event. Include: what happened? Where it happened? How it happened? Who was affected? What were the responses?
http://www.bbc.co.uk/schools/gcsebitesize/geography/weather_climate/extreme_weather_rev1.shtml https://www.gcsepod.com/gcsepod_video/geography/



Extended Learning Opportunities

Subject: Geography

Year: 9

Term: Summer 2

Topic: Southend Fieldwork

Learning objectives

- To be able to locate Southend on sea on a map.
- To be able to locate different features of Southend on an OS map using grid references
- To explore some background research on Southend
- To identify possible enquiry questions for Southend
- To explore reasons to why people are attracted to Southend

Extended Learning Opportunities

- Using various maps of Southend. Find 5 facts about the location of Southend on Sea in relation to the UK. Examples can include things such as nearby towns or compass points to the nearest sea.
<http://southend-on-sea.streetmapof.co.uk/> <https://greenwichmeantime.com/uk/england/southend-on-sea/map/>
<http://www.towncentremap.co.uk/england/southend.html>
- Find 5 features in Southend on Sea, such as school, hospital, town centre and then mark the 4 and 6 figure grid references for each feature. <https://www.ordnancesurvey.co.uk/shop/explorer-map-southend-on-sea-basildon.html>
<https://getoutside.ordnancesurvey.co.uk/guides/beginners-guide-to-grid-references/>
<https://gridreferencefinder.com/>
- Write down 2 factors on the A) History of Southend on Sea, B) Climate of Southend on Sea C) Tourism on Southend on Sea D) Culture of Southend On Sea
http://www.southend.gov.uk/info/200410/historic_southend/332/history_of_southend/2
- Write down 5 possible enquiry questions that you can use to investigate within Southend-On Sea. Once you have done this, for each one can you give 1 justification on why that is a suitable enquiry question?
http://www.bbc.co.uk/bitesize/ks3/geography/geographical_enquiry/
<https://www.bbc.com/education/guides/z9st2nb/revision/1>
- Create a brainstorm on the reasons to why people visit Southend. Once you have done this, write down 1 positive impact of people visiting Southend On Sea and 1 negative impact of people visiting Southend On Sea. <https://www.dayoutwiththekids.co.uk/things-to-do/east/essex/southend-on-sea>
[https://www.list.co.uk/events/kids/location:Southend-on-Sea\(51.5462,0.7027\)/](https://www.list.co.uk/events/kids/location:Southend-on-Sea(51.5462,0.7027)/)



Geography

Year 10 – Extended learning opportunities

Autumn Term



Extended Learning Opportunities

Subject: Geography

Year: 10

Term: Autumn 1

Topic: Urban Futures

Learning Objectives

Why do more than half the world's population live in urban areas?

- To define urbanisation and compare urbanisation rates around the world.
- To define the terms megacity and world city.
- To describe the global spread of megacities and world cities.
- To understand why people live in cities and why they keep growing.
- To evaluate the consequences of urbanisation, both good and bad.

What are the challenges and opportunities for cities today?

- To study two cities - Birmingham in the UK and Istanbul in Turkey.
- To consider the importance of those cities to their region, their country and the wider world.
- To understand the patterns of migration to the cities.
- To explore ways of life in the cities.
- To investigate the challenges of living in the cities.
- To describe one initiative in each city to make it more sustainable.

Extended Learning Opportunities

- Watch the Lonely Planet guide to Istanbul - <https://www.youtube.com/watch?v=niCzGnzQbIM>
- Visit Birmingham, UK. You could take a trip through Sutton Four Oaks and Sparkbrook to see for yourself what the areas are like and why they are so different. You could also visit the library to see what it is like and whether you think it is sustainable.
- Develop your understanding of the topic by watching the 'Urban Futures' Pods on GCSE pod <https://www.gcsepod.com/> Ask your geography teacher if you need help logging in.
- Develop your understanding of the topic by watching videos, reading information and completing quizzes on Seneca Learning. <https://senecalearning.com/> Select the Geography: OCR B GCSE section and go to section '5 - Urban Futures'.
- Revise over the content by creating mind maps of the content on p52-56 'topic 5 - Urban Futures' in the GCSE Geography OCR B Revision Guide. These are available to buy through school, if you would like to purchase one please speak to your geography teacher.
- Use your case study booklet to make revision cards on each section of the Birmingham and Istanbul case study.
- Revise and test this topic using bitesize <https://www.bbc.com/education/topics/zgxw82p>



Extended Learning Opportunities

Subject: Geography

Year: 10

Term: Autumn 2

Topic: UK Landscapes

Learning Objectives

What makes a landscape distinctive?

- To know the key elements that make a landscape distinctive.
- To distinguish between natural and built landscapes.
- To locate areas of upland and lowland landscapes in the UK.
- To recognise the extent of glaciation on the UK landscape.
- To understand the influence of geology, climate and human activity on landscapes.

What influences the landscape of the UK?

- To understand how rivers erode, transport and deposit.
- To explain the formation of waterfalls, meanders and floodplains.
- To locate the River Eden in the UK.
- To consider how geology, geomorphic processes, climate and geology influence the landscape.
- To evaluate how the landscape has been changed by humans and managed.

Extended Learning Opportunities

- See for yourself, watch the River Eden from source to mouth <https://www.youtube.com/watch?v=Y170C6QLzSE> .
- Make your own waterfall and meander out of plasticine, use flags to label the key features. <https://www.tes.com/teaching-resource/waterfall-3d-pop-up-model-6315188> and other 3d models <http://www.3dgeography.co.uk/river-models>
- Develop your understanding of the topic by watching the 'Distinctive Landscapes' Pods on GCSE pod <https://www.gcsepod.com/> Ask your geography teacher if you need help logging in.
- Develop your understanding of the topic by watching videos, reading information and completing quizzes on Seneca Learning. <https://senecalarning.com/> Select the Geography: OCR B GCSE section and go to section '3 Distinctive Landscapes'.
- Revise over the content by creating mind maps of the content on p25-27 and p33-38 'topic 3 - Distinctive Landscapes' in the GCSE Geography OCR B Revision Guide. These are available to buy through school, if you would like to purchase one please speak to your geography teacher.
- Use your case study booklet to make revision cards on the section of the River Eden case study.
- Revise and test this topic using bitesize <https://www.bbc.com/education/topics/zq3ptyc>



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Geography

Year 10 – Spring Term



Extended Learning Opportunities

Subject: Geography

Year: 10

Term: Spring 1

Topic: Sustaining Ecosystems: Tropical Rainforests

Learning Objectives

Why are natural ecosystems important?

- To identify the links between the components of an ecosystem.
- To find out the global distribution of some plants and animals in these ecosystems.
- To examine the variety of climates, plants and animals in these ecosystems.

Why should tropical rainforests matter to us?

- To explore the characteristics of the tropical rainforest.
- To recognise the value of tropical rainforest globally.
- To understand the impacts of human activity on the rainforest.
- To investigate how the rainforest is managed sustainably for tourism in Costa Rica.

Extended Learning Opportunities Visit Kew gardens and escape to a rainforest climate inside the iconic [Palm House](#). Discover which plants coffee, rubber and chocolate come from and find out more about the Madagascan 'suicide palm'. Then brave the heights of the [Treetop Walkway](#) and admire the view from 18 metres above the woodland floor. <https://www.kew.org/kew-gardens>

- If you are in Cornwall you could visit the Eden project, <https://www.edenproject.com/visit> . You will feel the tropical heat in the stunning Rainforest Biome and experience four of the world's rainforest environments: Tropical Islands, Southeast Asia, West Africa and Tropical South America.
- Research the Rainforest Alliance website to discover how this organisation are helping to protect the rainforest. Then find out what products are available in your local supermarket by looking for the logo, <https://www.rainforest-alliance.org/find-certified>
- Develop your understanding of the topic by watching the 'Sustaining Ecosystem' Pods on GCSE pod <https://www.gcsepod.com/> Ask your geography teacher if you need help logging in.
- Develop your understanding of the topic by watching videos, reading information and completing quizzes on Seneca Learning. <https://senecalearning.com/> Select the Geography: OCR B GCSE section and go to section '4 Sustaining Ecosystems'.
- Revise over the content by creating mind maps of the content on p40-47 'topic 4 - Sustaining Ecosystems' in the GCSE Geography OCR B Revision Guide. These are available to buy through school, if you would like to purchase one please speak to your geography teacher.
- Use your case study booklet to make revision cards on the section on management of the Tropical Rainforest
- Revise and test this topic using bitesize <https://www.bbc.com/education/guides/z2ntk7h/revision/1>
- <https://www.bbc.com/education/guides/zpbfqty/revision/1>



Extended Learning Opportunities

Subject: Geography

Year: 10

Term: Spring 2

Topic: Sustaining Ecosystems: Polar Environments

Learning Objectives

Is there more to Polar Environments than ice?

- To explore the characteristics of polar environments.
- To know how the components of the Arctic ecosystem are interdependent.
- To understand the impacts of human activity in the Arctic.
- To investigate how Arctic whaling is managed sustainably.
- To evaluate a global strategy to manage the polar environment.

Extended Learning Opportunities

- What do people think about whaling? Devise a questionnaire to research people's opinions on whaling. Ask 10 people you know the questions. You might like to differentiate between Inuit whaling and commercial whaling. This will also give you another experience of using questionnaires in fieldwork.
- Research different opinions on whaling by investigating what the Japanese think about it and what Greenpeace think.
- Links between different parts of the course - research the impacts of climate change on either the Arctic or Antarctic.
- Watch Human Planet and Planet Earth to find out about polar environments.
- Develop your understanding of the topic by watching the 'Sustaining Ecosystem' Pods on GCSE pod <https://www.gcsepod.com/> Ask your geography teacher if you need help logging in.
- Develop your understanding of the topic by watching videos, reading information and completing quizzes on Seneca Learning. <https://senecalearning.com/> Select the Geography: OCR B GCSE section and go to section '1.3 Tectonic Hazards'.
- Revise over the content by creating mind maps of the content on p12-16 'topic 1 - Global Hazards' in the GCSE Geography OCR B Revision Guide. These are available to buy through school, if you would like to purchase one please speak to your geography teacher.
- Revise and test this topic using bitesize <https://www.bbc.com/education/guides/zwvh82p/revision/1>



Putteridge
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Geography

Year 10 – Summer Term



Extended Learning Opportunities

Subject: Geography

Year: 10

Term: Summer 1

Topic: Human fieldwork (paper 2)

Learning Objectives

In this unit students will complete a fieldwork activity to the Queen Elizabeth Olympic Park to investigate how successful the regeneration of the area was. The following skills will be taught:

- To understand the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate these.
- To understand the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.
- To process and present fieldwork data in various ways including maps, graphs and diagrams.
- To analyse and explain the data collected in the field using knowledge of relevant geographical case studies and theories.
- To draw evidenced based conclusions and summaries from fieldwork transcripts and data.
- To reflect critically on fieldwork data, methods used, conclusions drawn and knowledge gained.

Extended Learning Opportunities

- Visit the park in the summer holidays or during year 11 to refresh your memory of what it is like.
- Research the website focusing on how it has regenerated the area - <http://www.queenelizabetholympicpark.co.uk/our-story/transforming-east-london>
- Research newspaper articles for how far people think the regeneration has been a success.
- Revise over the content by creating mind maps of the content on p96-98 'Geographical Exploration and fieldwork' in the GCSE Geography OCR B Revision Guide. These are available to buy through school, if you would like to purchase one please speak to your geography teacher.
- Use your case study booklet to make revision cards on the section of the Human Geography fieldwork.
- Revise and test this topic using bitesize <https://www.bbc.com/education/topics/zpdrbk7> .



Extended Learning Opportunities

Subject: Geography

Year: 10

Term: Summer 2

Topic: Dynamic Development - Zambia

Learning Objectives

Are low-income developing countries likely to stay poor?

- To study Zambia as an example of a low-income developing country.
- To investigate how the country has developed over the past 50 years.
- To consider whether it has met its targets for development.
- To explore trade, aid and investment in Zambia.
- To decide whether these have been good for the country or not.
- To compare the impact of two development strategies in Zambia

Extended Learning Opportunities

- Go onto the Room to read website <http://www.roomtoread.org/countries/zambia> and research how Room to Read is helping young people with their education. There are life stories and clips.
- Research the TNC Associated British Foods <https://www.abf.co.uk/>. Research what products they sell and how they make sure they are a responsible brand.
- Consider an alternative to the global trading patterns in existence by researching Fair trade: <https://www.fairtrade.org.uk/>.
- Watch the clip <https://www.fairtrade.org.uk/What-is-Fairtrade/Fairtrade-and-sustainability> to find out whether Fair Trade is sustainable?
- Develop your understanding of the topic by watching videos, reading information and completing quizzes on Seneca Learning. <https://senecalearning.com/> Select the Geography: OCR B GCSE section and go to section '6 Dynamic Development'.
- Revise over the content by creating mind maps of the content on p62-68 'topic 6 - Dynamic Development' in the GCSE Geography OCR B Revision Guide. These are available to buy through school, if you would like to purchase one please speak to your geography teacher.
- Use your case study booklet to make revision cards on the section of the Dynamic Development and Zambia.
- Revise and test this topic using bitesize <https://www.bbc.com/education/guides/zxw2cwx/revision/1>



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Geography

Year 11 – Extended learning opportunities

Autumn Term



Extended Learning Opportunities

Subject: Geography

Year: 11

Term: Autumn 1

Topic: Resource Reliance

Learning Objectives

- To define 'natural resources' and explain why demand for resources could outstrip supply
- To explain how the following affect the environment; mechanisation of farming, large scale fish farming on the environment, deforestation and mining
- To explain how reservoirs and water transfer schemes provide water
- To define 'food security' and explain the human and physical factors which affect this
- To explain the theories of Thomas Malthus and Esther Boserup
- To investigate food security in Tanzania, including Goat Aid, the Canada Wheat Program and the 'hub and grower' model.
- To evaluate ethical consumerism such as 'Fair Trade' and food waste
- To assess the advantages and disadvantages of organic and intensive farming
- To evaluate technological developments such as GM crops and hydroponics
- To evaluate the use of small scale approaches such as urban gardens and permaculture

Extended Learning Opportunities

- Try to buy an organic, fair trade or 'wonky veg' item each time you shop
- Watch the 'food unwrapped' series on channel 4 to find out where our food comes from
- Watch 'country file' on BBC 1 to gain an understanding of farming and food production in the UK
- Grow your own salad or vegetables
- Visit a farm on 'Open Farm Sunday'. Details are on their site: <https://farmsunday.org/>
- Develop your understanding of the topic by watching the 'Resource Reliance' Pods on GCSE pod <https://www.gcsepod.com/> Ask your geography teacher if you need help logging in.
- Develop your understanding of the topic by watching videos, reading information and completing quizzes on Seneca Learning. <https://senecalearning.com/> Select the Geography: OCR B GCSE section and go to section '8 Resource Reliance'.
- Revise over the content by creating mind maps of the content on p85-94 'topic 8 - resource reliance' in the GCSE Geography OCR B Revision Guide. These are available to buy through school, if you would like to purchase one please speak to your geography teacher.
- Use your case study booklet to make revision cards on each section of the Tanzania case study.
- Revise and test this topic using bitesize <https://www.bbc.com/education/topics/zy7k4i6>



Extended Learning Opportunities

Subject: Geography

Year: 11

Term: Autumn 2

Topic: Weather Hazards

Learning Objectives

- Describe the global atmospheric system and how this causes high and low pressure areas
- Describe and explain the global distribution of drought and tropical storms
- Explain how rain forms; relief, frontal and convectional rainfall
- Explain different types of wind; katabatic, trade and jet streams
- Explain how El Nino causes drought
- Explain how the ITCZ causes drought
- Compare extreme weather conditions in two different countries
- Explain the cause, effect and response to Cyclone Aila

Extended Learning Opportunities

- Create a weather diary for a week. A template can be found on the met office website: https://www.metoffice.gov.uk/binaries/content/assets/mohippo/pdf/8/6/weather_diary.pdf
- Watch the news and keep a diary of key facts about weather related news stories eg storms, drought, heavy rainfall, flooding.
- Create a project on a drought or tropical storm. Group your information into cause, effect and response.
- Develop your understanding of the topic by watching the 'How can weather be hazardous' Pods on GCSE pod <https://www.gcsepod.com/> Ask your geography teacher if you need help logging in.
- Develop your understanding of the topic by watching videos, reading information and completing quizzes on Seneca Learning. <https://senecalearning.com/> Select the Geography: OCR B GCSE section and go to section '1 Global Hazards'.
- Revise over the content by creating mind maps of the content on p2-11 'topic 1 - global hazards' in the GCSE Geography OCR B Revision Guide. These are available to buy through school, if you would like to purchase one please speak to your geography teacher.
- Use your case study booklet to make revision cards on each section of the Cyclone Aila case study.
- Revise and test this topic using bitesize <https://www.bbc.com/education/topics/zp8g39q>



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Geography

Year 11 – Spring Term



Extended Learning Opportunities

Subject: Geography

Year: 11

Term: Spring 1

Topic: UK in 21st Century

Learning Objectives

- To know the human and physical characteristics of the UK eg population, relief, rainfall, land use
- To know how the UK population has changed since 2001.
- To explain the demographic transition model
- To understand the cause, effect and response to an ageing population
- To explain how Birmingham's population structure and ethnic diversity has changed since 2001.
- To explain major economic changes in the UK since 2001.
- To investigate the core pattern of economic hubs.
- To explain the change in and significance of the economic hub of Cambridge.
- To understand the UK role in the UN and NATO, and the role of these organisations in the Ukraine.
- To examine the role of the UK's media export and their global influence.
- To examine the contribution of ethnic groups to the UK through food.



Extended Learning Opportunities

- Go to Cambridge for the day. See the thriving economic centre, take a look at the university colleges and try punting on the river. <https://www.visitcambridge.org/>
- Find out census data for the UK, Luton or another location of your choice <https://www.ons.gov.uk/census/2011census/2011ukcensuses>
- Cook a meal which shows the contribution of ethnic groups to the UK through food.
- Create a relief map of the UK using papier mache. Add further detail about the rainfall, temperature and population density.
- Visit one of the UK's national parks such as the Peak District to experience a different landscape.
- Watch the UK news; transport changes, climate change, ageing population, flooding.
- Develop your understanding of the topic by watching the 'UK in the 21st Century' Pods on GCSE pod <https://www.gcsepod.com/> Ask your geography teacher if you need help logging in.
- Develop your understanding of the topic by watching videos, reading information and completing quizzes on Seneca Learning. <https://senecalearning.com/> Select the Geography: OCR B GCSE section and go to section '7.UK in the 21st Century'.
- Revise over the content by creating mind maps of the content on p74-84 'topic 7 - UK in the 21st Century' in the GCSE Geography OCR B Revision Guide. These are available to buy through school, if you would like to purchase one please speak to your geography teacher.
- Use your case study booklet to make revision cards on each section of the UK case study.
- Revise and test this topic using bitesize <https://www.bbc.com/education/topics/zpkbv4j>