



Putteridge  
High  
School

# Extended Learning

## Geography

### Years 9, 10 & 11



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# Geography

## Year 9 - Autumn Term



## Extended Learning Opportunities

**Subject: Geography**

**Year: 9**

**Term: Autumn 1**

**Topic: Volcanoes and earthquakes**

### **Learning Objectives**

- Describe the centre of the earth and the distribution of volcanoes and earthquakes
- Explain the movement along destructive, constructive and conservative plate boundaries,
- Explain why earthquakes occur and how we measure them on the mercalli and Richter scales
- Explain how to predict and prepare for earthquakes
- Explain the causes, consequences and responses to the Haiti earthquake
- Assess the effectiveness of the response to the Haiti earthquake
- Describe how volcanoes are formed and the different features of a volcano
- Explain the different types of volcanoes
- Explain the advantages and disadvantages of living near a volcano
- Explain how to predict and prepare for an eruption
- Explain the cause, consequences and responses to the Iceland 2010 volcanic eruption
- Assess the effectiveness of the response to the Iceland 2010 eruption

### **Extended Learning Opportunities**

- 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 '1.2 Global Hazards'.
- Revise over the content by creating mind maps of the content on p2-15 '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 the Haiti earthquake
- Revise and test this topic using bitesize <https://www.bbc.com/education/topics/zp8g39g>
- Create a project on the Haiti earthquake using sites such as the following to get started: <https://www.bbc.com/bitesize/guides/z3sg87h/revision/2>
- Create a project on the Iceland volcano using sites such as the following to get started: <https://www.bbc.com/bitesize/guides/zvnbkqt/revision/4>
- Research any volcano, earthquake or tsunami of your choice and create a project to show your findings
- Visit the Natural History Museum in London where they have a whole floor dedicated to earthquakes and volcanoes, including an earthquake simulator. <https://www.nhm.ac.uk/>



## **Extended Learning Opportunities**

**Subject: Geography**

**Year: 9**

**Term: Autumn 2**

**Topic: UK in the 21<sup>st</sup> Century**

### **Learning objectives**

- To describe the human and physical characteristics of the UK eg population, relief, rainfall, land use
- To describe how the UK population has changed since 2001
- To explain the demographic transition model
- To explain the cause, effect and response to an ageing population
- To explain how Birmingham's population structure and ethnic diversity has changed
- To explain major economic changes in the UK since 2001
- To describe 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 exports 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 21<sup>st</sup> Century' Pods on GCSE pod <https://www.gcsepod.com/> Ask your 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 process of erosion; abrasion, hydraulic action, attrition, solution
- Explain the geomorphic process of weathering; mechanical, chemical, biological
- Explain the geomorphic processes of mass movement; sliding, slumping
- Explain the geomorphic process of transport; traction, saltation, suspension, solution
- Explain the formation of erosional landforms; headlands, bays, cave, arch, stack,
- Explain the process of longshore drift and deposition
- Explain the formation of depositional landforms; beach and spit.
- Explain the advantages and disadvantages of types of coastal management
- Case study on the Holderness Coastline; landforms, processes, influence of weather, management

### **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>
- Visit a coastal area on holiday and research the geology, landforms and coastal management in the area
- Create a project on the Holderness coastline using a website such as the following to find information <https://www.internetgeography.net/topics/the-holderness-coast-case-study/>



## Extended Learning Opportunities

**Subject: Geography**

**Year: 9**

**Term: Spring 2**

**Topic: Development**

### **Learning objectives**

- Define key words including; development, economic, social and environmental
- Describe how countries can be classified and explain the distribution of ACs, EDCs and LIDCs
- Explain economic and social measures of development, such as GNI per capita and HDI
- Explain the human and physical factors influencing uneven development
- Explore the factors that make it hard for countries to break out of poverty
- Explain how reliance on a single commodity such as copper can hinder development
- Assess the role of Multi-National Companies in helping countries to develop
- Assess the role of aid such as Water Aid or Goat Aid in helping countries to develop
- Assess the role of top down projects such as building a dam in helping countries to develop
- Assess the effectiveness of the Millennium Development Goals in reducing poverty
- Case study on Zambia; explain how it has developed over time, explain the role of MNC's, single commodity, charities and top down development in helping the country to develop

### **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 at school, ask your teacher.
- Revise and test this topic using bitesize <https://www.bbc.com/education/topics/zyj4rdm>
- Research the country of Zambia as a tourist destination <https://www.zambiatourism.com/>
- Research aid projects such as Goat Aid through Oxfam <https://www.oxfam.org.uk/>
- Research aid projects such as Water Aid <https://www.wateraid.org/uk/>
- Create revision cards using the Case Study booklet handed out at school on the topic of Zambia's Development
- Research the Millennium Development Goals <https://www.un.org/millenniumgoals/>
- Research the Kariba Dam <https://www.victoriafalls-guide.net/kariba-dam.html>
- 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.
- 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.



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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 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.
- To explain the natural greenhouse effect
- To explain the enhanced greenhouse effect
- To explain the possible impacts of global warming around the world such as rise in sea level, increase in disease and decrease in food production
- To explain the possible impacts of global warming in the UK such as increase in tourism, increase in flooding, and altering of agriculture

### **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

**Subject: Geography**

**Year: 9**

**Term: Summer 2**

**Topic: Southend Fieldwork**

### **Learning objectives**

- To describe the location of Southend-on-Sea
- To describe the geology and tidal patterns at Southend-on-Sea
- To explain how the process of longshore drift is affecting Southend-on-Sea
- To explain how the process of erosion is affecting Southend-on-Sea
- To explain why Southend-on-Sea may need to be protected from coastal processes and storms
- To assess the effectiveness of coastal management at Southend-on-Sea
  
- To practice fieldwork techniques such as measuring the beach profile, pebble analysis, longshore drift, groyne survey, questionnaire, sketch and land use survey
- To assess the effectiveness of our fieldwork techniques
- To produce bar graph, radial graphs, beach profiles and pie charts from our results

### **Extended Learning Opportunities**

- Research Southend-on-Sea as a tourist destination <http://www.visitsouthend.co.uk/>
- Visit Southend-on-Sea and find out what attractions there are for tourists
- 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>
- Practice your graph skills using <https://www.bbc.com/bitesize/guides/z9y2k7h/revision/1>
- Research how to carry out fieldwork <https://www.geography-fieldwork.org/gcse/before-starting/planning/>
- Find out about different fieldwork skills <https://mrsgeographyblog.wordpress.com/2017/01/13/eighty-fieldwork-techniques/>



# 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://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 p25-27 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 Tree Top Walkway and admire the view from 18 metres above the woodland floor. <https://www.kew.org/>
- 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.
- Research the issue of whaling <https://www.bbc.co.uk/newsround/46715160>
- Research different opinions on whaling by investigating what the Japanese think about it and what Greenpeace think. <https://www.greenpeace.org.uk/what-we-do/oceans/whaling/>
- Links between different parts of the course - research the impacts of climate change on either the Arctic or Antarctic. <https://arcticwwf.org/work/climate/>
- 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 '4.3 Polar Environments'.
- Revise over the content by creating mind maps of the content in 'topic 4 – Polar 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.
- Revise and test this topic using bitesize <https://www.bbc.com/education/guides/zwvh82p/revision/1>



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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 Queen Elizabeth Olympic Park <https://www.queenelizabetholympicpark.co.uk/>
- Visit the Westfield Shopping Centre <https://uk.westfield.com/stratfordcity>
- Find out about the Javelin Train which was built for the Olympics <http://www.javelintrain.com/olympic-javelin-train.php>
- Research the website focusing on how it has regenerated the area - <http://www.queenelizabetholympicpark.co.uk/our-story/transforming-east-london>
- Research the regeneration of the Olympic Park area <https://www.eastlondonhistory.co.uk/london-olympics-east-end-regeneration/>
- 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 the topic of fieldwork using bitesize <https://www.bbc.com/education/topics/zpdrbk7>
- Research how to carry out fieldwork <https://www.geography-fieldwork.org/gcse/before-starting/planning/>
- Find out about different fieldwork skills <https://mrsgeographyblog.wordpress.com/2017/01/13/eighty-fieldwork-techniques/>



## Extended Learning Opportunities

**Subject: Geography**

**Year: 10**

**Term: Summer 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 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/zp8g39g>
- 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](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.



# 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: Revision**

### **Learning Objectives**

- To revise global hazards
- To revise changing climate
- To revise distinctive landscapes
- To revise sustaining ecosystems
- To revise urban futures
- To revise dynamic development
- To revise resource reliance

### **Extended Learning Opportunities**

- Revise using GCSE pod <https://www.gcsepod.com/> Ask your geography teacher if you need help logging in.
- Revise using Seneca Learning. <https://senecalearning.com/> Select the Geography: OCR B GCSE section.
- Revise using 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 topics using bitesize <https://www.bbc.com/bitesize/examspecs/zpsx2p3>
- When revising use active revision techniques such as creating mind maps, revision postcards or practicing exam questions.
- Use the exam question practice papers and other resources which are available on the 'Home Learning' section of the school website. <https://putteridgehigh.org/home-learning> Scroll to the bottom of the page and log in to the pupil resources page to gain access.



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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>