

KESTEVEN AND SLEAFORD HIGH SCHOOL

Geography Scheme of Learning

Year 10 – Term 6/3 weeks of lessons: Human Fieldwork – Urban Regeneration

Intent – Rationale

As part of the GCSE Geography AQA specification, students are required to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries, and the enquiries can be based on any part of the content taught. The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. The students at KSHS visit in Y10 visit Birmingham and Longbridge

| Sequencing – what prior learning does this topic build upon? | Sequencing – what subsequent learning does this topic feed into? |
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| <ul style="list-style-type: none"> • Data collection/presentation skills taught in K34 (crime survey, microclimate survey) and Y10 – field sketches, questionnaires, environmental quality surveys, annotated photographs, bar charts, line graphs, pie charts, divided bar charts, statistics (mean, median, mode, range, inter-quartile ranges) • Urban change in the UK – regeneration scheme at Longbridge (Y10) • Sustainable traffic management strategies – (Y10) | <ul style="list-style-type: none"> • Non-examined coursework (NEA) – Y12/Y13 |
| What are the links with other subjects in the curriculum? | What are the links to SMSC, British Values and Careers? |
| <ul style="list-style-type: none"> • Maths Manipulation of quantitative data Data presentation methods – line graphs, bar charts, pie charts, divided bar charts Statistical analysis – mean, median, mode, standard deviation | <ul style="list-style-type: none"> • Spiritual development 4 – evaluation of fieldwork experience • Careers: a) communication in group work b) confidence in presenting ideas, g) teamwork – working in groups collecting data, h) IT and computing skills – presenting data |
| What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading? | What are the opportunities for developing mathematical skills? |

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| | <ul style="list-style-type: none">• Manipulation of quantitative data• Data presentation methods – line graphs, bar charts, pie charts, divided bar charts• Statistical analysis – mean, median, mode, standard deviation |
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Geography Scheme of Learning Year 10 – Term 6 (3 weeks of lessons)

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

- what a fieldwork enquiry is and the 'route to enquiry' (planning pathway for investigation)
- different methods of data collection for the Birmingham enquiry question
- how to present data using a range of techniques
- how to analyse the data we have collected and presented
- how to write a conclusion by referring back to the enquiry question

Apply

- knowledge to define key terms including primary/secondary data, quantitative/qualitative data and random/systematic/stratified sampling/risk assessment and how to mitigate risk
- knowledge and understanding to justify the data collection and data presentation methods

Extend

- understanding of the limitations of the data collection and data presentation by explaining the limitations of the fieldwork and evaluating its outcomes
- assess the extent to which the accuracy of the results and the reliability of the conclusions could be improved.

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| What subject specific language will be used and developed in this topic? | What opportunities are available for assessing the progress of students? |
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| <p>Enquiry question</p> <p>Primary data</p> <p>Secondary data</p> <p>Quantitative data</p> <p>Qualitative data</p> <p>Sampling</p> <p>Systematic sampling</p> <p>Random sampling</p> <p>Stratified sampling</p> <p>Control group</p> <p>Risk assessment</p> <p>Continuous data</p> <p>Discrete data</p> <p>Line graph</p> <p>Bar graph</p> <p>Histogram</p> <p>Pie chart</p> <p>Divided bar chart</p> <p>Scattergraph</p> <p>Dispersion graph</p> <p>Choropleth map</p> <p>Isoline map</p> <p>Desire line map</p> <p>Flow line map</p> <p>Proportional symbol map</p> <p>Mean</p> <p>Median</p> <p>Mode</p> | <p>Research into secondary data about Birmingham and Longbridge. When did the MG Rover Factory close? Issues of deindustrialisation the downward spiral of urban decline</p> <p>Fieldwork booklets for the Human enquiry will be assessed and marked.</p> <p>Assessment on unfamiliar fieldwork</p> <p>Assessment on Familiar Fieldwork will take place in T3 and T5 as part of the mock exams</p> |

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| Inter-quartile range Trend line Bivariate data | |
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Intent – Concepts

| Lesson title | Learning challenge | Higher level challenge | Suggested activities and resources |
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| 1 Introducing a fieldwork enquiry | To know what a fieldwork enquiry is and the 'route to enquiry' (planning pathway for investigation) | To be able to define primary/secondary data, quantitative/qualitative data and random/systematic/stratified sampling/risk assessment and how to mitigate risk | AQA textbook pages 306-309 Powerpoint 1 |
| 2 and 3 Data collection methods | To know a range of data collection methods for an urban enquiry | To be able to justify the data collection methods we will use and explain the advantages and disadvantages of a range of data collection methods (limitations) | Teach it Powerpoints on Fieldwork Human Fieldwork Complete table justifying data collection methods |
| 4. Fieldtrip! | | | |
| 5 and 6: Data presentation methods | To know how to present data using a range of techniques | To be able to justify the presentation techniques used and explain some of the advantages and disadvantages of these presentation techniques (limitations) | Teach it Powerpoints on Human Fieldwork AQA Oxford textbook pages 320-321 In groups present data presentation using a range of methods from fieldtrip |
| 7. Data analysis, conclusion and evaluation | To know how to analyse the data we have collected and presented | To be able to evaluate our fieldwork results and assess the | Teach it Powerpoints on Human Fieldwork |

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| | and be able to make an overall conclusion by answering the enquiry question | extent to which the accuracy of the results and the reliability of the conclusions could be improved. | AQA Oxford textbook pages 322-325 In groups analyse and interpret the data to make conclusions and evaluate |
| 8 and 9 and homework tasks: Fieldtrip summary sheets and exam questions | To be able to complete the human enquiry question booklets with relevant information | To be able to answer past examination questions about familiar fieldwork | Fieldwork booklets – Human Exam Question sheets from past papers/CGP book |
| Unfamiliar fieldwork assessment | | | Assessed during November and March mock examinations. Based on past paper questions from unfamiliar fieldwork – paper 3. |