

# Geography



**Bishop  
Perowne**  
Church of England College  
**Endeavour Forever**

## CONTENTS PAGE

The course outline	p.2
Recommended revision guide	p.2
Geography Personal Learning Checklists	p.3
Revision Strategies	p.11
Case Studies Summary	p.13
GCSE Geography Command Words summary	p.15

## Course Details

The specification you are studying is **Geography** with examination board **OCR** and the qualification is made up of eight different units which takes place over two papers, plus a resource booklet based paper:

Paper Title	Topics – <b>Reduced topics for 2022</b>	Length/Time	Marks	Worth	Submission Date
<b>Paper 1</b>	<b>Our Natural World</b> <ul style="list-style-type: none"><li>• Changing climate</li><li>• Distinctive landscapes</li><li>• Sustaining ecosystems</li></ul>	65 minutes	62	35%	1 <sup>st</sup> June 2022
<b>Paper 2</b>	<b>People and Society</b> <ul style="list-style-type: none"><li>• Urban futures</li><li>• Dynamic development</li><li>• UK in the 21st century</li></ul>	65 minutes	62	35%	1 <sup>st</sup> June 2022
<b>Paper 3</b>	<b>Geographical Exploration</b> <p>This synoptic assessment enables students to demonstrate their understanding of the connections between the different elements of the subject.</p> Geographical skills: <ul style="list-style-type: none"><li>• Cartographic</li><li>• Graphical</li><li>• Numerical</li><li>• Statistical</li></ul>	90 minutes	60	30%	4 <sup>th</sup> June 2022

### Links to exam board specification and past papers:

<https://www.ocr.org.uk/qualifications/gcse/geography-b-geography-for-enquiring-minds-j384-from-2016/>

### Staff Contacts:

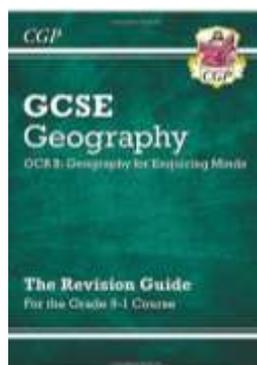
[stackhouseo@bishopperowne.co.uk](mailto:stackhouseo@bishopperowne.co.uk)

[manshipj@bishopperowne.co.uk](mailto:manshipj@bishopperowne.co.uk)

[johnsonl@bishopperowne.co.uk](mailto:johnsonl@bishopperowne.co.uk)

### Revision Guides

All course content is covered in the GCSE Geography CGP revision guide, which students have had the opportunity to purchase via the Finance Office.



## Geography department

### Personalised learning checklist (PLC)



**Year** 9

**Topic** **Global Hazards – Not required 2022**

End of unit assessment: \_\_\_\_\_% \_\_\_\_\_

Low stakes: True or False \_\_\_\_\_

Low Stakes: Key terms \_\_\_\_\_

<b>Key Concept</b>	<b>Green</b>	<b>Amber</b>	<b>Red</b>
To identify different types and impacts of global hazards			
To describe the structure of the earth and how it is linked to the processes of plate tectonics.			
To explain the processes and features of plate boundaries.			
To explain how the movement of tectonic plates causes earthquakes.			
To explain how the movement of tectonic plates causes volcanoes.			
To describe the location and causes of an earthquake			
To describe and explain the consequences of an earthquake.			
To describe and explain the responses to an earthquake			
To describe and explain the impacts of a volcanic eruption			
To describe and evaluate the responses to a volcanic eruption			
To describe how hazards can be migrated using the 3Ps			
To evaluate the effectiveness of the mitigation strategies for the chosen tectonic hazard.			
To describe the global distribution of tropical storms and droughts.			
To examine the changes in frequency of climatic hazards			
To describe the causes and characteristics of tropical storms			
To describe and explain the impacts of tropical storms			
To describe and explain the responses to tropical storms			
To describe the global circulation system and the global distribution of droughts			
To explain the causes of El Niño and La Niña leading to drought.			
To describe the location and problems of drought in the UK			
To explain and evaluate solutions to water shortage in the UK.			

## Geography department

### *Personalised learning checklist (PLC)*



**Bishop Perowne**  
Church of England College  
Endeavour Forever

<b>Year</b>	9		
<b>Topic</b>	<b>Urban futures</b>		
	Spring term assessment _____ % _____		
	Low stakes: True or false _____		
	Low stakes: Key terms _____		
<b>Key Concept</b>			
	<b>Green</b>	<b>Amber</b>	<b>Red</b>
To identify and describe the differing rates of urbanisation around the world.			
To describe the characteristics and distribution of cities and megacities.			
To explain the causes of rapid urbanisation in EDCs and LIDCs.			
To explain the consequences of rapid urban growth in EDCs and LIDCs.			
To explain the causes and consequences of suburbanisation in ACs.			
To describe the location and importance of Birmingham.			
To explain the influence of migration on Birmingham			
To explain the causes and impacts of re-urbanisation in Birmingham.			
To describe the ways of life in Birmingham.			
To examine the challenge of housing provision in Birmingham			
To explain the challenge of transport in Birmingham			
To explain how transport has been made more sustainable in Birmingham.			
To describe the location and importance of Lagos.			
To explain the influence of migration on Lagos's character			
To describe the ways of life in Lagos.			
To explain the challenge of squatter settlements in Lagos (Rocinha)			
To examine the challenge of waste disposal in the city.			
To explain how transport in Lagos has been made more sustainable.			

## Geography department

### *Personalised learning checklist (PLC)*



**Bishop Perowne**  
Church of England College  
Endeavour Forever

**Year** 10

**Topic** Dynamic Development

**Key terms test** \_\_\_ / 20

**End of unit assessment:** \_\_\_\_\_ % \_\_\_\_\_

Key Concept	Green	Amber	Red
To define development and identify its measures			
To identify the distribution of countries at different stages of development.			
To compare a range of countries based on their measures of development.			
To explain the human factors influencing global uneven development.			
To explain the physical factors influencing global uneven development.			
To explore the factors that makes it hard for countries to break out of poverty.			
<b>Case study of a Low Income Developing Country – The DRC, Africa</b>			
To describe the location and economic development of The DRC			
To investigate how The DRC's wider context has affected its development <b>(Education, Health, Aid and Tourism)</b> .			
To explore whether Rostow's model can be applied to The DRC.			
To assess the success of the Millennium Development Goals for The DRC.			
To explain the influence of trade in The DRC. (Primary goods –copper and gold)			
To evaluate TNC investment in The DRC <b>(ABF – Associated British Foods)</b>			
To evaluate international aid in The DRC			
To evaluate one top-down strategy in the DRC <b>(Grand Inga Dam)</b> .			
To evaluate one bottom-up strategy in the DRC <b>(Comic Relief – Improving Rural Schools)</b> .			
To reflect on and respond to feedback on the end-of-topic assessment.			

## Geography department

### Personalised learning checklist (PLC)



**Bishop Perowne**  
Church of England College  
Endeavour Forever

<b>Year</b>	10
<b>Topic</b>	<b>Changing Climate</b> Low stakes: True or False _____ Autumn Assessment: _____% _____

Key Concept	Green	Amber	Red
To identify what ice ages are and to describe the changes in the Quaternary period			
To identify how changes in ice sheets are used as evidence for climate change			
To describe the changes in global temperatures over time			
To evaluate the evidence of climate change			
To describe how Milankovitch cycles, sunspots and volcanic eruptions cause climate change			
To describe the natural and enhanced greenhouse effect			
To explain the human causes of climate change			
To identify and locate the global impacts of climate change			
To explain the causes and impacts of food and water shortage			
To explain the causes and impacts of rising sea levels ( <b>Maldives Case study</b> )			
To describe the climate of the UK and how the UK climate may change			
To explain the impacts of extreme weather in the UK			
To evaluate our responses to the Autumn Assessment			

## Geography department

### *Personalised learning checklist (PLC)*



**Bishop Perowne**  
Church of England College  
Endeavour Forever

<b>Year</b>	10			
<b>Topic</b>	<b>Distinctive Landscapes</b> Low Stakes: Key terms _____			
<b>Key Concept</b>		<b>Green</b>	<b>Amber</b>	<b>Red</b>
To identify and locate distinctive landscapes in the UK				
To describe the uses of upland and lowland areas of the UK				
To describe the process of weathering				
To identify and describe geomorphic processes				
To describe the long profile and course of a river				
To describe and explain the formation of upper course river landforms				
To describe and explain the formation of middle course river landforms				
To describe the formation and uses of lower course river landforms				
To describe the characteristics of the Eden River Basin - <b>Case study</b>				
To describe the impacts and management of flooding in the UK				
To describe and explain the formation of coastal landforms of erosion				
To describe and explain the formation of coastal landforms of deposition				
To describe the characteristics of the Dorset Coast - <b>Case study</b>				
To identify enquiry questions about Leigh Brook – Fieldwork study				
To describe the location and characteristics of Leigh Brook				
To describe and evaluate data collection techniques				
To complete data presentation techniques for raw data				
To analyse and interpret data presentation of data				

## Geography department

### *Personalised learning checklist (PLC)*



<b>Year</b>	10			
<b>Topic</b>	UK in the 21 <sup>st</sup> Century <b>Low Stakes</b> _____			
<b>Key Concept</b>		<b>Green</b>	<b>Amber</b>	<b>Red</b>
To identify and describe the physical characteristics of the UK				
To identify and describe the human characteristics of the UK				
To describe and explain changing population of the UK				
To describe the population structure of the UK				
To describe the causes and impacts of a positive net migration in the UK				
To explain the causes and impacts of an ageing population in the UK				
To evaluate the solutions to an ageing society in the UK				
To describe the changes in the UK economy				
To examine the impacts of changing employment in the UK				
To describe the importance of London in the UK economy				
To identify the UK's main economic hubs				
To understand the factors affecting the growth of an economic hub in Cambridge				
To describe and explain the significance of the Hi-tech industry in Cambridge				
To examine the role and influence of the UK on a global scale				
To describe and explain the UK's involvement with the Middle East				
To describe the influence of the UK's media				
To examine aspects of British culture				

**Geography department**  
*Personalised learning checklist (PLC)*



<b>Year</b>	11
<b>Topic</b>	Sustaining Ecosystems

**Low stakes test score** \_\_\_\_\_

**End of unit assessment:** \_\_\_\_\_ % \_\_\_\_\_

Key Concept	Green	Amber	Red
To identify different types of ecosystem			
To identify the links in an ecosystem			
To describe and explain the location of global ecosystems			
To compare the characteristics of global ecosystems			
To explain why coral reefs are under threat			
To describe and explain the characteristics of the rainforest ecosystem			
To explain the importance of the Amazon Rainforest – <b>Case study</b>			
To explain the impacts of human activity in the Tropical rainforest			
To evaluate methods of using the tropical rainforests sustainably			
To describe and explain the features of ecotourism			
Comparing the characteristics of the polar regions			
To identify and explain the impact of human activity in Polar environments			
To describe and explain the impacts of human activity in Polar environments			
To evaluate sustainable use of polar regions			
To examine one small-scale example of sustainable management in the Arctic ( <b>Whaling</b> )			
To examine one global example of sustainable management ( <b>The Antarctic Treaty</b> )			
To evaluate your timed question responses			

## Geography department

### *Personalised learning checklist (PLC)*



**Bishop Perowne**  
Church of England College  
Endeavour Forever

**Year** 11

**Topic** Resource Reliance **Not required 2022**

**Low stakes test score** \_\_\_\_\_

<b>Key Concept</b>	<b>Green</b>	<b>Amber</b>	<b>Red</b>
To identify the different types of resources we use			
To explain the increase in demand for resources			
To explain the impact of farming on the environment			
To explain the impacts of commercial fishing			
To explain the impacts of energy production on the environment			
To evaluate the methods of providing a reliable water supply			
To describe and explain the global variations in access to food			
To analyse theories on population growth and food supply			
To explain the factors affecting food security in an LIDC			
To describe the attempts to manage food security in an LIDC			
To explain how food consumption can be made more ethical			
To explain how intensive and organic farming can increase food production			
To explain how GM crops and Hydroponics can increase food production			
To examine small scale approaches to food security			
To Investigate food consumption and availability in the UK			
To evaluate the use of intensive farming in the UK			
To evaluate the use of hydroponics in the UK			

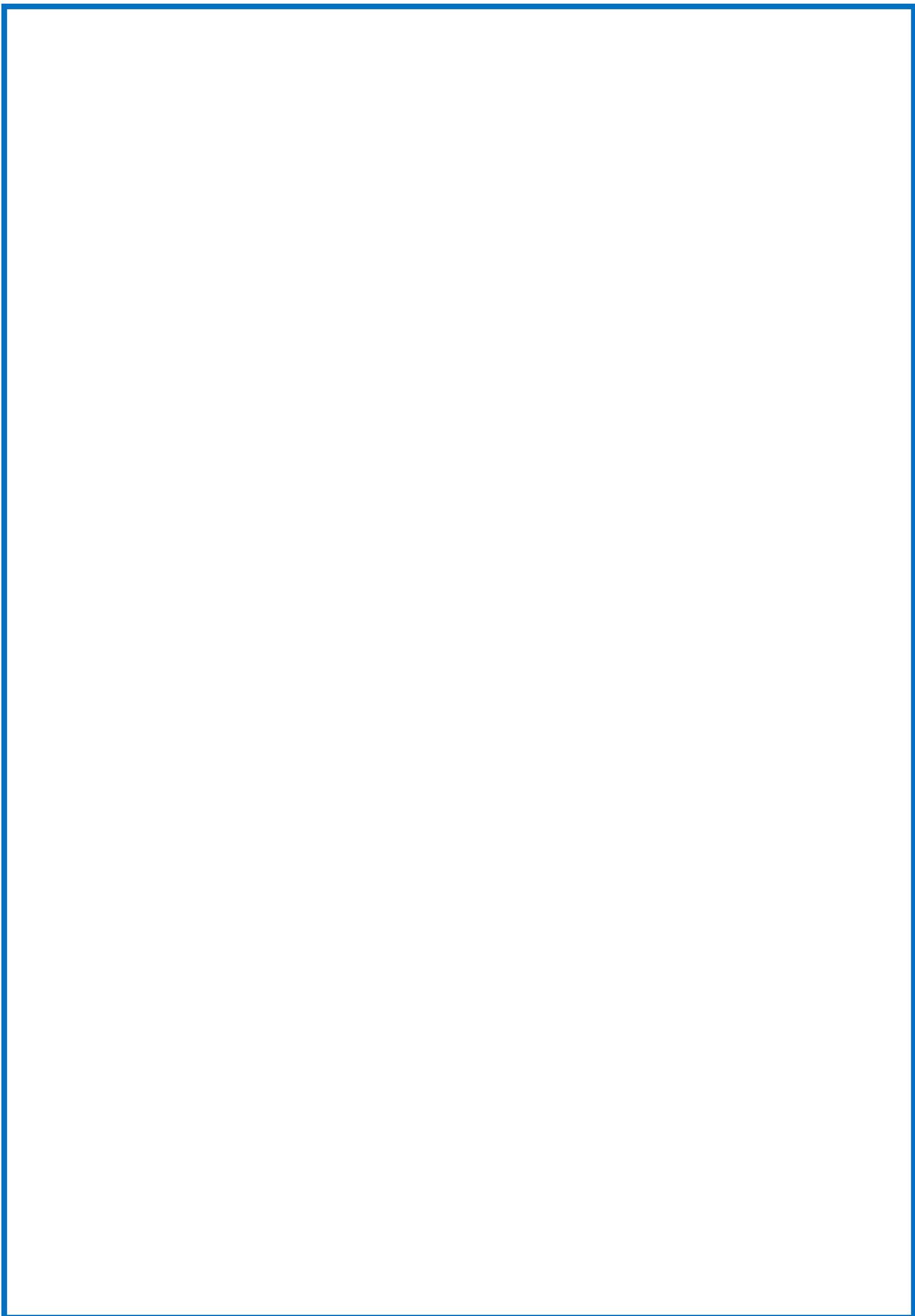
## Revision Strategies:

Your Geography exam is based on the following skills:

1. Knowledge & understanding
2. Explain & analyse
3. Evaluation
4. Forming judgements

### Revision strategies that help with these skills:

<b>Knowledge &amp; understanding (remembering facts!)</b>	<ul style="list-style-type: none"><li>• Flashcards for case studies</li><li>• Testing a partner</li><li>• Using the Revision Summary questions at the end of each section in the CGP revision guide</li></ul>
<b>Explain &amp; analyse</b>	<ul style="list-style-type: none"><li>• Mind maps (link ideas together)</li><li>• Asking yourself – ‘so what?’</li><li>• Practice exam questions</li><li>• Make your own exam questions!</li></ul>
<b>Evaluating evidence</b>	<ul style="list-style-type: none"><li>• Annotating maps and graphs</li><li>• Practising on everyday sources of information e.g. a TV advert / poster – what does it tell us? It is accurate/reliable?</li></ul>
<b>Forming judgements</b>	<ul style="list-style-type: none"><li>• Balancing arguments in a table (Assess, Evaluate, to what extent...)</li><li>• A debate with your friends!</li></ul>



# GCSE Geography OCR syllabus B: Geography for Enquiring Minds

## *Case study checklist*

### Our Natural World (Paper One)

Topic	Case study requirement	Case study location	Need to know
<b>Changing Climate</b>	Worldwide impacts of climate change	<i>Various locations including Maldives, Arctic Circle etc</i>	<ul style="list-style-type: none"> <li>Social, economic and environmental impacts resulting from sea level rise and extreme weather events</li> </ul>
	UK impacts of climate change	<i>All round the UK, especially coastal regions</i>	<ul style="list-style-type: none"> <li>Social, economic and environmental impacts such as impacts on weather patterns, seasonal changes and changes in industry</li> </ul>
<b>Distinctive Landscapes</b>	A coastal landscape in the UK	<i>Jurassic Coast, Dorset</i>	For each of the two case studies <ul style="list-style-type: none"> <li>Its landforms created by geomorphic processes</li> <li>The geomorphic processes operating at different scales and how they are influenced by geology and climate</li> <li>How human activity, including management, works in combination with geomorphic processes to impact the landscape</li> </ul>
	A river basin in the UK	<i>River Eden, England</i>	
<b>Sustaining Ecosystems</b>	Sustainable management of an area of tropical rainforest	<i>Ecotourism, The Amazon</i>	<ul style="list-style-type: none"> <li>Strategies such as ecotourism, community programmes, biosphere reserves and sustainable forestry, at either a local or regional scale</li> <li>Their aims, characteristics, advantages and disadvantages</li> </ul>
	A small-scale example of sustainable management in a polar region	<i>Whale Sanctuary Sustainable whaling in the Clyde River, Canada</i>	<ul style="list-style-type: none"> <li>Aims, characteristics, advantages and disadvantages</li> </ul>
	A global example of sustainable management in a polar region	<i>Antarctic Treaty</i>	<ul style="list-style-type: none"> <li>Aims, characteristics, advantages and disadvantages</li> </ul>

## People and Society (Paper Two)

Topic	Case study requirement	Case study location	Need to know
<b>Urban Futures</b>	A city in an AC	<i>London, UK</i>	For each of the two cities: <ul style="list-style-type: none"> <li>• The city's location and importance</li> <li>• How migration is changing the growth and character of the city</li> <li>• Ways of life in the city, such as culture, ethnicity, housing, and leisure a</li> <li>• Contemporary challenges that affect life in the city, such as housing availability, transport provision, access to services and inequality (AC city); squatter settlements, informal jobs, health and waste disposal (LIDC city)</li> </ul>
	A city in an LIDC or EDC	<i>Lagos, Nigeria (LIDC)</i>	
<b>Dynamic Development</b>	How an LIDC has developed so far	<i>The Democratic Republic of Congo (DRC)</i>	<ul style="list-style-type: none"> <li>• The history of the country's economic development</li> <li>• Whether the country fits Rostow's model of economic development</li> <li>• The extent to which the Millennium Development Goals have been achieved</li> <li>• How the country's wider context has affected its development</li> </ul>
	How global connections influence an LIDC's development	<i>The DRC</i>	<ul style="list-style-type: none"> <li>• The country's international trade and how this influences development</li> <li>• The benefits and problems of trade and TNC investment (<i>Banro</i>) for development</li> <li>• The advantages and disadvantages of international aid or debt relief for its development</li> </ul>
	A top-down development strategy	<i>The Grand Inga Dam, DRC</i>	For each of the two strategies: <ul style="list-style-type: none"> <li>• Aims, characteristics, advantages and disadvantages</li> </ul>
	A bottom-up aid strategy	<i>Comic Relief – Improving Rural Schools, DRC</i>	
<b>UK in the 21<sup>st</sup> Century</b>	An economic hub	<i>Cambridge or London</i>	<ul style="list-style-type: none"> <li>• How the city has changed</li> <li>• Its significance to its region and the UK as a whole</li> </ul>
	The UK's political role in a global conflict	<i>UK in NATO and the United Nations</i> <ul style="list-style-type: none"> <li>• <i>Iran/Iraq</i></li> <li>• <i>Ukraine</i></li> </ul>	<ul style="list-style-type: none"> <li>• The reasons for the UK's involvement (including its membership of international organisations)</li> <li>• The impacts of the UK's involvement</li> </ul>
	The contribution of ethnic groups to UK culture	<i>Food OR Media</i>	<ul style="list-style-type: none"> <li>• How the UK's food or media is influenced by other ethnic groups</li> <li>• The global influence of the UK's food or media</li> </ul>

## GCSE Geography Command Words

<b>Command word</b>	<b>What it means</b>	<b>Example</b>
<b>Assess</b>	Make a judgement on something based on evidence or examples	Assess how far technological developments in food production are sustainable
<b>Compare</b>	Describe similarities and differences between two or more things.	Compare the characteristics of cities in an LIDC and an AC.
<b>Define</b>	Give the meaning of a word, phrase or idea.	Define 'sustainable development'.
<b>Describe</b>	Give the main characteristics of something. No explanation is needed.	Describe how a river changes from its source to its mouth.
<b>Discuss</b>	Give the points on both sides of an argument and come to a conclusion.	Discuss the effectiveness of coastal management.
<b>Evaluate</b>	Weigh up the good and bad points to make a judgement.	Evaluate a development strategy in an LIDC.
<b>Examine</b>	Investigate in detail.	Examine the evidence for climate change in the UK.
<b>Explain</b>	Give reasons why something happens.	Explain why earthquakes occur at plate boundaries.
<b>Identify</b>	Name an example, sometimes from a map, photo or graph.	Identify three countries with food shortages from the map.
<b>Justify</b>	Give evidence to support your ideas.	Does the UK still have any global influence? Justify your opinion.
<b>Outline</b>	Summarise the main points.	Outline how the population of the UK is changing.
<b>Suggest</b>	Give an explanation for something when you can't be sure.	Suggest why the number of polar bears in the world has declined.
<b>To what extent...?</b>	Judge the importance of something.	To what extent are people the cause of flooding.