



**Thomas Mills**  
High School & Sixth Form

'Geography makes a vital contribution to our knowledge of the rapidly changing environmental and social challenges facing us and how we should tackle them. A geography education has never been so relevant.' Royal Geographical Society.

At Thomas Mills High School and Sixth Form we teach GCSE OCR B Geography: Geography for enquiring minds. We alternate between physical and human geography topics and complete two local fieldtrips to Southwold and Ipswich Waterfront. This course allows our pupils to think critically, interpret and analyse data and make sense of the world around them both natural and man-made.

OCR state their aims and learning outcomes are:

- Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material).
- Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer).
- Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer).
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

Year	Term	Topic	Knowledge and Skills	Useful Links
10	1	<b>Global Hazards: Atmospheric</b>	<b>Knowledge:</b> This topic allows learners to develop an understanding of a variety of hazards that impact human lives both within the UK and worldwide. Learners investigate how weather can be hazardous, gaining knowledge of the major processes within the atmosphere and their impact in creating extreme weather. This is	Specification: <a href="#">OCR GCSE (9–1) in Geography B (Geography for Enquiring Minds) (J384) Specification</a>  Seneca learning: <a href="#">Seneca - Learn 2x Faster</a>



		<p>contextualised through two case studies of natural weather hazard events.  <b>Case studies:</b> Boscastle flash flood 2004 and Australia Big Dry 2002-2009.  <b>Skills:</b>  Map and data interpretation. Research skills.</p>	<p>Australia Big Dry Case study: <a href="#">The impact of drought in Australia - Droughts - OCR - GCSE Geography Revision - OCR - BBC Bitesize</a></p> <p>Boscastle Flash Flood: <a href="#">Boscastle Floods - Met Office</a></p>
<p><b>Assessments</b></p>		<p>One of the key challenges at GCSE is accessing and decoding the exam language and command words. Regular application of content to exam questions is key for building confidence and success at GCSE.  <b>Assessment 1:</b> Global atmospheric circulation and extreme weather (16 marks). Homework task.  <b>Assessment 2:</b> Tropical storms (23 marks). Homework task.  <b>Assessment 3:</b> Atmospheric hazards end of topic test (37 marks). In class in exam conditions.</p>	
<p><b>2</b></p>	<p><b>Resource Reliance</b></p>	<p><b>Knowledge:</b>  Supplies of food, energy and water are three of the most challenging issues the world faces. Significant numbers of people are resource poor, whilst others consume more than their fair share. This topic investigates emerging patterns, where demand is outstripping supply, exploring the issue of food security and considering the question 'can we feed nine billion people?'. Learners will investigate what it means to be food secure, how countries try to achieve this and reflect upon the sustainability of strategies to increase food security.  <b>Case studies:</b> Tanzania food security data. Past attempt of food security in Tanzania-Canada Wheat Programme. Present attempt of food security in Tanzania-Southern Agricultural Growth Corridor of Tanzania (SAGCOT) and local example of food security in Tanzania- Goat aid.</p>	<p>Specification: <a href="#">OCR GCSE (9–1) in Geography B (Geography for Enquiring Minds) (J384) Specification</a></p> <p>Seneca learning: <a href="#">Seneca - Learn 2x Faster</a></p> <p>Local scale case study: Goat Aid in Tanzania <a href="#">Food Security and Affecting Factors</a></p> <p>Tanzania Case Studies: <a href="#">Resource Reliance: Case studies of attempts to achieve food security in Tanzania</a></p>



		<b>Skills:</b> data analysis and interpretation. Research skills.	
<b>Assessments</b>		<b>Assessment 1:</b> Human use of the environment (19 marks). Homework task. <b>Assessment 2:</b> Food security and access to food (17 marks). Homework task. <b>Assessment 3:</b> End of topic test (36 marks) in class exam conditions.	
<b>3</b>	<b>Urban Futures</b>	<b>Knowledge:</b> Never before has the landscape of the planet looked more urban. Cities are growing at unprecedented rates. This topic seeks to explore why, and consider how the global pattern of urbanisation is changing. Urban challenges and opportunities are varied and unique and learners will examine these through studying two cities, one from an advanced country (AC) and one from either an emerging and developing country (EDC) or a low-income developing country (LIDC). Within each city, contrasting ways of life, geographical processes, problems and solutions will be studied to gain a holistic understanding of what makes up the urban fabric of each place. <b>Case studies:</b> London and Rio de Janeiro <b>Skills:</b> source interpretation. Critical thinking and comparative writing.	Specification: <a href="#">OCR GCSE (9–1) in Geography B (Geography for Enquiring Minds) (J384) Specification</a>  Seneca learning: <a href="#">Seneca - Learn 2x Faster</a>  London case Study: <a href="#">A City in the UK - London Case Study - Internet Geography</a>  <a href="#">London Case Study - Latitude Geography</a>  Rio Case Study: <a href="#">Case study - Rio de Janeiro, Brazil - Challenges and opportunities for urban areas - OCR - GCSE Geography Revision - OCR - BBC Bitesize</a>  <a href="#">Case Study Rio de Janeiro - Internet Geography</a>
<b>Assessment</b>		<b>Assessment 1:</b> Urban growth theory (20 marks). Homework task. <b>Assessment 2:</b> Urban processes (22 marks). Homework task. <b>Assessment 3:</b> Cities in developing countries (21 marks). Short answer questions in lesson. Essay planned and completed for homework. <b>Assessment 4:</b> End of topic test (40 marks). In class, in exam conditions.	