



# Guide to Course Planning

This guide outlines some aspects to consider when planning the OCR Geography GCSE (9-1) in Geography B (Geography for Enquiring Minds).

## Constructing your course

The OCR Geography B course has been designed so that learners can appreciate and understand a range of issues that affect people and places at a range of scales from local to global.

Some things to consider when constructing your course:

- **Scales:** The qualification is designed so that students engage with geographical issues and concepts at a range of scales. The 'scale' column in the specification lists the scale that your teaching should cover.
- **Case studies:** There are ten throughout the specification, which focus on the UK and other global examples of your choice. They allow for an in-depth study of physical and human environments.
- **Fieldwork:** We recommend that fieldwork is embedded in teaching and learning throughout the course. You could do this by linking into lessons as starters or plenaries, utilising the school site and local area, setting small home- learning tasks and completing virtual fieldwork. The 'scale' column of the specification also gives examples of where fieldwork skills could be utilised, please note that the 'F' indicates a fieldwork opportunity and is not compulsory. In particular you will need to consider the two occasions where fieldwork in both human and physical geography takes place. This will vary from centre to centre, depending on a range of internal factors. You may also want to consider the fieldwork completed at KS3 and how this assessed in preparation for the GCSE fieldwork.
- **Skills:** Like fieldwork, we suggest that these are integrated throughout the course. The full range of skills is listed in the specification on pages 17 and 18. These have been split into cartographic, graphical, and also numerical and statistical sections.
- **Assessment objectives:** Make sure you think through the implications of the assessment structure for your planning and teaching. The assessment objectives are listed in full in the specification and you may also want to take note of the assessment objective weighting in each component.
- **Wider curriculum:** You will want to look at your whole curriculum from KS3 up to A Level, to ensure that students are gaining a coherent, progressive and engaging geography education that prepares them for their future as life long learners.



## How OCR Geography B might work in practice:

There are a variety of ways in which this content could be planned out. We suggest that fieldwork, skills and decision making is integrated throughout the course.

### Model A: Teaching over two years:

Year 1 (year 10)	Content
<b>Autumn term 1</b>	<i>Global Hazards</i>
<b>Autumn term 2</b>	<i>Changing Climate</i>
<b>Christmas</b>	
<b>Spring term 1</b>	<i>Distinctive Landscapes</i>
<b>Spring term 2</b>	<i>Sustaining Ecosystems</i>
<b>Easter</b>	
<b>Summer term 1</b>	Mock Geographical Exploration and decision making skills
<b>Summer term 2</b>	Fieldwork
<b>Summer</b>	

Year 2 (year 11)	Content
<b>Autumn term 1</b>	<i>Urban futures</i>
<b>Autumn term 2</b>	<i>Dynamic Development</i>
<b>Christmas</b>	
<b>Spring term 1</b>	<i>UK in the 21<sup>st</sup> Century</i>
<b>Spring term 2</b>	<i>Resource Reliance</i>
<b>Easter</b>	
<b>Summer term 1</b>	Revision
<b>Summer term 2</b>	Exams
<b>Summer</b>	

**Model B:** Teaching over two years with alternating topics:

Year 1 (year 10)	Content
<b>Autumn term 1</b>	<i>Global Hazards</i>
<b>Autumn term 2</b>	<i>Urban Futures</i>
<b>Christmas</b>	
<b>Spring term 1</b>	<i>Distinctive Landscapes</i>
<b>Spring term 2</b>	<i>UK in the 21<sup>st</sup> Century</i>
<b>Easter</b>	
<b>Summer term 1</b>	<i>Changing Climate</i>
<b>Summer term 2</b>	Fieldwork and decision making skills
<b>Summer</b>	

Year 2 (year 11)	Content
<b>Autumn term 1</b>	<i>Dynamic Development</i>
<b>Autumn term 2</b>	<i>Sustaining Ecosystems</i>
<b>Christmas</b>	
<b>Spring term 1</b>	<i>Resource Reliance</i>
<b>Spring term 2</b>	Revision and time to finish any remaining topics
<b>Easter</b>	
<b>Summer term 1</b>	Revision
<b>Summer term 2</b>	Exams
<b>Summer</b>	

**Model C:** Teaching a three year GCSE:

When teaching a three year course your teaching plan will vary depending on whether you have increased teaching hours for the content or are teaching the course over three years with the same time allocation as a typical two year course. You may need to spend more time teaching topics at the start of the course but as students develop into year 10 and 11 your teaching pace may increase, therefore spending less time per topic. You will also need to consider where best to fit in consolidation and revision over the three years.

Year 1 (year 9)	Content
<b>Autumn term 1</b>	Building confidence, skills and getting year 9 GCSE ready
<b>Autumn term 2</b>	<i>Global Hazards</i>
<b>Christmas</b>	
<b>Spring term 1</b>	<i>Changing Climate</i>
<b>Spring term 2</b>	Consolidation/revision
<b>Easter</b>	
<b>Summer term 1</b>	Decision making and skills
<b>Summer term 2</b>	<i>Distinctive Landscapes</i>
<b>Summer</b>	

Year 2 (year 10)	Content
<b>Autumn term 1</b>	<i>Sustaining Ecosystems</i>
<b>Autumn term 2</b>	Revision of component one and fieldwork skills
<b>Christmas</b>	
<b>Spring term 1</b>	<i>Urban Futures</i>
<b>Spring term 2</b>	<i>Dynamic Development</i>
<b>Easter</b>	
<b>Summer term 1</b>	Geographical Exploration / revision and consolidation
<b>Summer term 2</b>	Fieldwork
<b>Summer</b>	





Year 3 (year 11)	Content
<b>Autumn term 1</b>	<i>UK in the 21<sup>ST</sup> Century</i>
<b>Autumn term 2</b>	<i>Resource Reliance</i>
<b>Christmas</b>	
<b>Spring term 1</b>	Consolidation and revision
<b>Spring term 2</b>	Filling knowledge/skills gaps and exam preparation
<b>Easter</b>	
<b>Summer term 1</b>	Revision
<b>Summer term 2</b>	Exams
<b>Summer</b>	

