

Guide to Course Planning

This guide outlines some aspects to consider when planning the OCR Geography GCSE (9.1) in Geography A (Geographical Themes).

Constructing your course

The OCR GCSE (9.1) Geography A, Geographical Themes 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 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 is 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 13 and 14. 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.

How OCR GCSE (9-1) Geography A (Geographical Themes) might work in practice:

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

Model A: Teaching over two years:

Year 1 (year 10)	Content
Autumn term 1	<i>Landscapes of the UK</i>
Autumn term 2	<i>People of the UK</i>
Christmas	
Spring term 1	<i>UK Environmental Challenges</i>
Spring term 2	Time for finishing off above topics / geographical skills
Easter	
Summer term 1	Consolidation and revision
Summer term 2	Fieldwork
Summer	

Year 2 (year 11)	Content
Autumn term 1	<i>Ecosystems of the Planet</i>
Autumn term 2	<i>People of the Planet</i>
Christmas	
Spring term 1	<i>Environmental Threats to our Planet</i>
Spring term 2	Skills preparation and revision
Easter	
Summer term 1	Revision
Summer term 2	Exams
Summer	

Model B: Teaching over two years with alternating ‘Living in the UK’ and ‘The World Around Us’ themes:

Year 1 (year 10)	Content
Autumn term 1	<i>Landscapes of the UK</i>
Autumn term 2	<i>Ecosystems of the Planet</i>
Christmas	
Spring term 1	<i>People of the UK</i>
Spring term 2	Time for finishing off above topics / geographical skills
Easter	
Summer term 1	Consolidation and revision
Summer term 2	Fieldwork
Summer	

Year 2 (year 11)	Content
Autumn term 1	<i>People of the Planet</i>
Autumn term 2	<i>UK Environmental Challenges</i>
Christmas	
Spring term 1	<i>Environmental Threats to our Planet</i>
Spring term 2	Skills preparation and revision
Easter	
Summer term 1	Revision
Summer term 2	Exams
Summer	

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
Autumn term 1	Skills building, confidence building and preparing students for GCSE
Autumn term 2	<i>Landscapes of the UK</i>
Christmas	
Spring term 1	<i>Landscapes of the UK</i>
Spring term 2	<i>UK Environmental Challenges</i>
Easter	
Summer term 1	<i>UK Environmental Challenges</i>
Summer term 2	Consolidation, revision and fieldwork skills
Summer	

Year 2 (year 10)	Content
Autumn term 1	<i>People of the UK</i>
Autumn term 2	<i>People of the UK</i>
Christmas	
Spring term 1	<i>Ecosystems of the Planet</i>
Spring term 2	<i>Ecosystems of the Planet</i>
Easter	
Summer term 1	Consolidation and revision
Summer term 2	Fieldwork
Summer	



GCSE (9–1) Geography A (Geographical Themes)

Year 3 (year 11)	Content
Autumn term 1	<i>People of the Planet</i>
Autumn term 2	<i>People of the Planet</i>
Christmas	
Spring term 1	<i>Environmental Threats to our Planet</i>
Spring term 2	<i>Environmental Threats to our Planet</i>
Easter	
Summer term 1	Revision
Summer term 2	Exams
Summer	

