

### Curriculum Intent:

The geography curriculum aims to inspire curiosity in pupils about the world and its people, developing a passion for the subject and the fascination to explore relevant, topical issues further. Geography provides pupils with a knowledge of natural and human environments through a broad and varied curriculum and a deep understanding of the Earth's physical and human processes. The geography curriculum prepares students for each stage of their academic journey, but also the world beyond the classroom by ensuring that they are able to think like geographers, using geographical knowledge to make sense of the world around them.

We also aim to develop character values within the students through teaching about diverse cultures and topical issues that require a tolerant approach to investigating contrasting opinions. With the issue of sustainability more significant in our world than ever, and a key thread throughout geographical topics, students learn to respect the importance of the world we live in and the need to protect it.

A strong geography curriculum will include the development of knowledge and key skills including the use of maps, numerical and statistical skills and fieldwork opportunities. This is developed throughout Key Stage 3 to Key Stage 5, building on prior learning in each stage. The geography curriculum takes a thematic approach to introduce pupils to a variety of places, concepts, processes and issues, using up to date case studies as examples of what is happening in the world.

### 'Why This, Why Now?'

- We begin Year 10 with coasts as it is a familiar topic that students have previously studied in Year 8 that can be revisited and further developed, ensuring that key processes are familiarised
- We then study Urban Issues and Challenges. This is an in depth study of urban areas with two contrasting examples: Rio and Birmingham. We study Rio as a further development of the 'Life in an NEE' topic from Year 9. Rio is a new case study, but the concept of an emerging economy is familiar. For our UK study, we use Birmingham because it is local and we are able to visit some of the areas that we learn about, but also because fieldwork can be completed here
- Following this, Rivers is studied, furthering the learning of rivers and the water cycle from Year 7. This allows students to connect processes that they learnt about in the coasts topic to the rivers topic and begin to make some synoptic links between areas of geography
- Resource Management follows the rivers topic, where we have a focus on water resources. This follows on well from Rivers, but is also a good foundation for the water and carbon cycles topic that is studied in Year 12
- Finally, in the summer term we complete fieldwork and use this alongside lessons to understand the enquiry process. This develops further the fieldwork experiences that students access around the school in KS3 and prepares students for a more developed fieldwork report that is completed at KS5

## Medium Term Planning Document: Geography Year 10 2024-25

The Medium Term Planning document below is designed to show the journey that every student takes through our curriculum. Some elements of the curriculum may be taught over several lessons, others in a single lesson.

Geography		Year 10 – Half Term 1 (7 Weeks, approx. 17 lessons)	
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Coasts	<b>Lesson 1:</b> How do waves affect our coastline? <i>To explain the impact that different types of wave have on our coastline</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment Cold Call Questioning	<b>Wave types and characteristics:</b> <a href="https://continuityoak.org.uk/Lessons?r=417">https://continuityoak.org.uk/Lessons?r=417</a>
	<b>Lesson 2:</b> Other than waves, what causes cliffs to collapse? <i>To explain the different types of weathering and mass movement at the coast</i>		<b>Mass Movement:</b> <a href="https://continuityoak.org.uk/Lessons?r=419">https://continuityoak.org.uk/Lessons?r=419</a>
	<b>Lesson 3:</b> What are the key processes at the coast? <i>To explain the processes of erosion, transportation and deposition at the coast</i>		<b>Coastal weathering and erosion:</b> <a href="https://continuityoak.org.uk/Lessons?r=418">https://continuityoak.org.uk/Lessons?r=418</a>
	<b>Lesson 4:</b> What factors affect coastal landforms? <i>To explain how erosional processes create bays and headlands</i>		<b>Transportation and deposition:</b> <a href="https://continuityoak.org.uk/Lessons?r=420">https://continuityoak.org.uk/Lessons?r=420</a>
	<b>Lesson 5:</b> How has erosion lead to the formation of landforms? <i>To explain how erosional processes create wave-cut platforms and caves, arches, stacks and stumps</i>		<b>Headlands and Bays:</b> <a href="https://continuityoak.org.uk/Lessons?r=421">https://continuityoak.org.uk/Lessons?r=421</a>
	<b>Lesson 6:</b> How does deposition create coastal landforms? <i>To explain how deposition creates beaches and sand dunes</i>		<b>Wave cut platforms:</b> <a href="https://continuityoak.org.uk/Lessons?r=422">https://continuityoak.org.uk/Lessons?r=422</a>
			<b>Caves, arches and stacks:</b> <a href="https://continuityoak.org.uk/Lessons?r=423">https://continuityoak.org.uk/Lessons?r=423</a>
			<b>Beaches and sand dunes:</b> <a href="https://continuityoak.org.uk/Lessons?r=424">https://continuityoak.org.uk/Lessons?r=424</a>

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	<p><b>Lesson 7:</b> How does deposition create coastal landforms? <i>To explain how deposition creates spits, bars and tombolos</i></p>		<p><b>Spits and bars:</b> <a href="https://continuityoak.org.uk/Lessons?r=425">https://continuityoak.org.uk/Lessons?r=425</a></p>
	<p><b>Lesson 8:</b> What landforms can be found on the Dorset Coast? <i>To identify a variety of landforms that can be found along the Dorset Coast using OS maps</i></p>		<p><b>Landforms on a UK Coastline: Dorset Coast:</b> <a href="https://continuityoak.org.uk/Lessons?r=426">https://continuityoak.org.uk/Lessons?r=426</a></p>
	<p><b>Lesson 9:</b> How can we manage the coast? <i>To evaluate hard engineering strategies that are used to protect the coast</i></p>		<p><b>Hard Engineering:</b> <a href="https://continuityoak.org.uk/Lessons?r=427">https://continuityoak.org.uk/Lessons?r=427</a></p>
	<p><b>Lesson 10:</b> What soft engineering strategies can be used at the coast? <i>To evaluate soft engineering that can be used to protect the coastline</i></p>		<p><b>Soft Engineering:</b> <a href="https://continuityoak.org.uk/Lessons?r=428">https://continuityoak.org.uk/Lessons?r=428</a></p>
	<p><b>Lesson 11:</b> How successful has Lyme Regis' coastal management been? <i>To assess the success of the management at Lyme Regis as a case study example</i></p>		<p><b>Managed Retreat:</b> <a href="https://continuityoak.org.uk/Lessons?r=429">https://continuityoak.org.uk/Lessons?r=429</a></p>
	<p><b>Lesson 12:</b> End of topic test/WTM</p>		<p><b>Coastal Management at Lyme Regis 1:</b> <a href="https://continuityoak.org.uk/Lessons?r=430">https://continuityoak.org.uk/Lessons?r=430</a></p>
	<p><b>Key Words:</b> Abrasion, Arch, Attrition, Bar, Beach, Beach Nourishment, Beach Reprofilling, Cave, Chemical Weathering, Cliff, Deposition, Dune Regeneration, Erosion, Gabion, Groyne, Hard Engineering, Headlands and Bays, Hydraulic Power, Longshore Drift, Managed Retreat, Mass Movement, Mechanical Weathering, Rock Armour, Sand Dune, Sea Wall, Sliding, Slumping, Soft Engineering, Spit, Stack, Transportation, Wave Cut Platform, Waves</p>		<p><b>Coastal Management at Lyme Regis 2:</b> <a href="https://continuityoak.org.uk/Lessons?r=431">https://continuityoak.org.uk/Lessons?r=431</a></p>

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Geography			
Year 10 – Half Term 2 (6 Weeks, approx. 15 lessons)			
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Urban Issues and Challenges: Rio de Janeiro	<b>Lesson 1:</b> What is urbanisation? <i>To analyse where urban growth is occurring around the world</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment Cold Call Questioning	<b>Global Urban Change:</b> <a href="https://continuityoak.org.uk/Lessons?r=501">https://continuityoak.org.uk/Lessons?r=501</a>
	<b>Lesson 2:</b> Why do cities grow? <i>To explain why urbanisation is happening in some areas of the world</i>		<b>Factors affecting the rate of urbanisation:</b> <a href="https://continuityoak.org.uk/Lessons?r=502">https://continuityoak.org.uk/Lessons?r=502</a>
	<b>Lesson 3:</b> What is Rio like? <i>To explain the importance of Rio de Janeiro on a local, national and international scale</i>		<b>Megacities:</b> <a href="https://continuityoak.org.uk/Lessons?r=503">https://continuityoak.org.uk/Lessons?r=503</a>
	<b>Lesson 4:</b> How has Rio's growth led to opportunities? <i>To analyse reasons for population growth in Rio and the impact of this</i>		
	<b>Lesson 5:</b> What social and economic opportunities are associated with the growth of Rio? <i>To evaluate social and economic opportunities in Rio</i>		
	<b>Lesson 6:</b> What challenges are associated with urban growth in Rio? <i>To explain the social, economic and environmental challenges in Rio</i>		
	<b>Lesson 7:</b> How easy is it to provide social opportunities to a growing population in Rio? <i>Evaluate the social challenges of providing the population of Rio with services such as sanitation, healthcare and education</i>		
	<b>Lesson 8:</b> What are the economic challenges in Rio? <i>To evaluate the economic problems caused by unemployment and crime in Rio</i>		
	<b>Lesson 9:</b> How is Rio responding to environmental challenges?		

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	<p><i>To evaluate the environmental problems rapid urbanisation has caused such as waste disposal, pollution and traffic congestion</i></p>		
	<p><b>Lesson 10:</b> Has the Favela Bairro project helped the lives of people living in the Favelas? <i>To evaluate the success of urban planning in improving the quality of life of the urban poor</i></p>		
	<p><b>Key Words:</b> Economic Opportunities, Inequalities, Megacities, Migration, Natural Increase, Pollution, Sanitation, Social Deprivation, Social Opportunities, Squatter Settlement, Traffic Congestion, Urbanisation, Urban Growth, Counter-Urbanisation, HIC, LIC, NEE, Infrastructure, Rural-Urban Migration, Infant Mortality, Life Expectancy, Formal Economy, Informal Economy</p>		

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### Summative Assessment:

Pupil Mid-Year Assessments will take place at the end of half term 2. These will cover all content taught in the first 2 half terms. This assessment will inform pupil Rank Order in the subject.

Geography			
Year 10 – Half Term 3 (5 weeks, approx. 12 lessons)			
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<b>Urban Issues and Challenges: Birmingham</b>	<b>Lesson 1:</b> Where do people live in the UK? <i>To explain the distribution of the population of the UK</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment Cold Call Questioning	<b>Distribution of major cities in the UK:</b> <a href="https://continuityoak.org.uk/Lessons?r=592">https://continuityoak.org.uk/Lessons?r=592</a>
	<b>Lesson 2:</b> What is the land use structure in UK cities? <i>To explain land use structure in the UK and apply this to Birmingham</i>		
	<b>Lesson 3:</b> Why is Birmingham Important? <i>To explain the importance of Birmingham as a major UK city</i>		
	<b>Lesson 4:</b> How has migration affected Birmingham? <i>To explain the impacts of national and international migration in Birmingham</i>		
	<b>Lesson 5:</b> How has urban change created challenges for Birmingham? <i>To explain how urban change has created social and economic challenges in Birmingham</i>		
	<b>Lesson 6:</b> What are the environmental challenges in Birmingham? <i>To explain environmental issues in Birmingham</i>		
	<b>Lesson 7:</b> What are the impacts of urban sprawl in Birmingham? <i>To explain the challenges that urban sprawl can bring to a city</i>		
	<b>Lesson 8:</b> How does urban change in Birmingham create opportunities? <i>To explain the opportunities that urban change can bring to a city</i>		

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	<p><b>Lesson 9:</b> What was the effect of regeneration in Birmingham? <i>To evaluate regeneration that has taken place in Birmingham</i></p>		
	<p><b>Lesson 10:</b> How successful was regeneration in Digbeth? <i>To evaluate the effectiveness of regeneration in Digbeth</i></p>		
	<p><b>Key Words: Key Words:</b> Brownfield Site, Greenfield Site, Dereliction, Inequalities, Integrated Transport System, Migration, Pollution, Rural-Urban Fringe, Social Deprivation, Traffic Congestion, Urban Greening, Urbanisation, Urban Regeneration, Urban Sprawl, Waste Recycling, Conurbation, Commuter Settlement, Population Density, Land Use, Burgess Model, National Migration, International Migration, Character, Regeneration</p>		
<p><b>Urban Issues and Challenges: Sustainable Urban Living</b></p>	<p><b>Lesson 1:</b> How sustainable is Freiburg, Germany? <i>To analyse the features of sustainability in Freiburg, Germany</i></p>		<p><b>Sustainable Urban Living:</b> <a href="https://continuityoak.org.uk/Lessons?r=513">https://continuityoak.org.uk/Lessons?r=513</a></p>
	<p><b>Lesson 2:</b> How can we manage traffic congestion? <i>To evaluate the effectiveness of urban transport strategies to reduce traffic congestion</i></p>		<p><b>How do urban transport strategies reduce congestion:</b> <a href="https://continuityoak.org.uk/Lessons?r=515">https://continuityoak.org.uk/Lessons?r=515</a></p>
	<p><b>Key Words:</b> Sustainable Urban Living, Traffic Congestion, Urban Greening, Waste Recycling, Sustainable Development</p>		

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Geography		Year 10 – Half Term 4 (7 weeks, approx. 17 lessons)	
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Rivers	<b>Lesson 1:</b> How does a river change along it's course? <i>To explain how the characteristics of rivers vary in the upper, middle and lower course</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment Cold Call Questioning	<b>River long and cross profiles:</b> <a href="https://continuityoak.org.uk/Lessons?r=517">https://continuityoak.org.uk/Lessons?r=517</a>
	<b>Lesson 2:</b> How does a river change along it's course? (skills lesson) <i>To explain the changes to the cross section of a river in it's upper, middle and lower course</i>		<b>How do rivers erode, transport and deposit their load:</b> <a href="https://continuityoak.org.uk/Lessons?r=2040">https://continuityoak.org.uk/Lessons?r=2040</a>
	<b>Lesson 3:</b> How do physical processes affect river landscapes? <i>To analyse the impact of erosion, transportation and deposition on a river</i>		<b>Landforms of erosion:</b> <a href="https://continuityoak.org.uk/Lessons?r=518">https://continuityoak.org.uk/Lessons?r=518</a>
	<b>Lesson 4:</b> How are landforms created in the upper course? <i>To explain the formation of V-shaped valleys, Waterfalls and Gorges</i>		<b>Waterfalls and gorges:</b> <a href="https://continuityoak.org.uk/Lessons?r=519">https://continuityoak.org.uk/Lessons?r=519</a>
	<b>Lesson 5:</b> How are landforms created in the middle course? <i>To explain the formation of meanders and ox-bow lakes</i>		<b>Meanders and Ox Bow Lakes:</b> <a href="https://continuityoak.org.uk/Lessons?r=520">https://continuityoak.org.uk/Lessons?r=520</a>
	<b>Lesson 6:</b> How are landforms created in the lower course? <i>To explain the formation of floodplains, levees and estuaries</i>		<b>Landforms of deposition:</b> <a href="https://continuityoak.org.uk/Lessons?r=521">https://continuityoak.org.uk/Lessons?r=521</a>
	<b>Lesson 7:</b> What landforms are found along the river Tees? <i>To assess the landforms found along the River Tees as a case study</i>		<b>River Tees:</b> <a href="https://continuityoak.org.uk/Lessons?r=522">https://continuityoak.org.uk/Lessons?r=522</a>
	<b>Lesson 8:</b> What factors increase flood risk? <i>To assess the human and physical factors that affect flood risk</i>		<b>Drainage Basin System:</b> <a href="https://continuityoak.org.uk/Lessons?r=523">https://continuityoak.org.uk/Lessons?r=523</a>



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			<b>Human and Physical factors increasing flood risk:</b> <a href="https://continuityoak.org.uk/Lessons?r=1853">https://continuityoak.org.uk/Lessons?r=1853</a>
	<b>Lesson 9:</b> Flood Hydrographs <i>To interpret flood hydrographs and explain why flood risk varies from place to place</i>		<b>Flood Hydrographs:</b> <a href="https://continuityoak.org.uk/Lessons?r=1854">https://continuityoak.org.uk/Lessons?r=1854</a>
	<b>Lesson 10:</b> How can we manage floods? <i>To evaluate the effectiveness of hard and soft engineering strategies</i>		<b>Hard engineering:</b> <a href="https://continuityoak.org.uk/Lessons?r=525">https://continuityoak.org.uk/Lessons?r=525</a>  <b>Soft engineering 1:</b> <a href="https://continuityoak.org.uk/Lessons?r=526">https://continuityoak.org.uk/Lessons?r=526</a>  <b>Soft engineering 2:</b> <a href="https://continuityoak.org.uk/Lessons?r=528">https://continuityoak.org.uk/Lessons?r=528</a>
	<b>Lesson 11:</b> Managing flooding in Banbury <i>To assess the effectiveness of the flood management scheme in Banbury</i>		<b>Flood Management Oxford:</b> <a href="https://continuityoak.org.uk/Lessons?r=529">https://continuityoak.org.uk/Lessons?r=529</a>
	<b>Lesson 12:</b> WTM		
<b>Key Words:</b> Abrasion, Attrition, Cross-Profile, Dam, Reservoir, Discharge, Embankments, Estuary, Flood, Floodplain, Flood plain zoning, Flood relief channels, Flood risk, Flood warning, Fluvial processes Gorge, Hard Engineering, Hydraulic Action, Hydrograph, Interlocking Spurs, Lateral erosion, Levees, Long profile, Meander, Ox-bow Lake, Precipitation, Saltation, Soft Engineering, Solution, Channel Straightening, Suspension, Traction, Vertical Erosion, Waterfall			

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Geography			
Year 10 – Half Term 5 (4 weeks, approx. 10 lessons)			
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Resource Management: Overview	<p><b>Lesson 1:</b> Why are resources important to economic and social wellbeing? <i>To explain the impact of inequalities in food, water and energy on social and economic wellbeing</i></p>	<p>Bell work Mini whiteboards checking for understanding Peer/self-assessment Cold Call Questioning</p>	<p><b>How wellbeing is being affected by resource availability:</b> <a href="https://continuityoak.org.uk/Lessons?r=665">https://continuityoak.org.uk/Lessons?r=665</a></p>
	<p><b>Lesson 2:</b> What are the impacts of the rising demand for food in the UK? <i>To explain the opportunities and challenges created by rising demand for food in the UK</i></p>		<p><b>Inequalities in supply and demand for resources:</b> <a href="https://continuityoak.org.uk/Lessons?r=666">https://continuityoak.org.uk/Lessons?r=666</a></p>
	<p><b>Lesson 3:</b> What are the issues with water resources in the UK? <i>To explain how the changing supply and demand of water are managed in the UK</i></p>		<p><b>Food in the UK:</b> <a href="https://continuityoak.org.uk/Lessons?r=667">https://continuityoak.org.uk/Lessons?r=667</a></p>
	<p><b>Lesson 4:</b> What are the issues with energy resources in the UK? <i>To explain the changing energy mix in the UK and outline the social and environmental impacts of this</i></p>		<p><b>Water in the UK:</b> <a href="https://continuityoak.org.uk/Lessons?r=668">https://continuityoak.org.uk/Lessons?r=668</a></p>
	<p><b>Key Words:</b> Agribusiness, Carbon Footprint, Energy Mix, Food Miles, Fossil Fuels, Local food sourcing, Organic Produce, Resource Management</p>		<p><b>Energy in the UK:</b> <a href="https://continuityoak.org.uk/Lessons?r=2058">https://continuityoak.org.uk/Lessons?r=2058</a></p>
Resource Management: Water	<p><b>Lesson 1:</b> What are the impacts of increasing global water demand? <i>To explain the causes and effects of rising demand for water globally</i></p>	<p>Bell work Mini whiteboards checking for understanding Peer/self-assessment Cold Call Questioning</p>	<p><b>Reasons for increasing water consumption:</b> <a href="https://continuityoak.org.uk/Lessons?r=2059">https://continuityoak.org.uk/Lessons?r=2059</a></p>
	<p><b>Lesson 2:</b> Why are there varying levels of water security worldwide? <i>To explain the factors affecting water security and the impacts of water insecurity</i></p>		<p><b>Impacts of increasing water availability:</b> <a href="https://continuityoak.org.uk/Lessons?r=5573">https://continuityoak.org.uk/Lessons?r=5573</a></p> <p><b>Factors affecting water availability 1:</b> <a href="https://continuityoak.org.uk/Lessons?r=669">https://continuityoak.org.uk/Lessons?r=669</a></p> <p><b>Factors affecting water availability 2:</b> <a href="https://continuityoak.org.uk/Lessons?r=670">https://continuityoak.org.uk/Lessons?r=670</a></p>

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	<p><b>Lesson 3:</b> How can we increase water supply? <i>To evaluate global strategies to increase water supply</i></p>		<p><b>Strategies to increase water supply 1:</b> <a href="https://continuityoak.org.uk/Lessons?r=671">https://continuityoak.org.uk/Lessons?r=671</a></p>
	<p><b>Lesson 4:</b> How successful is the water transfer scheme in China? <i>To evaluate an example of a large scale water transfer scheme</i></p>		<p><b>Strategies to increase water supply 2:</b> <a href="https://continuityoak.org.uk/Lessons?r=673">https://continuityoak.org.uk/Lessons?r=673</a></p>
	<p><b>Lesson 5:</b> How can we increase sustainable water supplies? <i>To evaluate an example of a small scale water management scheme in an LIC or NEE (Kenya)</i></p>		<p><b>Large scale water transfer – China:</b> <a href="https://continuityoak.org.uk/Lessons?r=675">https://continuityoak.org.uk/Lessons?r=675</a></p>
	<p><b>Key Words:</b> Grey Water, Groundwater Management, Over-abstraction, Sustainable Development, Sustainable Water Supply, Waterborne Diseases, Water Conflict, Water Conservation, Water Deficit, Water Insecurity, Water Quality, Water Security, Water Stress, Water Surplus, Water Transfer</p>		

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### Summative Assessment:

Pupil End of Year Assessments will take place at the start of half term 6. These will cover all content taught in the first 5 half terms. This assessment will inform pupil Rank Order in the subject. As well as the content listed below, there is an expectation that staff will work with pupils to improve knowledge in areas of weakness identified in the summative assessments. This may include in school and out of school intervention, and collaborative and independent study.

Geography	Year 10 – Half Term 6 (7 weeks, approx. 17 lessons)		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
<b>Fieldwork</b>	Introduction to Fieldwork <i>To understand the investigation process</i>		<b>Introduction to Fieldwork:</b> <a href="https://continuityoak.org.uk/Lessons?r=2042">https://continuityoak.org.uk/Lessons?r=2042</a>
	Overview of Human Fieldwork <i>To explore methods that can be used in human fieldwork</i>		<b>Human Fieldwork Example (not Birmingham):</b> <a href="https://continuityoak.org.uk/Lessons?r=2044">https://continuityoak.org.uk/Lessons?r=2044</a> <a href="https://continuityoak.org.uk/Lessons?r=1861">https://continuityoak.org.uk/Lessons?r=1861</a> <a href="https://continuityoak.org.uk/Lessons?r=1862">https://continuityoak.org.uk/Lessons?r=1862</a>
	Overview of Physical Fieldwork <i>To explore methods that can be used in physical fieldwork</i>		<b>Physical Fieldwork (coast)</b> <a href="https://continuityoak.org.uk/Lessons?r=2043">https://continuityoak.org.uk/Lessons?r=2043</a> <a href="https://continuityoak.org.uk/Lessons?r=585">https://continuityoak.org.uk/Lessons?r=585</a> <a href="https://continuityoak.org.uk/Lessons?r=588">https://continuityoak.org.uk/Lessons?r=588</a>
	WTM of seen fieldwork		
	Applying understanding to scenarios		
	Applying understanding to scenarios		
	<b>Note:</b> EOY assessments will take place here, including feedback lessons and also coastal fieldwork will take place in this term.		
<b>Key Words:</b> Equipment, Clinometer, Ranging Poles, Questionnaire, Survey, Sampling Strategy, Random, Stratified, Systematic, Qualitative, Quantitative, Primary, Secondary			