

Curriculum Intent. OCR's Entry Level Certificate in Geography will encourage learners to: • develop their knowledge of locations, places and environments and of different scales (know geographical material) • gain understanding of the connections between people and environments, and change in places over time (think like a geographer) • develop a range of skills including those used in fieldwork (study like a geographer) • apply geographical knowledge and understanding to real world contexts, including fieldwork (applying geography).

	Learning outcomes	Assessment criteria
1	<p>Topic 2 – Destructive World - How do plate tectonics shape our world?</p> <p>Why are some places more dangerous than others? How can tectonic movement be hazardous? Why do people live in hazardous places? Case study of one earthquake or volcanic eruption</p>	<p>Understand the structure of the Earth. • Know that the Earth's crust is broken up into tectonic plates and that these plates move. • Know the location of earthquake and volcanic zones. Know the hazards associated with earthquakes and volcanoes such as ground shaking and lava flows. • Understand how earthquakes and volcanoes can have different impacts on people in contrasting parts of the world. Locate the earthquake or volcanic eruption. • Understand why the earthquake or volcanic eruption occurred. • Describe the impacts of the earthquake or volcanic eruption on people and the place. • Know the different responses to the earthquake or volcanic eruption. • Understand simple ways the place prepares for earthquakes or volcanic eruptions.</p>
2	<p>Topic 1 – Our World - How is the UK changing?</p> <p>Who lives in your place? Who lives in the UK? Why are cities complex places? Case study of one UK city</p>	<p>Locate where they live, at a range of scales. • Describe the variety of people who live in their local place, such as age and ethnicity. Know how their local place has changed over time such as jobs, housing and migration. • Describe the population structure of the UK today. • Understand how the population of the UK has changed over time since 2001. Locate the city, at a range of scales. • Describe what life is like for teenagers in the city, such as leisure, food and retail activities. • Describe diversity within the city, such as jobs, life expectancy and housing. • Understand the problems that the city faces, such as waste, housing and crime. • Describe the potential solutions to one of the problems that the city faces.</p>
3	<p>Topic 3 – Resourceful World - Why should tropical rainforests matter to us?</p> <p>Why are tropical rainforests so rich with life? Why are the tropical rainforests important? How is the tropical rainforest useful to us? Case study of one tropical rainforest</p>	<p>Describe two types of plants and two types of animals that can be found in tropical rainforests. • Describe how plants and animals have adapted to the hot and wet conditions such as through their waxy leaves and colour. Know why tropical rainforests are important to the planet, such as 'lungs of the planet', as well as being home to a large number of valuable plants and animals. • Understand the different ways tropical rainforests are used to produce resources such as farming and mining. This can be looked at, at a local scale e.g. slash and burn farming and/or national scale e.g. natural resources (mining). Locate the tropical rainforest in its country and continent. • Understand why the tropical rainforest is important to people such as a place to live and sources of medicine. • Know the reasons for deforestation in the tropical rainforest such as farming, population movement, natural resources e.g. wood. • Know the impacts of deforestation such as loss of plants and animals, food sources and people leaving their homes.</p>

		<ul style="list-style-type: none"> • Understand how the tropical rainforest is being used sustainably such as ecotourism and community programmes.
4	<p>Fieldwork Notebook</p> <p>In completing fieldwork, learners practise a range of skills, gain new geographical insights and begin to understand the world around them. Fieldwork adds 'geographical value' enabling learners to 'anchor' their studies within a real world context.</p>	<p>Researches geographical facts independently • Demonstrates knowledge of the geographical area where fieldwork took place • Demonstrates geographical understanding of the topic area fieldwork is related to • Demonstrates an understanding of how to risk assess the fieldwork location. • Identifies problems associated with data collection • Evidence of links between the data collected and a topic area within geography • Evidence of fieldwork being drawn together with a summary statement. Data collection • Description of fieldwork planning • Collects and records data from sources with limited teacher guidance • Description of how data is collected, including the use of fieldwork equipment and working with peer group Data presentation • Uses a range of data presentation techniques • Data presentation techniques are accurate in their execution • Attempts to make comments on data presentation techniques • Minimal teacher guidance/independent</p>
5	<p>Topic 2 – Destructive World – How can flooding be hazardous?</p> <p>What natural and human factors can cause flooding? What are the impacts of flooding? How hazardous can flooding be? Case study of one flood event</p>	<ul style="list-style-type: none"> • Understand the range of natural causes of flooding such as heavy rainfall and steep slopes. • Understand how human activities increase the risk of flooding, such as the built environment and deforestation. • Describe the impacts of flooding such as damage to homes and loss of livestock. • Understand how flooding can have different impacts on people in contrasting parts of the world. • Locate the flood event. • Understand why the flood event occurred. • Describe the impacts of the flood event on people and the place. • Know the different responses to the flood event. • Understand simple ways the place prepares for flooding.
6	<p>Topic 1 – Our World – How is the world changing?</p> <p>How has the world's population changed? Why are some cities so big? Why are megacities a challenge for the future? Case study of one megacity</p>	<ul style="list-style-type: none"> • Know what has happened to the world's population since 1950. • Understand why more people are now living in cities than in the countryside. • Know what a megacity is, including their main characteristics. • Locate the world's megacities. • Describe the challenges and opportunities for people living in megacities. • Locate the megacity, at a range of scales. • Describe what life is like for teenagers in the city, such as leisure, food and retail activities. • Describe diversity within the city, such as jobs, life expectancy and access to broadband. • Understand the problems that the city faces, such as waste, housing and crime. • Describe the potential solutions to one of the problems that the city faces.
7	<p>Topic 3 – Resourceful World - Will we run out of natural resources?</p> <p>Where does our food come from? What type of energy is best for the future? Does fair trade make a difference? Case study of one fair trade product</p>	<ul style="list-style-type: none"> • Describe the variety of places where food consumed in the UK comes from, at a range of scales. • Understand how more food can be produced to feed a growing population, such as the importance of technology. • Know the types of energy sources used to produce electricity in the UK such as renewable and non-renewable energy sources. • Understand which types of energy sources are more environmentally sustainable for the UK's future energy supply. • Describe what fair trade is. • Know where

		<p>one fair trade product is produced, who produces it and its journey to consumers. • Know the challenges faced by producers such as difficulty growing crops and unfair prices for products. • Know the benefits of fair trade to farmers' and workers' lives, such as improvements in farming, protecting the environment and education for children. • Understand how fair trade can build a sustainable future for producers, such as improving producers lives and securing an income for farmers.</p>
8	<p>Personal Project</p> <p>Learners will complete one Personal Project which can be based on any area of the specification. The project can be based on exemplar titles provided by OCR or can be centre/learner developed. The project can be presented in any appropriate manner, for example as a poster, PowerPoint presentation or a written project to best suit individual learners needs. Learners will be awarded for their ability to research geographical facts from various sources and use a range of presentation methods to help them answer their project title. Learners will also be credited for accurate use of geographical vocabulary and logical structure to their project.</p>	<ul style="list-style-type: none"> • Researches geographical facts independently • Demonstrates knowledge and understanding of places and environments • Uses geographical vocabulary, which is mostly accurate. Information is drawn together to clearly answer the project title. • Collects and uses information from various sources • Uses a range of presentation methods • Presents information in a relevant way • Project work follows a logical structure • Frequently writes in their own words • Minimal teacher guidance/ independent.