

## TRANSITION YEAR UNITS

### 1. Title of Transition Unit

Geography

### 2. Area of Study

Local and Global Citizenship

### 3. Overview

A study of various Geographic topics including a selection of the following:  
Plate Tectonics and associated features and events, the geography of physical landscapes and weather/climate patterns and events, the geography of Europe. There will be a focus on further developing important geographic and cartographic skills.

### 4. Links

Maths, History, Art, Science, Culture Studies, ICT (1:1 iPad Programme)

### 5. Summary Outline of the Unit

Students will study from a selection of the following topics\*:

- Weather/Climate – Climate Change, Extreme Weather, The Weather Station, Weather Systems.
- Physical Geography Features and Processes – Coastal, Rivers, Weathering.
- Plate Tectonics – Earthquakes, Volcanoes, Tsunamis.
- OS Maps – OS Maps Skills including Cross-Sections.
- Renewable and Non-Renewable Resources – Sustainability and the Environment.
- Geographical Investigation (Field Study) Skills – Coastal.
- Europe - political, physical, social, economic and cultural geography.

\* Chosen topics will be the choice of the class teacher and will depend on a number of other factors including, but not limited to, the number of students with iPad in a given class.

### 6. Breakdown of the Unit

3 single classes a week for half of the academic year (module subject).

### 7. Aims

*This Transition Unit aims to:*

- Improve student knowledge and understanding of Plate Tectonics and associated features and events, the geography of Europe and the geography of physical landscapes and weather/climate patterns and events, with a focus on further developing important geographic and cartographic skills.
- Encourage students to become independent self-directed learners through the use of project work
- To become more active participants in the learning process as content creators rather than simply passive consumers of information through the use of iPad and creative project work.

### 8. Learning Outcomes

*On completion of this unit students should be able to:*

- Understand important Geographic processes and their impact on the physical environment.
- Analyse and interpret OS Maps and apply key map reading skills.
- Interpret photographs, diagrams and annotated sketches.
- Communicate effectively with their peers.
- Use digital technology (i.e. iPad) effectively to engage with geographic concepts more actively and to create visual evidence of their learning and understanding.

9. Key Skills	How evidenced
<b>Information Processing</b>	Analysing, interpreting and applying information from OS maps using key map reading skills. Numerical Data from Weather Station.
<b>Critical and Creative Thinking</b>	Problem solving during the completion of project-based work. Evaluate and reflect on their work.
<b>Communicating</b>	Presenting work to the class, listening to others points of view. Developing and communicating opinions effectively.
<b>Working with Others</b>	Organising and delegating work within a group, taking responsibility for sharing the work completing to an agreed time frame
<b>Being Personally Effective</b>	Self-assessment and reflection on their work. Organising and storing digital content created on iPad.

### 10. Methodologies

Skills-Based approach using OS maps, Photographic interpretation, use of ICT (i.e. iPad using apps such as Camera, Google Classroom, Stop Motion Studio, DoInk Green Screen, and others), investigation work and small group work, problem solving and decision making, presentations and practical use of Weather Station.

### 11. Assessment Methods

Ongoing	Culminative
Portfolio of work to be built up by students for the duration of the unit in Google Classroom for inclusion in their online TY ePortfolio Weebly)	Presentations and small projects based on classroom activities and topics, often using iPad. TY credits awarded for successful completion of in-class assignments and projec

### 12. Evaluation

As part of self-assessment students will complete an evaluation sheet and discuss this with the teacher.

### 13. Resources

- Student iPads (as part of our 1:1 iPad Programme)
- iPad apps - Camera, Google Classroom, Stop Motion Studio, Book Creator, DoInk Green Screen, Notes, Safari, and others.

- Local Maps from a variety of sources – OS maps, Scoilnet Maps, Google Maps, Apple Maps, Tourism Maps, Historic Maps & Geological maps.
- Local Geography/History books.
- Geographic Equipment – Compass, Clinometer, Viewfinder.
- Teacher produced worksheets.
- Art materials for poster displays.
- The Internet
- Classroom computer
- Games / quizzes

#### **14. Literacy and Numeracy**

##### **Literacy**

Key Words List.

Visual Literacy promoted through PowerPoint, maps, diagrams, worksheets & images.

Digital literacy through the use of ICT equipment (i.e. iPad)

##### **Numeracy**

Promoted through discussion and practice questions.

OS map reading skills – distance, area, cross-sections.

Analysis and interpretation of Weather Station Data.

Sequencing through the creation of Stop Motion animated videos