

What are the aims and intentions of this curriculum?

The Year 11 Geography specification is structured towards the expansion and fine-tuning of the knowledge and skills gained in Year 10 and needed to be successful at the end of Key Stage 4. The units of work covered are Geographical Investigations, People and the Biosphere, Forests under Threat, Consuming Resources, Critical Thinking and the UK's Evolving Human Landscape. The students will examine case studies on various environmental and geopolitical issues, linking their findings to intermittent and large-scale solutions. Students will receive the opportunity to build on their local and global knowledge, linking the concepts learnt to their daily lives and those individuals living in the developing world.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	UK's Evolving physical Landscape	<p>Students will develop an understanding of the variation of the physical landscape of the UK from place to place. The variety of distinctive coastal landscapes in the UK and the processes that shape them by:</p> <ul style="list-style-type: none"> Understanding landscapes from the past, by learning about the role of geology and past processes in creating UK's Landscapes. UK's relief and Geology Rock types found in the UK Key words: Contaminated, Urbanisation, Deforestation, Embankment, Impermeable, Insurance, Intercept, Monsoon, Run-off, Topography. Students will appreciate the importance of Historians and Geologist in understanding the past processes. Students will understand how the population of the UK grew due to environmental conditions. 	<ul style="list-style-type: none"> Photograph analysis of common glacial, fluvial and coastal landscapes and features. Using simple geological cross-sections to show the relationship between geology and relief. Using maps to explain the distribution of rocks in the UK. Explain the impacts of glaciation, weathering and mass movement on the UK's landscape. 	<ul style="list-style-type: none"> Group work Peer assessment In class assessment
Autumn 1	UK's Evolving physical Landscape and UK's Evolving Human Landscape.	<p>Students will understand the reasons for the variety of river landscapes in the UK and the processes that shape them. Understand the challenges for river landscapes, people and property and how they are managed.</p> <p>Students will understand how migration shapes the UK economy and society, explain how is the UK economy changing by:</p>	<ul style="list-style-type: none"> Using GIS/satellite images, historic images and maps to investigate spatial growth. Using quantitative and qualitative information to judge the scale of variations in quality of life. Interpreting the IMD and its use as a tool to measure levels of deprivation in the UK. 	<ul style="list-style-type: none"> Research projects Group presentations Peer assessment In class assessment

		<ul style="list-style-type: none"> • Understanding the differences between rural and urban areas of the UK. • Understanding the role of government policies and strategies in both rural and urban areas of the UK • Understanding how the population characteristics of the UK have changed over time. • Key words: Accessible, Amenity, Brownfield site, Function, Retail, Green belt, Globalisation, Greenfield site, Urban sprawl, Deindustrialisation, Urban regeneration. • Students will identify careers that are dominant in the city of London and classify them as secondary, tertiary, primary and quaternary. • Students will understand the importance of having a good job and how that will improve the social aspects of their life. 		
Autumn 2	Geographical Investigation/ People and the Biosphere	<p>Students will understand how global factors influence where biomes can be found. The role of local factors biome location. To understand the nutrient cycle of a rainforest and identify the goods and services offered to humans from the biosphere. To understand how humans are a threat to the rainforest by:</p> <ul style="list-style-type: none"> • Understanding how the biosphere provides resources for indigenous and local people. • Knowing how the biosphere plays a wider important role for our planet. • Knowing the reasons why the global demands for food, energy and water resources are increasing. • Key words: Nutrient cycle, Biotic, Abiotic, Biomass, Litter floor, Flora, Fauna, Biosphere, Biome, Ecosystem, Altitude. • Students will identify careers that can help us to preserve the biome. E.g. Forest Rangers 	<ul style="list-style-type: none"> • Locate areas where different biomes are found using a world map. • Interpret the Boserup and Malthus graphs showing the link between population and resources. • Discuss the importance of protecting Biomes using the PEEL method. 	<ul style="list-style-type: none"> • Research project • Debates • Peer assessment • In class assessment

		<ul style="list-style-type: none"> Students will appreciate the importance of protecting biomes by reflecting on the social and economic benefits of the biomes. 		
Spring 1	Forests under Threat/Consuming Energy resources	<p>Students will be able to identify the four layers of a rainforest and know how animals and plants have adopted in rainforest/taiga forest. Understand what a food web shows and the different layers to this. Identify the direct and indirect threats to forests. Determine the impact the Canadian Tar Sands and oil spills in Alaska has had on the taiga biome. The importance of conserving forests by:</p> <ul style="list-style-type: none"> Understanding the characteristics of the Taiga and TRF biome. Explaining how these biomes are affected by humans. Identifying the roles of international organisations in protecting biomes. Key words: Taiga, Equatorial, Subarctic, Exploration, Over- exploitation, Canopy Leaching, Biodiversity, Nutrients Coniferous Decomposition. Students will have first-hand experience of careers involved in Geography when they undertake their rivers fieldwork. Students will work together to collect information for their rivers fieldwork. 	<ul style="list-style-type: none"> Contrast the differences between a rainforest and taiga forest's climate graph and nutrient cycle. Collect data at a river. Discuss different ways in which data can be presented. 	<ul style="list-style-type: none"> Field work Class debates Peer assessment Mock Examination
Spring 2	Critical thinking and writing/Revision	Students will prepare for their GCSE examination by looking at the MDE aspect of their study. They will practice extended writing drawing from all aspects of their course of study.	Students will be participating in debates which will improve their argumentative, presentational and critical thinking skills. Through the use of writing frame works their essay writing skills will also be enhanced.	<ul style="list-style-type: none"> Group presentations Class debates Peer assessment In class assessment
Summer 2	Revision of all topic content.			