**Y11 – Geography**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
|  | Urban Issues and Challenges | Urban Issues and Challenges  Physical Landscapes in the UK | Physical Landscapes in the UK  Challenges of Resource Management | Challenge of Resource Management  Preparation for the unseen paper 3 | | Revision of the content and exam technique | Exams |
| Topics | Urbanisation  Urban Growth in LIC/NEE opportunities and challenges  Urban Growth in the UK opportunities and challenges | Sustainable cities  Coastal Process  Coastal Features of Erosion and Deposition  Coastal Management  River Processes | River Features of Erosion and Deposition  River Management  The fundamentals of Human Development  Food Water and Energy | Water  Increasing Demand  Water Conflict  Water supply Strategies  Sustainable Futures  Critical Thinking and Problem Solving | |  |  |
| Skills | DEVELOPMENT OF GEOGRAPHIC THINKING  - Understanding how levels of wealth affect urban areas  - Appreciate ethical issues  - Describe and evaluate methods of research  Decision Making and Stakeholders  - | | SKILLS & STRATEGIES  Carding Mill Valley  Fieldwork collection  Graphing and Analysis of Data  Applications day  - | | | TECHNIQUES  Comparison of data  Linking Data at different scales  Statistical mapping  Statistical Techniques | |
| Assessment | Frequent Low-level testing  Range of learning & skill-based homework.  End of unit assessments | Frequent Low-level testing  Range of learning & skill-based homework.  End of unit assessments | Frequent Low-level testing  Range of learning & skill-based homework.  End of unit assessments | Frequent Low-level testing  Range of learning & skill-based homework.  DME write up | |  | Final Exam |
| Linked learning | Students will build on knowledge and skills developed in Key Stage 3 and Year 10 in each topic area. Skills are further developed, along with literacy and numeracy. Learning components at the start of the lesson remind students of prior learning and point out links to previous topics.  Links with other subjects: Maths – calculations, analysis, basic mathematical functions, and graph drawing. Science –  Erosion process and systems. RE – Ethical Issues | | | | | | |
| \*SMSC Links | 253 Provision for the spiritual development of pupils includes developing their:  - ability to be reflective about their own beliefs and perspective on life  - sense of enjoyment and fascination in learning about themselves, others, and the world around them,  - Use of imagination and creativity in their learning  254 Provision for the moral development of pupils includes developing their:  -understanding of the consequences of their behaviour and actions  - interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues | | | | | | |
| Literacy | Geographic vocabulary, terminology, and definitions  Interpret observations, write conclusions, describe, and evaluation | | | Numeracy | Mean, Mode, Median, Standard Deviation, Graphing and analysis of data using simple techniques | | |
| Enrichment | Carding Mill Valley Field Visit  Droitwich Field Visit  Potential – Residential Visit to Dorset | | | | | | |
| Impact | Students are required to memorise key facts and be able to recall them and apply their knowledge to real life situations. A successful student will be able to link concepts together. Demonstrate the ability to work towards to problem solving, expanding and development of explanations. Geographical thinking will help students to gain a better understanding of the world around them. The course will also encourage resilience, the ability to consider ethical implications and how actions can impact others. | | | | | | |

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| Ways to support student learning in this subject |
| * Encourage the completion of homework. * Encourage discussion of geographic issues that arise in the news. * Encourage a positive attitude towards school and geography. * Encourage self-assessment and reflection using personalised learning checklists (PLCs) * Use of low stakes questioning and exam material to build confident and knowledge base * Encourage students to use GCSEPod to consolidate knowledge and build on recall skills * Refer students to LaunchPad revision materials * Purchase CGP revision guides and workbooks for independent revision and practice |