

## 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 The UK's evolving Human Landscape, Geographical Investigations, Forest under Threat, Consuming Energy Resources and Making Geographical Decisions. 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
Autumn 1	Topic 5: The UK's Evolving Human Landscape	<p>Students will learn about the following;</p> <p>The UK's evolving landscape in the 21<sup>st</sup> century</p> <p>How to ensure that this landscape is sustainable</p> <p>The complexity of sustainability</p> <p>How the rest of the world is attempting sustainability</p> <p>Recap – student presentations on the wide variety of sub-topics covered over the past term</p>	<p>Exam style questions – ranging from 1 – 8 marks.</p> <p>Independent Research – examining case studies from across the UK/World to consider the effectiveness of their methods of ensuring the Human Landscape is sustained.</p> <p>Critical thinking/evaluating these case studies</p> <p>Planning, preparing, collaborating, problem-solving and presenting their group work</p> <p>Self and peer evaluation of their presentations.</p>	Test - Past Exam Questions
Autumn 2	Topic 6: Geographical Investigations – Rivers and Urban Studies	<p>Using fieldwork skills first acquired in Year 7 and practiced since, students will complete the following;</p> <ol style="list-style-type: none"> <li>Rivers Study – <b><i>Investigating how and why drainage basin and channel characteristics influence flood risk for people and property along a river in the UK.</i></b></li> <li>Urban Study – <b><i>Investigate how and why quality of life varies within UK inner-city areas.</i></b></li> </ol>	<p>To begin with the students will plan and prepare each investigation eg. Pose hypothesis and questions to give them specific focus/points to measure.</p> <p>They will also carry out secondary research prior to going on each trip eg. Learn the location of each site, set the scene</p> <p>On each field trip they will;</p> <p>Complete data tables</p> <p>Use specialist equipment</p> <p>Work in teams</p> <p>Take ownership for gathering their primary data</p> <p>Make comparisons with others</p> <p>Collate data</p> <p>Begin to interpret and draw conclusions from their data</p> <p>Evaluate the pro's and con's of their methodology</p> <p>When they return to school:</p> <p>Write up their report – Introduction, Methodology, Data Presentation, Conclusion, Evaluation</p>	Test - Past Exam Questions

<b>Spring 1</b>	Topics 7 – 9: Battle for the Biosphere, Forests Under Threat and Consuming Resources	<p>Students will be preparing for Paper 3 by studying the following;</p> <p><b>Topic 7</b></p> <p>Biomes – what are they? Location? Why do different biomes have different characteristics and location?</p> <p>Ecosystems eg. What are the Biotic and Abiotic parts? How are they disrupted?</p> <p>Climate Graphs</p> <p>How does the biosphere support life?</p> <p>What is the value of our biomes?</p> <p>How biomes are being destroyed?</p> <p>Perspectives on using our biomes</p> <p>Impact socially, economically and environmentally</p> <p>Case Studies – Amazonia and Oil Palm</p>	<p>Exam style questions – ranging from 1 – 8 marks.</p> <p><b>Topic 7</b></p> <p>Map Work eg. Locating different biomes</p> <p>Understanding the complexity of the relationship between mankind and the environmental</p> <p>Climate Graphs – Draw and interpret climate graphs</p> <p>Research – the value of the biosphere</p> <p>Debate – Man’s use of the biosphere</p> <p>S.D.M.E. – How best to sustain our biomes</p>	Test - Past Exam Questions
<b>Spring 2</b>	Topics 7 – 9: Battle for the Biosphere, Forests Under Threat and Consuming Resources	<p><b>Topic 8</b></p> <p>Where is the Taiga Forest located across the world?</p> <p>Why is it being exploited?</p> <p>What is the environmental, social and economic impacts of this – on a local, national and global scale?</p> <p>What are the key players’ perspectives on this exploitation?</p> <p>How can we ensure the sustainable use of the forest?</p> <p><b>Topic 9</b></p> <p>Types of energy sources</p> <p>Global energy use</p> <p>How best to meet energy demands</p> <p>Environmental impacts of energy use and extraction – social, economic and environmental</p> <p>Ways to reduce these impacts</p>	<p><b>Topic 8</b></p> <p>Map Work eg. Locating the Taiga Forest across the world. Describing and explaining it location.</p> <p>Considering why it is being exploited – considering the validity of these reasons</p> <p>Independently researching different perspective on the exploitation of the forest – balanced research – questioning the validity and fairness of their research skills and the research they gather.</p> <p>Problem solving – how best to ensure that the Taiga Forest is used sustainably</p> <p><b>Topic 9</b></p> <p>Data handling – analyzing and interpreting</p> <p>Empathising – how best to meet people needs</p> <p>Balancing social, economic and environmental needs</p> <p>Appreciating the complexity of trying to balance these needs</p> <p>Problem solving</p>	Test - Past Exam Questions
<b>Summer 1</b>	Revision/ Examinations			Final Examinations