

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
Summer 2 Field Trip - South Bank Trip	Topic 4: The UK's Evolving Physical Landscape cont.	Management of coastlines – the three key strategies Managing the modern way Coastal Assessment Rivers – features, flooding and protection Waterfall Formation Meander/ox-bow lake formation Sheffield Under Water – causes, effects and plans for the future Group presentations – recap of what we have learnt during this topic	Debating different perspectives on how best to allow a coastal town to move forwards in the 21 st century S.D.M.E. – How best to protect those how reside along river banks/coastlines? Create student friendly explanations/presentations of the formation of the different river features Considering how best to avoid future `disasters` Working with others – planning, preparing, researching, problem solving, communicating with others and presenting their work. Evaluating one another's work – giving feedback.	Test - Past Exam Questions
Autumn 1	Topic 5: The UK's Evolving Human Landscape	Students will learn about the following; The UK's evolving landscape in the 21 st century How to ensure that this landscape is sustainable The complexity of sustainability How the rest of the world is attempting sustainability <ol style="list-style-type: none"> Recap – student presentations on the wide variety of sub-topics covered over the past term 	Exam style questions – ranging from 1 – 8 marks. Independent Research – examining case studies from across the UK/World to consider the effectiveness of their methods of ensuring the Human Landscape is sustained. Critical thinking/evaluating these case studies Planning, preparing, collaborating, problem- solving and presenting their group work Self and peer evaluation of their presentations.	Think Pink, Go Green

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> <p>2. Rivers Study – <i>Investigating how and why drainage basin and channel characteristics influence flood risk for people and property along a river in the UK.</i></p> <p>Urban Study – <i>Investigate how and why quality of life varies within UK inner-city areas.</i></p>	<p>To begin with the students will plan and prepare each investigation e.g. 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 e.g. 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 pros and cons of their methodology</p> <p>When they return to school:</p> <p>Write up their report – Introduction, Methodology, Data Presentation, Conclusion, Evaluation</p>	Mock Exams – Paper 1 and 2
Spring 1	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>Topic 7</p> <p>Biomes – what are they? Location? Why do different biomes have different characteristics and location?</p> <p>Ecosystems e.g. 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>Topic 7</p> <p>Map Work e.g. 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>	Think Pink, Go Green
Spring 2 - Field Trips – Urban and River Studies	Topics 7 – 9: Battle for the Biosphere, Forests Under Threat and Consuming Resources	<p>Topic 8</p> <p>Where is the Taiga Forest located across the world?</p> <p>Why is it being exploited?</p>	<p>Topic 8</p> <p>Map Work e.g. Locating the Taiga Forest across the world. Describing and explaining its location.</p>	Mock Exams – Papers 1, 2 and 3

		<p>What is the environmental, social and economic impacts of this – on a local, national and global scale? What are the key players’ perspectives on this exploitation? How can we ensure the sustainable use of the forest?</p> <p>Topic 9 Types of energy sources Global energy use How best to meet energy demands Environmental impacts of energy use and extraction – social, economic and environmental Ways to reduce these impacts</p>	<p>Considering why it is being exploited – considering the validity of these reasons 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. Problem solving – how best to ensure that the Taiga Forest is used sustainably</p> <p>Topic 9 Data handling – analyzing and interpreting Empathising – how best to meet people needs Balancing social, economic and environmental needs Appreciating the complexity of trying to balance these needs Problem solving</p>	
Summer 1	Revision			Final Examinations