



# Year 11 Geography Curriculum Summary



**YEAR GROUP: Year 11**

**SUBJECT: Geography**

When?	Understanding	Knowledge	Assessment
<p>Autumn Half Term 1</p> <p>7 weeks</p> <p>Paper 3 re-cap and consolidation</p>	<p><b>People and the Biosphere</b></p> <p><b>Forests under threat</b></p> <p><b>Consuming Energy Resources</b></p> <p>Why is the biosphere so important to human wellbeing and how do humans use and modify it to obtain resources?</p> <p>What are the threats to forest biomes and how can they be reduced?</p> <p>How can the growing demand for energy be met without serious causing environmental consequences?</p>	<p>Pupils will have knowledge from the previous year with regards to biome characteristics and how energy resources are affected by population growth</p> <p>Pupils use the knowledge to be applied to a DME question (Decision-Making Exercise) using a resource booklet.</p> <p>Knowledge involves application and use of a resource booklet to justify decisions with regards to the social, economic and environmental well-being of an area.</p>	<ul style="list-style-type: none"> <li>• Students are assessed through homework tasks. Students are expected to complete <b>two homework tasks</b> per week.</li> <li>• Every 3 weeks or 8 lessons <b>one piece of work is to be deep marked</b> by subject teacher. Key Feedback sticker to be completed.</li> <li>• Student’s classwork must also be marked in alignment with the school and department policy.</li> <li>• Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen).</li> <li>• Students are required to complete a <b>mid-topic assessment/recap assessment</b> to assess what they have learned so far.</li> <li>• They are required to complete a <b>formal assessment</b> at the end of the unit, - <b>October and December exams will focus on Paper 3</b></li> </ul>



When?	Understanding	Knowledge	Assessment
<p><b>Autumn half term 2</b></p> <p><b>7 weeks</b></p>	<p><b>Challenges of an urbanising world</b></p> <p>What are the causes and challenges of rapid urban change?</p> <p>Why does quality of life vary so much within ONE megacity* in a developing country* OR emerging country*? - Mumbai</p>	<p>Pupils will use knowledge related to urban areas and growth of cities experienced last year and during KS3</p> <p>Knowledge will involve an understanding of what a megacity is, the characteristics and implications of future growth.</p> <p>Using Mumbai as a case study allows pupils to understand different elements of residential, commercial, and industrial activity – with a method of being able to apply knowledge of approaches linked to a sustainable future.</p>	<ul style="list-style-type: none"> <li>• Students are assessed through homework tasks. Students are expected to complete <b>two homework tasks</b> per week.</li> <li>• Every 3 weeks or 8 lessons <b>one piece of work is to be deep marked</b> by subject teacher. Key Feedback sticker to be completed.</li> <li>• Student’s classwork must also be marked in alignment with the school and department policy.</li> <li>• Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen).</li> <li>• Students are required to complete a <b>mid-topic assessment/recap assessment</b> to assess what they have learned so far.</li> <li>• They are required to complete a <b>formal assessment</b> at the end of the unit, - <b>End of topic test at half-term</b></li> </ul>



When?	Understanding	Knowledge	Assessment
<p>Spring term 1</p> <p>6 weeks</p>	<p><b>Development Dynamics</b></p> <p>What is the scale of global inequality and how can it be reduced?</p> <p>How is ONE of the world's emerging countries managing to develop?</p>	<p>Pupils will have prior knowledge from KS3 regarding development dilemmas, how infrastructure varies across different countries and why global inequality exists</p> <p>Pupils will learn the causes and consequences of inequality across social, economic, and political scales while also acquiring knowledge on approaches to deal with inequality</p> <p>Approaches involving top-down and bottom-up schemes in India provide knowledge of a case study.</p>	<ul style="list-style-type: none"> <li>• Students are assessed through homework tasks. Students are expected to complete <b>two homework tasks</b> per week.</li> <li>• Every 3 weeks or 8 lessons <b>one piece of work is to be deep marked</b> by subject teacher. Key Feedback sticker to be completed.</li> <li>• Student's classwork must also be marked in alignment with the school and department policy.</li> <li>• Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen).</li> <li>• Students are required to complete a <b>mid-topic assessment/recap assessment</b> to assess what they have learned so far.</li> <li>• They are required to complete a <b>formal assessment</b> at the end of the unit, - <b>End of topic test at half-term</b></li> </ul>



When?	Understanding	Knowledge	Assessment
<p>Spring term 2</p> <p>5/6 weeks</p>	<p><b>Hazardous Earth</b></p> <ul style="list-style-type: none"> <li>• How does the world's climate system function, why does it change and how can this be hazardous for people?</li> <li>• How are extreme weather events increasingly hazardous for people?</li> <li>• Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?</li> </ul>	<p>Pupils have knowledge from Year 9 regarding plate tectonics, the structure of the earth and a range of tectonic hazards including volcanoes and earthquakes – which is tested through retrieval.</p> <p>Pupils gain knowledge mainly related to the management of tectonic hazards and how this will vary between developed and developing countries</p> <p>One key area of knowledge is the ability to understand why these physical processes happen and the impact socially on people and countries.</p>	<ul style="list-style-type: none"> <li>• Students are assessed through homework tasks. Students are expected to complete <b>two homework tasks</b> per week.</li> <li>• Every 3 weeks or 8 lessons <b>one piece of work is to be deep marked</b> by subject teacher. Key Feedback sticker to be completed.</li> <li>• Student's classwork must also be marked in alignment with the school and department policy.</li> <li>• Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen).</li> <li>• Students are required to complete a <b>mid-topic assessment/recap assessment</b> to assess what they have learned so far.</li> <li>• They are required to complete a <b>formal assessment</b> at the end of the unit, - <b>End of topic test at Easter</b></li> </ul>



When?	Understanding	Knowledge	Assessment
<p>Summer term 1 and 2</p> <p>Revision &amp; consolidation of knowledge</p>	<p>Re-cap of all topics involved in the Geography course</p> <p>Focus on keywords and using a figure, resource, and booklet.</p>	<p>Practice over key concepts, map skills, revision structure and exam questions.</p> <p>Mind maps for content and peer marking/verbal testing. Timed exam questions</p>	<ul style="list-style-type: none"><li>• Students are assessed through homework tasks. Students are expected to complete <b>two homework tasks</b> per week.</li><li>• Every 3 weeks or 8 lessons <b>one piece of work is to be deep marked</b> by subject teacher. Key Feedback sticker to be completed.</li><li>• Student's classwork must also be marked in alignment with the school and department policy.</li><li>• Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen).</li><li>• Students are required to complete a <b>mid-topic assessment/recap assessment</b> to assess what they have learned so far.</li></ul>