



Intent for the Year 11 Geography Curriculum 2021-2022

‘All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.’

We follow the AQA specification. Many local schools also follow this specification which allows sharing of ideas, resources and other CPD opportunities.

We do not follow the GCSE curriculum in a linear fashion. Instead we move between physical and human geography topics. In units, such as Living World and Natural Hazards are split into separate units to allow embedding of key knowledge (Interleaving)

We aim to deliver the GCSE specification in an engaging and challenging way, taking into account the wide range of student ability among our cohort.

Curiosity in the department character trait. Reference to character traits is a key part of the preparation for their GCSE including, of course resilience.

We ensure that students have practical experience of geography through two fieldwork days in year 10.

Students have PLC’s and are encouraged to be reflective about their learning.

We aim to develop reflective, independent students with a keen sense of enquiry about the world around them.

Implementation: We do not follow the GCSE curriculum in a linear fashion. Instead we move between physical and human geography topics. In units, such as Living World and Natural Hazards are split into separate units to allow embedding of key knowledge (Interleaving)

Students sit a Paper 1 and 2 as part of their HCSE then a paper 3 in class as well as sitting regular practice questions/papers.

Skills are embedded across the course and cross-curricular links are highlighted.

Students have a PLC and all buy or are given (FSM) a revision guide in year 10. All students are encouraged to buy a revision guide at a reduced price.

Curriculum adaptations as a result of the pandemic: *We are awaiting the Ofqual curriculum review. We anticipate that reduced content will mean more time can be given over to revision and exam skills. One lesson a week is to be given over to revising Year 10 content and assessment.* If the expected changes to the 2022 exam are not made we will need to adjust this curriculum plan to include finishing the Nigeria topic and teaching The UK over time.

Term	Enquiry/Topic/Unit: <i>What is going to be taught?</i>	Key Outcomes: <i>What will students have achieved by completing this scheme of learning?</i>	Character Education: <i>How does this topic link to a sense of Self, Others and the World, in terms of Character Education?</i>	Assessment: <i>Will there be formative and/or summative testing? What role will interleaving play? How will this be marked?</i>	Vocabulary: <i>What are the key words for this topic/unit that students must know?</i>	Home-Learning: <i>What homework will be set and why (e.g. consolidate/extend)? How will this be marked?</i>
1a	What does success in Geography look like?	A brief overview and introduction to Geography Introduction to key skills in Geography Cartographic/Statistical/Graphical skills. How to study Command Word	Curiosity – what is involved in GCSE.	The PLC will be referred to throughout the academic year.	Students will be re-introduced to some key command words.	Students will be set up on Kerboodle which will be used regularly to test understanding and develop key skills including exam skills.
1a	UK landscapes Coasts	Students find out about how the relief, landscapes and rivers of the UK Students find out about different types of waves, how they form, and what happens when they reach the shore.	Lesson are set up as a series of enquiries that feed curiosity.	End of unit test for each topic. All students enrolled on Seneca as revision tool. Regular weekly revision quizzes/tests	Students will receive a glossary of key terms for this topic which they will be tested on during the topic	H/W will involve students reading a section in the online textbook (on Kerboodle) and making a short 4-5 bulletpoint



		<p>Students find out about the different types of weathering and mass movement at the coast.</p> <p>Students find out about the processes of erosion and deposition at the coast.</p> <p>Students find out about the formation and characteristics of coastal erosion landforms.</p> <p>Students find out about the formation and characteristics of coastal deposition landforms.</p> <p>Students find out about erosion and deposition landforms on the coastline at Dawlish and Dawlish warren</p> <p>Students use photographs and a 1:50 000 OS map extract to study landforms of coastal erosion and deposition at dawlish</p> <p>Most students should be able to: • explain why coasts need to be managed • describe the most common hard engineering structures used in coastal management • explain the advantages and disadvantages of each of these structures</p> <p>Students find out about the most common types of soft engineering, and how these can be used to protect the coast from the effects of physical processes</p> <p>Students find out about how managed retreat can be used to protect coastlines from the effects of physical processes.</p> <p>Students find out about the coastal management scheme at Dawlish</p>	<p>Students need to be reflective when they weigh up the merits of different coastal management systems.</p>	<p>Lessons will have regular opportunity for reflection and formative assessment.</p>	<p>(and throughout their GCSE.)</p> <p><i>landscape • relief • geology • resistant • river system • atlas • spot height • cross-section</i></p> <p><i>friction • fetch • swash • backwash • beach • constructive waves • destructive waves • tsunami</i></p> <p><i>mechanical weathering • chemical weathering • biological weathering • salt weathering • carbonation • freeze-thaw • mass movement • sliding • rockfall • landslide • mudflow • rotational slip • scree</i></p> <p><i>erosion • solution • corrosion • abrasion • attrition • hydraulic power • cavitation • transportation • suspension • saltation • traction • longshore drift • deposition • wave refraction • mudflats • saltmarshes</i></p> <p><i>landform • rock type • geological structure • wave-cut platform • headland • bay • fault • cliff • cave • arch • stack</i></p> <p><i>beach • berm • dune • spit • recurved end • bar • barrier beach</i></p> <p><i>rock type • geological structure • concordant coastline • discordant coastline • bay • headland • dune</i></p> <p><i>erosion • deposition • landform • stack • cliffs • OS map • grid reference • aerial photo</i></p> <p><i>coastal management • sea wall • groynes • rock armour • gabions</i></p> <p><i>beach nourishment • reprofiling • dune regeneration • dune fencing • marram grass</i></p> <p><i>coastal realignment • adaptation • relocation</i></p>	<p>summary in their exercise books.</p> <p>A flipped learning exercise. Other Kerboodle activities will also be set.</p> <p>Students will enrol on Seneca learning and there will be a reward system for students who are seen to engage actively with revision.</p>
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					<ul style="list-style-type: none"> <i>management scheme • Jurassic Coast • erosion • landslide • cliffs</i> 	
1b	<p>urban issues and Challenges Urban Change - Rio</p>	<p>Students find out how many people live in urban areas, and how cities are growing around the world.</p> <p>Students find out the reasons why cities grow and about the growth of megacities</p> <p>Students find out the reasons why the city of Rio de Janeiro is growing so rapidly.</p> <p>Students find out about the social challenges that are facing Rio, and how the city authorities have attempted to find solutions.</p> <p>Students find out about the economic challenges and opportunities facing Rio</p> <p>Students find out about how Rio is responding to the city's environmental challenges.</p> <p>Students find out about Rio's favelas and the challenges faced by their inhabitants.</p> <p>Students find out about schemes to improve conditions in Rio's squatter settlements.</p>	<p>Compassion as studying cities at different levels of economic development.</p>	<p>End of unit test for each topic. All students enrolled on Seneca as revision tool. Regular weekly revision quizzes/tests Lessons will have regular opportunity for reflection and formative assessment.</p>	<ul style="list-style-type: none"> <i>urbanisation • migration • natural increase • urban growth</i> <i>• rural-urban migration • natural increase • push/pull factors • megacities</i> <i>global city • migration • land use • zones • squatter settlement</i> <i>challenges • inequalities • energy • health care • education • water supply</i> <i>formal economy • service industries • informal economy • street vendor</i> <i>air pollution • traffic congestion • water pollution</i> <i>• waste pollution</i> <i>squatter settlement • favela • services • crime • health • unemployment</i> <i>site and service scheme • low-cost housing • sanitation</i> <i>• quality of life</i> 	<p>H/W will involve students reading a section in the online textbook (on Kerboodle) and making a short 4-5 bulletpoint summary in their exercise books.</p> <p>A flipped learning exercise. Other Kerboodle activities will also be set.</p> <p>Students will enrol on Seneca learning and there will be a reward system for students who are seen to engage actively with revision.</p>
1b/2a	<p>Ecosystems and tropical rainforests</p>	<p>Students find out what an ecosystem is, and learn about a small-scale UK ecosystem.</p> <p>Students find out about the impact of changes, resulting from both natural and human causes, on the components of an ecosystem.</p> <p>Students find out about the distribution and characteristics of global ecosystems</p> <p>Students find out about the location and environmental characteristics of tropical rainforests – their climate, soils and biodiversity</p> <p>Students find out about the causes of the deforestation that is threatening rainforests.</p> <p>Students find out about the impacts of deforestation.</p> <p>Students find out about rates of deforestation, using Brazil as an example, and why tropical rainforests need to be protected</p>	<p>We are a curious department and lessons are set up as series of enquiries into the topic. Lessons on the challenges facing ecosystems/rainforest require students to come up with creative solutions.</p>	<p>End of unit test for each topic. All students enrolled on Seneca as revision tool. Regular weekly revision quizzes/tests Lessons will have regular opportunity for reflection and formative assessment.</p>	<p>Students will receive a glossary of key terms for this topic which they will be tested on during the topic (and throughout their GCSE.)</p> <ul style="list-style-type: none"> <i>ecosystem • biome • biotic • abiotic • producer • consumer • decomposer • food chain • food web • nutrient cycle</i> <i>component • scale</i> <i>• global ecosystems • vegetation • lines of latitude</i> <i>• distribution • global atmospheric circulation</i> <i>tropical rainforest • Equator • climate • soil • nutrient cycle</i> 	<p>H/W will involve students reading a section in the online textbook (on Kerboodle) and making a short 4-5 bulletpoint summary in their exercise books.</p> <p>A flipped learning exercise. Other Kerboodle activities will also be set.</p> <p>Students will enrol on Seneca learning and there will be a reward system for students who are seen to engage actively with revision.</p>



		Students find out about the reasons and strategies for sustainable management of rainforests.			<ul style="list-style-type: none"> • leaching • infertile • biodiversity • canopy deforestation • oil palm • selective logging • mineral extraction • subsistence farming • transmigration • slash and burn soil erosion • biodiversity • climate change • global warming deforestation rate • protection • resources • indigenous people sustainability • hardwood • conservation • ecotourism • international agreements • selective logging • debt reduction • carbon sink 	
2a/2b	Urban sustainability - Bristol			<i>urban sustainability • social/economic/environmental planning</i> <i>sustainable water supply • green roofs • sustainable energy supply • renewable energy sources • solar energy • green space</i> <i>• traffic congestion • integrated traffic system (ITS)</i>	<p>Students find out about the role of social, economic and environmental planning in the sustainable development of urban areas.</p> <p>Students find out about the role of social, economic and environmental planning in the sustainable development of urban areas</p> <p>Students find out about how urban transport strategies can reduce traffic congestion</p>	
3a	Hazards - Climate Change	<p>Students find out what turns a natural event into a natural hazard, about the different types of natural hazard, and the factors that affect hazard risk.</p> <p>Students find out about the evidence for climate change and consider its impacts on global ecosystems and on people's lives.</p>	Studying resilience in terms of responses to climate change Compassion	<p>End of unit test for each topic. All students enrolled on Seneca as revision tool. Regular weekly revision quizzes/tests</p> <p>Lessons will have regular opportunity for reflection and formative assessment.</p>	<ul style="list-style-type: none"> • <i>natural hazard • atmospheric • geological • flooding • hazard risk</i> <i>Quaternary period • global warming • climate change • global temperature • ice cores • glaciers • Arctic sea ice • sea level</i> 	<p>H/W will involve students reading a section in the online textbook (on Kerboodle) and making a short 4-5 bulletpoint summary in their exercise books.</p> <p>A flipped learning exercise.</p>



		<p>Students find out about the natural causes of climate change: cyclical changes in the Earth's orbit, sunspots and volcanic eruptions.</p> <p>Students find out about how human activity affects climate change, how the greenhouse effect works, the sources of greenhouse gases and their effect on global temperatures</p> <p>Students find out about how the impacts of climate change can be managed, through development of alternative energy sources, carbon capture, planting more trees, and international agreements.</p> <p>Students find out about how the impacts of climate change can be managed by adapting to them, using the examples of managing water supply and reducing the risk from rising levels</p>			<p><i>Milankovitch cycles • eccentricity • axial tilt • precession • sunspots • solar flare • volcanic eruption</i></p> <p><i>greenhouse effect • atmosphere • greenhouse gases • enhanced greenhouse effect</i></p> <p><i>mitigation • fossil fuels • alternative energy • renewable energy • carbon capture and storage • carbon sinks • photosynthesis</i></p> <p><i>adaptation • management • water supply • sea level</i></p>	<p>Other Kerboodle activities will also be set. Students will enrol on Seneca learning and there will be a reward system for students who are seen to engage actively with revision.</p>
	<p>If the topic has not been removed from the exam we will need to teach The UK – changing economy over time.</p>					
<p>Impact: <i>Student progress regularly checked against target. Students will have covered over half of the GCSE specification during the academic year so will have some additional revision time built into year 11. Students have a much more rounded understanding of the world we all live in. They are more aware of opportunities that exist in Geography and how it can open up future careers.</i></p>						