

# Newall Green High School – Curriculum Plan



Subject	Geography		Year Group	11		
<b>Rationale / Narrative</b>	<p>Paper 1 Uk Coastal Landscapes - The UK has a range of diverse physical landscapes which are constantly changing through physical processes and human interaction. Pupils have already visited River Landscapes in Yr 9 which has similar concepts to the <b>Coastal Unit</b>. This will give pupils an opportunity to 'know more and remember more' through the study of distinctive coastal landscapes in the UK, the features of these landscapes and the management of them.</p> <p>Paper 3 – <b>Fieldwork element</b> – Students will undertake two geographical enquiries, collecting primary data and will apply their understanding of distinctive river/urban landscapes. Pupils will interpret, analyse and evaluate their enquiry and be able to select, adapt and use a variety of skills to communicate their findings. Pupils will be expected to be confident in the reasoning behind all skills utilized in their fieldwork enquiry.</p> <p>Paper 2 - <b>The Changing Economic World</b> – Students investigate the patterns and processes that shape the global economy and the UK economy. They study a range of places at a range of scales at various points of development including HIC's, NEE's and LIC's. Students will show an understanding of the factors that produce diverse human environments that change through time and how the need for sustainable management is a challenge and opportunity for the future in these human environments.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
<b>Knowledge</b>	<p>Paper 1: <b>Coastal Landscapes in the UK</b></p> <ul style="list-style-type: none"> <li>-Type of waves</li> <li>-Physical processes at the coast.</li> <li>-Distinctive coastal landforms resulting from rock type and structure.</li> <li>-Landforms resulting from erosion – Headlands, bays, cliffs, wave cut platforms,</li> </ul>	<p>Paper 3 - <b>Field work</b></p> <ul style="list-style-type: none"> <li>-Pupils analyse, explain and draw conclusions from the data collected.</li> <li>- Pupils focus on the reasoning and justification of the data and apply this knowledge to extended answer questioning.</li> <li>- Pupils reflect critically on the data, methods</li> </ul>	<p><b>-In depth Case study NEE Nigeria</b> is experiencing rapid and economic development leading to social, environmental and cultural change.</p> <ul style="list-style-type: none"> <li>-Importance of Nigeria, regionally and globally.</li> <li>-Changing industrial structure, role of TNC's, changing</li> </ul>	<p>-Causes of economic change: de-industrialization and decline in traditional industries, globalisation and government policies.</p> <ul style="list-style-type: none"> <li>-Post-industrial economy.</li> <li>-Impacts of industry on the physical environment. <b>An example of modern industrial</b></li> </ul>	<p>-GCSE Skills – Literacy, cartographic, graphical, numerical, statistical, qualitative and quantitative including fieldwork.</p> <ul style="list-style-type: none"> <li>-Paper 1 Living with the Physical Environment Revision.</li> <li>-Paper 2 Challenges in the Human Environment.</li> </ul>	

	<p>caves, arches and stacks.</p> <ul style="list-style-type: none"> <li>- Landforms resulting from deposition – beaches, dunes, spits and bars.</li> </ul> <p><b>An Example of a coastline and its features – Dorset Coast.</b></p> <ul style="list-style-type: none"> <li>-Management strategies at the coast both hard and soft engineering.</li> <li>- <b>An example of coastal management – Lyme Regis</b></li> </ul> <p>Paper 3 - <b>Field work</b></p> <ul style="list-style-type: none"> <li>-Pupils collect primary data in 2 contrasting area, river (Daisy Nook ) and urban (Didsbury) environments.</li> </ul>	<p>and conclusions drawn.</p> <p>Paper 2 <b>The Changing Economic World</b></p> <ul style="list-style-type: none"> <li>-Global variations in economic development and quality of life.</li> <li>- Economic and social indicators for development and limitations of these.</li> <li>-Demographic Transition Model linked to development.</li> <li>-Causes of uneven development</li> <li>–Physical, economic and historical.</li> <li>-Consequences of uneven development – Wealth, health and migration.</li> <li>-Strategies to reduce the development gap.</li> <li>- <b>An example (The Gambia)</b> of how tourism in <b>LIC</b> helps reduce the development gap.</li> </ul>	<p>political and trading relationships.</p> <ul style="list-style-type: none"> <li>-International aid</li> <li>-Environmental impacts of economic development and the effects of economic development on Quality of life.</li> <li>- Economic changes in the UK and resultant effect on employment and regional economic growth.</li> </ul>	<p><b>development Cambridge Science Park</b> and how it can be more sustainable.</p> <ul style="list-style-type: none"> <li>-Social and economic changes in the rural landscape in one area of population growth (<b>South Cambridgeshire</b>) and one area of decline (<b>The Outer Hebrides</b>).</li> <li>-Road, rail, port and airport developments.</li> <li>-The north/south divide and strategies used to attempt to resolve the differences.</li> <li>-The place of the UK in the wider world. Links through trade, culture, transport and electronic communication.</li> <li>-Economic links and political links: The EU and The Commonwealth.</li> </ul>	
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## Skills

Throughout the course student will require and develop a range of skills as they are embedded throughout the curriculum. Skills will be assessed in all three written exams. Some skills relate specifically to particular subject content and these skills will be integrated within topics throughout the specification.

### Atlas and Map skills

- Use and understand coordinates – latitude and longitude
- Recognize and describe distribution and patterns of both physical and human features.
- Recognize and describe significant human and physical features on a map.
- Analyse the inter-relationship between physical and human factors on maps
- Skills associated with OS maps at different scales.
- Use and interpret photographs ground, aerial and satellite images.

### Graphical Skills

- Select and construct appropriate graphs/charts to present data.
- Complete a variety of graphs and maps.
- Use and understand gradient, contour and value on isoline maps.
- Interpret and extract information from different types of maps, graphs and charts.

### Numerical skills

- Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures and reliability.
- Understand proportion and ratio, magnitude and frequency.
- Draw informed conclusions from numerical data.

### Statistical Skills

- Use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and interquartile range, mode and modal class).
- Calculate percentage increase and decrease and understand percentiles.
- Describe relationships in bivariate data
- Identify weaknesses in selective presentation data.

	<b>Use of qualitative and quantitative data</b> <ul style="list-style-type: none"> <li>Use primary and secondary sources to illustrate, interpret, analyse and evaluate geographical information.</li> </ul>				
<b>Assessments</b>	<p><b>LB1 – Assessment point 1</b> – Exam question 6 marks – Describe and explain the physical processes in the formation of a headland at the coast. Feedback through whole class feedback sheets.</p> <p><b>LB1 – Assessment point 2</b> – Exam Question 6Marks – Hard engineering is more effective in managing the UK’s coastline. To what extent do you agree with this statement. Feedback through whole class feedback sheets.</p> <p>Weekly knowledge recall tests will occur throughout the year with pupil scores tracked and monitored.</p>	<p><b>LB1 - Assessment point 3</b> - Final assessment of this LB will be Big Tests which will be all 3 papers. This will be teacher assessed with teacher personalized strengths/wishes feedback given to each student.</p> <p>Pupils will complete a individual RAG analysis for each question on each of their papers. Feedback through whole class feedback sheets.</p> <p>Weekly knowledge recall tests will occur throughout the year with pupil scores tracked and monitored.</p>	<p><b>LB2 – Assessment point 1</b> – Exam Question – 9 Marks 3 SPaG – A country’s political and environmental context may prevent it’s economic growth. Using a case study to what extent do you agree with this statement. Feedback through whole class feedback sheets.</p> <p><b>LB2 – Assessment point 2</b> – Exam Question 9 marks 3 SPaG– To what extent has economic development improved the quality of life of people in your area of study (Nigeria) Feedback through whole class feedback sheets.</p>	<p><b>LB2 - Assessment point 3</b> - Final assessment of this LB will be Big Tests which will be all 3 papers. This will be teacher assessed with teacher personalized strengths/wishes feedback given to each student.</p> <p>Pupils will complete a individual RAG analysis for each question on each of their papers. Feedback through whole class feedback sheets.</p> <p>Weekly knowledge recall tests will occur throughout the year with pupil scores tracked and monitored.</p>	<p><b>LB3 – Assessment point 1</b> – Students will continue to complete class based exam questions on an element of the GCSE topic they are revising in class. This may be different for each pupil as they will be working on an area that they need to improve on. They will be 4, 6 or 9 mark questions and which require detail and reasoning</p> <p><b>LB3 – Assessment point 2</b> – Students will continue to complete class based exam questions on an element of the GCSE topic they are revising in class. This may be different for each pupil as they will be working on an area that they need to improve on. They will be 4, 6 or 9</p>

			Weekly knowledge recall tests will occur throughout the year with pupil scores tracked and monitored.		mark questions and which require detail and reasoning  Weekly knowledge recall tests will occur throughout the year with pupil scores tracked and monitored.
<b>Home Learning</b>	DODDLE tasks Seneca learning	DODDLE tasks Seneca learning	DODDLE tasks Seneca learning	DODDLE tasks Seneca Learning Revision Guides	DODDLE tasks Seneca Learning Revision Guides
<b>Reading, Writing, Talk</b>	Keywords highlighted at the start of every lesson with details of meaning of tier 3 vocabulary words so that pupils can access the lesson. Pupils specifically taught inference from photographs and resources. Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly Extended writing opportunities in every lesson as pupils will	Keywords highlighted at the start of every lesson with details of meaning of tier 3 vocabulary words so that pupils can access the lesson. Pupils specifically taught inference from photographs and resources. Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly Extended writing opportunities in every lesson as pupils will	Keywords highlighted at the start of every lesson with details of meaning of tier 3 vocabulary words so that pupils can access the lesson. Pupils specifically taught inference from photographs and resources. Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly Extended writing opportunities in every lesson as pupils will	Keywords highlighted at the start of every lesson with details of meaning of tier 3 vocabulary words so that pupils can access the lesson. Pupils specifically taught inference from photographs and resources. Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly Extended writing opportunities in every lesson as pupils will	Keywords highlighted at the start of every lesson with details of meaning of tier 3 vocabulary words so that pupils can access the lesson. Pupils specifically taught inference from photographs and resources. Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly Extended writing opportunities in every lesson as pupils will

SUCCESS

TOLERANCE

RESPECT

INDEPENDENCE

VISION

EXCELLENCE

	answer an exam question relating to the topic studied. Opportunities for talk in every lesson using Talk protocols.	answer an exam question relating to the topic studied. Opportunities for talk in every lesson using Talk protocols.	answer an exam question relating to the topic studied. Opportunities for talk in every lesson using Talk protocols.	answer an exam question relating to the topic studied. Opportunities for talk in every lesson using Talk protocols.	answer an exam question relating to the topic studied. Opportunities for talk in every lesson using Talk protocols.
<b>Tier 3 Vocab</b>	Constructive waves, destructive waves, mass movement, mechanical and chemical weathering, freeze-thaw weathering, carbonation, rotational slip, scree, erosion, deposition, transportation, solution, corrosion, hydraulic action, attrition, abrasion, long shore drift, headland, wave-cut platform, spits, bars, hard engineering, soft engineering, rock armour, groynes, gabions, beach nourishment, dune regeneration and managed retreat.	Primary/Secondary data, qualitative and quantitative data, presentation of data, analysis, conclusion, prediction and evaluation.	Economic, social, development, GNI, HDI, quality of life, infant mortality, Demographic Transition Model, population pyramids, colonialism, disparities, migration, development gap, industrial development, tourism, aid, intermediate technology, fair trade, debt relief, micro-finance, agriculture, manufacturing, trans-national corporations, commercial, extraction and urban growth.	De-industrialisation, post-industrialisation, globalization, science and business parks, quarry, industrial development, sustainable, rural, ageing population, port, North/South Divide, regional, Local Enterprise Partnerships, Enterprise Zones, The EU and The Commonwealth	

<p><b>SMSC, British Values</b></p>	<ul style="list-style-type: none"> <li>-Appreciation of coastal landscapes and their beauty.</li> <li>-Management of coastlines and awareness of different values and opinions on how our coast should be managed.</li> </ul>	<ul style="list-style-type: none"> <li>-Appreciation of the beauty of local landscapes including contrasting river and urban landscapes.</li> <li>-Appreciation of belonging to an area and the importance in protecting and keeping it clean for everyone to enjoy.</li> <li>-Appreciation that not everyone in the world is at the same level of development. This may have been caused by factors outside of their control at a local or global scale.</li> <li>-Investigation into how the disparity between rich and poor maybe globally reduced.</li> </ul>	<ul style="list-style-type: none"> <li>-In depth study of Nigeria helps explore issues of disparities in development as well as an appreciation of a different culture to the UK.</li> </ul>	<ul style="list-style-type: none"> <li>-Appreciation of how developed the UK is nationally and also regionally.</li> <li>-Appreciation that not everyone in the UK has the same level of wealth. This is not shared equally throughout the UK.</li> <li>-Appreciation of those less fortunate than ourselves and recognize ways that we could help reduce the disparities.</li> </ul>	
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