

Subject: Geography

Year group: 11

Department Curriculum Vision: Northwood Geographers are **globally minded** students with a **robust knowledge** and awareness of the human and physical processes that shape our world. Northwood Geographers share a **concern for the many dynamic inequalities** in the world, and cultivate a **passion for innovation and progress**. Northwood Geographers learn to **find their voice in the great debates** of our time, for example population growth, climate change, and resource security. They are able to **make sense of the world** they live in, and feel empowered to become a **proactive part** of shaping it.

	Autumn Term 1 Paper 2 and Paper 1 Finish Rivers, Changing Economic World	Autumn Term 2
Content: (Know what...)	Finish Rivers Students will have nearly completed the rivers unit in Y10, students will then revise this unit for a week ready for an end of unit assessment on this unit /23 marks. Changing Economic world Students will study an exciting unit on how the UK and an NEE country (Nigeria) is changing. Students will study a large case study on Nigeria, looking at how industry has affected the environment and the impacts of TNCs in the country, such as Shell Students will then study an exciting unit on how the UK has moved to a post industrial economy and the effects of this on environment and economy. They will also look at how the UK's links have changed to the wider world such as leaving the European Union and identifying other links we have made within the wider world.	Finish Changing Economic world Students will study an exciting unit on how the UK and an NEE country (Nigeria) is changing. Students will study a large case study on Nigeria, looking at how industry has affected the environment and the impacts of TNCs in the country, such as Shell Students will then study an exciting unit on how the UK has moved to a post industrial economy and the effects of this on environment and economy. They will also look at how the UK's links have changed to the wider world such as leaving the European Union and identifying other links we have made within the wider world. Revise for PPE

Skills: (know how...)	Interpreting images/photos Map skills - flowline maps/distribution Graphs - bar, pie charts Use of images/discussion Literacy- reading for comprehension Group/paired work Comparative skills Diagram drawing	Interpreting images/photos Map skills - flowline maps/distribution Graphs - hydrographs Use of images/discussion Literacy- reading for comprehension Group/paired work Comparative skills Diagram drawing
Key vocabulary	Brownfield Dereliction Primary sector Secondary sector Tertiary sector Quaternary sector Post industrial economy Deindustrialisation	Brownfield Dereliction Primary sector Secondary sector Tertiary sector Quaternary sector Post industrial economy Deindustrialisation
Mid Term Assessment	Rivers short questions	CEW key word quiz
End Term Assessment	A mixture of 2,4,6 mark questions	A Mixture of 2,4, and 6 and 9 mark questions
	Spring 1 Paper 2 Resource Management	Spring 2 Paper 2 Retrieval of Natural Hazards and Living World Urbanisation and CEW

Content: (Know what...)	Students will learn an overview of why food, water and energy are resources that are fundamental to life. They will understand what we mean by economic and social well-being. They will then study the distribution of these resources in the world and who consumes more of these in the world. They then learn an overview of resources in the UK focusing on the following areas: Food - reasons for increased food demand and impacts of this (carbon footprints) and the move to becoming more sustainable (agribusinesses). Water - the changing demand, issues of water quality and management, issues of matching demand to supply, and the need to transfer water to maintain supplies Energy - changing energy mix, growth of renewable energy, and issues of exploiting energy sources. They then specialise in one resource - we do ENERGY They will learn why demand for energy is increasing globally and how this leads to conflicts (secure and insecure energy) They will study the impacts of energy insecurity, especially the pressure this puts on environmentally sensitive areas. They will then focus on strategies to increase the world's energy	Tectonic Hazards: Retrieval of the physical processes occurring at each of the plate boundaries The two case study examples of earthquakes Nepal/L Quila knowing your numbers! Management of tectonic hazards using a 9 mark structure Weather Hazards The conditions and structure of a tropical storm The atmospheric circulation of air - how this impacts our climates across the world Knowledge of storm Haiyan and applying this case study to a 9 mark answer Management of tropical storms - predicting, monitoring protection and planning to reduce their impacts Living World Retrieval of small scale ecosystem (Epping Forest) Food chains and food webs (interdependence) Large scale ecosystem - distribution and characteristics Case study: Amazon Tropical Rainforest (location, characteristics, nutrient cycle, cause and impact of deforestation and then finally retrieval on sustainable management of the tropical rainforest. Retrieval of the following areas: Urban Case study of LIC city Rio focusing on the challenges and opportunities in this city. Its wider importance in the world The Bairro project as an example of improving quality of life for
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	supply - renewable energy sources, an example to show how the extraction of fossil fuel has both advantages and disadvantages (we use shale gas). Finally, they study different strategies for a more sustainable resource future. We look at Nepal as an example of a local energy scheme in an LIC/NEE to provide sustainable energy supplies.	people in slums Case study of HIC city London focusing on the challenges and opportunities in this city. Its wider importance in the world. CEW - Indicators of development, strengths and weaknesses Read and interpreting the Demographic Transition model The development gap and ways to reduce the gap NEE Country - Nigeria especially Shell Oil as a TNC and its global and national importance. Case study of the UK economy especially pre and post industrial economy, the changing rural landscape, the north south divide and finally the changing importance of the UK in the world.
Skills: (Know how...)	Interpreting images/photos Map skills - flowline maps/distribution Graphs - hydrographs Use of images/discussion Literacy- reading for comprehension Group/paired work Comparative skills Diagram drawing	Interpreting images/photos Map skills - flowline maps/distribution Graphs - hydrographs Use of images/discussion Literacy- reading for comprehension Group/paired work Comparative skills Diagram drawing
Key vocabulary	ALL terms identified in each module (students have word glossaries)	ALL terms identified in each module (students have word glossaries)
Mid Term Assessment	Questions focusing on using distribution skills and understanding of terms	No MUA as students are now completing exam questions every lesson

End Term Assessment	A mixture of 2,4,6 and 9-mark questions	PPE papers
	Summer 1 Paper 3 Pre-release and fieldwork	Summer 2 Exam Season
Content: (Know what...)	Once we receive the pre-release booklets students will be completing various activities which are designed to help students familiarise themselves with the booklet. They will complete practice questions. Retrieving both fieldwork trips (Hengistbury head and East Stratford) using an A3 sheet. They will then learn this and use this to answer practice questions from paper 3.	
Skills: (Know how...)	Interpreting images/photos Map skills - flowline maps/distribution Graphs - hydrographs Use of images/discussion Literacy- reading for comprehension Group/paired work Comparative skills Diagram drawing	
Key vocabulary	Accuracy of results Validity of conclusion Data presentations Radar graphs Enquiry questions Primary data Secondary data Evaluation	

Mid Term Assessment	Completing exam questions every week	
End Term Assessment	Complete a practice paper 3	
Additional information		
Homework	Variety of tasks including mind mapping, reading activities, key term quizzes, revision, fieldwork assignments, knowledge organisers	
Extra curricular and enrichment opportunities	One day trip to Olympic Park East Stratford London Look for relevant examples of coastal landforms or volcanoes when out with families or on holidays	
Useful links that will support learning	https://www.bbc.co.uk/bitesize/subjects/zrw76sg https://www.internetgeography.net/ https://www.coolgeography.co.uk/ savemyexams	
How parents can support learning	Ask their child to explain to them the key terms/vocabulary. Ask them to explain how a concept or term links to their learning. Or what examples they have learned in each unit and to give details. Especially focusing on learning their case study examples with specific figures to support their points. If you are out ask your child to explain any geographical landforms they see and ask them to explain the processes that cause them to form (really useful with the coast module)	

