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| **Our Lady Queen of Peace**Catholic Engineering College | Curriculum Overview |
| **YEAR 11 Geography** |

|  | **Knowledge & Understanding** |  |
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|  | **Composites****(Bigger Picture)** | **Components****(Key Concepts)** | **Recall & Retrieval Practice Focus** | **Key Vocabulary** | **Cultural Capital / Enrichment Opportunities** |
| **Half term 1** | Paper 1: Section A: The Challenge of Natural Hazards: **Tectonic Hazards** | Distribution of tectonic margins, earthquakes and volcanoesProcesses at plate marginsHIC named example: Chile – effects and responsesLIC named example: Nepal – effects and responsesWhy do people continue to live in tectonic areas?Management of hazards | There is a mixture of the following recall tasks:Fortnightly SkillsBar graphs4L’sMisconceptions from year 10 examsLinked learning – weather hazards, KS3 tectonic hazardsKey term definitionsThis topics key termsLast topics key terms | Natural hazard Plate marginOceanic crustContinental crustSubduction Monitoring/prediction Protection Planning | Reading for meaning on social media as a way to manage hazards |
| **Half term 1 and 2** | Paper 2: Section B: The Changing Economic World**The UK economy** | Causes of economic changePost-industrial economyImpacts of industry on physical environmentSustainable industryRural landscapesImprovements to transport infrastructureNorth South DivideThe place of the UK in the wider worldIssue evaluation on Science and Business parks | There is a mixture of the following recall tasks:Fortnightly SkillsMean, median, modeChoropleth maps4L’sMisconceptionsLinked learning – KS3, Liverpool Urban topic, Rio topicKey term definitionsThis topics key termsLast topics key terms | DeindustrialisationGlobalisationPost IndustrialPrimarySecondaryTertiaryQuaternarySustainable industry | Potential visit to local factory |
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| **Half term 2** | Paper 1: Section C: physical landscapes in the UK: **Coastal Landscapes** | Wave characteristicsCoastal Processes and landformsManagement strategiesExample of coastal management scheme in Lyme Regis | There is a mixture of the following recall tasks:Fortnightly SkillsAnnotating diagramsOS maps killsScatter graphs4L’sMisconceptionsLinked learning – River landscapesKey term definitionsThis topics key termsLast topics key terms | ErosionDepositionTransportationReliefDischargeHard engineeringSoft engineeringLong shore driftWeathering |  |
| **Half term 3** | Paper 2 : Section B: The changing Economic World: **Development****And NEE/LIC Case Study Brazil** | Variations in economic development and quality of life across the worldStrategies to reduce the global development gapCase study of Brazil illustrating location, context and importance, industrial structure and role of TNC’s, changing relationships and environmental and social impacts of economic developmentIssue Evaluation practice - Tourism and development gap | There is a mixture of the following recall tasks:Fortnightly SkillsFlow lineDesire lineDot maps4L’sMisconceptions from rehearsal examsLined learning – UK economy, RioKey term definitionsThis topics key termsLast topics key terms | AidDebt reliefMicrofinanceIntermediate technologyMigrationUneven developmentGNI per capitaTNC |  |
| **Half term 4** | Revision | Revise for GCSE exams.  |  |  |  |
| **Half term 5** | Paper 3:Issue Evaluation  | To teach the prerelease material  |  |  |  |

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| **Key Assessments** |
| **When** | **What will be assessed?** | **Why is this being assessed?** | **How will results be stored & students receive feedback?** |
| End of Natural Hazards Topic | End of topic test of key themes from Natural Hazards using past paper plus previous topics recall | To assess knowledge learnt and areas of weakness that can be revisited though recall | Mixture of peer and teacher marked. Written and verbal feedback. Mark stored on Simms tracker |
| End of Changing UK economy topic | End of topic test of key themes from UK economy topic using past paper plus previous topics recall | To assess knowledge learnt and areas of weakness that can be revisited though recall | Mixture of peer and teacher marked. Written and verbal feedback. Mark stored on Simms tracker |
| End of coastal landscapes topic | Rehearsal exams - Paper 1, Paper 2 and Paper 3 Full exams – All content taught so far | To assess all content learnt through Year 10 and 11 and give learners experience of GCSE’s. | Teacher marked and verbal and written feedback given Mark stored on Simms tracker |
| End of Development topic | End of topic test of key themes from development using past exam papers plus previous topics recall | To assess knowledge learnt and areas of weakness that can be revisited though recall | Mixture of peer and teacher marked. Written and verbal feedback. Mark stored on Simms tracker |
| Paper 3 Issue mock  | Mock exam on the issue evaluation paper 3 | To give learners the experience of an issue question | Mixture of peer and teacher marked. Written and verbal feedback. Mark stored on Simms tracker |
| Each topic will have at least on longer question teacher marked (key piece) and feedback given on green sheets |