



Key Stage 4 Curriculum Journey: Geography Year 11 UPDATED

	<div> <div>←</div> <div>Week 1</div> <div>→</div> </div> <div>Week 39</div>					
	Paper 1 – Section B - Living World including hot deserts part 2.	Paper 2 – Section B – The changing economic world (UK).	Paper 1 Section A -Challenge of natural hazards. Tectonics	Paper 1 Section A -Challenge of natural hazards. Weather hazards & climate change	Paper 2 – Section C – Resource management (Energy).	Paper 3 – Section A – Pre release
Key content (know that...Know how...)	<p>To know the physical characteristics of a hot desert. To know the interdependence of climate, water, soils, plants, animals and people. To know how plants and animals adapt to the physical conditions. To know the issues relating to biodiversity. To know a case study of a hot desert to illustrate development opportunities and challenges in hot desert. To know the causes of desertification. To know the strategies to reduce the risk of desertification.</p> <p>Within each unit students will learn how to construct and interpret a range of different data presentation techniques.</p> <p>Within each unit students will learn how to use a range of statistical tools from mean, mode, medium and range.</p>	<p>To know the causes of economic change in the UK. To know how the UK is moving towards a post industrial economy. To know using an example the impact of industry on the physical environment and how it can be managed sustainably. To know social and economic changes in a rural area of population growth. To know social and economic changes in a rural area of population decline. To know improvements and developments in transport infrastructure. To know strategies to reduce the north/south divide. To know the UK's place in the wider world.</p> <p>Within each unit students will learn how to construct and interpret a range of different data presentation techniques.</p> <p>Within each unit students will learn how to use a range of statistical tools from mean, mode, medium and range.</p>	<p>To know what a natural hazard is and factors affecting the risks of hazards. To know the theory of plate tectonics. To know the global distribution of earthquakes and their relationship with plate margins. To know the physical processes at the key plate margins and how they lead to earthquakes and volcanoes. To know the primary and secondary effects of an earthquake. To know the immediate and long-term responses of an earthquake. To know through named examples how the effects and responses to an earthquake varies between two areas of contrasting levels of wealth. To know reasons why people continue to live in areas of risk of tectonic hazards. To know how monitoring, prediction, protection and planning can reduce the risks from tectonic hazards.</p> <p>Within each unit students will learn how to construct and interpret a range of different data presentation techniques.</p>	<p>To know the global atmospheric model; pressure belts and surface winds. To know the global distribution of tropical storms. To know the relationship between global atmospheric circulation model and tropical storms. To know the causes of tropical storms their sequence of formation and development. To know the structure and features of a tropical storm. To know how climate change might affect the distribution, frequency and intensity of a tropical storm. To know using a named example, the primary and secondary effects of tropical storms. To know using a named example, the immediate and long term responses of a tropical storm. To know how monitoring, prediction, protection and planning can reduce the risks from tropical storms. To know the weather hazards that affect the UK. To know a recent example of extreme weather that has affected the UK; causes, social, economic and environmental</p>	<p>To know the significance of food, water and energy to economic and social well being. To know an overview of global inequalities in the supply and consumption of resources. To know an overview of food in the UK including growing demand for food exports from LICs, all year demand for seasonal food and organic produce. To know an overview of water in the UK including the changing demand for water, water quality and pollution management, matching supply and demand and the need to transfer supply. To know an overview of energy in the UK including the changing energy mix, reduce domestic supply and economic and environmental issues associated with exploitation of resources.</p> <p>To know the global distribution of energy consumption and supply. To know the reasons increasing energy consumption. To know the factors affecting energy supply.</p>	Material is released 12 weeks prior to the exam.



			<p>Within each unit students will learn how to use a range of statistical tools from mean, mode, medium and range.</p>	<p>impacts and how management strategies can reduce the risk. To know evidence that UKs weather is becoming more extreme.</p> <p>To know evidence of climate change.</p> <p>To know possible human and natural causes of climate change.</p> <p>To know the effects of climate change on people and the environment.</p> <p>Within each unit students will learn how to construct and interpret a range of different data presentation techniques.</p> <p>Within each unit students will learn how to use a range of statistical tools from mean, mode, medium and range.</p>	<p>To know the impacts of energy insecurity.</p> <p>To know an overview of strategies to increase energy supplies.</p> <p>To know strategies to move towards a sustainable resource future.</p> <p>Within each unit students will learn how to construct and interpret a range of different data presentation techniques.</p> <p>Within each unit students will learn how to use a range of statistical tools from mean, mode, medium and range.</p>	
Prior Knowledge	<p>Retrieval from Year 7:</p> <ul style="list-style-type: none"> - location of major oceans and continents (where is my place in the world?). -Latitude and longitude lines (where is my place in the world?). <p>Retrieval from Year 8:</p> <ul style="list-style-type: none"> - Animal adaptations in Antarctica (Antarctica). - Causes, effects and responses to climate change (Antarctica). -Difference between ecosystem and biome (Global biomes). -Location of global biomes. (Global biomes). -key characteristics of the desert (Global biomes). 	<p>Retrieval from Year 7:</p> <ul style="list-style-type: none"> - location of major oceans and continents (where is my place in the world). -Latitude and longitude lines (Extraordinary earth). - Map skills (where is my place in the world). - How Wigan's industry has changed overtime (where is my place in the world). <p>Retrieval from Year 8:</p> <p>Economic activity (our amazing island).</p>	<p>Retrieval from Year 7:</p> <ul style="list-style-type: none"> - location of major oceans and continents (where is my place in the world). -Latitude and longitude lines (Extraordinary earth). - Map skills (where is my place in the world). -main types of tourism (tourism adventures). - key features of a volcano (Extraordinary earth). <p>Retrieval from Year 8:</p> <ul style="list-style-type: none"> -tectonic process linked to Giants Causeway (Our amazing island). -Effects and response to Italy 2016 earthquake (Europe). - Key characteristics of Iceland (Europe). 	<p>Retrieval from Year 7:</p> <ul style="list-style-type: none"> - location of major oceans and continents (where is my place in the world). -Latitude and longitude lines (Extraordinary earth). -Map skills (where is my place in the world). - difference between weather and climate (Extraordinary Earth). -Great barrier reef (Extraordinary Earth). <p>Retrieval from Year 8:</p> <ul style="list-style-type: none"> -Effects and responses to Storm Ciara (Water works). - Causes and effects of flooding (Water works). - Flooding enquiry (Water works). 	<p>Retrieval from Year 7:</p> <ul style="list-style-type: none"> - location of major oceans and continents (where is my place in the world). -Latitude and longitude lines. - Las Vegas and its water problems (Extraordinary Earth). <p>Retrieval from Year 8:</p> <ul style="list-style-type: none"> - Climate regions of the UK (Our amazing island). <p>Retrieval from Year 9:</p> <ul style="list-style-type: none"> - Impacts of the 3 Gorges Dam Asia). - Factors affecting the energy mix (resources). 	



	<p>Retrieval from Year 9:</p> <ul style="list-style-type: none"> -Animal adaptations to Tundra (Asia). --Animals adapted to the Sahara (Africa). 		<ul style="list-style-type: none"> - Geothermal energy Iceland (Europe). <p>Retrieval from Year 9:</p> <ul style="list-style-type: none"> - tectonic processes (tectonics). - structure and layers of the Earth (tectonics). - plate boundaries and associated hazards (tectonics). - how earthquakes occur and its effects (tectonics). 	<ul style="list-style-type: none"> -Climate of Antarctica (Antarctica). -Causes, effects and responses to climate change (Antarctica). <p>Retrieval from Year 9:</p> <ul style="list-style-type: none"> - Impacts of climate change on the Maldives. -distribution of weather hazards (Weather hazards). - Distribution of Hurricanes (Weather hazards). -Formation and structure of hurricanes (Weather hazards). - Effects and responses to Typhoon Mangkhut (Weather hazards). -Effects and responses to Indian heatwave (Weather hazard). -Effects and responses to droughts (Weather hazards). 		
<p>Assessment objectives</p>	<p>The exams will measure how students have achieved the following assessment objectives.</p> <p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</p> <p>AO3: Apply knowledge and understanding to interpret,</p>	<p>The exams will measure how students have achieved the following assessment objectives.</p> <p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate</p>	<p>The exams will measure how students have achieved the following assessment objectives.</p> <p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate</p>	<p>The exams will measure how students have achieved the following assessment objectives.</p> <p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate</p>	<p>The exams will measure how students have achieved the following assessment objectives.</p> <p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate</p>	



	<p>analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).</p>	<p>geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).</p>	<p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).</p>	<p>geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).</p>	<p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).</p>	
Assessments	<p>Year 11 mock all content taught to date.</p>	<p>Diagnostic feedback from 9 marker.</p> <p>End of unit test on economic geography.</p>	<p>Diagnostic feedback from 9 marker.</p>	<p>Diagnostic feedback from 9 marker.</p> <p>End of unit test on section A paper 1.</p>	<p>Diagnostic feedback on 6 marker from resource management.</p>	<p>Diagnostic feedback on 9 marker.</p>