



Curriculum Plan: Geography Year 11

Year 11	Knowledge (Topics covered)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra-curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
Cycle 1	Challenges in the human environment Section B: The changing economic world	Cartographic skills Graphical skills Numerical skills Statistical skills Use of qualitative and quantitative data	Paper 2: Economic Development - 'Transnational corporations (TNCs) only bring advantages to the host country.' Paper 2: Economic Development - Using a named example of a modern industrial development in the UK, discuss how sustainable it is	Describing Explanation Suggest Data interpretation Central tendencies – Mean, Mode & Median Co-ordinates Scale Graph interpretation	Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks. Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons. Community - Work together & respect different ideas & opinions. Make connection between the topics and students' lives. Understand the lifestyles of different groups and put this into context. Endeavour – Persevere with learning & understanding Geographical concepts. Use		Further develop an understanding of our World: Nigeria Develop an understanding of how the UK is linked to the World A Level Geography Topic 3: Globalisation Topic 7: Superpowers Option 8B: Migration, Identity and Sovereignty BTEC: Travel & Tourism



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					Knowledge Organisers to embed the knowledge into their learning.		
Cycle 2	1c. Living with the physical environment - Physical landscapes in the UK: River landscapes in the UK	<ul style="list-style-type: none"> Using an atlas Cause & Effect Impacts (Economic, Social & Environment) Drawing and labelling diagrams Diagram annotation Making decisions based on information Using thematic maps Using Aerial photographs OS Map skills – grid references, scale, direction, interpretation Annotating sketches Using satellite images 	<p>Paper 1: The UK Landscape</p> <p>‘Use examples of two soft engineering river flood management strategies to show how it has a limited effect on the environment’</p> <p>End of Cycle Knowledge Test (EOCKT)</p> <p>End of Cycle Test (EOCT)</p>	<p>Describing</p> <p>Explanation</p> <p>Suggest</p> <p>Data interpretation</p> <p>Central tendencies – Mean, Mode & Median</p> <p>Co-ordinates</p> <p>Scale</p> <p>Graph interpretation</p>	<p>Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks.</p> <p>Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons.</p> <p>Community - Work together & respect different ideas & opinions. Make connection between the topics and students’ lives. Understand the lifestyles of different groups and put this into context.</p> <p>Endeavour – Persevere with learning & understanding Geographical concepts. Use Knowledge Organisers to embed the knowledge into their learning.</p>		<p>UK Place awareness</p> <p>A Level Geography Paper 1: Area of study 1, Topic 2: Landscape Systems, Processes and Change – including optional sub-topics from which students choose one from two: 2A: Glaciated Landscapes and Change or 2B: Coastal Landscapes and Change</p> <p>BTEC Travel & Tourism</p>



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Cycle 3	Paper 3 Preparations for Geographical applications: Section A: Issue evaluation Revision	All Geographical Skills Graphical Numerical Analytical Map including OS	Plenty of examination question Practise	Description Explanation Analysis	Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks. Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons. Community - Work together & respect different ideas & opinions. Make connection between the topics and students' lives. Understand the lifestyles of different groups and put this into context. Endeavour – Persevere with learning & understanding Geographical concepts. Use Knowledge Organisers to embed the knowledge into their learning.		N/A
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