Programme of study for Year 11

Autumn (1st term)	Autumn (2nd term)	Spring (1st term)	Spring (2nd Term)	Summer (1st term)	Summer (2nd term)
Other timescale: From: To:	Other timescale: From: To:	Other timescale: From: To:	Other timescale: From: To:	Other timescale: From: To:	Other timescale: From: To:
Topic / Big Question: Completion of outstanding elements of **Distinctive Landscapes River case study** Topic / Big Question: **Changing Climate** What evidence is there for climate change? From the beginning of the Quaternary period to the present day. Is climate change a natural process? The range and reliability of evidence relating to climate change **Physical Fieldwork** preparation for the visit to Barton on Sea **Skills (students should be able to do):**	Topic / Big Question: **Resource Reliance** How has increasing demand for resources affected our planet? What does it mean to be food secure? How can countries ensure their food security? How sustainable are these strategies Then onto: **Dynamic Development** to be completed What is Development and how can it be measured? What has led to uneven development? How has an LIDC developed so far? What global connections influence Its development? What development strategy is most appropriate?	Topic / Big Question: **Dynamic Development** to be completed What is Development and how can it be measured? What has led to uneven development? How has an LIDC developed so far? What global connections influence Its development? What development strategy is most appropriate? Skills (students should be able to do): Geographical case studies and theories Describe, interpret and analyse geo-graphical data Describing trends. Analyse written articles from a variety of sources for understanding	Topic / Big Question: **Paper 3** This question paper has a series of questions focusing on synoptic assessment of material from a range of topics across both Our Natural World (01) and People and Society (02) and will feature a decision-making exercise. Learners answer all questions. A separate Resource Booklet is provided with the question paper Skills (students should be able to do): Paper 3 will develop the students synoptic and decision-making skills. They will undertake a series of practice questions to do this. A full practice paper will	Topic / Big Question: Revision of all units: • Global Hazards •Changing climate •Distinctive Landscapes •Sustaining ecosystems •Urban futures •Dynamic development •UK in the 21st Century •Resource Reliance Skills (students should be able to do): Recap of all relevant skills developed throughout the course as part of content coverage	Topic / Big Question: Revision of all units: • Global Hazards •Changing climate •Distinctive Landscapes •Sustaining ecosystems •Urban futures •Dynamic development •UK in the 21st Century •Resource Reliance Skills (students should be able to do): Recap of all relevant skills developed throughout the course as part of content coverage

Formulating a hypothesis Analysing and explaining data collected in the field using knowledge of relevant Drawing conclusions from evidence compiled Describe, interpret and analyse geo-spatial data presented in a GIS framework. Select and construct appropriate graphs and charts, using appropriate scales and annotations to present information. Effectively present and communicate data through graphs and charts. Extract, interpret, analyse and evaluate information. Maps	**Skills (students should be able to do):** ICT, GIS and Map and Numeracy skills showing percentages of land lost due to deforestation. Geographical case studies and theories Describe, interpret and analyse geo-graphical data Describing trends. Analyse written articles from a variety of sources for understanding Describing trends interpretation	Describing trends interpretation.	be sat at some point to ensure the students have experienced the full range of assessments		
Key Learning Outcomes (students should know): • Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.	Key Learning Outcomes (students should know): Understanding the factors leading to demand outstripping supply of food, energy and water. Exploring the environmental, economic and social sustainability of	Key Learning Outcomes (students should know): Definition of 'development' and the ways in which countries can be classified, such as AC, EDC and LIDC. Global distribution of ACs, EDCs and LIDCs	Key Learning Outcomes (students should know): Synoptic assessment is the learner's understanding of the connections between different elements of the subject. It involves the explicit drawing together of	Key Learning Outcomes (students should know): All content	Key Learning Outcomes (students should know): All content

• Processing and presenting fieldwork data in various ways including maps, graphs and diagrams. • Analysing and explaining data collected in the field using knowledge of relevant • Drawing evidenced conclusions and summarising from fieldwork transcripts and data. • That climate change is a controversial issue affecting the future of the planet. • About the evidence of climate change • The causes of climate change	attempts to achieve food security Understanding how environments and ecosystems are used and modified by humans including: mechanisation of farming and commercial fishing to provide food deforestation and mining to provide energy reservoirs and water transfer schemes to provide water Investigate the differences between Malthusian and Boserupian theories about the relationship between population and food supply	Economic and social measures of development, such as GNI per capita and Human Development Index, and how they illustrate the consequences of uneven development. Outline the human and physical factors influencing global uneven development. Explore the factors that make it hard for countries to break out of poverty, including debt, trade and political unrest **Are LIDCs likely to stay poor?** This enquiry question is studied through **one case study** of an LIDC How has an LIDC developed so far? What global connections Influence its development? What development strategy is most appropriate?	knowledge, skills and understanding within different parts of the GCSE (9–1) course. The emphasis of synoptic assessment is to encourage the understanding of Geography B (Geography for Enquiring Minds) as a discipline. The assessment model has been designed so that opportunities for synoptic assessment are integrated into the Geographical Exploration (03) component. As the content of the Geographical Exploration (03) component comes from components (01) and (02), this should allow learners a natural route to developing synoptic skills.	

<table>
<tr><td colspan="2">End of term 1 assessment to cover:

- Full paper 1</td><td colspan="2">End of term 2 assessment to cover:

- Full assessments of Paper 2 & 3</td><td colspan="2">End of year assessment to cover:

Practise assessments/questions as needs identified</td></tr>
<tr><td>Building understanding: Rationale / breakdown for your sequence of lessons: fieldwork write up allows the students to consider the research that they completed at the end of year 10 and start of year 11. This ensures that they consider all elements thought of. This is not marked but verbal feedback is given so that students cover all of the set steps. This is then assessed within the exams in November. Resource Reliance is completed in the runup to the November/February exams</td><td>Building understanding: Rationale / breakdown for your sequence of lessons: followed by the final unit, Dynamic Development. This will allow the students to be fully prepared for the main two papers to be sat in February</td><td>Building understanding: Rationale / breakdown for your sequence of lessons: Paper 3 will develop the students synoptic and decision-making skills. They will undertake a series of practice questions to do this. A full practice paper will be sat at some point to ensure the students have experienced the full range of assessments</td><td>Building understanding: Rationale / breakdown for your sequence of lessons: Following on from this there will be a series of revision lessons ensuring that there has been a structured program for all</td><td>Building understanding: Rationale / breakdown for your sequence of lessons: Revision lessons to continue as a focus for the students covering all of the topics, eventually recapping Paper3</td><td>Building understanding: Rationale / breakdown for your sequence of lessons: Revision lessons to continue as a focus for the students covering all of the topics, eventually recapping Paper3</td></tr>
<tr><td colspan="6">Home – Learning: To cover a range of topics including case studies, ESQ’s, responding to feedback, revision for specific elements of the course and for final assessments, reading of newspaper articles</td></tr>
<tr><td colspan="6">Reading / literacy:

• Geographical vocabulary
• Differentiated writing frames
• Newspaper articles
• Exam Style Questions
• OCR B Text book
• Researching news on website</td></tr>
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- Model answers
- CUBE (used to de-code questions)

Numeracy:

- Demonstrating an understanding of number, area and scale through interpreting graphs
- Calculate and understand percentages (increase and decrease) and percentiles when referring to graphs.
- Interpreting tables of data.
- Making predictions; e.g. Interpreting and extrapolating trends from data.
- Being able to identify weaknesses in statistical presentations of data when referring to Climate Change data.
- Drawing and justifying conclusions from numerical and statistical data.

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

- Deconstructing, interpreting, analysing and evaluating visual images including photographs, cartoons, pictures and diagrams.
- Analysing written articles from a variety of sources for understanding, interpretation and recognition of bias.
- Suggesting improvements to, issues with or reasons for using maps, graphs, statistical techniques and visual sources, such as photographs and diagrams.
- Evaluation the impact of human activities on Climate Change through deep through and discussion.
- Making links to the global impacts of Climate Change and how our actions contribute to this.
- Understanding the positive impacts of sustainability at a local, national and global scale.