Programme of Study for Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	SMSC – Where and how?
Other timescale: From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	
Human fieldwork write-up • Review the enquiry question and formulate or refine hypotheses. • Present primary and secondary data using appropriate graphs, maps and diagrams. • Analyse and explain patterns using geographical knowledge. • Draw evidenced conclusions and evaluate methods, data reliability and possible improvements/evaluation. **Physical fieldwork write-up** • Apply the fieldwork enquiry sequence to the physical investigation. • Use observations and measurements, process results and present data appropriately. • Analyse relationships and anomalies, draw conclusions and evaluate methods and limitations/evaluation. **Completion of Sustaining Ecosystems: Antarctica** • What is Antarctica like and why is it a distinctive polar environment? • How are people using and affecting polar environments?	**Resource Reliance** • How has increasing demand for food, energy and water affected the planet? • What does it mean to be food secure? • How can countries improve food security? • How sustainable are different strategies? **Skills** • Interpret maps, graphs and numerical data. • Use geographical case studies and theories. • Describe and analyse trends. • Analyse written sources for understanding and interpretation.	**Resource Reliance: completion** • Complete food-security strategies and evaluate their environmental, economic and social sustainability. • Examine how farming, fishing, deforestation, mining, reservoirs and water-transfer schemes modify environments. • Compare Malthusian and Boserupian theories of population and food supply. **Dynamic Development: start** • What is development and how can it be measured? • How are countries classified as ACs, EDCs and LIDCs? • What has led to uneven development?	**Dynamic Development: completion** • How has one LIDC developed so far? • What human and physical factors make it difficult to break out of poverty? • What global connections influence its development? • What development strategy is most appropriate? **Skills** • Use GNI per capita, HDI and other development indicators. • Interpret and analyse geographical data and trends. • Use case-study evidence and evaluate written sources. **Paper 3 practice** • Develop synoptic understanding by drawing together knowledge, skills and understanding from Our Natural World and People and Society. • Practise decision-making exercises using a separate resource booklet. • Interpret unfamiliar resources, identify connections, evaluate options and justify decisions. • Complete a range of practice questions and a full Paper 3 practice paper.	**Revision** • Global Hazards • Changing Climate • Distinctive Landscapes • Sustaining Ecosystems • Urban Futures • Dynamic Development • UK in the 21st Century • Resource Reliance • Recap Paper 3 synoptic and decision-making skills. • Revisit case studies, data-response skills, extended writing and exam technique.	**Revision** • Global Hazards • Changing Climate • Distinctive Landscapes • Sustaining Ecosystems • Urban Futures • Dynamic Development • UK in the 21st Century • Resource Reliance • Recap Paper 3 synoptic and decision-making skills. • Revisit case studies, data-response skills, extended writing and exam technique.	**Autumn (1st term) • Fieldwork Write-Up, Sustaining Ecosystems & London Case Study** • Spiritual - Pupils develop fascination with the delicate, distinctive polar environment of Antarctica and how natural forces shape pristine ecosystems. • Moral - Pupils evaluate whether human activities in Antarctica are managed sustainably and justify actions to protect fragile environments. • Social - Pupils collaborate to review enquiry questions, present data, and evaluate methods for human and physical fieldwork enquiries. • Cultural - Pupils appreciate the diverse challenges facing major global cities like London and compare liveability across urban communities. **Autumn (2nd term) • Resource Reliance** • Spiritual - Pupils reflect on how global demand for food, energy, and water connects human survival to the Earth's natural systems. • Moral - Pupils evaluate the consequences of resource insecurity and consider whether global resource consumption patterns are fair. • Social - Pupils debate different responses to resource scarcity and evaluate how decision-makers attempt to achieve food and resource security. • Cultural - Pupils compare Malthusian and Boserupian theories to appreciate how different societies historically view population growth and resource limits. **Spring (1st term) • Resource Reliance: completion & Dynamic Development: start** • Spiritual - Pupils consider how this changes their perspective on how farming, fishing, and water schemes alter natural environments globally.

• How can Antarctica and other polar environments be managed sustainably? • Use mapping and numeracy skills to interpret environmental evidence. **London as a Case Study: Contemporary Challenges and Sustainability** • What contemporary challenges does London face as a major AC city? • How do housing, transport, inequality and environmental pressures shape urban life? • What sustainability strategies are being used to manage growth, improve liveability and reduce environmental impact? • Interpret maps, census data and sustainability indicators to evaluate effectiveness.			**Revision** • Begin structured revision of all GCSE units and relevant geographical skills.			• Moral - Pupils evaluate the ethical implications of uneven development and justify responses to global economic inequalities. • Social - Pupils consider how communities and decision-makers balance economic growth with environmental and social sustainability. • Cultural - Pupils compare life experiences and opportunities across ACs, EDCs, and LIDCs to challenge global assumptions. **Spring (2nd term) • Dynamic Development: completion & Paper 3 Practice** • Spiritual - Pupils reflect on what factors enable or hinder human progress and development across different world regions. • Moral - Pupils evaluate which development strategies are most appropriate and fair for improving quality of life in LIDCs. • Social - Pupils debate different responses to complex synoptic issues, practising decision-making skills to justify choices using evidence. • Cultural - Pupils appreciate how global connections, trade, and aid influence cultural and economic development in contrasting nations. **Summer (1st term) • Revision & Synoptic Skills** • Spiritual - Pupils reflect on their cumulative understanding of the natural world and human environments across all GCSE topics. • Moral - Pupils evaluate complex case-study evidence to reach supported, ethical conclusions on global geographical issues. • Social - Pupils collaborate during synoptic decision-making exercises to discuss and justify management options for real-world scenarios. • Cultural - Pupils challenge stereotypes and appreciate global diversity by synthesizing geographical knowledge from varied case studies.
Key Learning Outcomes • Complete coherent human and physical fieldwork enquiries. • Select suitable presentation methods. • Analyse results, reach evidenced conclusions and evaluate the investigations. • Explain the character, use and sustainable management of Antarctica.	**Key Learning Outcomes** • Explain why demand can outstrip supply of food, energy and water. • Assess the sustainability of attempts to achieve food security.	**Key Learning Outcomes** • Explain how human activity modifies environments to supply resources. • Compare Malthusian and Boserupian ideas. • Define development and classify ACs, EDCs and LIDCs.	**Key Learning Outcomes** • Explain global uneven development using human and physical factors. • Use an LIDC case study to examine change, global connections and development strategies. Understand synoptic assessment and make links across the course. • Interpret a resource booklet and construct justified decisions. • Identify strengths and gaps through Paper 3 practice	**Key Learning Outcomes** • Recall and apply content from all units. • Select appropriate case studies and skills for different questions. • Improve timing, interpretation, extended writing and evaluation.	**Key Learning Outcomes** • Recall and apply content from all units. • Select appropriate case studies and skills for different questions. • Improve timing, interpretation, extended writing and evaluation.	

Autumn terms	Spring terms	Summer terms	
Autumn 1 • Fieldwork write-up practice and feedback; fieldwork skills assessed in examinations. **Autumn 2** • Resource Reliance exam-style questions.	**Spring 1** • End-of-term assessment: full Paper 1; targeted Resource Reliance and Dynamic Development questions. **Spring 2** • Full Paper 2 assessment and Dynamic Development exam practice.	**Summer 1** • Paper 3 practice questions and a full practice paper. **Summer 2** • Practice assessments and questions selected from identified needs.	**Summer (2nd term) • Revision & Exam Preparation** • Spiritual - Pupils consider how their broader geographical learning changes their perspective on global interconnectedness and future challenges. • Moral - Pupils justify responses to environmental and human issues when completing synoptic extended writing tasks. • Social - Pupils collaborate to review exam techniques, discuss case-study applications, and refine evaluative arguments. • Cultural - Pupils appreciate how geographical awareness equips them to engage thoughtfully as global citizens in a dynamic world.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Building understanding • Human fieldwork is written up first, followed by physical fieldwork, so students revisit the full enquiry process from Year 10. • Antarctica then completes Sustaining Ecosystems before the remaining Year 11 content.	**Building understanding** • Resource Reliance follows so students can complete a major Paper 2 unit while continuing to apply data, evaluation and case-study skills.	**Building understanding** • Resource Reliance is completed before Dynamic Development begins, creating a clear transition from resource pressures to patterns of development.	**Building understanding** • Dynamic Development is completed before Paper 3 so students have the full range of People and Society content available for synoptic links.	**Building understanding** • Paper 3 practice explicitly develops synoptic and decision-making skills before final revision starts.	**Building understanding** • Final lessons provide structured, needs-led revision across all units, with continued Paper 3 recap and examination practice.

Home Learning
- Case-study recall and retrieval
- Exam-style questions and response to feedback
- Revision booklets and targeted practice
- Reading and analysis of geographical news and source material

Reading / literacy
- Geographical vocabulary
- Differentiated writing frames
- OCR B textbook and newspaper articles
- Model answers
- CUBE to decode examination questions

Numeracy
- Interpret graphs and tables; understand number, area and scale
- Calculate and understand percentages, increases/decreases and percentiles
- Interpolate and extrapolate trends
- Identify weaknesses in statistical presentations
- Draw and justify conclusions from numerical and statistical data

Enrichment / cultural capital
- Analyse photographs, cartoons, diagrams and written sources
- Recognise bias and evaluate source usefulness
- Suggest improvements to maps, graphs, statistical techniques and fieldwork methods
- Connect sustainability and human impacts from local to global scales