



Geography

Intent
 Physical Geography: These units develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.
 Human Geography: These units develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Year 11	Unit 1 The Changing Economic World September to November	Unit 2 The Living World December to February	Unit 3 Issue Evaluation March to Exam Period	Unit 4 Fieldwork
Knowledge (facts, information, concepts and key terminology)	De-industrialisation, development, development gap, European Union, globalisation, GNI, HDI, industrial structure, international aid, north-south divide.	Abiotic, biotic, consumer, decomposer, ecosystem, global ecosystem, food chain, food web, nutrient cycling, sustainability, biodiversity, fragile environment.	Resource booklet received 12 weeks before examination. The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study. <i>AQA 8035</i>	Primary data, secondary data, sampling strategy, systematic, stratified, random, validity, reliability, limitations, anomalies.
Understanding (ability to connect and synthesise knowledge within a context)	To be aware of the global variations in economic development and quality of life. To be aware of the strategies to reduce the development gap. To understand that economic development leads to significant change in LICs and NEEs. To apply this theory to Nigeria as a case study. To be aware of the recent changes to the UK economy. To understand how these changes affect the UK's employment patterns and regional growth.	To be aware of the of the different ecosystems which exist at a range of scales. To describe the characteristics of tropical rainforests. To be aware of the economic and environmental impacts of deforestation and identify sustainable management strategies. To describe the characteristics of cold environments. To identify the opportunities created by the development of cold environments, and to recognise the risks.		To be able to establish suitable questions for geographical enquiries. To select, measure and record data appropriate to the chosen enquiry. To select appropriate ways of processing and presenting fieldwork data. To describe, analyse and explain fieldwork data. To reach well justified conclusions. To evaluate geographical enquiries.
Skills (successful application of knowledge and understanding to a specific task)	Choropleth maps (SAM 1) Interpreting numerical data (SAM 1) Calculating distance on a map (SAM 1) Choropleth maps	Interpreting graphs – bar chart (SAM 1) Choropleth maps (Biomes) Food chains/webs	Interpreting quantitative data Interpreting qualitative data Develop critical thinking and problem solving skills.	Interpreting quantitative data Interpreting qualitative data Enquiry and research
Formal Assessments	3x Exampro homework booklet 1x summative assessment(per unit)			
By the end of the year students on course for at least a grade 5 will... Demonstrate mostly accurate and appropriate knowledge, understanding and application of geographical information and issues. Demonstrate clear understanding of interactions and interrelationships between people and the environment and between geographical phenomena. Construct coherent arguments to draw conclusions supported by evidence. Use a range of geographical skills and techniques accurately, showing understanding of their purpose.				

