

Curriculum Intent:

The geography curriculum aims to inspire curiosity in pupils about the world and its people, developing a passion for the subject and the fascination to explore relevant, topical issues further. Geography provides pupils with a knowledge of natural and human environments through a broad and varied curriculum and a deep understanding of the Earth's physical and human processes. The geography curriculum prepares students for each stage of their academic journey, but also the world beyond the classroom by ensuring that they are able to think like geographers, using geographical knowledge to make sense of the world around them.

We also aim to develop character values within the students through teaching about diverse cultures and topical issues that require a tolerant approach to investigating contrasting opinions. With the issue of sustainability more significant in our world than ever, and a key thread throughout geographical topics, students learn to respect the importance of the world we live in and the need to protect it.

A strong geography curriculum will include the development of knowledge and key skills including the use of maps, numerical and statistical skills and fieldwork opportunities. This is developed throughout Key Stage 3 to Key Stage 5, building on prior learning in each stage. The geography curriculum takes a thematic approach to introduce pupils to a variety of places, concepts, processes and issues, using up to date case studies as examples of what is happening in the world. The curriculum has been carefully sequenced to ensure the progression of knowledge.

'Why This, Why Now?'

- We begin Year 11 with a focused study on water, following the resource management lessons that were completed at the end of Year 10. This topic has references to a variety of other Geographical learning including urban issues and challenges, making it an appropriate opening to the year. Students already have some understanding of the impacts of lack of clean water, so this builds depth into the students' understanding.
- Our second topic in Year 11 is Natural Hazards, building on prior learning from KS3 on tectonics and extreme weather. Students learn case studies on earthquake events to add breadth to their learning from KS3, where they studied volcanic hazards. An understanding of geology from throughout students' learning in school is referred to throughout this topic.
- Climate Change follows tectonic and weather hazards, where students can begin to consider the impact of climate change on weather hazards around the world, and how we as humans can work to prevent this from happening.
- Finally, students draw together their human geography by studying changing economies, looking at the UK and Nigeria in particular. This has links back to the urban issues and challenges topic and the resource management topic, where students consider why some countries have difficulties with development and they are able to build on their knowledge of the impacts of this.

Medium Term Planning Document: Geography Year 11 2024-25

The Medium Term Planning document below is designed to show the journey that every student takes through our curriculum. Some elements of the curriculum may be taught over several lessons, others in a single lesson.

Geography		Year 11 – Half Term 1 (7 weeks, approx. 17 lessons)	
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Hazards (Tectonics)	Lesson 1: What are natural hazards? <i>To categorise different types of natural hazards and explain factors that affect risk</i>	Bell Work Mini Whiteboards Self/Peer Assessment Cold Call Live Marking	What are natural hazards? https://continuityoak.org.uk/Lessons?r=593
	Lesson 2: How do continents move? <i>To explain the evidence available for continental drift and the processes that lead to this</i>		What factors affect hazard risk? https://continuityoak.org.uk/Lessons?r=595
	Lesson 3: Where do earthquakes and volcanoes occur? <i>To describe the global distribution of tectonic hazards</i>		Plate tectonics theory https://continuityoak.org.uk/Lessons?r=598
	Lesson 4: What physical processes occur at plate margins? <i>To explain the processes that occur at different types of plate margin</i>		Global distribution of earthquakes and volcanoes https://continuityoak.org.uk/Lessons?r=600
	Lesson 5: Why do earthquakes have different effects? <i>To compare two earthquakes in contrasting countries to explain why they have different effects</i>		Constructive margins https://continuityoak.org.uk/Lessons?r=602
	Lesson 6: Are the primary or secondary effects of earthquakes more significant? <i>To apply case studies to explain the significance of primary and secondary effects</i>		Destructive and conservative margins https://continuityoak.org.uk/Lessons?r=604
	Lesson 7: How did Chile and Nepal respond to their earthquakes?		Effects and responses to earthquakes https://continuityoak.org.uk/Lessons?r=605
		New Zealand and Nepal Effects https://continuityoak.org.uk/Lessons?r=608	
		New Zealand and Nepal Responses https://continuityoak.org.uk/Lessons?r=612	

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	<i>To compare responses to earthquakes in LICs and HICs</i>		
	Lesson 8: Why do people live in areas at risk? <i>To explain the reasons why people still live in areas at risk of tectonic hazards</i>		Why do people live in areas at risk? https://continuityoak.org.uk/Lessons?r=613
	Lesson 9: How can we reduce risk from tectonic hazards? <i>To evaluate different strategies used to mitigate the risk from tectonic hazards</i>		Monitoring and prediction https://continuityoak.org.uk/Lessons?r=615
	Lesson 10: Are buildings the biggest killers in earthquakes? <i>To evaluate the biggest risks during an earthquake</i>		Protection and Planning https://continuityoak.org.uk/Lessons?r=617
	Key Words: Natural Hazard, Tectonic, Convection Currents, Earthquake, Volcano, Constructive, Destructive, Conservative, Mitigation, Immediate Responses, Long-term Responses, Monitoring, Plate Margin, Planning, Prediction, Primary Effects, Protection, Secondary Effects, Tectonic Plate		
Hazards (Tropical Storms)	Lesson 1: What is Global Atmospheric Circulation? <i>To describe the processes involved in Global Atmospheric Circulation</i>	Bell Work Mini Whiteboards Self/Peer Assessment Cold Call Live Marking	Global Atmospheric Circulation Part 1 https://continuityoak.org.uk/Lessons?r=640
	Lesson 2: How does Global Atmospheric Circulation affect weather and climate? <i>To explain the ways in which Global Atmospheric Circulation affects weather and climate</i>		Global Atmospheric Circulation Part 2 https://continuityoak.org.uk/Lessons?r=642
	Lesson 3: Why does the UK not experience tropical storms? <i>To describe the distribution of tropical storms and explain some of the reasons for this</i>		What is the global distribution of tropical storms? https://continuityoak.org.uk/Lessons?r=644
	Lesson 4: How are tropical storms formed? <i>To explain the formation and characteristics of a tropical storm</i>		How do tropical storms form and develop? https://continuityoak.org.uk/Lessons?r=645
	Lesson 5: Tropical Storm Case Study: Typhoon Haiyan		How are tropical storms affected by climate change? https://continuityoak.org.uk/Lessons?r=2046 Typhoon Haiyan

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	<i>To explore the effects and responses of a named tropical storm</i>		https://continuityoak.org.uk/Lessons?r=2048
	Lesson 6: Reducing the effects of tropical storms <i>To evaluate the strategies used to mitigate against the effects of tropical storms</i>		How can the effects of tropical storms be reduced? https://continuityoak.org.uk/Lessons?r=2049

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Geography		Year 11 – Half Term 2 (6 weeks, approx. 15 lessons)	
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Hazards (Extreme weather in the UK)	Lesson 7: Why is the UK's weather unpredictable? <i>To explain why the UK has variable weather</i>		Is the UK's weather becoming more extreme? https://continuityoak.org.uk/Lessons?r=2050
	Lesson 8: UK extreme weather: Beast from the East <i>To explore the causes and effects of extreme weather in the UK</i>		What was 'Beast from the East?' https://continuityoak.org.uk/Lessons?r=238
	Key Words: Economic Impact, Environmental Impact, Extreme Weather, Global Atmospheric Circulation, Immediate Responses, Long-term Responses, Management Strategies, Monitoring, Planning, Prediction, Primary Effects, Protection, Secondary Effects, Social Impact, Tropical Storm		
Hazards (Climate Change)	Lesson 1: What is the evidence for Climate Change? <i>To explain the different sources of evidence available for climate change</i>	Bell Work Mini Whiteboards Self/Peer Assessment Cold Call Live Marking	Evidence of climate change https://continuityoak.org.uk/Lessons?r=2045
	Lesson 2: Is Climate Change caused by people? <i>To evaluate the human and natural causes of climate change</i>		Natural causes of climate change https://continuityoak.org.uk/Lessons?r=620
	Lesson 3: What are the effects of Climate Change? <i>To evaluate the global impacts of Climate Change</i>		Human causes of climate change https://continuityoak.org.uk/Lessons?r=623
	Lesson 4: How do people adapt to Climate Change? <i>To evaluate adaptation strategies</i>		Effects of climate change https://continuityoak.org.uk/Lessons?r=624
	Lesson 5: Can we stop Climate Change? <i>To assess whether we can stop Climate Change through mitigation strategies</i>		Adaptation against climate change https://continuityoak.org.uk/Lessons?r=630
	Key Words: Adaptation, Climate Change, Mitigation, Orbital Changes, Quaternary Period		Mitigation Part 1 https://continuityoak.org.uk/Lessons?r=626
Changing Economic World (Development)	Lesson 1: What is development? <i>To define the term development and explore ways in which it can be measured</i>	Bell Work Mini Whiteboards Self/Peer Assessment Cold Call Live Marking	What is development? https://continuityoak.org.uk/Lessons?r=432
	Lesson 2: How do we measure development?		Economic and social measures of development

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	<p><i>To assess the ways in which development can be measured</i></p>		<p>https://continuityoak.org.uk/Lessons?r=433</p>
	<p>Lesson 3: What are the causes of uneven development? <i>To explore the human and physical factors that affect development</i></p>		<p>Limitations to measures of development https://continuityoak.org.uk/Lessons?r=434</p>
	<p>Lesson 4: What are the consequences of uneven development? <i>To explain how uneven development can lead to inequalities in wealth and health</i></p>		<p>Physical causes of uneven development https://continuityoak.org.uk/Lessons?r=1855</p>
	<p>Lesson 5: How does uneven development cause disparities in health? <i>To explain how uneven development leads to disparities in wealth and health</i></p>		<p>Economic and historic causes of uneven development https://continuityoak.org.uk/Lessons?r=1858</p>
	<p>Lesson 6: How does the demographic transition model show development? <i>To understand why population structure changes as a country develops</i></p>		<p>Consequences of uneven development https://continuityoak.org.uk/Lessons?r=1857</p>
	<p>Lesson 7: How can the development gap be reduced? <i>To analyse which is the most sustainable approach to reduce the development gap</i></p>		<p>Demographic transition model https://continuityoak.org.uk/Lessons?r=435</p> <p>Population Pyramids https://continuityoak.org.uk/Lessons?r=436</p>
	<p>Lesson 8: How does tourism reduce the development gap?</p>		<p>Strategies to reduce the development gap Part 1 https://continuityoak.org.uk/Lessons?r=530</p> <p>Strategies to reduce the development gap Part 2 https://continuityoak.org.uk/Lessons?r=531</p> <p>Part 3 https://continuityoak.org.uk/Lessons?r=532</p> <p>Tourism closing the development gap https://continuityoak.org.uk/Lessons?r=534</p>

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	<i>To assess whether tourism has closed the development gap in Jamaica</i>		
	Key Words: Birth Rate, Commonwealth, Death Rate, Demographic Transition Model, Development, Development Gap, Fairtrade, Globalisation, Gross National Income (GNI), Human Development Index (HDI), Industrial Structure, Infant Mortality, Information Technologies, Intermediate Technology, International Aid, Life Expectancy, Literacy Rate, Microfinance Loans, Trade, Trans-National Corporation (TNC)		

Summative Assessment:

Pupil Mid-Year Assessments will take place at the end of half term 2. These will cover all content taught in the first 2 half terms. This assessment will inform pupil Rank Order in the subject.

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Geography		Year 11 – Half Term 3 (5 weeks, approx. 12 lessons)	
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Changing Economic World (Economic development in Lagos, Nigeria)	Lesson 1: What is the location and importance of Nigeria? <i>To explain the location and regional and global importance of Nigeria</i>	Bell Work Mini Whiteboards Self/Peer Assessment Cold Call Live Marking	
	Lesson 2: Wider context of Nigeria <i>To explain the current political, social, economic and environmental context in which Nigeria’s development is taking place</i>		
	Lesson 3: The changing industrial structure of Nigeria <i>To explain how the industrial structure of Nigeria has changed</i>		
	Lesson 4: Trans National corporations in Nigeria – Shell <i>To assess the advantages and disadvantages of TNCs in Nigeria</i>		
	Lesson 5: Nigeria’s changing relationships with the wider world <i>To explain Nigeria’s relationships with the rest of the world including trade, economic connections and political influence</i>		
	Lesson 6: International Aid in Nigeria <i>To evaluate the advantages and disadvantages of aid in Nigeria</i>		
	Lesson 7: What are the environmental impacts of economic development in Nigeria? <i>To assess the environmental impacts of economic growth in Nigeria</i>		
	Lesson 8: What are the effects of economic development on quality of life in Nigeria?		

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	<p><i>To assess the positive and negative effects of economic development on quality of life</i></p>		
<p>Key Words: Commonwealth, Death Rate, Development, Fairtrade, Globalisation, Industrial Structure, Information Technologies, Intermediate Technology, International Aid, Microfinance Loans, Trade, Trans-National Corporation (TNC)</p>			
<p>Changing Economic World (Changing UK Economy)</p>	<p>Lesson 1: How has the UK's economy changed? <i>To analyse the changes in the economic structure of the UK</i></p>	<p>Bell Work Mini Whiteboards Self/Peer Assessment Cold Call Live Marking</p>	<p>Causes of economic change in the UK https://continuityoak.org.uk/Lessons?r=439</p>
	<p>Lesson 2: What does the UK's post industrial economy look like? <i>To assess how the UK's employment structure has changed over time</i></p>		<p>A post industrial economy Part 1 https://continuityoak.org.uk/Lessons?r=440</p> <p>A post industrial economy part 2 https://continuityoak.org.uk/Lessons?r=441</p>
	<p>Lesson 3: How has industry affected the UK? <i>To assess the environmental impacts of industry in the UK</i></p>		<p>How can modern industry be sustainable? https://continuityoak.org.uk/Lessons?r=442</p>
	<p>Lesson 4: Rural landscapes of growth and decline</p>		<p>Rural landscape of growth https://continuityoak.org.uk/Lessons?r=443</p> <p>Rural landscape of decline https://continuityoak.org.uk/Lessons?r=444</p>
	<p>Lesson 5: How have changes to the UK economy created a north-south divide <i>To evaluate the impacts of economic change in the UK</i></p>		<p>North south divide https://continuityoak.org.uk/Lessons?r=446</p>
	<p>Lesson : How is the government trying to solve regional difference in the UK? <i>To assess how improvements to the UK transport systems have successfully reduced the north-south divide</i></p>		<p>Transport developments https://continuityoak.org.uk/Lessons?r=445</p>
	<p>Lesson 7: UK Links with the rest of the world</p>		<p>UK and the wider world https://continuityoak.org.uk/Lessons?r=1852</p>
	<p>Key Words: De-industrialisation, Demographic Transition Model, Globalisation, Industrial Structure, Information Technologies, North-South</p>		

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	Divide, Post-industrial Economy, Science and Business Parks, Service Industries		
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Geography			
Year 11 – Half Term 4 (7 weeks, approx. 17 lessons)			
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Revision in response to mock results	Fieldwork		
	Resource Management		
	Rivers		
	Coasts		
	Urban Issues		
	Living World		
	Changing Economic World		
Key Words:			

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Geography	Year 11 – Half Term 5		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Key Words:			
Key Words:			
Key Words:			
Key Words:			

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Summative Assessment:

Pupil End of Year Assessments will take place at the start of half term 6. These will cover all content taught in the first 5 half terms. This assessment will inform pupil Rank Order in the subject. As well as the content listed below, there is an expectation that staff will work with pupils to improve knowledge in areas of weakness identified in the summative assessments. This may include in school and out of school intervention, and collaborative and independent study.

Geography	Year 11 – Half Term 6		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
	Key Words:		
	Key Words:		
	Key Words:		

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	Key Words:		

