



Curriculum Map: Year 11 teacher 2 Subject Geography

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
Coasts	<ul style="list-style-type: none"> As this is a connected unit, w where we revisit terminology used in rivers. To teach students about the power of the sea and the way in which the land could be managed. This unit covers basic geology, erosional and depositional processes and finishes with a small number of case study locations including Holderness & Formby. This unit aims to improve understanding and skills connected with coastlines, providing the frameworks and approaches to explain coastal features. We consider how coasts are shaped, interconnected and change over time. Key coastal processes will be taught, and students will consider two case studies within the UK. 	Categorise Sorting Definitions Analysing photos Explaining processes Identify Speculate (higher level) Explain how processes work Map creation – geology of UK Constructing a labelled diagram Video analysis Creating annotated diagram Identifying features Describing location Maths – calculating erosion rates. Think of ways that humans affected the landscape. Photo analysis Coastal mind map for management Definitions match up exercise Ranking exercise for management techniques Grid references – link to Year 7 Photo analysis – Dawlish Warren Drawing a sketch map from an OS map extract Discussion of the management options along this coastline (using previous knowledge and photographic evidence).	Exam practice is carried out every 2 – 3 weeks, plus there is a mid and end of unit test.

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		<p>Analysis of species found at Formby Locating species on a sand dune system Plotting these species decisions on a map of Formby. (Link to ecosystems unit of work) Card sort – decision making Mystery – decision making exercise Annotated diagram creation (Samuel L Jackson’s house). Opinion line (review activity) Card sort – decision making Locating Holbeck Hall on a map 5 W worksheet (thinking skills) Video and mind map associated with video footage Report writing using newspaper template – reporter for the event Silent conditions, written exam paper</p>	
Climate change	<ul style="list-style-type: none"> • This covers an overview of the global climate patterns, global climate change due to natural causes, • Evidence of climate change • Negative effects of climate change • How human activities enhance the greenhouse effect • One detailed study of UK climate change challenges; adaptation and mitigation as responses to these issues. 	<ul style="list-style-type: none"> • Map analysis • Cell diagrams • Atmospheric diagrams • Green house effect • Koppen Climate maps • Greenhouse effect • Assess • Evaluate and conclude 	Exam practice is carried out every 2 – 3 weeks, plus there is a mid and end of unit test.
Cyclones	<ul style="list-style-type: none"> • A part of the weather hazards and climate change unit – interleaved learning to provide an overview of the global circulation of atmosphere creates and impacts cyclones. • Two detailed case studies are included, one for a developed country (Hurricane Katrina) and one for a developing country (Super Typhoon). Students 	<ul style="list-style-type: none"> • Map interpretation • Sketching • GIS • Grid references • Photo analysis • Cross-sectional analysis 	Exam practice is carried out every 2 – 3 weeks, plus there is a mid and end of unit test.

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	<p>should have an understanding of how and why the global climate has changed, and how climate change has potentially influenced the severity of the two hydrometeorological hazards of tropical cyclones.</p> <ul style="list-style-type: none"> • As well as looking at the other causes of cyclones, students also need to develop an understanding of how the impacts of and responses to tropical cyclones vary due to a country's level of economic development. • There also needs to be an awareness of the global atmospheric circulation and ocean currents, and how these operate as systems to transfer heat and energy around the planet, this is more complex knowledge and so this is repeated in this unit along with climate change and drought units. 		
Drought	<ul style="list-style-type: none"> • A part of the weather hazards and climate change unit – interleaved learning to provide an overview of the global circulation of atmosphere creates and impacts drought. • Two detailed case studies are included, one for a developed country (California, USA) and one for a developing country (Tanzania). Students should have an understanding of how and why the global climate has changed, and how climate change has potentially influenced the severity of drought. • As well as looking at the other causes of these, students also need to develop an understanding of how the impacts of and responses to drought vary due to a country's level of economic development. • There also needs to be an awareness of the global atmospheric circulation and ocean currents, 	<ul style="list-style-type: none"> • Comprehension • Picture interpretation • Climate graphs • Comprehension <p>IT skills</p>	Exam practice is carried out every 2 – 3 weeks, plus there is a mid and end of unit test.

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	<p>and how these operate as systems to transfer heat and energy around the planet.</p> <ul style="list-style-type: none">• This unit connects to climate change and cyclones.		
Target grade 9 handbook	<ul style="list-style-type: none">• This is an aspirational unit in which high level exam skills are covered to push all students to achieve. <p>Once complete, students will move on to a revision programme based on needs identified in PLCs.</p>		