



All Saints' Catholic High School

Luceat lux Vestra

Subject: Geography

Year: 11

11	Unit 1- Resource Management	Unit 2 – Fieldwork	Unit 3 – Weather and Climate	Unit 4 – UK Challenges	Unit 5 – Exam Revision	Unit 6 – GCSE Exam Period
Aim of Unit	Pupils have detailed knowledge of the global and UK distribution of food, energy and water and one detailed study of either energy resource management or water resource management at different scales.	The experience of fieldwork helps students to develop new geographical insights into the two contrasting environments required for this qualification and to apply their geographical knowledge, understanding and skills to these environments. One environment must be chosen from a river landscape or a coastal landscape and one from a central/inner urban area or rural settlement. Fieldwork must be outside the classroom and school/college grounds. It does not have to take place in the UK necessarily, but the	Pupils have detailed knowledge of the differences between weather and climate and what causes differing climates around the world. They also know how and why the climate has changed in the past and what is likely to happen in the future. They also have detailed knowledge of what the different weather hazards are (Tropical Storms and Drought), what causes these hazards, what are the effects of these hazards, and what the human	In this topic, students are required to draw on their knowledge and understanding of the physical and human characteristics of the UK from Components 1 and 2, and use their geographical skills, to investigate a contemporary challenge for the UK.	To prepare the pupils for their upcoming exams.	Pupils complete all 3 GCSE geography papers

		examination for this will always treat fieldwork within the context of the UK.	responses to these hazards are.			
Composite Knowledge <i>(a task that requires several building blocks or components)</i>	To have an understanding of where resources are located, how they are exploited and how we can use resources more sustainably.	To be able to complete two full geographical investigations from creating an enquiry question to evaluating the study.	To be able to explain the differences between weather and climate and explain why there are different climate zones. Then they must be able to explain how different weather events impact people and the environment.	To be able to evaluate what challenges the UK is facing now and will be facing in the future.	All knowledge from the two year course.	All Knowledge and 'key' concepts required.
Component Knowledge <i>(the building blocks that together, when known, allow successful performance of a complex task)</i>	State that natural resources can be defined and classified in different ways (biotic, abiotic, renewable and non-renewable). Explain ways in which people exploit environments in order to obtain water, food and energy (extraction of fossil fuels, fishing, farming and deforestation). Explain how environments are changed by this	Create an enquiry question based on a location for both a coastal and urban environment. Plan an investigation in order to answer the enquiry question for both a coastal and urban environment. Conduct the investigation at both a coastal and urban environment. Present the results collected from both the coastal and urban environment.	Describe the features of the global atmospheric circulation. Explain how circulation cells and ocean currents transfer and redistribute heat energy across the Earth. Explain how climate has changed in the past over different time scales: glacial and interglacial periods during the Quaternary period.	Describe how the UK's population is changing and explain how this impacts the UK's resource consumption, ecosystems and transport options. Describe how the UK is developing to reduce the two speed economy and what impacts this could have on greenfield development. Describe how the UK's coastal and	All component knowledge required from the two year course for 'key' composite knowledge; needed to meet the demands of the highest grades.	All component knowledge required for 'key' composite knowledge; needed to meet the demands of the highest grades.

	<p>exploitation (reduced biodiversity, soil erosion and reduced water and air quality). Describe the global and UK variety and distribution of natural resources (soil and agriculture, forestry, fossil fuels, water supply, rock and minerals). Describe the global patterns of usage and consumption of food, energy and water. State that energy resources can be classified as renewable and non-renewable. Explain the advantages and disadvantages of the production and development of one non-renewable energy resource. Explain the advantages and disadvantages of the production and development of one renewable energy resource.</p>	<p>Analyse the results from both the coastal and urban environment. Conclude both investigations making judgements on how successful both investigations were.</p>	<p>Describe the causes (Milankovitch cycles, solar variation, and volcanism) and evidence (ice cores, pollen records, tree rings, historical sources) for natural climate change. Explain how human activities (industry, transport, energy, and farming) produce greenhouse gases (carbon dioxide, methane) that cause the enhanced greenhouse effect. Describe the negative effects that climate change is having on the environment and people (changing patterns of crop yield, rising sea levels and retreating glaciers). Describe the climate of the UK today and changes over the last 1000 years. Describe the spatial variations in</p>	<p>river flood risk is changing and what is being done about this to reduce the risk. Describe how climate change is impacting the UK and explain how the UK is responding to these changes.</p>		
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	<p>Describe the composition of the UK's energy mix. Explain how global variations in the energy mix are dependent on a number of factors: population, wealth and the availability of energy resources. Explain how and why global demand and supply has changed over the past 100 years due to human intervention: world population, growth increased wealth and technological advances. Explain how non-renewable energy resources (coal, oil, natural gas and uranium) are being developed and how this can have both positive and negative impacts on people and the environment. Explain how renewable energy resources (hydro-electric power (HEP), wind power and solar power) are being</p>		<p>temperature, prevailing wind and rainfall within the UK. Explain the significance of the UK's geographic location in relation to its climate. Explain how the global circulation of the atmosphere leads to tropical cyclones (hurricanes and typhoons) in source areas and the sequence of their formation. Describe the characteristics, frequency and geographical distribution of tropical cyclones and how these change over time. Explain reasons why tropical cyclones are natural weather hazards (high winds, intense rainfall, storm surges, coastal flooding and landslides).</p>			
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	<p>developed and how this can have both positive and negative impacts on people and the environment. Explain how technology (fracking) can resolve energy resource shortages. Explain how attitudes to the exploitation and consumption of energy resources vary with different stakeholders (individuals, organisations and governments). Explain why renewable and non-renewable energy resources require sustainable management. Explain different views held by individuals, organisations and governments on the management and sustainable use of energy resources. Explain how one developed country and one emerging country or developing country have</p>		<p>Describe the different social, economic and environmental impacts that tropical cyclones can have on a named developed and a named emerging or developing country. Describe the different responses to tropical cyclones of individuals, organisations and governments in a named developed and a named emerging or developing country. Describe the characteristics of arid environments compared to the extreme weather conditions associated with drought. Explain the different causes of the weather hazard of drought: meteorological, hydrological, and human (agricultural, dam building, deforestation).</p>			
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	attempted to manage their energy resources in a sustainable way.		<p>Explain why the global circulation makes some locations more vulnerable to drought as a natural hazard than others and how this changes over time. Explain reasons why droughts are hazardous. Explain how the impacts of drought on people and ecosystems can vary for a named developed and a named emerging or developing country. Describe the different responses to drought from individuals, organisations and governments in a named developed and a named emerging or developing country.</p>			
<p>Rationale (why?): Links to prior & future learning</p>	Pupils have had an introduction to resources at various points through KS3 and GCSE. In year 7, there are 3 units that	Pupils use all geographical knowledge they have obtained from all units and apply this to be able to complete a full investigation. The	Pupils have developed an understanding of the different types of weather from KS3. Furthermore,	This unit ties all previous units together where the pupils will apply knowledge from all previous units	Go through various revision strategies to prepare the pupils for the upcoming exams. The pupils will have a summary	All units knowledge tested.

	<p>tie into resource management. Resource management is highly intertwined with the ecosystems and development units of the GCSE, which will be studied later, where the links between access to resources and levels of development are explored along with how resource exploitation is leading to the demise of certain ecosystems.</p>	<p>results of this investigation will be used in the pupil's paper 3 investigation.</p>	<p>the water cycle form KS3 influences all weather processes and the formation of the weather cells. This links to previous learning this year learning through links to the unit on river landscapes in the UK and coastal landscapes in the UK. Climate change is linked to all units through how resources are dependent on climate, development is dependent on climate, how coastal and river landscapes form is dependent on climate and where ecosystems form is dependent on climate.</p>	<p>and evaluate how the UK is impacted by the different aspects of the geography course.</p>	<p>of all previous learning through mini units which will be combined with revision guides that tie together all previous learning.</p>	
<p>Assessment Task</p>	<p>End of unit assessment using a wide variety of AO1, AO2, AO3 and AO4 questions from past assessments.</p>	<p>End of unit assessment using a wide variety of AO1, AO2, AO3 and AO4 questions from past assessments.</p>	<p>End of unit assessment using a wide variety of AO1, AO2, AO3 and AO4 questions from past assessments.</p>	<p>End of unit assessment using a wide variety of AO1, AO2, AO3 and AO4 questions from past assessments.</p>	<p>Various mini assessments using a wide variety of AO1, AO2, AO3 and AO4 questions from past assessments.</p>	<p>GCSE Exams.</p>

Enrichment	Use of documentaries on resources and climate change and how this is linked to sustainability.	Fieldwork to Grasmere.	Weather measurement fieldwork within the school grounds.	Class debates where the pupils make decisions on how the UK should proceed to become more sustainable using real government data to justify decisions made.	Revision sessions after school.	Revision Sessions after school.
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