

All Saints' Catholic High School Luceat lux Vestra

Subject: Geography

Year: 11

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

		examination for this will always treat fieldwork within the context of the UK.	responses to these hazards are.			
Composite Knowledge (a task that requires several building blocks or components)	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	State that natural	Create an enquiry	Describe the	Describe how the	All component	All component
Knowledge	resources can be	question based on a	features of the	UK's population is	knowledge required	knowledge required
(4)	defined and classified	location for both a	global atmospheric	changing and	from the two year	for 'key' composite
(the building	in different ways (biotic, abiotic,	coastal and urban environment.	circulation. Explain how	explain how this impacts the UK's	course for 'key' composite	knowledge; needed to meet the demands of
blocks that	renewable and non-	Plan an investigation in	circulation cells and	resource	knowledge; needed	the highest grades.
together,	renewable).	order to answer the	ocean currents	consumption,	to meet the demands	the highest grades.
when known.	Explain ways in	enquiry question for	transfer and	ecosystems and	of the highest	
allow	which people exploit	both a coastal and urban	redistribute heat	transport options.	grades.	
successful	environments in order	environment.	energy across the	Describe how the	Sincesi	
performance	to obtain water, food	Conduct the	Earth.	UK is developing		
of a complex	and energy	investigation at both a	Explain how	to reduce the two		
task)	(extraction of fossil	coastal and urban	climate has changed	speed economy		
	fuels, fishing,	environment.	in the past over	and what impacts		
	farming and	Present the results	different time	this could have on		
	deforestation).	collected from both the	scales: glacial and	greenfield		
	Explain how	coastal and urban	interglacial periods	development.		
	environments are	environment.	during the	Describe how the		
	changed by this		Quaternary period.	UK's coastal and		

biodiversity, soilboth the coastal and crossion and reduced urban environment.(Milankovitch cycles, solarchanging and what is being dome about fluis to reduce the risk.Describe the global distribution of natural resources (soil and agriculture, forestry, fossif fuels, waterConclude both viration, and volcanism) and pollen records, tree rings, historical sources) for natural sources) for natural sources for natural source for natural consumption of food, renewable and non- renewable and non-	I			T		
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		resource.		years.		
variations in				Describe the spatial		
				variations in		

Describe the	temperature,
composition of the	prevailing wind and
UK's energy mix.	rainfall within the
Explain how global	UK.
variations in the	Explain the
energy mix are	significance of the
dependent on a	UK's geographic
number of factors:	location in relation
population, wealth	to its climate.
and the availability of	Explain how the
energy resources.	global circulation of
Explain how and why	the atmosphere
global demand and	leads to tropical
supply has changed	cyclones
over the past 100	(hurricanes and
years due to human	typhoons) in source
intervention: world	areas and the
population, growth	sequence of their
increased wealth and	formation.
technological	Describe the
advances.	characteristics,
Explain how non-	frequency and
renewable energy	geographical
resources (coal, oil,	distribution of
natural gas and	tropical cyclones
uranium) are being	and how these
developed and how	change over time.
this can have both	Explain reasons
positive and negative	why tropical
impacts on people	cyclones are natural
and the environment.	weather hazards
Explain how	(high winds, intense
renewable energy	rainfall, storm
resources (hydro-	surges, coastal
electric power (HEP),	flooding and
wind power and solar	landslides).
power) are being	

developed and how	Describ		
this can have both		t social,	
positive and negative	econom	ic and	
impacts on people	environ		
and the environment.	impacts	that tropical	
Explain how	cyclone	s can have	
technology (fracking)	on a na	ned	
can resolve energy	develop	ed and a	
resource shortages.	named	emerging or	
Explain how attitudes	develop	ving country.	
to the exploitation	Describ	e the	
and consumption of	differer	t responses	
energy resources vary	to tropi	cal cyclones	
with different	of indiv	iduals,	
stakeholders	organis	ations and	
(individuals,	governi	nents in a	
organisations and	named	developed	
governments).	and a na	amed	
Explain why	emergin	ng or	
renewable and non-	develop	ving country.	
renewable energy	Describ	e the	
resources require	charact	eristics of	
sustainable	arid env	vironments	
management.	compar	ed to the	
Explain different	extreme	eweather	
views held by	conditio	ons	
individuals,	associa	ted with	
organisations and	drought		
governments on the	Explain	the	
management and	differer	t causes of	
sustainable use of	the wea	ther hazard	
energy resources.	of drou	ght:	
Explain how one		ological,	
developed country		gical, and	
and one emerging	human	(agricultural,	
country or developing	dam bu		
country have	defores	tation).	

	attempted to manage their energy resources in a sustainable way.		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 emerging or developed and a			
			developing country.			
Rationale (why?): Links to prior & future learning	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.

	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.	results of this investigation will be used in the pupil's paper 3 investigation.	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	and evaluate how the UK is impacted by the different aspects of the geography course.	of all previous learning through mini units which will be combined with revision guides that tie together all previous learning.	
Assessment Task	End of unit assessment using a wide variety of AO1, AO2, AO3 and AO4 questions from past assessments.	End of unit assessment using a wide variety of AO1, AO2, AO3 and AO4 questions from past assessments.	dependent on	End of unit assessment using a wide variety of AO1, AO2, AO3 and AO4 questions from past assessments.	Various mini assessments using a wide variety of AO1, AO2, AO3 and AO4 questions from past assessments.	GCSE Exams.

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