

# Armthorpe Academy – Geography Department ‘Scheme of Learning’

For the benefit of this document Learning Outcomes:

- Are measurable and capable of being assessed
- Are learner-centric
- Must be based on the desired outcome of the educational activity
- Provide measurable evidence of progress in closing the practice gap
- Are an outcomes-based approach
- Are explicit descriptions of what a learner should know, be able to apply and/or be able to do as a result of participating in the educational activity
  - Frame the context for objectives (why is it important to “list”, “discuss” or “state” information?)

## Year 7 (3 lessons per fortnight)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
Topic/Theme	What is my place in the world?								How has the UK's landscape formed?								Why do people visit the Lake District?								Are there enough resources to support the world's population?								What are the issues of climate change?							
Learning Objectives	Students will; <ul style="list-style-type: none"> <li>• (1) Understand the difference between human and physical geography.</li> <li>• (2) Use an atlas to locate continents and oceans using longitude and latitude.</li> <li>• (3) Understand the difference between the terms UK, Great Britain and British Isles and explain what makes up the UK.</li> <li>• (4) Understand how to use grid references to describe location.</li> <li>• (5) Apply our understanding of grid references to navigate Armthorpe Academy.</li> <li>• (6) Describe the population of the UK.</li> <li>• (7) To understand the reasons for the changes in Doncaster's population.</li> <li>• (8) To understand where and why people settle in certain parts of the UK.</li> <li>• (9) To question the suitability of the Rwanda Plan.</li> <li>• (10) Learn a new revision resource technique and how to utilise the resource to revise effectively.</li> <li>• (11) Assess students progress in this topic.</li> <li>• (12) Understand the strengths and misconceptions of this topic and conduct a work improvement task.</li> </ul>								Students will; <ul style="list-style-type: none"> <li>• (1) Describe different river processes.</li> <li>• (2) Enquire into how the depth of a river changes downstream.</li> <li>• (3) Explain the formation of river landforms.</li> <li>• (4) Understand how river flooding can be affected by physical and anthropogenic factors.</li> <li>• (5) Evaluate the different strategies of flood management.</li> <li>• (6) Describe what a wave is and to explain how they differ.</li> <li>• (7) Describe how a stump is formed over time from a headland.</li> <li>• (8) Describe types of coastal management and the advantages and disadvantages of different techniques.</li> <li>• (9) Learn a new revision resource technique and how to utilise the resource to revise effectively.</li> <li>• (10) Assess students progress in this topic.</li> <li>• (11) Understand the strengths and misconceptions of this topic and conduct a work improvement task.</li> </ul>								Students will; <ul style="list-style-type: none"> <li>• (1) Describe the extent of past ice cover and differentiate between categories of ice.</li> <li>• (2) Explain what glaciers are and how they can impact our landscape through feature formation.</li> <li>• (3) Describe the ways in which glaciers transport material and how this can impact the land.</li> <li>• (4) Describe the features formed by glacial deposition and explain how they can form.</li> <li>• (5) Identify glacial features on maps using GIS and Ordnance Survey.</li> <li>• (6) Describe what national parks are and explain how the Lake District is used.</li> <li>• (7) Identify the tourist attractions in the Lake District.</li> <li>• (8) Identify and classify the impacts of tourism on the Lake District.</li> <li>• (9) Identify the potential causes of conflict in the Lake District.</li> <li>• (10) Suggest and evaluate management strategies in National Parks.</li> </ul>								Students will; <ul style="list-style-type: none"> <li>• Define a resource and understand which resources are crucial to life.</li> <li>• Know the 3 different types of pollution and give examples of each.</li> <li>• Practice their map skills to plot the origin of various types of food and understand why our food miles can be so high.</li> <li>• Be able to explain the difference between renewable and non-renewable energy supplies, give examples of each and show, using data, the energy mix of the UK.</li> <li>• Know the difference between surplus and deficit and the link to security and insecurity.</li> <li>• Understand that, whilst there is a 'enough' water in the world, it is not all suitable for or accessible to people to use.</li> <li>• Explain how plastic pollution is having disastrous consequences in our oceans.</li> <li>• Define the 3 R's of sustainability and understand how we can practice these.</li> </ul>								Students will; <ul style="list-style-type: none"> <li>• Understand the difference between climate change and global warming.</li> <li>• Explain how the greenhouse effect works.</li> <li>• Understand the evidence that shows climate change is happening.</li> <li>• Explain a selection of both natural and anthropogenic causes of climate change.</li> <li>• Investigate the relationship between the population of a country and the country's CO<sub>2</sub> emissions.</li> <li>• Understand the social, economic and environmental impacts of climate change on both a local and global scale.</li> <li>• Understand methods we can adopt to manage the impacts of climate change.</li> <li>• To research the impact of Greta Thunberg on our world.</li> <li>• Calculate their own carbon footprint and discuss ways to reduce it.</li> </ul>							
Assessment	PEEL / TEA assessment (teacher choice) HW - Research a career linked to geography and create a job fact file.								PEEL assessment HW – Create a holiday itinerary around the topic.								PEEL assessment								PEEL assessment								PEEL assessment							

			HW – Research of a writer / poet / musician / etc. who was / is inspired by the landscape of the Lake District.		HW - Letter to the PM to encourage government policy change to fight climate change harder.
Gatsby / SMSC	<p>GB3: All lessons are delivered by staff who adapt resources as required and implement quality teaching first strategies.</p> <p>GB4: Looking at the 4 job sectors and further research of geography linked careers as an extension of learning.</p> <p>Social – Gaining a greater understanding of the country that we live in.</p> <p>Moral – Understanding how we may pose a threat to our natural world through the use of Potteric Carr as a case study.</p> <p>Spiritual -</p> <p>Cultural – Discussion of migration which leads to cultural mixing.</p>	<p>Social -</p> <p>Moral -</p> <p>Spiritual -</p> <p>Cultural -</p>	<p>Social -</p> <p>Moral -</p> <p>Spiritual -</p> <p>Cultural -</p>	<p>Social – Understanding how the lack of resources can impact peoples lives.</p> <p>Moral – Understanding how HICs often have the privilege of buying whatever resources they need, even if at a cost to an LIC. Understanding how we can improve our sustainability through the use of the 3R's.</p> <p>Spiritual -</p> <p>Cultural -</p>	<p>Social – Investigating the impacts of climate change socially, both in the UK and overseas.</p> <p>Moral – Understanding our individual input towards climate change.</p> <p>Spiritual -</p> <p>Cultural -</p>

**Year 8 (3 lessons per fortnight)**

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
Topic/Theme	What is weather and climate? (Not until 2025)								How is population changing? (Start point for 2024)								What ecosystems make up our planet?								How influential is the Middle East?								Can we ever know enough about volcanoes to live safely?							
Learning Objectives	<p>Students will;</p> <ul style="list-style-type: none"> <li>Understand the difference between weather and climate and locate the different climate zones around the world.</li> <li>Define what a microclimate is and identify the factors that affect them.</li> <li>Understand what a weather hazard is and locate where some of these occur around the world.</li> <li>Describe the location of Tornado Alley and explain why so many tornadoes occur in the area.</li> <li>Locate where typhoons, hurricanes and cyclones occur and explain the social, environmental and economic effects of tropical storms.</li> <li>Understand the threat of drought in Las Vegas and the impacts of living in a desert.</li> <li>Understand what makes a blizzard and explain the social, environmental and economic effects of them.</li> <li>Investigate what extreme weather occurs in the UK and explain some of the methods to protect the country from it.</li> <li>Explain why the UK experiences the weather it does including temperatures and precipitation.</li> </ul>								<p>Students will;</p> <ul style="list-style-type: none"> <li>Explain how global population has changed over time.</li> <li>Understand how the demographic transition model and population pyramids represent the population of a country.</li> <li>Explain why population changes.</li> <li>Practice data presentation skills to create a choropleth map showing population density.</li> <li>Evaluate to what extent strategies to manage population are successful.</li> <li>Understand the implications of a continuously growing population in terms of resource availability.</li> <li>Understand the different types of migration e.g. forced, financial, etc.</li> <li>Explain the difference between push and pull factors and use Kiribati as a case study to highlight one cause of migration, climate change.</li> <li>Evaluate the headlines we see on migration and decide whether they can be trusted or not as factual resources.</li> <li>Understand the process of urbanisation and explain what causes it to happen.</li> <li>Understand how Doncaster's population has changed overtime.</li> <li>Understand the advantages and disadvantages of urbanisation on a NEE using India as a case study.</li> <li>Map the spread of the 1854 Cholera outbreak and explain the importance of a clean water supply.</li> </ul>								<p>Students will;</p> <ul style="list-style-type: none"> <li>Define the term ecosystem and understand the difference between biotic and abiotic factors in an ecosystem.</li> <li>Understand what a biome is and locate the major biomes of the world.</li> <li>Describe the temperate deciduous forest biome we live in.</li> <li>Investigate our biome in more detail by looking at the threats Potteric Carr faces.</li> <li>Understand the differences between various marine biomes and understand how crucial these biomes are to protecting our world.</li> <li>Describe the characteristics of the tropical rainforest biome including climate and biodiversity.</li> <li>Understand what deforestation is and why it is an issue.</li> <li>Describe the scale of deforestation across the world.</li> <li>Explain the threats posed to the Congo Rainforest by deforestation and the charcoal trade.</li> <li>Understand how deforestation can have global consequences and explain a number of protection strategies to protect our rainforests from further damage.</li> <li>Understand the vast array of biomes found within the geographical borders of Russia.</li> <li>Understand the climate of Oymyakon and explain the challenges associated with living in the world's coldest town.</li> </ul>								<p>Students will;</p> <ul style="list-style-type: none"> <li>Understand why the Middle East is referred to as such.</li> <li>Understand the variation in development across middle eastern countries using prior learning of development indicators.</li> <li>Locate major physical features of the Middle East and understand the wider physical geography context that impacts the area e.g. tectonic activity.</li> <li>Understand the challenges created by the climatic extremes of the Middle East.</li> <li>Describe how plants and animals are adapted to life in the Middle East.</li> <li>Identify the reasons for differences in the distribution and structure of population in the Middle East.</li> <li>Understand the importance of oil to the economies of the Middle East and the rest of the world.</li> <li>Explain how the UAE has become so developed.</li> <li>Evaluate the strategies used to attempt to make the Middle East more sustainable.</li> <li>Understand why over half of the population of Yemen live in poverty and the impacts of this on the population.</li> <li>Understand the causes of conflict that have lead to delayed development in parts of the Middle East.</li> <li>Assess the legacy of involvement of the Middle East in global sport by understanding sustainability, human rights issues, investment and sportswashing.</li> </ul>								<p>Students will;</p> <ul style="list-style-type: none"> <li>Describe the structure of the earth.</li> <li>Understand the theory of continental drift and explain one of the theories (convection, slab pull or ridge push).</li> <li>Understand the main plate boundaries and explain what happens at each.</li> <li>Understand the common components of a volcano and describe the difference between composite and shield volcanoes.</li> <li>Classify the effects of a volcanic eruption into social, economic and environmental impacts.</li> <li>Understanding the threat of a super volcano and what it could mean for our world.</li> <li>Know how to measure earthquakes using the Richter and Mercalli scales.</li> <li>Understand how to reduce the impact of an earthquake through the use of the 3 P's.</li> <li>Understand how tsunamis occur and classify the impacts into primary and secondary effects.</li> </ul>							
Assessment	PEEL assessment HW - Newspaper article describing a recent period of extreme weather in the UK.								PEEL assessment HW – Newspaper article about a student chosen mass migration.								PEEL assessment HW – Biome in a box.								PEEL assessment								PEEL assessment							
Gatsby / SMSC	Social – Understand the impacts extreme weather can have socially. Moral – Discussion of the use of water in Las Vegas for tourists. Spiritual -								Social – Understanding the impacts of population change on people. Moral – Understanding that not all news headlines are factual and can lead to propaganda-like information provided about certain groups. Discussion of								Social – Understanding the value and challenge of living in some of our worlds biomes. Moral – Understanding how our exploitation of our world can cause negative impacts to nature and people. Understanding how we								Social – Understanding the variation in quality of life across the region. Moral – Discussion of human rights in the Middle East along with the uneven spread of wealth across the region.								Social – Understanding the social impacts of volcanic eruptions. Moral – Spiritual -							

	Cultural -	population management strategies such as China's One Child Policy.  Spiritual -  Cultural – Discussion of migration which leads to cultural mixing.	can make the use of our rainforests more sustainable.  Spiritual -  Cultural -	Spiritual -  Cultural -	Cultural -
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Year 9 (3 lessons per fortnight)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
Topic/Theme	What is Russia's place in the world?								What is globalisation?								What are the challenges and opportunities facing Africa?								What is the geography of disease?								How does Geo-politics influence world affairs?							
Learning Objectives	<p>Students will;</p> <ul style="list-style-type: none"> <li>Describe the location of Russia.</li> <li>Locate some of the key geographical features of Russia.</li> <li>Recap the biomes found within Russia from year 8.</li> <li>Describe the population distribution and characteristics of Russia using a choropleth map and population pyramid.</li> <li>Know the natural resources at Russia's disposal to aid development.</li> <li>Understand the current situation in Crimea.</li> <li>Analyse sources to assess the extent to which we believe Russia to be corrupt.</li> <li>Explore various human rights laws in Russia and decide if all citizens are treated equally.</li> </ul>								<p>Students will;</p> <ul style="list-style-type: none"> <li>Understand how the industrial revolution has impacted the world, both positively and negatively.</li> <li>Understand the process of deindustrialisation in the UK and how it has changed our employment sectors.</li> <li>Use chocolate as an example of a product that connects all sectors of the economy.</li> <li>Define the term globalisation.</li> <li>Understand how technology has played a major part in the growth of globalisation.</li> <li>Use Apple as an example of a TNC and explain how they link to globalisation.</li> <li>Explain the impacts of Apple in China, social, economic and environmental.</li> <li>Understand the issues of the fast fashion industry, using Shein as an example.</li> <li>Understand the true cost of trainers by following the supply chain of a pair of Nike trainers from design (USA), through manufacture (sweat shops) to sale (UK).</li> <li>Understand how some countries attempt to control globalisation through censorship using the Golden Shield / Great Firewall example in China.</li> <li>Understand how globalisation has influenced the food we, and people around the world, eat.</li> <li>Discuss the role of social media on the growth of globalisation.</li> <li>Evaluate all of their learning from this topic to come to a decision on the overall impact of globalisation. Is it mostly positive or negative?</li> </ul>								<p>Students will;</p> <ul style="list-style-type: none"> <li>Understand a range of opportunities and challenges facing Africa.</li> <li>Describe the various physical landscapes found throughout the continent.</li> <li>Explain how colonialism and slavery have shaped the Africa we are familiar with today.</li> <li>Describe the variation in development across the continent.</li> <li>Describe the pattern of climate zones and biomes across Africa and explain why the differences occur.</li> <li>Explain the human and physical causes of desertification in the Sahel.</li> <li>Understand how the population structure of Africa has changed and evaluate the opportunities and challenges this presents.</li> <li>Explain the causes of the increase in urbanisation in Ethiopia.</li> <li>Explain the causes and effects of rapid population growth in Cairo, Egypt.</li> </ul>								<p>Students will;</p> <ul style="list-style-type: none"> <li>Understand the differences in development between HICs and LICs.</li> <li>Describe the life expectancy of the population of the UK and explain the factors that affect this including health, wealth, north-south divide, etc.</li> <li>Use Glasgow as a case study to investigate health in a named UK location, explain how poverty in Glasgow has impacted people's health and evaluate which environmental factor has the biggest impact on health in Glasgow.</li> <li>Understand the prevalence of obesity around the world, explain the impact of obesity in the UK and explain how the government is tackling the problem.</li> <li>Describe the spread of Asthma around the world, comparing HICs and LICs.</li> <li>Understand what Asthma is and its impacts before explaining how poverty and the lack of healthcare causes further issues in LICs when controlling and treating the disease.</li> <li>Understand the different vectors of disease spread; waterborne, airborne and direct contact.</li> <li>Understand the difference between an epidemic and a pandemic using Ebola and Covid as examples.</li> <li>Explain why Malaria is such a problem in Nigeria considering the physical environment, health and wealth of the country.</li> <li>Understand how Nigeria is trying to reduce the spread of disease through the use of infographics.</li> <li>Understand how globalisation increases the spread of disease using Starbucks as an example of a TNC providing opportunity for disease to spread.</li> <li>Use Covid as a case study to evaluate the effectiveness of preventing spread of disease.</li> </ul>								<p>Students will;</p> <p>TBC</p>							
Assessment	PEEL assessment HW – Create a newspaper article to update your peers on the current situation in Crimea.								PEEL assessment HW – Researching jobs in TNCs								PEEL assessment HW – Create a fact file of a chosen country.								PEEL assessment HW - TBC															

<p>Gatsby / SMSC</p>	<p>Social - Understanding the impact of conflict in Crimea.</p> <p>Moral – Discussion of human rights laws to examine equality of different groups in Russia. Understanding the causes of conflict in Crimea.</p> <p>Spiritual -</p> <p>Cultural -</p>	<p>Social – Understanding the effect of TNCs, like Apple, on the people of the host country.</p> <p>Moral – Discussion of sweat shops and fast fashion and the impact of these on our world.</p> <p>Spiritual -</p> <p>Cultural -</p>	<p>Social – Understanding how life can differ between different regions of Africa.</p> <p>Moral – Discussion of colonialism and slavery. Understanding how humans contribute to desertification.</p> <p>Spiritual -</p> <p>Cultural -</p>	<p>Social – Understanding the impact various illnesses can have on people from different regions.</p> <p>Moral – Discussion around the unequal access to medication across the world.</p> <p>Spiritual -</p> <p>Cultural -</p>	<p>Social -</p> <p>Moral -</p> <p>Spiritual -</p> <p>Cultural -</p>
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Year 10 (3 lessons per week)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Topic/Theme	Resource Management					Introduction to Hazards & Climate Change				The Development Gap & The Changing UK Economy						Introduction to UK Landscapes & Rivers				Introduction to Urbanisation & UK Urban Change: Sheffield					Coasts					Fieldwork				Revision & Assessment Window					
Learning Objectives	<p>Students will;</p> <ul style="list-style-type: none"> <li>(1) Describe global inequalities in the supply and consumption of resources.</li> <li>(2) Describe the changing demand for food within the UK.</li> <li>(2) Explain strategies to improve food sustainability.</li> <li>(3) Describe the changing demand for energy within the UK.</li> <li>(3) Describe how the UK's energy mix has changed and explain why.</li> <li>(4) Describe the changing demand for water within the UK.</li> <li>(4) Understand the challenge of water quality and management in the UK.</li> <li>(5) Describe global water distribution and understand the reasons for changing demand along with factors affecting water availability.</li> <li>(6) Explain the impacts of water insecurity such as waterborne disease, food production and conflict.</li> <li>(7) Investigate strategies to increase water supplies.</li> <li>(8) Investigate a large scale water transfer scheme (Lesotho &gt; South Africa).</li> <li>(9) Explain how water can be used more</li> </ul>					<p>Students will;</p> <ul style="list-style-type: none"> <li>Define what a natural hazard is.</li> <li>Explain the factors affecting risk.</li> <li>Understand the evidence for climate change.</li> <li>Describe both the natural and anthropogenic causes of climate change.</li> <li>Explain the effects of climate change on people and the environment.</li> <li>Describe and explain how we can mitigate against climate change.</li> </ul> <p>Describe and explain how we can adapt to climate change.</p>				<p>Students will;</p> <ul style="list-style-type: none"> <li>Understand different ways of classifying parts of the world using economic and social indicators.</li> <li>Understand the limitations of using these indicators individually.</li> <li>Examine the Demographic Transition Model and compare it to country data to decide where the country sits in terms of its development.</li> <li>Describe physical, economic and historical causes of uneven development.</li> <li>Explain the consequences of uneven development including the links between health and wealth and global migration.</li> <li>Understand the strategies used to reduce the development gap including investment, aid and debt relief.</li> <li>Examine the use of tourism in Kenya to reduce the development gap via the multiplier effect.</li> <li>Focus on the UK to understand why our economy has changed from primary into secondary and then on to tertiary and quaternary sectors.</li> <li>Understand the impact of industry on the physical environment.</li> <li>Explain how modern industrial development can be more sustainable using the London Sustainable Industries Park as an example.</li> <li>Examine rural areas of population decline and growth and explain the social and economic impacts.</li> <li>Understand how the UK is improving transport infrastructure (rail, road, port</li> </ul>						<p>Students will;</p> <ul style="list-style-type: none"> <li>Be able to locate the UK's major upland and lowland areas and a number of river systems.</li> <li>Know what a long profile and cross profile look like for a generic river.</li> <li>Understand the fluvial processes that occur in a river including erosion, transportation and deposition.</li> <li>Use their understanding of fluvial processes to explain the formation of a number of erosional and depositional fluvial landforms.</li> <li>Investigate the valley of the River Tees to identify its major landforms of erosion and deposition.</li> <li>Explain human and physical factors that can affect flood risk.</li> <li>Understand hydrographs and use them to describe the</li> </ul>				<p>Students will;</p> <ul style="list-style-type: none"> <li>Describe the global pattern of urban change.</li> <li>Compare the trend of the geographical location of HICs and LICs.</li> <li>Explain how push and pull factors affect urbanisation.</li> <li>Define what a megacity is and describe the location of the worlds current megacities.</li> <li>Locate major cities in the UK and understand the UK's population distribution.</li> <li>Use Sheffield as a case study to show how urban change leads to opportunities and challenges in the UK.</li> <li>Describe the location of and importance of Sheffield in the UK and the wider world.</li> <li>Understand the impacts of national and international migration on the growth and character of the city.</li> <li>Explain the social, economic and environmental opportunities urban change in Sheffield has created.</li> <li>Explain the social, economic and environmental challenges urban change in Sheffield has created.</li> </ul>					<p>Students will;</p> <ul style="list-style-type: none"> <li>Understand different wave characteristics and explain the difference between constructive and destructive waves.</li> <li>Understand the various coastal processes including; weathering, mass movement, erosion, transportation and deposition.</li> <li>Understand how geological factors influence coastal landforms.</li> <li>Use their understanding of coastal processes to explain the formation of a number of erosional and depositional coastal landforms.</li> <li>Investigate the Holderness Coast to discover what landforms of erosion and deposition it has.</li> <li>Understand there are a number of coastal management strategies that can protect our coastlines.</li> <li>Explain the difference between hard engineering, soft engineering and managed retreat using examples.</li> <li>Examine why and how coastal management strategies are used along the Holderness Coast and evaluate their effectiveness and conflict caused by the strategies.</li> </ul>					<p>Students will;</p> <ul style="list-style-type: none"> <li>Understand how to plan a geographical enquiry.</li> <li>Understand how to collect data.</li> <li>Complete their own data collection to investigate a hypothesis.</li> <li>Evaluate different methods of data presentation.</li> <li>Tackle practice exam questions using their own fieldwork.</li> </ul>				<p>Students will practice a number of revision techniques ahead of their Y10 mock assessments 2.</p>					

	<p>sustainably locally in the UK.</p> <ul style="list-style-type: none"> <li>(10) Explain how water is managed sustainably using a local LIC/NEE example (Wakel River Basin).</li> </ul>		<p>and airport) and its benefits to the UK economy.</p> <ul style="list-style-type: none"> <li>Understand what the north-south divide is and explain some of the approaches the government has implemented to reduce the divide.</li> <li>Understand the UK's links to the wider world and explain how connections through trade, culture, technology and transport have benefited our nation.</li> <li>Look specifically at our links with the EU and the Commonwealth and explain to benefits this brings us.</li> </ul>	<p>relationship between precipitation and river discharge.</p> <ul style="list-style-type: none"> <li>Understand the cost and benefits of a selection of hard and soft engineering river management strategies.</li> <li>Look at the River Don and the management strategies used around Sheffield.</li> </ul>	<ul style="list-style-type: none"> <li>Understand why the Park Hill Flats area needed redevelopment and evaluate the success of the scheme by examining the successes and failures.</li> </ul>			
Assessment	9 marker question	6 marker question	9 marker question	6 marker question	9 marker question	9 marker question	Unseen fieldwork / skills assessment	Paper 1 mock Paper 2 mock
Gatsby / SMSC	<p>Social – Understanding the impact that resource scarcity or surplus can have on people.</p> <p>Moral – Understanding the uneven distribution of resources on a local and global scale.</p> <p>Spiritual -</p> <p>Cultural -</p>	<p>Social – Understanding the impact of climate change on people around the world.</p> <p>Moral – Understanding our impact on climate change as a species.</p> <p>Spiritual -</p> <p>Cultural -</p>	<p>Social – Using social indicators to indicate development and understanding how population change affects local people.</p> <p>Moral – Understanding that factors such as your life expectancy and infant mortality rate depend heavily on where you live and, particularly in LICs, this is often where people are born and don't have the resources to break the cycle.</p> <p>Spiritual -</p> <p>Cultural – Understanding how the UK has 'traded' culture with other locations around the world. Discussion of migration which leads to cultural mixing.</p>	<p>Social – Understanding the impact flooding can have on people.</p> <p>Moral – Understanding the impact we have on disrupting natural processes (i.e. flooding through building, etc.)</p> <p>Spiritual -</p> <p>Cultural -</p>	<p>Social – Understanding the social opportunities and challenges of urban change in Sheffield.</p> <p>Moral -</p> <p>Spiritual -</p> <p>Cultural - Discussion of migration which leads to cultural mixing.</p>	<p>Social -</p> <p>Moral -</p> <p>Spiritual -</p> <p>Cultural -</p>	<p>Social -</p> <p>Moral -</p> <p>Spiritual -</p> <p>Cultural -</p>	<p>Social -</p> <p>Moral -</p> <p>Spiritual -</p> <p>Cultural -</p>

Year 11 (3 lessons per week) (2024 runout)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Topic/Theme	Fieldwork				Changing Economic World: Nigeria			Hazards: Tectonics			The Changing UK Economy		Revision & Assessment Window			Cont.	The Living World: Ecosystems & Tropical Rainforests					Introduction to UK Landscapes & Rivers			Pre-Release		Revision		Revision Exam Window										
Learning Objectives	<p>Students will;</p> <ul style="list-style-type: none"> <li>Understand how to plan a geographical enquiry.</li> <li>Understand how to collect data.</li> <li>Complete their own data collection to investigate a hypothesis.</li> <li>Evaluate different methods of data presentation. Tackle practice exam questions using their own fieldwork.</li> </ul>				<p>Students will;</p> <ul style="list-style-type: none"> <li>(1) Understand the global and regional importance of Nigeria.</li> <li>Describe the location and importance of Nigeria regionally and globally.</li> <li>Understand the wider political, social, cultural and environmental context of Nigeria.</li> <li>Examine the changing industrial structure of Nigeria and the balance of the various economic sectors within it.</li> <li>Investigate the role of TNCs, using Shell as a case study, in industrial developme</li> </ul>			<p>Students will;</p> <ul style="list-style-type: none"> <li>Understand the theory of plate tectonics.</li> <li>Describe global distribution of tectonic hazards.</li> <li>Explain the physical processes that occur at the 3 plate margins.</li> <li>Understand the difference between primary and secondary effects.</li> <li>Compare the effects and responses of two earthquakes, one in a LIC and one in a HIC.</li> <li>Understand why people continue to live in areas prone to tectonic hazards. Explain how monitoring, prediction,</li> </ul>			<p>Students will;</p> <ul style="list-style-type: none"> <li>Focus on the UK to understand why our economy has changed from primary into secondary and then on to tertiary and quaternary sectors</li> <li>Understand the impact of industry on the physical environment.</li> <li>Explain how modern industrial development can be more sustainable using the London Sustainable Industries Park as an example</li> <li>Examine rural areas of population decline and growth and explain</li> </ul>		<p>Students will practice a number of revision techniques ahead of their Y11 mock assessments.</p>			<p>Students will;</p> <ul style="list-style-type: none"> <li>Explain what an ecosystem is using a small-scale UK example.</li> <li>Explain the concept of interrelationships within an ecosystem.</li> <li>Understand the balance between the different components of an ecosystem and the impact of change.</li> <li>Describe the distribution of large-scale, global ecosystems.</li> <li>Describe the physical characteristics of a tropical rainforest.</li> <li>Understand the interdependence experienced in a tropical rainforest.</li> <li>Explain how plants and animals are adapted to the tropical rainforest environment.</li> <li>Understand how deforestation rates are changing globally.</li> <li>Use a case study to; <ul style="list-style-type: none"> <li>Discuss the causes of deforestation e.g. farming, logging and population growth.</li> <li>Explain the impacts of deforestation including economic development, soil erosion and climate change.</li> </ul> </li> </ul>					<p>Students will;</p> <ul style="list-style-type: none"> <li>Be able to locate the UK's major upland and lowland areas and a number of river systems.</li> <li>Know what a long profile and cross profile look like for a generic river.</li> <li>Understand the fluvial processes that occur in a river including erosion, transportation and deposition.</li> <li>Use their understanding of fluvial processes to explain the formation of a number of erosional and depositional fluvial landforms.</li> <li>Investigate the valley of the River Tees to identify its major landforms of erosion and deposition.</li> <li>Explain human and physical factors that can affect flood risk.</li> <li>Understand hydrographs and use them to describe the</li> </ul>			<p>Students will;</p> <ul style="list-style-type: none"> <li>Discuss the pre-release topic and familiarise themselves with the resource.</li> <li>Annotate key information in the pre-release document. Practice potential questions.</li> </ul>		<p>Students will focus on Paper 1 revision ahead of their first exam</p>		<p>Students will revise Paper 2 and Paper 3 content.</p>											

		<p>nt and evaluate their effectiveness by assessing their advantages and disadvantages.</p> <ul style="list-style-type: none"> <li>• Understand the changing political and trading relationships between Nigeria and the rest of the world.</li> <li>• Explain how international aid can help a country develop.</li> <li>• Explain how economic development can have an impact on the environment. Explain how economic development can impact the quality of life for the population.</li> </ul>	<p>protection and planning can reduce the risks from a tectonic hazard.</p>	<p>the social and economic impacts.</p> <ul style="list-style-type: none"> <li>• Understand how the UK is improving transport infrastructure (rail, road, port and airport) and its benefits to the UK economy.</li> <li>• Understand what the north-south divide is and explain some of the approaches the government has implemented to reduce the divide.</li> <li>• Understand the UK's links to the wider world and explain how connections through trade, culture, technology and transport have benefited our nation.</li> <li>• Look specifically at our links with the EU and</li> </ul>			<ul style="list-style-type: none"> <li>• Understand the value tropical rainforests provide to both people and the environment. To explain the strategies used to manage forest sustainability including afforestation, international agreements and ecotourism.</li> </ul>	<p>relationship between precipitation and river discharge.</p> <ul style="list-style-type: none"> <li>• Understand the cost and benefits of a selection of hard and soft engineering river management strategies. Look at the River Don and the management strategies used around Sheffield.</li> </ul>					
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				the Commonwealth and explain to benefits this brings us.								
Assessment	Unseen fieldwork / skills assessment	6 marker question	6 marker question		Paper 1 mock Paper 2 mock Paper 3 mock		9 marker question	6 marker question	9 marker DME question			
Gatsby / SMSC	Social - Moral - Spiritual - Cultural -	Social – Understanding the social context of Nigeria. Moral - Spiritual - Cultural - Understanding the cultural context of Nigeria.	Social - Moral - Spiritual - Cultural -		Social - Moral - Spiritual - Cultural -		Social - Moral - Spiritual - Cultural -	Social – Understanding the impact flooding can have on people. Moral – Understanding the impact we have on disrupting natural processes (i.e. flooding through building, etc.) Spiritual - Cultural -	Social - Moral - Spiritual - Cultural -	Social - Moral - Spiritual - Cultural -	Social - Moral - Spiritual - Cultural -	

Year 11 (3 lessons per week) (2025 start)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Topic/Theme	The Living World: Ecosystems & Tropical Rainforests					Urban Issues & Challenges: Rio				Hazards: Weather					Revision & Assessment Window			Changing Economic World: Nigeria			Hazards: Tectonics			The Living World: Cold Environments		Revision	Pre-Release	Revision			Revision Exam Window								
Learning Objectives	<p>Students will;</p> <ul style="list-style-type: none"> <li>Explain what an ecosystem is using a small-scale UK example.</li> <li>Explain the concept of interrelationships within an ecosystem.</li> <li>Understand the balance between the different components of an ecosystem and the impact of change.</li> <li>Describe the distribution of large-scale, global ecosystems.</li> <li>Describe the physical characteristics of a tropical rainforest.</li> <li>Understand the interdependence experienced in a tropical rainforest.</li> <li>Explain how plants and animals are adapted to the tropical rainforest environment.</li> <li>Understand how deforestation rates are changing globally.</li> <li>Use a case study to;                             <ul style="list-style-type: none"> <li>Discuss the causes of deforestation e.g. farming, logging and population growth.</li> <li>Explain the impacts of deforestation including economic</li> </ul> </li> </ul>					<p>Students will;</p> <ul style="list-style-type: none"> <li>Use Rio De Janeiro, Brazil as a case study of urban growth in a NEE.</li> <li>Describe the location of Rio.</li> <li>Understand the importance of Rio locally, nationally and internationally.</li> <li>Understand the causes of growth in Rio, centring in migration and natural increase.</li> <li>Explain how urban growth brings both social and economic opportunities to Rio.</li> <li>Explain how urban growth has created challenges both generally and within the slum settlements specifically, focusing on sanitation, water supply, health, education, unemployment, crime and pollution.</li> <li>Explain how urban planning has improved</li> </ul>				<p>Students will;</p> <ul style="list-style-type: none"> <li>Understand the GAC system.</li> <li>Describe the distribution of tropical storms.</li> <li>Understand the link between tropical storms and the GAC system.</li> <li>Sequence tropical storm formation.</li> <li>Know the features of a tropical storm.</li> <li>Understand how climate change may affect the distribution, frequency and intensity of tropical storms.</li> <li>Investigate a case study (Cyclone Winston) and use the information to;                             <ul style="list-style-type: none"> <li>understand the primary and secondary effects of tropical storms.</li> <li>Describe the immediate and long-term responses to tropical storms.</li> </ul> </li> <li>Explain how monitoring, prediction, protection and planning can reduce the effects of tropical storms.</li> <li>Understand what weather hazards effect the UK.</li> <li>Use an example (2019 Yorkshire floods) to illustrate the causes,</li> </ul>					<p>Students will practice a number of revision techniques ahead of their Y11 mock assessments.</p>			<p>Students will;</p> <ul style="list-style-type: none"> <li>(1) Understand the global and regional importance of Nigeria.</li> <li>Describe the location and importance of Nigeria regionally and globally.</li> <li>Understand the wider political, social, cultural and environmental context of Nigeria.</li> <li>Examine the changing industrial structure of Nigeria and the balance of the various economic sectors within it.</li> <li>Investigate the role of TNCs, using Shell as a case study, in</li> </ul>			<p>Students will;</p> <ul style="list-style-type: none"> <li>Understand the theory of plate tectonics.</li> <li>Describe global distribution of tectonic hazards.</li> <li>Explain the physical processes that occur at the 3 plate margins.</li> <li>Understand the difference between primary and secondary effects.</li> <li>Compare the effects and responses of two earthquakes, one in a LIC and one in a HIC.</li> <li>Understand why people continue to live in areas prone to tectonic hazards.</li> <li>Explain how</li> </ul>			<p>Students will;</p> <ul style="list-style-type: none"> <li>Understand the physical characteristics of a cold environment.</li> <li>Understand the interdependence experienced in a tropical rainforest.</li> <li>Explain how plants and animals are adapted to the tropical rainforest environment.</li> <li>Use Alaska to illustrate</li> </ul>		<p>Students will revise paper 1 content given Paper 1 &amp; Paper 2 content is now complete and awaiting pre-release.</p>	<p>Students will discuss the pre-release topic and familiarise themselves with the resource.</p> <ul style="list-style-type: none"> <li>Annotate key information in the pre-release document.</li> <li>Practice potential questions.</li> </ul>	<p>Students will focus on Paper 1 revision ahead of their first exam</p>			<p>Students will revise Paper 2 and Paper 3 content.</p>								



							l agree ments , use of techn ology and conse rvatio n group s.				
Assessment	9 marker question	6 marker question	9 marker question	Paper 1 mock Paper 2 mock Paper 3 mock	6 marker question	6 marker question	6 marker question		9 marker DME question		
Gatsby / SMSC	Social -  Moral -  Spiritual -  Cultural -	Social - Understanding the social opportunities and challenges of urban change in Rio De Janeiro, Brazil.  Moral -  Spiritual -  Cultural - Discussion of migration which leads to cultural mixing.	Social -  Moral -  Spiritual -  Cultural -	Social -  Moral -  Spiritual -  Cultural -	Social - Understanding the social context of Nigeria.  Moral -  Spiritual -  Cultural - Understanding the cultural context of Nigeria.	Social -  Moral -  Spiritual -  Cultural -	Social -  Moral -  Spiritual -  Cultural -	So cia l -  Mo ral -  Spi ritu al -  Cu ltu ral -	Social -  Moral -  Spiritual -  Cultural -	Social -  Moral -  Spiritual -  Cultural -	Social -  Moral -  Spiritual -  Cultural -

