Academic Year Year 11	Content and rationale. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – how will the knowledge and skills be assessed?
Rationale	*Embeds all the skills at KS 3 and 4 as well as developing their enquiry skills through the fieldwork in Year 10 and Unit 3 Year 11. Bigger emphasis on statistical techniques and Unit 3 pre released – drawing upon all skills*		
Autumn A-Spring A	UNIT 2: ECONOMIC DEVELOPMENT Uneven development, development indicators, reducing the development gap, aid, trade, tourism, health and education, debt relief. Economic development in Nigeria and the UK. TNCs, Business parks, Role of UK in the wider world.	**ENQUIRY BASED SKILLS** analysis and evaluation of geographical enquiry **CARTOGRAPHIC SKILLS** • analyse the inter-relationship between physical and human factors on maps • use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic • infer human activity from map evidence •use and interpret ground, aerial and satellite photographs **GRAPHICAL SKILLS** • complete a variety of graphs and maps – **NUMERICAL SKILLS** • demonstrate an understanding of number, area and scales, and the quantitative relationships between units • design fieldwork data collection sheets and collect data with an understanding of accuracy, • understand and correctly use proportion and ratio, magnitude and frequency • draw informed conclusions from numerical data. **STATISTICAL** • use appropriate measures of central tendency, spread and cumulative frequency	Exam paper based upon GCSE format with a range of 1 – 9 mark questions plus 3 marks for SPG. Incorporates a wide range of the skills and knowledge taught throughout the topic. Presentations on evaluating management strategies and drawing conclusions. Assessments will include all GCSE topics

		(median, mean, range, quartiles and inter-quartile range, mode and modal class) • describe relationships in bivariate data and be able to identify weaknesses in selective statistical presentation of data. **USE OF QUANTITATIVE AND QUALITATIVE DATA** Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information	
Spring B	REVISION OF ALL UNITS AND RESOURCES AND COASTS. AND UNIT 3 – pre-released in March and fieldwork paper.	Revision of all skills – plus the skills for Unit 3 pre-released from Mid March.	
Summer term: End of KS readiness for the 6th form Students in year 11 for last 2 years have covered all the GCSE topics of – the living world, natural hazards, UK physical environments, resources, urban and economic Geography. The GAPs from year 11 refer to the students fieldwork skills and enquiry processes. This will be covered on fieldwork when completing their NEA as FSC allowed for this and goes into depth	**Key Knowledge studied at KS4 that will be useful for the 6th form** **PHYSICAL GEOGRAPHY** COASTAL ENVIRONEMENTS – processes – erosion, transportation and deposition, associated landforms, weathering and mass movement, case studies of landforms, management – hard and soft engineering. RIVER/HYDROLOGY - drainage basins, water cycles, river processes and landform, hard and soft management strategies. Causes and impacts of flooding, case studies and hydrographs ECOSYSTEMS - Ecosystems, biomes, location of worlds biomes, Tropical rainforests and Hot deserts – characteristics, human activity and management.	**Summary of the main core skills taught at KS4 that can be reactivated at KS5** **ENQUIRY BASED SKILLS** Set aims , data collection methods ,analysis and evaluation of geographical enquiry **CARTOGRAPHIC SKILLS** • analyse the inter-relationship between physical and human factors on maps • use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic • interpret cross sections and transects of physical and human landscapes • infer human activity from map evidence •use and interpret ground, aerial and satellite photographs **GRAPHICAL SKILLS**	

Subject curriculum; Geography

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| on fieldwork skills – built into part of their 4 day residential. | HAZARDS - Plate tectonics – Structure of the Earth, plate margins, earthquakes – causes, impacts and responses – LIC and HIC examples. Weather Hazards – Global atmospheric circulation model, hurricanes – causes, impacts and responses. Mitigation of hazards. Climate changes – causes, impacts and mitigation

HUMAN GEOGRAPHY
RESOURCES – Energy, water and food supplies with an in depth focus on water, water security, improving water supplies and water management.

ECONOMIC DEVELOPMENT - Uneven development, development indicators, reducing the development gap, aid, trade, tourism, health and education, debt relief. Economic development in Nigeria and the UK. TNCs, Business parks, Role of UK in the wider world.

URBAN ENVIRONMENTS – How world cities are growing, megacities, Social, economic and environmental opportunities and challenges in Rio. Planning for urban poor in Rio. Where do people live in the UK, Social and economic opportunities in Bristol. How can urban change affect the environment. Social inequality in Bristol and regeneration | • complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines
• use and understand gradient, contour and value on isoline maps
NUMERICAL SKILLS
 • demonstrate an understanding of number, area and scales, and the quantitative relationships between units
• design fieldwork data collection sheets and collect data with an understanding of accuracy,
 • understand and correctly use proportion and ratio, magnitude and frequency
• draw informed conclusions from numerical data.
STATISTICAL
• use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class)
• describe relationships in bivariate data and be able to identify weaknesses in selective statistical presentation of data.
USE OF QUANTITATIVE AND QUALITATIVE DATA
Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information | |