



SAINT JOHN WALL CATHOLIC SCHOOL

A Catholic School For All



Departmental Schemes of Work

Curriculum Intent: “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

KS4 Geography Year 11



Year 11 Geography Scheme of Work Overview

Sequencing of topics	Autumn term 1: Changing Economic World Autumn term 2: Changing Economic World Spring term 1: Resource Management (Water)	Spring term 2: Fieldwork/Issue Evaluation Summer term 1: Fieldwork/Issue Evaluation/Geographical Skills/Revision Summer term 2: N/A
Calendared assessments	Mock 1: Autumn term 2 (Paper 1) Mock 2 Spring term 2 (Paper 2) Classroom based Mock 3: Spring term 2 - Post Issue Evaluation Release- (Paper 3)	
Personal Development <i>(Cross curricular, SJW Values, SMSCV, cultural capital)</i>	<p><u>Cross Curricular:</u></p> <p>Maths: Opportunities for implementation of numerical skills throughout topics; liaising with Maths department for teaching of IQR</p> <p>Science: Work on types of energy.</p> <p>History: Historic reasons for differences in development within the world; why some countries are rich; why some countries are poorer.</p> <p>Maths and Science: Opportunities for work with averages and the inter quartile range.</p> <p><u>SJW Values and SMSVC:</u></p> <p>Compassionate and Loving: Understanding of globalisation and reasons why some countries are rich and other countries are poor, loving towards those who receive aid and reasons why this aid is important (Changing Economic World).</p> <p>Learned and Wise: Developing an understanding of issues regarding resource management and global shortages (Resource Management).</p> <p>Active and Curious: Studying and researching a specific issue evaluation case study, opening horizons of study + interest (Issue Evaluation).</p> <p>Faith filled and Hopeful: During revision and preparation for exams at the end of year 11 (Fieldwork/Issue Evaluation/Revision).</p> <p>Cultural Capital: Human Geography fieldwork, exploring Handsworth and carrying out a renewable energy study.</p>	
Progression model	What knowledge will pupils develop? <i>(Including key terminology)</i>	What skills will pupils develop? <i>(Including literacy & Numeracy)</i>
	<p>Urban Issues and Challenges:</p> <ul style="list-style-type: none"> - Tourism in Jamaica, Nigeria as a NEE case study, Economic Change in the UK. <p>Key terminology: GNI per head, HDI, Demographic Transition Model, TNC.</p> <p>Resource Management:</p> <ul style="list-style-type: none"> - Types of non-renewable and renewable energy., Food distribution and shortages, Focus on water: surplus and deficit, HIC and LIC water transfer schemes. <p>Key terminology: Supply and Demand, Water Security, Water Transfer Schemes, Primary Products</p> <p>Human Geography Fieldwork: Handsworth Renewable Energy Study.</p> <p>Pre-Release Material:</p> <ul style="list-style-type: none"> - Analytical skills and evaluation skills when studying the pre-release material. 	<p>Further and more extensive exam question practice: Command word focus throughout year 10: (1-9 mark questions): Complete, Calculate, Describe, Give, Identify, State, Explain, Outline, Evaluate, Justify, To What Extent, Use Evidence, Assess, Compare.</p> <p>Focus is on breaking down questions, focusing on how to structure answers (PEEL structure introduced) and what different command words mean, breaking down the origins of command words and what they mean in a geographical setting. How to answer different types of questions.</p> <ul style="list-style-type: none"> -Cartographic skills (Exam practice on grid references, gradient, spot heights) -Numerical and Statistical skills (Averages work and introduction of IQR, weaknesses in types of graph/data- Use of qualitative and quantitative data -Graphical skills (Focus on a variety of graphs, practice drawing and analysing graphs throughout both human geography topics in year 11) -Fieldwork skills (Human Geography Fieldwork) <p>Analytical skills and evaluation skills when studying the pre-release/Issue Evaluation materials.</p> <p>Choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines all interlinked and focused on in work on pre-release and Geographical skills.</p>
Development homework	Example: Write a letter to Warren Thompson, the “inventor” of the Demographic Transition Model, stating what works well and how the model could be altered/critiqued.	