

Year 11 - Unit 4 – completion of unit

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Changing climates</p>	<p>Knowledge:</p> <p>What evidence is there for climate change?</p> <ul style="list-style-type: none"> • The pattern of climate change • The range and reliability of evidence relating to climate change <p>Is climate change a natural process?</p> <ul style="list-style-type: none"> • Outline the causes of natural climate change • Investigate the natural greenhouse <p>Why is climate change a global issue?</p> <ul style="list-style-type: none"> • Explore a range of social, economic and environmental impacts of climate change worldwide • Explore a range of social, economic and environmental impacts of climate change within the UK <p>Understanding:</p> <p>Understand the different types of evidence for climate change that are available to us Understand the causes and effects of climate change and that not all effects are negative. Understand the greenhouse effect and how that is linked to climate change Understand the impacts of climate change at both a global and UK level</p> <p>Skills:</p> <p>The requirements for exam questions at different mark tariffs Graphical skills – being able to use a range of different types of graph (chloropleth, line, pie etc) and being able to extract and interpret data</p>	<p>Students will be able to describe how the climate has changed in the past and understand that this occurs in cycles. They will be able to explain the difference between glacial and interglacial periods on Earth.</p> <p>Students will have a detailed understanding of the range of techniques used to determine past climates and be able to evaluate the effectiveness of the methods</p> <p>Students will understand that climate change is a natural process and the humans are enhancing it.</p> <p>Students will be able to explain a range of natural and human causes of climate change and have a detailed understanding of the greenhouse effect and the issues that this poses.</p> <p>Students will have a detailed understanding of the impacts of climate change both in the UK and Worldwide. They will understand that there are both positive and negative impacts to climate change depending on location and that an effect that may be negative in one place could be positive in another.</p>	<p>Building on Year 8 Climate change module</p>	<p>GCSE Pods Case Study revision sheet Knowledge organiser</p> <p>OCR B Text book</p> <p>Seneca Kerboodle</p> <p>Climate Change – David Attenborough</p> <p>CGP OCR B GCSE Geography revision question cards</p> <p>Recommended: CGP OCR B GCSE Geography revision guide</p>

	<p>Cartographic data – being able to describe distributions on maps, use maps on a variety of scales</p> <p>Numerical and statistical skills</p> <p>Use of visual images</p>			
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Year 11 - Unit 5

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	What additional resources are available?	
<p>UK in the 21st Century</p>	<p>Knowledge:</p> <p>1. What does the UK look like in the 21st century?</p> <ul style="list-style-type: none"> Human and physical geographical characteristics of the UK <p>2. How is the UK's population changing?</p> <ul style="list-style-type: none"> Population trends in the UK since 2001 Ageing population. Population structure and ethnic diversity of Birmingham/London has changed since 2001. <p>3. How is the UK's economy changing?</p> <ul style="list-style-type: none"> Major economic changes in the UK since 2001 Pattern of core UK economic hubs. Changes in London and Cambridge (economic hub) and their significance to their regions and the UK. <p>4. What is the UK's political role in the world?</p> <ul style="list-style-type: none"> UK's political role in Ukraine (global conflict) through its participation in international organisations. How is the UK's cultural influence changing? UK's media exports and their global influence Contribution of ethnic groups to the cultural life of the UK <p>Understanding:</p> <p>A diverse range of cultures, identities and economies make up the patchwork of the UK.</p>	<p>They are able to explain the different human and physical characteristics of the UK</p> <p>Students are able to explain how the UKs population have changed over time and the impacts that this has had on the country. They will be able to explain this using case study specific details in London or Birmingham.</p> <p>Students will be aware of the changes in the UKs economy and locations of economic hubs. They will be able to explain London and Cambridge as economic hubs and have specific detail on them and their significance.</p> <p>Students will be able to justify how they think the UKs role in the world is changing. They will be able to explain using case study information the UK's role in conflict in Ukraine.</p>	<p>Year 7 – Global Connections - human and physical Geography</p> <p>Year 9 – Global Hazards – relief rainfall</p> <p>Year 7 – Exploring Britain – population pyramids</p> <p>Year 9 – Globalisation and Development – four different types of industry and the changing economy of the UK</p>	<p>GCSE Pods</p> <p>Case Study revision sheet</p> <p>Knowledge organiser</p> <p>OCR B Text book</p> <p>Seneca</p> <p>Kerboodle</p> <p>Mind the Gap documentary</p> <p>Teacher made Powerpoint presentations</p> <p>CGP OCR B GCSE Geography revision question cards</p> <p>Recommended: CGP OCR B GCSE Geography revision guide</p>

	<p>How the nature of people's lives and work in the UK have changed in the 21st century. The global significance of the UK through political and cultural connections with the rest of the world</p> <p>Skills: Interpreting proportional maps including choropleth, flow line Interpreting graphs including bar graphs, line graphs and population pyramids Understanding expectations of exam questions Numerical and statistical skills Deconstruct, interpret, analyse and evaluate visual images including photographs, cartoons, pictures and diagrams.</p>			
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Year 11 - Unit 6

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Sustaining Ecosystems</p>	<p>Knowledge:</p> <p>1. What are ecosystems?</p> <ul style="list-style-type: none"> • Concept of an ecosystem • Global distribution ecosystems • Overview of the climate, flora and fauna within these ecosystems. <p>2. What biodiversity exists in tropical rainforests?</p> <ul style="list-style-type: none"> • Distinctive characteristics of a tropical rainforest ecosystem • The interdependence of climate, soil, water, plants, animals and human activity in tropical rainforests. <p>3. Why are tropical rainforests being 'exploited' and how can this be managed sustainably?</p> <ul style="list-style-type: none"> • The value of tropical rainforests • Human impacts in the tropical rainforest • Case study of Ecuador <p>4. What is it like in Antarctica and the Arctic?</p> <ul style="list-style-type: none"> • Distinctive characteristics of Antarctica and the Arctic • The interdependence of climate, soil, water, plants, animals and human activity in the Arctic polar region. • Impacts of human activity on the Arctic ecosystems <p>5. How are humans seeking a sustainable solution for polar environments?</p> <ul style="list-style-type: none"> • Case study (small scale) – Marine wildlife sanctuary • Case study (Global scale) – Antarctic Treaty. 	<p>Students will be able to define an ecosystem, explain the different types of ecosystems and the elements of an ecosystem.</p> <p>They will be able to explain the characteristics of a tropical rainforests and the human and physical impacts on it. They will be able to give detailed examples of how humans are exploiting the rainforest and what is being done to manage it sustainably.</p> <p>Students will be able to explain the differences between the Arctic and Antarctic and the human and physical impacts on the ecosystems.</p> <p>They will be able to answer case study questions on how the Arctic is being managed at a small and global scale.</p>	<p>Year 8 – Antarctica – characteristics, climate, animals, food chains, Antarctic Treaty</p> <p>Year 9 – Global Hazards – climatic patterns such as the global circulation system</p> <p>Year 7 – Tropical Rainforests – characteristics, climate, animals, human impacts</p> <p>Year 7 – Settlements - sustainability</p>	<p>GCSE Pods</p> <p>Case Study revision sheet</p> <p>Knowledge organiser</p> <p>OCR B Text book</p> <p>Seneca</p> <p>Kerboodle</p> <p>Tropical rainforest: sustainable management documentary</p> <p>Teacher made Powerpoint presentations</p> <p>CGP OCR B GCSE Geography revision question cards</p> <p>Recommended: CGP OCR B GCSE Geography revision guide</p>

Understanding:

Life on Earth is supported by global ecosystems and there is a link between humans and ecosystems. They investigate the two contrasting ecosystems of tropical rainforests and polar environments, exploring physical cycles and processes that make these ecosystems distinctive, the threats posed to their existence and how humans are attempting to manage them for a more sustainable future.

Skills:

Interpreting proportional maps including choropleth, flow line and OS maps
Interpreting graphs including bar graphs, line graphs and population pyramids
Understanding expectations of exam questions
Numerical and statistical skills
Deconstruct, interpret, analyse and evaluate visual images including photographs, cartoons, pictures and diagrams

Year 11 - Unit 7

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Resource reliance	<p>Knowledge:</p> <p>1. How has increasing demand for resources affected our planet?</p> <ul style="list-style-type: none"> • Factors leading to demand outstripping supply of food, energy and water. • How environments and ecosystems are used and modified by humans <p>2. What does it mean to be food secure?</p> <ul style="list-style-type: none"> • What is 'food security' and the human and physical factors which influence this. • How world patterns of access to food are illustrated • Malthus and Boserup theories <p>3. How can countries ensure their food security?</p> <ul style="list-style-type: none"> • Case study – Food security in Tanzania • Food consumption and availability over time. • Food security attempt at a local scale – Goat Aid • Food security attempt at a national scale – Wheat program and Growth corridor <p>4. How sustainable are these strategies?</p> <ul style="list-style-type: none"> • Environmental, economic and social sustainability of attempts to achieve food security, in relation to: ethical consumerism, food production methods, technological developments and small scale 'bottom up' approaches <p>Understanding:</p>	<p>Students will be able to explain how humans are using the planet's resources and the pressures there are on these resources.</p> <p>They will be able to explain food security, how the chance of being food secure is affected by human and physical factors and theories behind the growth of population and food availability.</p> <p>Students will be able to answer case study questions on Tanzania in relation to food security, with detailed examples of a local attempt, a past attempt and a national attempt to achieve food security.</p> <p>Student will be aware of a range of factors that affect the sustainability of food security.</p>	<p>Year 7 – Global Connections – Human, physical and environmental geography</p> <p>Year 9 – Development and Globalisation – how the world is developing and using resources, subsistence farming, Goat Aid</p> <p>Year 8 – Climate Change – the impact of fossil fuels on the environment</p> <p>Year 11 – Sustaining Ecosystems – impacts of logging</p> <p>Year 7 – Settlements - sustainability</p>	<p>GCSE Pods</p> <p>Case Study revision sheet</p> <p>Knowledge organiser</p> <p>OCR B Text book</p> <p>Seneca</p> <p>Kerboodle</p> <p>Teacher made Powerpoint presentations</p> <p>CGP OCR B GCSE Geography revision question cards</p> <p>Recommended: CGP OCR B GCSE Geography revision guide</p>

	<p>Supplies of food, energy and water are three of the most challenging issues the world faces. Significant numbers of people are resource poor, whilst others consume more than their fair share. They will investigate what it means to be food secure, how countries try to achieve this and reflect upon the sustainability of strategies to increase food security</p> <p>Skills:</p> <p>Interpreting proportional maps including choropleth, flow line and OS maps Interpreting graphs including bar graphs, line graphs and population pyramids Understanding expectations of exam questions Numerical and statistical skills Deconstruct, interpret, analyse and evaluate visual images including photographs, cartoons, pictures and diagrams</p>			
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