



Academic Learning Plan 2023-2024

Template – Year 11

Intent : Geography aims to deepen knowledge and understanding of the world. Students are challenged to question the world around them so they develop the inquisitive skills which will not only broaden student perspectives but also lead to strong outcomes ultimately creating compassionate global citizens .



| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Year 11 Units | Urban issues and challenges - Bristol | Bristol fieldwork | Changing economic world | Resource management | Paper 3 Preparation | Revision |
| Content | How Urban change has taken place in the UK. Social inequality as a result of these changes and the opportunities that have resulted due to this change. The growth of the city and the economic opportunities this change has brought. The environmental issues created and the opportunities to create a clean environment and benefit as a result of these. How an area of Bristol has been regenerated and why. | Factors when selecting questions for enquiry, geographical theory, primary and secondary sources, risks. Sampling and data collection methods. Range of visual, graphical and cartographic methods. | What is development, measures of development, changing population around the world linked to the DTM, causes of uneven development and strategies to reduce the development gap. A case study of a NEE (Nigeria) with reference to its links with the wider world in relation to its changing industrial structure, links with TNCs, Aid and environmental management. The results of these on its quality of life. The changing UK economy, how the UK has moved to a post industrial economy, examples of sustainable industry, how a changing economy has led to changing rural landscapes, changing transport infrastructure to meet the needs of a changing economy, the North South Divide in the UK and the UKs links with the wider world. | Impact of a rising global population on world resources. Resources in the UK (food, water and energy). Global water supplies and water insecurity. Creating sustainable water supplies. Knowledge of a large scale water management project -China's water transfer scheme. A local sustainable water scheme to compare to China. | Knowledge for this section of the course will be in relation to the pre released resource booklet available in March before the exam. There will be links between different areas of the course. | Covering a range of areas of knowledge identified by teacher / students that are in priority of revision prior to terminal examinations |
| Literacy | Extending writing to respond to 'to what extent', assess, evaluate, justify and discuss questions. | Researching historic changes to Bristol's social, economic and environmental aspects | Extending writing to respond to 'to what extent', assess, evaluate, justify and discuss questions. | Investigating large scale water transfer schemes in Asia. | Pre release resources | Revision of command words and key geographical vocabulary |
| Knowledge organiser | In place | In place | In place | In place | In place | In place |
| Assessment | Past papers on Urban geography. | Practice fieldwork questions on human geography and knowledge recall on Y10 fieldwork. Before Christmas a | In March a Paper 2 mock exam. | Past paper resource question | Mock paper 3 to be completed. | |

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| | | Paper 3 and Paper 1 mock exam. | | | | |
| GCSE AO Link (or other) if applicable | AO1, AO2 and AO3 Science - environmental sustainability. History industrial change in the UK. | AO1, AO2 and AO4 Data collection and sampling in Science / Maths | AO1, AO2 and AO3 Economics, maths. History of colonialization counties development around the world. IT - computer employment | AO1, AO2 and AO3 Science - resources | AO1, AO2, AO3 and AO4 | |
| Enrichment | | Field trip to Bristol | | | | |
| CEIAG | Employment opportunities in a local city (Bristol) are looked at in detail in relation to globalisation and a declining secondary sector, the effect of this on Bristol's population as a rise in tertiary and quaternary employment has taken place. Students look at jobs available in a local city and are encouraged to consider their place within this changing landscape. | Develop an appreciation and experience of a major UK city to contrast to experience of living in rural Somerset. | Students develop an understanding of the move towards a post-industrial economy. There is reference to jobs in the quaternary and tertiary sector (eg Just eat, Ardman animation, Lloyds, Axa, cancer research, BGS ect). Students are encouraged to think about their place within this changing economy. | Science - resources | Communicating ideas in group work. Presenting ideas in small groups to the rest of the class. Through geography pupils can explore local actions within the global context. Issues of justice, fairness and democracy are central and can be debated in terms of pupils' own experiences as well as using geographical issues as contexts BV. Understanding importance of buying locally grown or farmed produce, impact this has on a local and global scale. Impact of using technologies and contributing to global climate change. Understanding the consequences of their own actions related to using the worlds resources, recycling. Discussion on using fossil fuels and green energy. | |
| Homework | | | | | | |