



Without
geography,
you're
nowhere.

Long Term Plan Y11 Geography 23/24



ARCHBISHOP
SENTAMU
ACADEMY
Church of England

| Half term | Unit title | Key knowledge/ Content to learn and retain | Essential skills to acquire (subject & generic) | Link to subject intent and ethos 'Without geography, you're nowhere' | Anticipated misconceptions | Links to previous KS | Links to future KS | Opportunity for stretch for high prior attainers | SMSC & British Values | Cultural capital | Career link |
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| 1 | Paper 2: Urban Issues and Challenges | <p>Rio, Brazil - urban change/growth, challenges, opportunities and management.</p> <p>London, UK - urban change/growth, challenges, opportunities and management.</p> <p>Urban Sustainable Development - London.</p> | <p>Graphical skills: interpreting maps/graphs/photos.</p> <p>Cartographic: interpreting atlas/maps/diagrams/OS GR skills.</p> <p>Formulate enquiry and argument.</p> <p>Literacy: longer mark exam questions; and using sources of information.</p> <p>Numeracy: analysing/interpreting/calculating data.</p> | <p>Curiosity about different urban environments and the cultures.</p> | <p>Everyone lives in cities.</p> <p>All parts of Rio are poor and nobody has a job.</p> <p>Why can't they just improve all the favelas with money?</p> <p>More people live in Scotland than London.</p> <p>All migrants are illegal.</p> <p>There are no green spaces in London.</p> | <p>Y7: What are the opportunities and challenges facing Africa? How is Asia developing and transforming? All continent studies (people and places).</p> <p>Y8: How has urbanisation changed settlements over time?</p> | <p>A-Level Geography: Population and the environment.</p> <p>BTEC Travel & Tourism: Role that populations play in affecting the Travel and Tourism industry and its economy.</p> | <p>Evaluate whether the olympic games was a success for Rio or not.</p> <p>Evaluate the social, economic and environmental challenges of urban change in London.</p> <p>Investigate how London's transport system can be further improved to be more sustainable.</p> | <p>SMSC: SP1 Developing personal values and beliefs; SP2 Experiencing fascination, awe and wonder; SP3 Exploring the values and beliefs of others; SP4 Understanding human feelings and emotions; M1 Expressing personal views or values; M2 Investigating moral values and ethical issues; C1 Respecting diversity; S3</p> | <p>Explore how contrasting urban areas can share the same issues and challenges yet be so different, as well as an appreciation of the uniqueness of their own surroundings.</p> | <p>Aid worker.</p> <p>Urban planning.</p> <p>Transport management.</p> <p>Retail management.</p> <p>Town planning.</p> |

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| | | | | | The Olympics benefited everyone. | | | | Understanding how communities function. BV: Democracy, The Rule of Law, Mutual Respect & Tolerance. | | |
| 2 | Paper 2: The Changing Economic World | <p>Economic Development - quality of life indicators, TNCs and fairtrade.</p> <p>Lagos, Nigeria - global development gap, trade links and aid.</p> <p>The UK - economic change, deindustrialisation, north-south divide and transport improvements.</p> | <p>Graphical skills: interpreting maps/graphs/photos.</p> <p>Cartographic: interpreting atlas/maps/diagrams/OS GR skills.</p> <p>Formulate enquiry and argument.</p> <p>Literacy: longer mark exam questions; and using sources of information.</p> <p>Numeracy: analysing/interpreting/calculating data.</p> | Curiosity about different places and how their economies are different and changing. | <p>LICs have absolutely no access to clean water or electricity.</p> <p>Quality of life is just measured in terms of money.</p> <p>More people will mean that a country is richer.</p> <p>Migration only has negatives.</p> <p>Aid has no negative effects.</p> <p>No link between commonwealth and colonialism.</p> | <p>Y7: How is Asia developing and transforming? What are the diverse landscapes and cultures of North America and how do they attract tourists? All continent studies (people and places).</p> <p>Y8: Why do countries develop at different rates?</p> <p>Y9: How do populations change over time and what are the challenges? How does globalisation lead to an increasingly connected world?</p> | <p>A-Level Geography: Global systems and global governance.</p> <p>BTEC Travel & Tourism: Role of the Travel and Tourism industry in the economy.</p> | <p>Evaluate the effect a TNC has on a host and donor country.</p> <p>Investigate how Nigeria has global links and how strong they are.</p> <p>Evaluate the effects of deindustrialisation and a switch to hi-tech industries on the UK.</p> | <p>SMSC: SP2 Experiencing fascination, awe and wonder; SP4 Understanding human feelings and emotions; M4 Recognising right and wrong and applying it; M5 Understanding the consequences of actions; C1 Respecting diversity; S3 Understanding how communities function.</p> <p>BV: Democracy, The Rule of Law, Mutual Respect & Tolerance.</p> | Develop an appreciation that not all countries are at the same point of development and an understanding that all play a role in World trade. | <p>Aid worker.</p> <p>TNC management.</p> <p>Transport planning and management.</p> <p>Housing development.</p> <p>Trading/retail work.</p> <p>Manufacturing /industry.</p> |

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| 2-3 | Paper 2: The Challenge of Resource Management | <p>Global resource management - supply, consumption and inequalities.</p> <p>Resources in the UK - food, water and energy.</p> <p>Optional Topic: Global energy issues - challenges, management and named examples.</p> | <p>Graphical skills: interpreting maps/graphs/photos.</p> <p>Cartographic: interpreting atlas/maps/diagrams/OS GR skills.</p> <p>Formulate enquiry and argument.</p> <p>Literacy: longer mark exam questions; and using sources of information.</p> <p>Numeracy: analysing/interpreting/calculating data.</p> | <p>Locational knowledge about how resources are spread around the world.</p> | <p>There would never be a water deficit in the UK because of the weather.</p> <p>All energy costs the same.</p> <p>Every country uses the same amount of energy.</p> <p>Only LICs suffer from energy insecurity.</p> | <p>Y7: South America - Should the Peruvian Amazon be developed? All continent studies (people and places).</p> <p>Y9: Why is conservation of the world's resources so important but challenging?</p> | <p>A-Level Geography: Changing places.</p> <p>BTEC Travel & Tourism: Role of resources in the Travel and Tourism industry.</p> | <p>Investigate how the inequalities in supply and consumption of energy can be improved.</p> <p>Evaluate how UK resources can be distributed evenly and fairly.</p> <p>Evaluate how energy can be managed in a sustainable way and whether this has been successful or not.</p> | <p>SMSC: SP1 Developing personal values and beliefs; M1 Expressing personal views or values; M2 Investigating moral values and ethical issues; M5 Understanding the consequences of actions; C1 Respecting diversity; S3 Understanding how communities function. BV: Democracy, The Rule of Law, Individual Liberty.</p> | <p>Develop an appreciation that world resources are running out unless humans manage them sustainably and that not all places have the same access to resources as we do.</p> | <p>Energy development/production.</p> <p>Farming.</p> <p>Water management.</p> <p>Data analyst.</p> <p>Resource planning.</p> |
| 4 | Revision Unit | <p>Common themes in Paper 1.</p> <p>Common themes in Paper 2.</p> <p>Bespoke class revision derived from Y11 Nov/Feb PPE data.</p> | All skills. | Same as previous units. | Misconceptions from previous units and assessments/PPEs. | All KS3 topics. | All KS5 topics. | <p>Same as previous units.</p> <p>Focussing the practice on 9 mark questions.</p> | <p>SMSC: All from previous topics. BV: All from previous topics.</p> | Further develop the cultural capital gained and make further links between topics. | Links from previous units. |
| 5 | Paper 3: Issue Evaluation | Investigation of the pre-release booklet from | Graphical skills: interpreting | Locational knowledge about a chosen place | Misconceptions from the units the | Y7: What makes a good geographer and what is | Any of the KS5 topics. | Investigate the wider links to the topics | SMSC: SP2 Experiencing fascination, awe and | Develop an understanding of World topical issues | Data analyst. |

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| | | <p>the exam board.</p> <p>Practice possible exam questions.</p> | <p>maps/graphs/photos.</p> <p>Cartographic: interpreting atlas/maps/diagrams/OS GR skills.</p> <p>Formulate enquiry and argument.</p> <p>Literacy: longer mark exam questions; and using sources of information.</p> <p>Numeracy: analysing/interpreting/calculating data.</p> | <p>and curiosity about how the decision can be sustainable.</p> | <p>booklet links to.</p> <p>This unit is the same as fieldwork.</p> <p>All answers are in the pre-release booklet.</p> | <p>Europe's place in the World?</p> <p>South America - Should the Peruvian Amazon be developed? (Issue Evaluation)</p> <p>All continent studies (people and places).</p> <p>Y8 & Y9: Any other selected unit depending on the pre-release.</p> | | <p>from Papers 1 and 2.</p> <p>Analyse the issue from the pre-release and evaluate the possible solutions with a well-balanced argument.</p> | <p>wonder; SP4 Understanding human feelings and emotions; SP5 Using imagination and creativity in learning; M1 Expressing personal views or values; M2 Investigating moral values and ethical issues; M5 Understanding the consequences of actions; S2 Participating, cooperating and resolving conflicts. BV: All from previous topics.</p> | <p>and make further links between topics.</p> | <p>Issue management/resolution.</p> |
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