



Subject: Geography

Lead Teacher: Mr J Pimm

Year: 11

Curriculum organisation

Students are taught in mixed groups of approx. 20-30 for three hours per week. They are not grouped by ability.

Overview of Topics & Key Information

How will your child be learning?

Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	How will your child be learning?
Autumn Term	<ul style="list-style-type: none"> UK Physical landscapes: Rivers Geographical skills Fieldwork UK Physical landscapes: coasts 	<ul style="list-style-type: none"> What is the storm hydrograph and what factors affect it? How can flooding be managed? Fieldwork: River study at Carding Mill Valley. What skills do geographers need to use? How can geographers collect and analyse data to answer a geographical investigation question. Fieldwork: London regeneration What is the coast like? What processes operate at the coast? How does erosion shape a coastline? 	<ul style="list-style-type: none"> Map skills, graphical and statistical techniques. Fieldwork data collection Erosion, transport, deposition Lag time and factors affecting it Hard and soft engineering Waves, fetch, erosion, deposition, transport Longshore drift Bays, headlands, arches, stacks etc 	<ul style="list-style-type: none"> Evaluation skills, presenting a balanced argument. Analytical skills comparing countries Using case studies to support our understanding Map/graph skills including choropleth maps Statistical analysis skills 	<ul style="list-style-type: none"> Whole class discussion Pair work Practical activities Problem-solving tasks Watching short video clips Research tasks Debate
Spring Term	<ul style="list-style-type: none"> UK Physical landscapes: coasts Resource management: Water Revision 	<ul style="list-style-type: none"> How does deposition shape a coastline? What landforms are associated with deposition and erosion? How can coastlines be managed? The importance of resources: water, energy and food to the UK and the world. Why is the demand for water increasing? What are the large and small scale options to increase water supply? How can water be managed more sustainably? 	<ul style="list-style-type: none"> Beaches, spits, bars tombolos Hard and soft engineering Case study: Medmerry reserve The importance of water to people Large scale water transfer projects Small scale, charitable projects for the sustainable supply of water in LICs 	<ul style="list-style-type: none"> Evaluation and providing both sides of an argument Debating skills Focused and targeted research skills Assessment of the relative importance of several factors Graphical and statistical skills 	
Summer Term	Revision				

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> • Standard school stationery • Ring binder/lever arch file • Dividers • Calculator 	<ul style="list-style-type: none"> • End of unit tests (subject knowledge focus) • Formal assessment week (May) • Peer and self-assessment • Homework tasks (often research or project based) • Retrieval practice activities
Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> • SustainNGHS consider how we can make our activities in school and further afield more sustainable so that we all work together to look after our planet • Fieldwork opportunity: Day visit to Carding Mill Valley to practice fieldwork and skills, and revise rivers theory • Websites which can be used to extend knowledge and reading <ul style="list-style-type: none"> ○ https://www.nationalgeographic.com/ ○ https://www.rgs.org/ 	<ul style="list-style-type: none"> • Watch news reports of current Geographical issues • Discuss world news events, especially those regarding the environment and climate change, political change and the economy. • When out and about, encourage your child to try and describe and explain the human and physical geography of where you are! The student could even guide you with their map skills!
Inclusion	Inclusion within year 11 geography
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this. 	<ul style="list-style-type: none"> • In addition to the whole-school inclusion points, field work opportunities in the geography department are always made inclusive. Itineraries are adapted to ensure all students are able to safely take part in field work. • The use of maps and small figures can be difficult for visually impaired students; therefore students are able to use a magnifier to ensure that small details can be seen. This is a preferable option to enlarging maps as this will affect the use of scale for measuring distance. • Extra-curricular opportunities in the geography department such as the Eco-Schools group (SustainNGHS) are available for all students, with all being encouraged to attend and take a leading role.

If you have any questions about this Learning Overview, please contact the named Teacher above.