

Geography

We aim to inspire our students to have a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We want to equip our students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As students progress through the subject, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

At Cornwallis Academy, we teach the National Curriculum for Geography, which aims to ensure that all students:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- are competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- are competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Year 11 Geography

Term One

Content of study	'Changing Economic World' Unit 2.2 # 1
What are the aims and objectives of this term?	In '<u>The Living World</u>' [Unit 2.2] # 2 there may be content that needs to be recapped from the time spent on it in Term 6 of Year 10 Once any excess content is completed [See Y10/Term 6 for aims and content] we will move on to 'Changing Economic World' Objectives for Term 1 are: • Be able to define key terms that enhance exam responses when used appropriately • Be able to develop contextual knowledge of specific places [The developmental characteristics of Nigeria as a key NEE and 'MINT country'] • Be able to apply knowledge to draw conclusions and comment on effectiveness. [evaluate] In this instance of how globalisation assists with development. • Be able to interpret data, such as economic growth, composite bar graphs for exports, available skills, etc. Content covered in Term 6/Unit 2B • There are global variations in economic development & quality of life. ○ Classification of development ○ Limitations of measures ○ Demographic Transition Model v Development ○ Causes/consequences of uneven development

	• Various strategies exist for reducing the global development gap • Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. [Including case study of Nigeria]
What previous knowledge is required?	The work we do in the changing Economic World' unit does not just address the physical characteristics and does draw on economics and social aspects, so an understanding of development [as studied in Term 1/Y8 too] is important. Other knowledge, already gathered from the course, such as 'Resource Management' would be useful as it explains the difficulties that some countries have in securing reliable sources of energy, food and water. The growth of the oil business can be illustrated in the study of TNCs like Shell and their work in Nigeria, which has seen a massive growth in use of energy.
How will this term's content help with future learning?	Good Geographers are able to build on their place knowledge, in this case of Nigeria and using theory they have learnt to understand what is happening in High Income Economies, like the UK, which is studied later. Economic development is relevant when studying a diverse range of topics, for example in the 'Challenge of Physical Hazards' where economic growth has led to greater mitigation.
Resources	Video clip to introduce the topic: What is Fair Trade? Nigeria-Future African Superpower
Links to the national curriculum/specification	AQA-8035-Specification-2016.PDF In Term 1/Year 11, we cover the ways in which globalisation is impacting LIC and NEE countries, specifically through the expansion of Transnational Corporations. This has previously been addressed, though using different examples in Y9/Term 3 'Globalisation' The AQA 8035 GCSE specification requires us to study an LIC/NEE to illustrate their importance, both regionally and globally, its changing industrial sector, the role of TNCs, changing political and trading relationships and the impact of economic development
Assessments	In Term 1 of Y11, we will assess the student's proficiency with higher tariff questions, based on the 'Hot Desert' content of the unit 'Living World'. It is not so much the content that is being focussed on, but the exam technique. This will be accomplished by setting a series of higher tariff questions The aim is to stretch the most able with the longer questions, as in Y10, but we have to help the less able by illustrating what an answer that achieves 50% or more looks like. The highest ability students will be able to use full mark exemplar responses to help model what they need to improve their own. See resources for revision materials
Term Two	
Content of study	The Changing Economic World [Unit 2.2] # 2

What are the aims and objectives of this term?	Our aim is to apply what we learnt about in Term 1 in a comparison with an HIC. [High Income Country] The causes and consequences of uneven development are linked to the changes in the UK case study Objectives for Term 2 are: • Be able to define key terms that enhance exam responses when used appropriately • Be able to develop contextual knowledge of specific places [The changing nature of the UK as an economic power] • Be able to apply knowledge to draw conclusions and comment on effectiveness. [evaluate] In this instance of how globalisation has helped result in change, for example, the global shift of manufacturing to the Far East from the West • Be able to interpret data, such as economic growth, composite bar graphs for exports, available skills, etc. Content covered in Term 1/Unit 2B • Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. This will include; ○ Causes of change, i.e, deindustrialisation ○ Moving towards post industrial development ○ Sustainable industrial development-Cambridge ○ Socio-Economic change in rural area ○ North South divide ○ UK's place in the wider world
What previous knowledge is required?	In the study of Changing Economic World, # 2, we would again reference the work done on 'Globalisation [Term 3/Y9] and previously in 'Development' [Term 1/Y8] In addition, we would consider the content from 'Urban Issues and Challenges' [Term 1 & 2/Y10] as there is a focus on London, which reflects globalisation in UK and in Rio, representing the issues experienced in NEEs The back ground provided in the units cited from KS3 learning offers the student an easier time in understanding concepts so that the in-depth case studies and the application of knowledge can be focussed on. The Urban Issues unit was explained in a previous paragraph. Understanding globalisation is crucial to understanding the causes of inequality and the North/South divide. This previous knowledge must be reiterated in terms of its future relevance when taught so emphasising the synopticity of the course is important. The pre-release document is based on a topic that could appear in any part of the specification and so a secure understanding of all is required for successful completion of the issue evaluation [Unit 3/Part 1]
How will this term's content help with future learning?	Good Geographers are able to build on their place knowledge, in this case of using what they know about economic development and inequality in an NEE and applying it to the study of how physical hazards may affect countries of similar economic standing, such as our LIC/NEE case study of Nepal, in 'Challenge of Physical hazards' Term 3/Y11. There may also be some relevance to the Unit 3/Section 1 task where an evaluation of a geographical issue is required. In previous years, an evaluation of a new transport link, built through the Peruvian Rainforest relied heavily on the students understanding of an NEE's economic needs.

Resources	Video clip to introduce the topic: Introduction to the Changing UK Economy
Links to the national curriculum/specification	AQA-8035-Specification-2016.PDF In Term 1/Y11, we continue to study the ways in which globalisation is impacting countries, specifically through the looking at the changes in the UK economy. This has previously been addressed, though using different examples in Y9/Term 3 'Globalisation' and focussing on examples like China and what they do that affects us in the UK. The AQA 8035 GCSE specification requires us to study the UK to illustrate the causes of economic change, what a post-industrial economy looks like, modern industrial developments, etc
Assessments	In Term 2 of Y11, we will assess the student's progress in pre public exams. [PPEs] Each component studied so far will be represented in the papers, including Urban Issues and Challenges, Physical Landscapes of the UK, Challenge of Resource Management and Economic World [selected topics] Exemplar responses are provided for all questions and time is spent in class examining student responses and how they can improve upon them. See resources for revision materials
Term Three	
Content of study	Challenge of Living with Physical Hazards [Unit 1.1] # 1
What are the aims and objectives of this term?	Our aim is to work through the tectonic and weather hazards in Term 3, covering the following; Objectives for Term 3 are: • Be able to define key terms that enhance exam responses when used appropriately, such as those referring to processes, such as subduction and liquefaction, etc • Be able to develop contextual knowledge of specific places [Places where different impacts may be evident, such as the contrasting case studies of Nepal and L'Aquila earthquakes. • Be able to interpret data, such as that seen in graphs, or other qualitative sources that help us draw conclusions or evaluate success of mitigation. Content covered in Term 3/Unit 1.1 • Natural hazards pose major risks to people and property. • Earthquakes and volcanic eruptions are the result of physical processes. • The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. • Management can reduce the effects of a tectonic hazard. • Global atmospheric circulation helps to determine patterns of weather and climate • Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. • Tropical storms have significant effects on people and the environment. • Extreme weather events in the UK have impacts on human activity.

What previous knowledge is required?	The work done in Y9/Term 4 in Tectonic Hazards will provide a useful grounding in the basics of how tectonic plates move and what hazards they can result in. A more subtle link when studying the economic impacts on the nature of the hazards can be found in Y8/Term 1 when the benefits of economic development are explored. More able students will make this link easily but it will need to be made explicitly clear that less economically developed countries tend to have less control over the impacts they suffer
How will this term's content help with future learning?	With this being the last unit of content, it is not so much a case of supporting new content, even with the climate hazards that are yet to be covered. Instead, it may be the case that this unit is required in the Unit 3/Section A and features in some way in the pre-release document that is available in mid-March. It is more likely that the synoptic links for the revision that are going to be of much more use. The connections between all kinds of hazards are often down to wealth/lack of wealth. This may be relating to the levels of development and thus linked to 'Changing Economic World'. Cities growth can be curtailed by the regular exposure to hazards, whether they be atmospheric or tectonic, thus linking this unit to 'Urban issues and Challenges'.
Resources	Video clip to introduce the topic: Why do people live near hazards? Hazards and tectonic plates
Links to the national curriculum/specification	AQA-8035-Specification-2016.PDF In Term 3/Y11, we teach about the ways that the dynamic processes of the earth, both atmospheric and tectonic can affect people and that these impacts are often different in severity. The specification, GCSE AQA 8035 requires us to teach about theory, both for tectonic plate theory and atmospheric circulation in order to discuss earthquakes in areas of contrasting wealth and a major tropical storm, in this case, Typhoon Haiyan.
Assessments	In Term 3 of Y11, we will assess the student's proficiency with higher tariff questions, based on the content of the unit Challenge of Physical Hazards, specifically on tectonic hazards. It is not so much the content that is being focussed on, but the exam technique. The aim is to stretch the most able with the longer questions, as in Y10, but we have to help the less able by illustrating what an answer that achieves 50% or more looks like. The highest ability will be able to use full mark exemplar responses to help model what they need to improve their own. See resources for revision materials
Term Four	
Content of study	Challenge of Living with Physical Hazards [Unit 1.1] # 2 [First 3 weeks of term]
What are the aims and objectives of this term?	The aim is to finish the work from Term 3/Y11 and complete the final section, addressing the climate hazards aspect of the unit. The second part of the term will be

	given aside to the pre-release document and revision, dependant on dates of the pre-release being given out. Objectives for Term 3 are: • Be able to define key terms that enhance exam responses when used appropriately, such as those referring to processes, such as, enhanced global warming, etc. • Be able to develop contextual knowledge of specific places [Places where different impacts may be evident, such as Egypt experiencing more problems as a result of climate change than we would in the UK] • Be able to interpret data, such as that seen in climate graphs, graphs outlining long term patterns, like the 'hockey stick' or other qualitative sources that help us draw conclusions or evaluations. Content covered in Term 4/Unit 1.1 # 2 • Climate change is the result of natural and human factors, and has a range of effects. ○ Evidence of climate change from Quaternary to present day ○ Overview of effects of climate change • Managing climate change ○ Mitigation (reducing causes) ○ Adaptation (responding to change)
What previous knowledge is required?	The work done in Year 9/Term 1 in 'Natural Resources' and climate change will provide a useful grounding in the basics of how climate changes naturally and what it looks like when humanity influences our climate. A more subtle link when studying the economic impacts on the nature of the hazards can be found in Y8/Term 1 when the benefits of economic development are explored. More able students will make this link easily but it will need to be made explicitly clear that less economically developed countries tend to have less control over the impacts they suffer, for example in Philippines when they experienced Typhoon Haiyan but knew about it days in advance and were still deeply affected by it.
How will this term's content help with future learning?	With this being the last unit of content, it is not so much a case of supporting new content. Instead, it may be the case that this unit is required in the Unit 3/Section A and features in some way in the pre-release document that is available in mid-March. [Same as for Y11/Term 3] It is more likely that the synoptic links for the revision that are going to be of much more use. The connections between all kinds of hazards are often down to wealth/lack of wealth. This may be relating to the levels of development and thus linked to 'Changing Economic World'. Cities growth can be curtailed by the regular exposure to hazards, whether they be atmospheric or tectonic, thus linking this unit to 'Urban issues and Challenges'.
Resources	Video clip to introduce the topic: Climate change negotiations summary-Mrs Geography Cause and Effect of Climate Change-Nat' Geo'
Links to the national curriculum/specification	AQA-8035-Specification-2016.PDF

	In Term 4/Year 11, we teach about the ways that the dynamic processes of the earth, relating specifically to the changing nature of global change, how it affects people and how we mitigate it. The specification, GCSE AQA 8035 requires us to teach about theory, covering how we can evidence climate change in the past. In addition, we are required to explore how we can mitigate and adapt to a warming world, across a range of factors that will be affected, such as water availability, rising sea levels/flooding, etc.
Assessments	In Term 4 of Y11, we will continue to assess the student's proficiency with 'Walking Talking' mini mocks, both for the topic of Climatic hazards and for subsequent work on pre-release and revision. This will vary according to the needs that each student has, determined by PPEs, other assessment tasks and completion of their Personal Checklists. Teaching staff will allow students to work on different topics while offering guidance on how to improve scores in individual questions.
Term Five	
Content of study	Guided revision/No unfinished content left to complete
What are the aims and objectives of this term?	Revising content according to the Personal Learning Checklist. Content that is not yet considered 'green' [understood] will be covered and the assessment objectives applied to specific case studies [often an area of weakness for students]
What previous knowledge is required?	All previous knowledge, practice and upgraded work will serve as materials to help achieve target grade/grade '4' + [whatever is higher]
How will this term's content help with future learning?	No content studied; N/A
Resources	All PPTs, case study documents, exercises books, exam practice/ assessment folders from the course of study are available to all
Assessments	No formal assessments are used but bespoke tasks are set, either as 'walking, talking mocks' or single exam questions. The rationale is to make this period of time one which is used for gap filling, where this has not been managed thus far.