

**Subject: Geography**

**Year 11**

Curriculum and Assessment Progression Map

Holy Family

Catholic High School

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Learning Constructs to be developed over the academic year. – Core Knowledge** | **Scheme of Learning**  **Autumn Term** | **Scheme of Learning**  **Spring Term** | **Scheme of Learning**  **Summer Term** |
| **Natural Hazards**  **Urban Issues**  **Changing Economic World**  **DME Paper 3 prep** | **3.1.1.1 Natural hazards**  Natural hazards pose major risks to people and property.  3.1.1.2 Tectonic hazards  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.  **3.1.1.3 Weather hazards**  Global atmospheric circulation helps determine patterns of weather and climate. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.  Global atmospheric circulation helps determine patterns of weather and climate. Tropical storms have significant effects on people and the environment. The UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity.  **3.1.1.4 Climate change**  Climate change is the result of natural and human factors and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). | **3.2.1 Urban issues and challenges**  A growing percentage of the world’s population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEEs. Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Urban sustainability requires management of resources and transport.  **3.2.2 The changing economic world**  There are global variations in economic development and quality of life**.** Various strategies exist for reducing the global development gap.Some LICs or NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.Major changes in the economy of the UK have affected and will continue to affect employment patterns and regional growth. | DME Paper 3 Preparation |
| **Hinterland Knowledge** | Links to SoL year 8/9, expanded knowledge of case studies around economic, environmental and social impacts. Expanded learning on Convection heat currents. Re-engagement on maths link on data associated with natural disaster, new map skill work as taken from AQA examples. | Understanding of differing weather, link back to Year 7 fieldwork  Use of science experiments for pressure and heat currents  Use of COP 22 data, effective use of data for discussion. |  |
| **Assessment:**  **-Formative Techniques**  **-Summative Pieces** | INTERACTIONS from our learning model. Active, deeper questioning, think-pair-share, ‘basketball’ rather than ‘ping-pong’, quizzes, ‘always, sometimes, never true’, multiple choice questions, flashback 4 starter questions. | | |
| End of Unit test, exam question every 2 weeks. |  |  |
| **Key Vocabulary** | Straight line graphs. Bar Charts. Articles from Guardian. HIC/LEE/PEEL. Regeneration. Leaching. Tourism | All key words for processes and features. Use of self-research for case studies. Class to each take sides and research decision based exercise on WWYD, LIC; Nee: HIC. Article reading from TIMES and York Press. News articles from BBC |  |
| **Key Skills** | Develop PEEL. Develop Use of data and case studies. Expansion of justify technique. | Develop PEEL. Develop use of data and case studies. Expansion and prep for Paper 3, expand, opinion, justify. | Develop PEEL. Develop use of data and case studies. |
| **Opportunities outside the taught curriculum.** | Trip to Drax power station, Outside sketch drawings of local ecosystem. | | |