



Without  
geography,  
you're  
nowhere.

# Long Term Plan Y11 Geography

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	Extending the curriculum / ILZ Opportunities	SMSC & British Values	Cultural capital	Career link
1	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>	<p>Curiosity about different places and how their economies are different and changing.</p>	<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</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</p>	<p>A-Level Geography: Global systems and global governance.</p> <p>BTEC Travel &amp; 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. BV: Democracy, The Rule of Law, Mutual</p>	<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>	<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>

					h and colonialism.	change over time and what are the challenges? How does globalisation lead to an increasingly connected world?			Respect & Tolerance.		
2	Paper 3: Fieldwork	Fieldwork visit to collect physical and human primary data.  Familiar fieldwork investigation/follow-up.  Unfamiliar Fieldwork skills/practice.	Fieldwork: investigative and analytical skills.  Graphical skills: interpreting maps/graphs/photos.  Cartographic: interpreting atlas/maps/diagrams/OS GR skills.  Formulate enquiry and argument.  Literacy: longer mark exam questions; and using sources of information.  Numeracy: analysing/interpreting/calculating data.	Real life experience in an area local to the students.	A hypothesis is a guess.  Fieldwork has to be in unique places like the Grand Canyon etc.  All data is the same.  Collecting fieldwork data is only done by scientists and explorers.  Maths is only done in maths lessons.	Y7: What makes a good geographer and what is Europe's place in the World? All continent studies (people and places).  Y8: How do rivers and coasts change our landscapes? How do physical processes and geographical location affect weather and climate? (Fieldwork Investigation)	A-Level Geography: AS fieldwork topic and NEA.  BTEC Travel & Tourism: Use of data and analysis for research purposes.	Investigate how their fieldwork enquiry could be improved if they were to do it again.  Evaluate the advantages and disadvantages of different data collection methods.  Making links between different data sets.	SMSC: SP2 Experiencing fascination, awe and wonder; SP5 Using imagination and creativity in learning; M2 Investigating moral values and ethical issues; M3 Moral codes and models of moral virtues; C3 Appreciating personal influences; S1 Developing personal qualities and using social skills; S3 Understanding how communities function. BV: The Rule of Law, Individual Liberty, Mutual Respect & Tolerance.	Investigate how different physical and human factors affect a place different to their own, as well as developing vital transferrable social skills that will benefit them in their future life.	Data collection - fieldwork techniques.  Data analyst.

2-3	Paper 2: The Challenge of Resource Management	Global resource management - supply, consumption and inequalities.  Resources in the UK - food, water and energy.  Optional Topic: Global energy issues - challenges, management and named examples.	Graphical skills: interpreting maps/graphs/photos.  Cartographic: interpreting atlas/maps/diagrams/OS GR skills.  Formulate enquiry and argument.  Literacy: longer mark exam questions; and using sources of information.  Numeracy: analysing/interpreting/calculating data.	Locational knowledge about how resources are spread around the world.	There would never be a water deficit in the UK because of the weather.  All energy costs the same.  Every country uses the same amount of energy.  Only LICs suffer from energy insecurity.	Y7: South America - Should the Peruvian Amazon be developed? All continent studies (people and places).  Y9: Why is conservation of the world's resources so important but challenging?	A-Level Geography: Changing places.  BTEC Travel & Tourism: Role of resources in the Travel and Tourism industry.	Investigate how the inequalities in supply and consumption of energy can be improved.  Evaluate how UK resources can be distributed evenly and fairly.  Evaluate how energy can be managed in a sustainable way and whether this has been successful or not.	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.	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.	Energy development/production.  Farming.  Water management.  Data analyst.  Resource planning.
4	Revision Unit	Common themes in Paper 1.  Common themes in Paper 2.  Bespoke class revision derived from Y11 Nov/Feb PPE data.	All skills.	Same as previous units.	Misconceptions from previous units and assessments/PPEs.	All KS3 topics.	All KS5 topics.	Same as previous units.  Focussing the practice on 9 mark questions.	SMSC: All from previous topics. BV: All from previous topics.	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.

		<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 &amp; 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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