

## Year 11 Geography

A range of typical physical and human topics are taught following the specifications detailed by AQA. These normally follow a set formula of geographical theorem linked to real-life case study exams in which students evaluate causes, impacts and responses. Learned ideas follow the AQA assessment objectives:

- AO1 = key geographical idea
- AO2 = development of the geographical idea (often linked to the command word of the question)
- AO3 = specific facts/figures linked to a figure (e.g. graph, photo, table) or a case study example
- AO4 = completion of a relevant geographical skill (e.g. statistical or cartographical) or fieldwork data collection and analysis

Lessons are updated year-on-year to match updates and developments that occur in geographical understanding across the globe.

Students build knowledge through a combination of teacher and student-led learning which is then applied to a range of different scenarios including practice summative questions, mini-essay type answers, photographic analysis, presentational work and a wide variety of media (e.g. poster work, verbal presentations and group discussion).

### Methods of deepening and securing knowledge:

Spaced practice	Spaced practice is developed through key themes of social, economic and environmental analysis and is applied to all topics where possible – allowing the students to build this skill over time. Recurring links between case studies are made when investigated (e.g. explanations for impacts of deforestation and desertification studied in Year 11 link to impacts of deforestation discussed as part of the physical landscapes module in Year 10 and climate hazards in Year 9).
Retrieval practice	Retrieval practice is evident particularly through the use of short-answer exam questions used as starter activities each lesson (which revisit and re-assess understanding of topics learned earlier in the year). All topics from Years 9-11 are then revised thoroughly during the spring term (including theory, case studies and formative exam questions).

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	<b>Living World</b> <ul style="list-style-type: none"> <li>- Ecosystems</li> <li>- Global Biomes</li> <li>- Impacts of change</li> <li>- Rainforests</li> <li>- Malaysia</li> <li>- Deforestation</li> <li>- Sustainable management</li> </ul>	<b>Living World</b> <ul style="list-style-type: none"> <li>- Deserts</li> <li>- Thar Desert</li> <li>- Causes of desertification</li> <li>- Reducing desertification</li> </ul>	<b>Revision</b> <ul style="list-style-type: none"> <li>All units from papers 1 and 2</li> </ul>	<b>Issue Evaluation</b> <ul style="list-style-type: none"> <li>- Pre-release issued by the exam board</li> </ul>		

Assessment	<b>Year 11 PPE (unit 1 and 2)</b> - Covering all 6 topics across papers 1 and 2 - Usually the papers from the previous summer	<b>Unit 3 PPE</b> - Covering fieldwork and skills taught in Year 9 and Year 10	<b>Issue evaluation test paper</b> - Made in-house - Envisaged questions for the pre-release		
CEIAG ( <i>Careers that are linked to that topic</i> )	- Global governance - Climatologist - Biologist - Sustainability-related jobs				

<b>Independent Learning:</b> Independent learning is a core part of learning and serves to support the learning in class, enrich the student experience and develop learning skills. There are several types of independent learning set in geography such as: <ul style="list-style-type: none"> <li>• Reading a provided article for a case study (to be studied the following lessons).</li> <li>• Revising for an upcoming assessment using a specifically designed revision sheet. Preparing for assessment is an essential part of each topic as each assessment allows teachers and students to see their progress. It is crucial that revision is completed so students can show what they know.</li> <li>• Completing a task set in lesson.</li> <li>• Researching a new topic to be studied in a following lesson.</li> </ul>
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