

Year 11

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn term	The challenge of natural hazards	What are the challenges presented by natural hazards?	<ul style="list-style-type: none"> ● Key physical and human features of the world. ● What are natural hazards. ● Tectonic hazards. ● Weather hazards. ● Climate change. 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> ● Peer, self and teacher assessment throughout the term of work produced. ● To explain the landforms and features associated with the different plate boundaries. ● To identify and categorise the different tectonic hazards. ● To identify and explain the different weather hazards. ● To identify and explain the different climate hazards. ● To identify, categorise and assess the effects and responses to these hazards. <p>Skills</p> <ul style="list-style-type: none"> ● Data description and analysis. ● Geographic literacy. ● Exam technique. ● PEEL paragraph writing – particularly focusing on how evidence is used to support points. ● Development of decision making and issue evaluation skills. ● Development and justification of own ideas based on Geographical concepts and understanding. <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> ● Self and peer assessment of weekly ‘seen’ exam questions. ● homework testing knowledge and understanding – one from each topic. ● End of unit assessment (exam questions) – one for each topic.

Spring 1	Resource Management	Why are there issues surrounding resource management?	<ul style="list-style-type: none"> ● The importance of food, water, and energy to economic and social well-being and global distribution of resources. ● Food, Water, and Energy in the UK 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> ● Peer, self and teacher assessment throughout the term of work produced. ● To describe and explain the global distribution of resources and energy globally and in the UK. ● To identify some of the issues associated with these uneven distributions and assess their importance. ● To identify and assess the ways in which we can manage our energy use. <p>Skills</p> <ul style="list-style-type: none"> ● Data description and analysis. ● Geographic literacy. ● Exam technique. ● PEEL paragraph writing – particularly focusing on how evidence is used to support points. ● Development of decision making and issue evaluation skills. ● Development and justification of own ideas based on Geographical concepts and understanding. <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> ● Online homework testing knowledge and understanding – one from each topic. ● End of unit assessment (exam questions) – one for each topic.
Spring 2	Energy		<ul style="list-style-type: none"> ● Global distribution and reasons for energy use + factors affecting supply. ● Impacts of energy insecurity – exploration, economic and environmental costs, food, industry, conflict. ● Increasing energy supply: renewable and non-renewable sources. ● Individual energy use and carbon footprints – energy conservation: homes, workplace, transport, demand reduction, use of technology to increase efficiency. 	

<p>Summer 1</p>	<p>Issue Evaluation</p>		<ul style="list-style-type: none"> ● Paper 3- pre-release <p>Revision</p>	<p>How understanding is assessed</p> <ul style="list-style-type: none"> ● Peer, self and teacher assessment throughout the term of work produced. <p>Skills</p> <ul style="list-style-type: none"> ● Data description and analysis. ● Geographic literacy. ● Exam technique. ● PEEL paragraph writing – particularly focusing on how evidence is used to support points. ● Development of decision making and issue evaluation skills. ● Development and justification of own ideas based on Geographical concepts and understanding.
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