

# Sackville School Geography Curriculum - Year 11



TERM	WHAT? (Is delivered?)	WHY? (Is this important?)	WHY NOW? (Why is this taught now?)	IMPACT? (What is the impact at the end of this half term?)	ASSESSMENT
1	The Challenges of Natural Hazards	This topic includes studying the causes, impacts and responses to a range of natural hazards, including tectonic hazards, weather hazards, and climate change. This popular topic develops students' understanding of important physical processes and how they impact the human world, and are exacerbated by climate change and inequality of development. Each hazard is studied around real world case studies, developing students knowledge of place, and examines the potential to minimise the impacts via effective planning and preparation	This topic builds upon the concept of development from the previous topic. It also reintroduces the concept of global warming and the enhancement of the greenhouse effect, which they last studied in year 9, which will be referred to regularly in subsequent topics. There are lots of opportunities for skills development, using maps and photographs of example natural hazards, which help develop and consolidate students abilities.	Students will be able to: <ul style="list-style-type: none"> <li>• Explain the processes that cause tectonic hazards, and explain their impacts at different levels of development, and examine the potential management strategies.</li> <li>• Explain the formation of tropical storms and flooding in the UK, and explain how they can be managed.</li> <li>• Explain the evidence for climate change and explain how its impacts can be managed.</li> </ul>	Google form quiz Tests based on past paper questions: 1. End of topic test on tectonic hazards 2. End of topic test on weather hazards 3. End of topic test on climate and change.
2	Resource Management	Students learn about the global distribution of resources, and specifically the provision of food, water and energy in the UK. This develops students' appreciation of the need to use resources sustainably, both on a global scale, and their own personal ecological footprint. We then study food	We teach this topic now as it is a comparatively short topic, allowing for any over run from year 10, and because it provides us with time to teach the final topic and then some time for revision prior to the exam season. We study global food production, as we feel it is a more engaging topic than	Students will be able to: <ul style="list-style-type: none"> <li>• explain the inequality of resource production and consumption globally.</li> <li>• explain the challenges facing the UK's provision of resources</li> <li>• explain the impacts of global food insecurity</li> </ul>	Google form quiz Tests based on past paper questions: 1. End of topic test

		management in depth, looking at global food supply and the management of global food production, using a range of examples and case studies.	water or energy, and the department has developed expertise in this area of the course. There are also strong links to the Living World topic, such as deforestation, global atmospheric circulation, and ecosystems, which provides an opportunity for retrieval and revision.	and a range of strategies to produce food sustainably	
3	Urban Issues and Challenges	<p>This topic is very popular with students, who find it fascinating to learn about the world's megacities, and how people live in urban areas in newly emerging economies, such as India.</p> <p>For our Urban Change UK city case study we study London. Students find this topic engaging as they learn about the history and location of the UK's capital city, but also about the characteristics of different boroughs of London and how it has changed since deindustrialisation. They develop an appreciation for how important London is globally.</p>	<p>We study Mumbai in India, as it provides a breadth of knowledge compared to studying Lagos, which students already have some knowledge of from the Nigeria topic. We study London, rather than Bristol, which is in the textbook, as it is local to us, so we can visit the city on our human geography field trip to the Olympic Park in Stratford. Students are also likely to visit London regularly as they live so locally. There are also strong links to the Changing Economic World topic, so studying this topic so close to the end of the course provides an opportunity for retrieval and revision. This topic also includes skills such as statistical skills and map skills, so acts as a final practice.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• identify the location, and characteristics of a range of megacities and explain why the world is becoming more urbanised.</li> <li>• identify a range of opportunities to rapid urbanisation in Mumbai</li> <li>• explain how London has been impacted by industrialisation, including the regeneration of East London and developments to make housing and transport more sustainable.</li> </ul>	<p>Google form quiz</p> <p>Tests based on past paper questions:</p> <ol style="list-style-type: none"> <li>1. End of topic test on Megacities and Mumbai</li> <li>2. End of topic test on London</li> <li>3. Assessment of Human field work</li> </ol>

Links to L4L Curriculum and Gatsby Benchmarks:

Careers in the energy sector, town planning, development sector,  
L4L links to mental health benefits of regeneration, healthy lifestyles, employability and careers