

 **Alcester Academy Curriculum Planning: Key Stage 4 (Year 11)**

Department: Geography		Year Group: 11					
Term	Topic/subject	Assessment Objectives	Knowledge acquisition	Skill building <i>Intent</i>	Wider reading opportunities to include numeracy and SMSC	Final assessment task and title	SEND & PP Identify where access and learning is supported
Autumn 1	Living with the Physical Environment - The Challenge of Natural Hazards	A01, A02, A03, A04	<p>To be able to define and categorise natural hazards, to understand the structure of the earth and how the movement of plates create landforms.</p> <p>To know the main types of plate boundary, to understand how earthquakes happen and volcanoes form, and to be able to explain the short and long- term effects of natural disasters.</p>	<p><i>Students will learn:</i> Constructive, destructive, and conservative plate boundaries.</p> <p>Structure of the earth.</p> <p>Planning, preparing, and predicting natural disasters.</p> <p>Natural disaster management.</p> <p>Kobe and Haiti earthquake examples.</p> <p>Japanese tsunami example.</p>	<p><i>SMSC:</i> Impact of disasters on people and nations. Response of others. Empathy and responsibility.</p> <p><i>Literacy:</i> Key words and terminology Begin to develop written answers. Different styles and forms of writing. Use of exam command words – writing to explain and writing to compare Manipulating information-ranking, categorising, and interpreting.</p> <p><i>Numeracy:</i> Interpreting and constructing graphs and maps. Identifying links and patterns in processes and in data.</p>	<p>Exam style assessment</p> <p>Teacher assessed and then self evaluation and assessment.</p> <p>Reflection on grade, strengths and weaknesses and areas for development</p>	<p>SEND: Differentiated resources (writing frames, templates, worksheets, AFL grids, connective words, assigning student roles)</p> <p>Identification of subject specific vocabulary: Tectonics, plates, magma, lava, mantle, crust, oceanic, continental, boundaries, collision, destructive, conservative, constructive, earthquake, volcano, management, immediate, long-term, primary, secondary</p>

							<p><i>Differentiation for low age readers:</i> Work books for students provide differentiation of work with: - Vocabulary tables for learners for spelling and developing literacy skills - Cross words, word searches and literacy games built in to the work books - Extended reading tasks for more able students to extend literacy challenge</p> <p>For specific low level readers: - Bookmarks made for low reading age with basic subject specific vocabulary</p> <p>Reading age assessment</p>
Autumn 2	Living with the Physical Environment - Weather Hazards	A01, A02, A03, A04	To be able to understand the global atmospheric circulation model, and to consider how this relates to the UK's weather. To be able to explain how hurricanes form, and to be able to describe their features. To understand what climate change is, and how this may	<p><i>Students will learn:</i> The global atmospheric circulation model and how air is moved from the Poles.</p> <p>Hurricane formation.</p>	<p><i>SMSC:</i> Impact of disasters on people and nations. Response of others. Empathy and responsibility. Climate change and responsibility.</p> <p><i>Literacy:</i></p>	Exam style assessment Teacher assessed and then self evaluation and assessment.	<p><i>SEND:</i> Key words and terminology Begin to develop written answers. Different styles and forms of writing. Use of exam command words – writing to explain and writing to compare. Writing to inform.</p>

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			<p>change the nature of tropical storms. To be able to explain the impact of tropical storms.</p>	<p>Impact of climate change of storm intensity.</p> <p>Typhoon Haiyan Case Study</p>	<p>Decision- making and primary and secondary responses. Key words and terminology Begin to develop written answers. Different styles and forms of writing. Use of exam command words – writing to explain and writing to compare. Writing to inform. Graph interpretation and construction, statistical analysis.</p> <p>Numeracy: Interpreting and constructing graphs and maps.</p> <p>Identifying links and patterns in processes and in data.</p> <p>Manipulating information- ranking, categorising, and interpreting.</p>	<p>Reflection on grade, strengths and weaknesses and areas for development</p>	<p>Graph interpretation and construction, statistical analysis.</p> <p>Identification of subject specific vocabulary: Climate change, global atmospheric, Hadley cell, Ferrell cell, Polar cell, ITCZ, air mass, atmosphere, maritime air, continental air, typhoon, hurricane, low pressure, high pressure</p> <p>Differentiation for low age readers: Work books for students provide differentiation of work with: - Vocabulary tables for learners for spelling and developing literacy skills - Cross words, word searches and literacy games built in to the work books - Extended reading tasks for more able students to extend literacy challenge</p>
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Spring 1	Living with the Physical Environment - Extreme Weather in the UK and Climate Change	A01, A02, A03, A04	<p>To understand what climate change is, and the natural and human factors which cause it. To be able to explain how climate change may be managed better in the future. To understand how climate change is linked to changes in the UK's weather, and how the UK's weather has become more extreme as a result of this.</p>	<p>Students will learn: Know what depressions and anticyclones are, and explain what type of weather they are associated with.</p> <p>Example of an extreme weather event in the UK- Boscastle and St Jude.</p> <p>Natural and human evidence of climate change, and what mitigation and adaption mean.</p>	<p>SMSC: Impact of disasters on people and nations. Response of others. Empathy and responsibility. Climate change and responsibility. Role of religion in stewardship.</p> <p>Literacy: Independent and group work. Identifying links and patterns in processes and in data. Decision- making and primary and secondary responses.</p> <p>Numeracy: Manipulating information- ranking, categorising, and interpreting. Interpreting and constructing graphs and maps</p>	<p>Exam style assessment</p> <p>Teacher assessed and then self evaluation and assessment.</p> <p>Reflection on grade, strengths and weaknesses and areas for development</p>	<p>SEND: Differentiated resources (writing frames, templates, worksheets, AFL grids, connective words, assigning student roles)</p> <p>identification of subject specific vocabulary: human, physical, climate, weather, extreme, drought, desertification, famine, tropical, equator</p> <p>Differentiation for low age readers: Work books for students provide differentiation of work with:</p>

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							<ul style="list-style-type: none">- Vocabulary tables for learners for spelling and developing literacy skills- Cross words, word searches and literacy games built in to the work books- Extended reading tasks for more able students to extend literacy challenge <p>For specific low level readers:</p> <ul style="list-style-type: none">- Bookmarks made for low reading age with basic subject specific vocabulary <p>Reading age assessment</p>
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Spring 2	Paper 3 revision and prep	A01, A02, A03, A04	Teaching of pre-release booklet is dependent on the area of the specification chosen by the exam board.	<p>Students will learn: General information about the pre release booklet topic. Key issues, concepts, ideas and challenges posed by the topic in the pre-release To discuss and share ideas</p>	<p>SMSC: Understanding, empathy and consideration of local, regional and global issues Concept of stewardship and personal responsibility</p> <p>Literacy: 6 and 9 mark exam answer practice</p> <p>Numeracy: Use of data, graphs and interpretation of statistical information from the pre release booklet.</p>		<p>PP students have all been given revision guides.</p> <p>SEND: Scaffolded revision materials</p>
Summer 1	Guided revision	A01, A02, A03, A04	Guided revision	Guided revision	Guided revision	Guided revision	Guided revision