

**Scheme of Work: Year 10-11**  
**Subject: Geography**  
**2020-2021**

**Year Group: Year 10 and 11**

**Specification: AQA Paper 1 recap and consolidation, Paper 2, Paper 3**

**\*PLEASE REFER TO DODDLE FOR MORE GUIDENCE OF LESSON BY LESSON LEARNING AND WHAT SHOULD BE ACHIEVED IN EACH SESSION**

This learning plan has been set out in line with the current year 10 allocation of history teaching hours which is 3 lessons a week. This plan should be followed by all students to ensure that all of the relevant content has been covered by the end of this term. There is a plan in place for how we will ensure we check students understanding of this content

**3 year sow**

An additional 38 hours contact time (Year 9 - 1 hour per week) gives schools a degree of flexibility and an opportunity to: ☑ cover all the content to produce a more comprehensive course which gives candidates a greater choice of questions in the exams ☑ give students time to study themes in greater breadth and depth ☑ give students the opportunity to study a greater range of case studies and exemplars ☑ break down the coursework into sections to reinforce or deliver content ☑ introduce issue evaluation and DME exercises related to each theme ☑ concentrate on specific geographical skills related to each theme ☑ give students extra revision and assessment time ☑ give more time to study decision making exercise (DME) pre-release resources ☑ make up for the loss of contact time as a result of unexpected whole school events

I have also highlighted to use GCSE POD and SENECA alongside the relevant lesson as well as any other resources or videos that may be helpful.

WEEK	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources  DODDLE resources	Lit Num SMSC Codes
1	<b>Range of UK Landscapes</b>	Overview of the location of major uplands/lowlands.  What is relief? The UK's landscapes	Introduce the variety of landscapes in the UK  <b>Suggested activities:</b> Give definitions, location and characteristics of all landscapes to place on a map  Memory recall testing to check learning and understanding	N/A	SENECA	So3 So7 Sp9 Sp1 Sp2

						Defining key terms
2	<b>Coastal landscapes of the UK</b>	Wave types and characteristics/Weathering and mass movement  How do waves form? What happens when waves reach the coast? Wave types What causes cliffs to collapse? What are the processes of mass movement.	<b>Suggested activities:</b> Introduce the two types of waves and how they work, use YouTube to show animations on how they work.  Students to draw each wave type and annotate it	Describe the effects of weathering and mass movement on a cliffed coastline (6)	Coasts workbook <b>GCSE POD</b>  <b>SENECA</b>	So3 So7 Sp9 Sp1 Sp2  Defining key terms
3	<b>Coastal landscapes of the UK</b>	Coastal processes.  Coastal erosion Coastal transportation  Longshore drift Coastal deposition	<b>Suggested activities:</b> Look at variety of processes and give examples of each with diagram. Weathering, mass movement, erosion, transportation and deposition. Put the list into a table in book with description and diagram alongside it.		Coasts workbook <b>GCSE POD</b>  <b>SENECA</b>	So3 So7 Sp9 Sp1 Sp2  Defining key terms
4	<b>Coastal landscapes of the UK</b>	Characteristics and formation of landforms from erosion.  What is a landform? What factors influence coastal landforms Headlines and Bays Cliffs and wave cut platforms Caves, arches and stacks Chalk arches	<b>Suggested activities:</b>  Students are to define, draw and how each is formed for Headlands and bays, cliffs and wave cut platforms, caves, arches and stacks.	FF (FEEDFORWARD)	Coasts workbook <b>GCSE POD</b>  <b>SENECA</b>	So3 So7 Sp9 Sp1 Sp2  Defining key terms
5	<b>Coastal landscapes of the UK</b>	Characteristics and formation of landforms from deposition.  Beaches Sand Dunes Spits Bars	<b>Suggested activities:</b> Students are to define, draw and how each is formed for Beaches, sand dunes, spits and bars.  Activity lasting up to 4 hours for characteristics and formation. A number of approaches possible depending on teacher preferences, such as: <ul style="list-style-type: none"> <li>CSI Lesson - classroom is the crime scene with evidence for, eg stack (Who killed Old Harry?) around the room on cards. Students find and identify. Teacher helps to coordinate process and sequence.</li> </ul>	How do the processes of deposition lead to the formation of distinctive landforms (6)	Coasts workbook <b>GCSE POD</b>  <b>SENECA</b>	So3 So7 Sp9 Sp1 Sp2 Defining key terms

			<ul style="list-style-type: none"> <li>Teach sequence and process with landform outcomes.</li> <li>Model with PlayDoh, sand trays.</li> <li>Stop-motion animation (students draw line diagrams on mini whiteboards and photograph individually then flick through or put into slideshow)</li> </ul> <p>Activity for up to 2 hours, using UK example to illustrate. Use photos, linked to base maps with annotation/explanation. Should be possible to fit onto A3, 'case study on a page' format. Tracing paper overlays of different maps eg geology, or GIS packages to achieve same.</p>			
6	<b>Coastal landscapes of the UK</b>	<p>An example of UK coast lines (case study)</p> <p>*can be given more time to do case study, all dependant on time – Swanage is the one in the text book</p>	<p><b>Suggested activities:</b> Once case study is selected go over the characteristics of the coastline, its major landforms. Look at how erosion and deposition has changed the coast over time.</p>	FF	<p>Coasts workbook</p> <p><b>GCSE POD</b></p> <p><b>SENECA</b></p>	<p>So3</p> <p>So7</p> <p>Sp9</p> <p>Sp1</p> <p>Sp2</p>
7	<b>Coastal landscapes of the UK</b>	<p>Coastal management. Hard engineering, soft engineering and managed retreat. Cost and benefit for each one</p>	<p><b>Suggested activities:</b> What is meant by management, hard and soft engineering and examples of each, cost and benefit for each.</p>	<p>What are the advantages and disadvantages of hard engineering at the coast? (6)</p>	<p>Coasts workbook</p> <p><b>GCSE POD</b></p> <p><b>SENECA</b></p>	<p>So3</p> <p>So7</p> <p>Sp9</p> <p>Sp1</p> <p>Sp2</p> <p>Defining key terms</p>
8	<b>Coastal landscapes of the UK</b>	<p>Coastal management with case study, students are given a type of coast management and must look at, reason for/ strategy/ effect/ conflicts and then report to class</p> <p>Lyme REGIS in the textbook</p>	<p><b>Suggested activities:</b> Discuss as a group and check understanding and key terms. Introduce one example of a coastal management scheme in UK. Do case study as a class.</p> <p>Costs/benefits table for each strategy, either taught or card sort/info search from provided resources. 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> hours Either</p>		<p>Coasts workbook</p> <p><b>GCSE POD</b></p> <p><b>SENECA</b></p>	<p>So3</p> <p>So7</p> <p>Sp9</p> <p>Sp1</p> <p>Sp2</p>

			<p>Taught study, using base map to annotate and build up picture from google earth, photos etc. as a virtual field trip (clearly actual fieldwork could be used)</p> <p>Or</p> <p>'Home and away'/'expert groups' technique: small groups (4) start, then individuals tasked with finding info on: reasons for/strategy/effects/conflicts from resources provided. Report findings to rest of group to build example.</p> <p>Suggest 2 hours teaching/group work, then fix layout:</p> <p>Either</p> <p>1 hour group discussion and checking understanding/details and key terms.</p> <p>Or</p> <p>1 hour issue evaluation exercise for alternative/proposed schemes to develop paper 3 skills. Could be prepared for homework using pre-release style material.</p>			
Half Term						
9	<b>Coastal landscapes of the UK</b>	<p>Coastal management scheme in the UK case study</p> <p>Lyme REGIS in the textbook</p>	<p><b>Suggested activities:</b></p> <p>Students select a form of coastal management scheme and then look at all aspects of the scheme. At the end of the lesson they must report back to the class with their findings.</p>	To what extent can the coastal management at LYME Regis be considered a success? (6)	<p>Coasts workbook</p> <p><b>GCSE POD</b></p> <p><b>SENECA</b></p>	<p>So3</p> <p>So7</p> <p>Sp9</p> <p>Sp1</p> <p>Sp2</p> <p>Defining key terms</p>
10	<b>Field work</b>	Walton on the Naze	<p>Case study booklet to be completed during course of learning</p> <p>Field trip if not conducted in year 9</p>	TBC	<p>Field work booklet</p> <p><b>GCSE POD</b></p> <p><b>SENECA</b></p>	<p>So3</p> <p>So7</p> <p>Sp9</p> <p>Sp1</p> <p>Sp2</p> <p>Defining key terms</p>

11	<b>Field work</b>	Walton on the Naze	<p><b>Suggested activities:</b> Case study booklet to be completed during course of learning</p> <p>Field trip if not conducted in year</p>	TBC	<p>Field work booklet <b>GCSE POD</b></p> <p><b>SENECA</b></p>	<p>So3 So7 Sp9 Sp1 Sp2</p> <p>Defining key terms</p>
12	<b>Field work</b>	Walton on the Naze	<p><b>Suggested activities:</b> Case study booklet to be completed during course of learning</p> <p>Field trip if not conducted in year</p>	TBC	<p>Field work booklet <b>GCSE POD</b></p> <p><b>SENECA</b></p>	<p>So3 So7 Sp9 Sp1 Sp2</p> <p>Defining key terms</p>
Paper 2						
13	<b>Urban issues and challenges</b>	Intro, define key terms, global pattern of urban	<p><b>Suggested activities:</b> Introduce key terms and ideas. Create a glossary with space to add terms as topic continues.</p> <p>Use websites such as world mapper and gap minder to show how there has been a change in global trends.</p>	N/A	Doddle test to check prior knowledge	<p>So3 So7 Sp9 Sp1 Sp2</p> <p>Defining key terms</p>
14	<b>Urban issues and challenges</b>	Factors affecting the rate of urbanisation and megacities	<p><b>Suggested activities:</b> What factors influence people to move around the world, push and pull factors</p> <p>What is a mega city, use of video to highlight the changes of megacities.</p> <p>Students use blank world map to colour and show population around the world in urban areas.</p>	Use Map C p. 151 of AQA textbook to describe the changes in the distribution of megacities between 2014-2030	<p><b>Urban issues and Challenges booklet (Doddle)</b></p> <p><b>GCSE POD</b></p> <p><b>SENECA</b></p>	<p>So3 So7 Sp9 Sp1 Sp2</p> <p>Defining key terms</p>
15	<b>Urban issues and challenges</b>	Case study of LIC and NEE. Location and importance of the city	<p><b>Suggested activities:</b> Select a major city in a country, e.g. Mumbai in India or Lagos in Nigeria. Make sure students know where it is on a map and understand the city, documentary will be shown.</p>		<p><b>Urban issues and Challenges booklet (Doddle)</b></p> <p><b>GCSE POD</b></p>	<p>So3 So7 Sp9 Sp1 Sp2</p>

					SENECA	ICT
HALF TERM						
16	<b>Urban issues and challenges</b>	Case study of LIC and NEE.	<p><b>Suggested activities:</b></p> <p>Cause of growth and opportunities social and economic, students are to conduct research looking at social: access to services – health, education; access to resources -water supply, energy economic: how urban industrial areas can be a stimulus for economic development.</p>	Feed Forward	<p><b>Urban issues and Challenges booklet (Doddle)</b></p> <p>GCSE POD</p> <p>SENECA</p>	<p>So3</p> <p>So7</p> <p>Sp9</p> <p>Sp1</p> <p>Sp2</p> <p>ICT</p>
17	<b>Urban issues and challenges</b>	Case study of LIC and NEE.	<p><b>Suggested activities:</b></p> <p>How urban growth had created challenges. Students do their own research looking at managing urban growth - slums, squatter settlements providing clean water, sanitation systems and energy. Providing access to services - health and education, reducing unemployment, crime. managing environmental issues - waste disposal, air and water pollution, traffic congestion.</p>	Explain why the authorities in Rio have to cope with such a range of social challenges (4)	<p><b>Urban issues and Challenges booklet (Doddle)</b></p> <p>GCSE POD</p> <p>SENECA</p>	<p>So3</p> <p>So7</p> <p>Sp9</p> <p>Sp1</p> <p>Sp2</p> <p>ICT</p>
18	<b>Urban issues and challenges</b>	Case study of LIC and NEE. Management of human and environmental issues	<p><b>Suggested activities:</b></p> <p>Students are given time to research about the human and environmental challenges faced by the city they are researching and are given time to complete the rest of the research that they have been undertaking the previous lessons.</p>		<p><b>Urban issues and Challenges booklet (Doddle)</b></p> <p>GCSE POD</p> <p>SENECA</p>	<p>So3</p> <p>So7</p> <p>Sp9</p> <p>Sp1</p> <p>Sp2</p> <p>ICT</p>
19	<b>Urban issues and challenges</b>	Case study of LIC and NEE. Class to work in groups and create a scheme to help reduce any issues highlighted previously	<p><b>Suggested activities:</b></p> <p>As a class, we are to look at what students have researched and come up with a common issue that has been in multiple case studies and then as a class come up with a scheme on how we can address the issues and try and resolve them.</p>	Feed Forward	<p><b>Urban issues and Challenges booklet (Doddle)</b></p> <p>GCSE POD</p> <p>SENECA</p>	<p>So3</p> <p>So7</p> <p>Sp9</p> <p>Sp1</p> <p>Sp2</p>
20	<b>Urban issues and challenges</b>	<p>Overview and distribution of population in UK</p> <p>Overview of the distribution of population and the major cities in the UK.</p>	<p><b>Overview of the distribution of population and the major cities in the UK.</b></p> <p><b>Suggested Content:</b></p> <p>A case study of a major city in the UK to illustrate:</p>	Explain how the distribution of population in the UK reflects both Human and physical factors	<p><b>Urban issues and Challenges booklet (Doddle)</b></p> <p>GCSE POD</p> <p>SENECA</p>	<p>So3</p> <p>So7</p> <p>Sp9</p> <p>Sp1</p> <p>Sp2</p>

			<ul style="list-style-type: none"> <li>the location and importance of the city in the UK and the wider world</li> <li>impacts of national and international migration on the growth and character of the city</li> <li>how urban change has created opportunities: social and economic: cultural mix, recreation and entertainment, employment, integrated transport</li> </ul>	Students will be assessed on how they interpret information and how well they can present it in a clear manner		Defining key terms Mapping
21	<b>Urban issues and challenges</b>	<p>Case study of UK major city.</p> <p>A case study of a major city in the UK to illustrate:</p> <ul style="list-style-type: none"> <li>the location and importance of the city in the UK and the wider world</li> <li>impacts of national and international migration on the growth and character of the city</li> </ul>	<p><b>The location and importance and impacts locally and worldwide.</b></p> <p><b>Suggested Content:</b></p> <p>1 hour activity: topological mapping to give an overview of the UK. Looking at distribution of cities in the UK.</p> <p>Proportional circles added to map population (skills).</p> <p>1 to 2 hours: fieldwork opportunity. Case study of a major city.  <a href="#">Geographical Association website- Walking guides of cities</a>  Alternatively, use of documentary footage of cities - BFI Britain on Film series to look at the changing character of British cities overtime.</p>		<p><b>Urban issues and Challenges booklet (Doddle)</b></p> <p><b>GCSE POD</b></p> <p><b>SENECA</b></p>	<p>So3 So7 Sp9 Sp1 Sp2</p> <p>ICT</p>
Half Term – 2 WEEKS						
22	<b>Urban issues and challenges</b>	<p>Case study of UK major city</p> <ul style="list-style-type: none"> <li>how urban change has created opportunities: <ul style="list-style-type: none"> <li>social and economic: cultural</li> </ul> </li> </ul>	<p><b>Suggested Content:</b></p> <p>Look at the development of industry in London  Look at what jobs are created as a result of this</p>	Feed Forward Task	<p><b>Urban issues and Challenges booklet (Doddle)</b></p> <p><b>GCSE POD</b></p> <p><b>SENECA</b></p>	<p>So3 So7 Sp9 Sp1 Sp2</p> <p>ICT</p>

		<p>mix, recreation and entertainment, employment, integrated transport systems</p> <ul style="list-style-type: none"> <li>○ environmental: urban greening</li> </ul>	<p>Look at the universities in London - why is this important for the development of high tech industry in the city?</p> <p>What developments have there been in transport?</p> <p>Why should money be spent on nature reserves in an urban environment.</p>			
23	<b>Urban issues and challenges</b>	<p>Case study of UK major city.</p> <ul style="list-style-type: none"> <li>• how urban change has created challenges: <ul style="list-style-type: none"> <li>○ social and economic: urban deprivation, inequalities in housing, education, health and employment</li> <li>○ environmental: dereliction, building on brownfield sites, waste disposal</li> </ul> </li> </ul>	<p><b>Suggested Content:</b></p> <p>Clear structured case study - location map, key facts and information - pictures before and after - problems identified and solutions offered by the project.</p> <p>1 hour. Using the previous case study as source material, students draw out the challenges that were tackled by the regeneration project. Group them, classify and colour code within the case study.</p> <p>Alternatively Give student either social and economic, environmental or the impact on the rural fringe. Give clear instructions, expectations, weblinks and textbook sources as a task sheet. Students create a presentation and one A4 of summary notes.</p>	<p><b>Assess the success of London's attempts to reduce the environmental effect of waste disposal (6 marks)</b></p> <p>Students will be assessed on how the interpret information and how well they can present it in a clear manner.</p>	<p><b>Urban issues and Challenges booklet (Doddle)</b></p> <p><b>GCSE POD</b></p> <p><b>SENECA</b></p>	<p>So3</p> <p>So7</p> <p>Sp9</p> <p>Sp1</p> <p>Sp2</p> <p>ICT</p>
24	<b>Urban issues and challenges</b>	<p>Case study of UK major city.</p> <p>The impact of urban sprawl on the rural-urban fringe and the growth of commuter settlements.</p>	<p><b>Suggested content :</b></p> <p>Urban regeneration, what is it. Study a project e.g. Stratford, in the UK. Where it is and key information, problems and solutions</p>		<p><b>Urban issues and Challenges booklet (Doddle)</b></p> <p><b>GCSE POD</b></p> <p><b>SENECA</b></p>	<p>So3</p> <p>So7</p> <p>Sp9</p> <p>Sp1</p> <p>Sp2</p> <p>ICT</p>

25	<b>Urban issues and challenges</b>	<p>Case study of UK major city</p> <p>An example of an urban regeneration project to show:</p> <ul style="list-style-type: none"> <li>reasons why the area needed regeneration the main features of the project.</li> </ul>	<p><b>Suggested Content:</b></p> <p>Living graph exercise of notable moments in history of the chosen city case study. Pictures, text, event located on a timeline</p> <p>1 hour: teacher taught - opportunities created by urban areas. Annotated photos located around a map (GIS). Use of Guardian data blog for resources or to create a mystery activity "Why are the cities the place to be?"  <a href="#">Guardian website – Cities and news datablog</a></p> <p>1 to 2 hours: fieldwork opportunity - example of urban regeneration project.</p>	Feed Forward	<p><b>Urban issues and Challenges booklet (Doddle)</b></p> <p><b>GCSE POD</b></p> <p><b>SENECA</b></p>	<p>So3 So7 Sp9 Sp1 Sp2</p> <p>ICT</p>
26	<b>Urban issues and challenges</b>	<p><b>Urban sustainability. Conservation, recycling and creating green space</b></p> <p>What is urban sustainability?          Freiburg – A SUSTAINABLE CITY          Social planning in Freiburg</p> <p>Economic planning in Freiburg          Environmental planning in Freiburg</p> <p>Sustainable water supply in urban areas          Providing sustainable energy in urban areas          Green spaces in urban areas</p>	<p><b>Suggested Content:</b></p> <p>Hexagon Card Sort (Metacognition): information about the sustainable area given on Hexagon cards.</p> <p>Student classifies and groups information based on their choice of groups. Differentiate to give help for lower ability students.</p> <p>Information then written up on a Honeycomb/Blockbuster style hexagon sheet. Pictures of the sustainable areas added and annotated to draw out features.          Homework: build a sustainable city from scrap/Lego/paper, label it and bring in for show and tell.</p>	<b>Explain why planners must consider more than just the environment to achieve urban sustainability (6 marks)</b>	<p><b>Urban issues and Challenges booklet (Doddle)</b></p> <p><b>GCSE POD</b></p> <p><b>SENECA</b></p>	<p>So3 So7 Sp9 Sp1 Sp2</p> <p>Defining key terms</p>
27	<b>Urban issues and challenges</b>	<p><b>Urban transport strategies to reduce traffic.</b></p> <p><b>Why is there a need to reduce traffic congestion?</b>  <b>Look at :</b>  <b>Freiburg</b>  <b>Singapore</b></p>	<p><b>Suggested Content:</b></p> <p>Look at social, economic and environmental improvements from the London buses. Go through information and develop a deeper understanding of how one change has a larger effect on the community.</p>		<p><b>Urban issues and Challenges booklet (Doddle)</b></p> <p>Test on Doddle</p> <p><b>GCSE POD</b></p>	<p>So3 So7 Sp9 Sp1 Sp2</p> <p>Defining key terms</p>

		<b>Beijing</b>			<b>SENECA</b>	
Half Tem - Feb						
28	<b>The changing economic world</b>	<b>Our Unequal world</b> What is development? How do we measure development? What are the limitations of economic and social measures?	<b>Suggested Content:</b>  <b>Our Unequal world</b> Students look at definition of development and then do a match up a definition to a word/key term for the following different ways to classify, HDI, GNI, birth and death rates, access to water. The assess the limitations of these measures  Use gap minder to show and represent development around the world.	Feed Forward	Test on Doodle.  <b>GCSE POD</b>  <b>SENECA</b>	So3 So7 Sp9 Sp1 Sp2  Defining key terms
29	<b>The changing economic world</b>	The Development Transition Model and Changing Population Structures	<b>Suggested Content:</b>  Watch a video on what the Demographic Transition Model is and how it shows different stages of development. You tube have a variety of videos on this  Students draw an annotated diagram	Evaluate how far economic development can be linked to DTM (6 marks)	<b>GCSE POD</b>  <b>SENECA</b>	So3 So7 Sp9 Sp1 Sp2
30	<b>The changing economic world</b>	Causes of even development; -	<b>Suggested Content:</b>  Analysis where there are different levels of development around the world suing information gathered in previous lessons. Use the information to the see why physical, economic and historical factors influence development.	N/A	Research a specific country as to why their country is less developed.  <b>GCSE POD</b>  <b>SENECA</b>	So3 So7 Sp9 Sp1 Sp2  Defining key terms

31	<b>The changing economic world</b>	Consequences of uneven development: Wealth and Health Migration	<b>Suggested Content:</b>  Students will first be asked to write initial thoughts on the consequences.  Will then introduce to the key 3 consequences. Health, wealth and migration.  Task is to create a table giving examples of each as well as a definition and some ideas on how to solve this issue.	Feed Forward	<b>Changing Economic World (booklet)</b> Found on doddle  <b>GCSE POD</b>  <b>SENECA</b>	So3 So7 Sp9 Sp1 Sp2  Defining key terms
32	<b>The changing economic world</b>	<b>Reducing the development gap.</b>  Reducing the Gap – Aid and intermediate technology  Fair trade  Debt Relief  Tourism  What is intermediate technology	<b>Suggested Content:</b>  <b>Reducing the Development Gap:</b> How can we reduce the development gap? By looking at all the following, students need to write down about each strategy and how it helps as we discuss as a class. Investment, industrial development, tourism, aid, using, intermediate technology, fair trade, debt relief and microfinance loans.	Explain	<b>Changing Economic World (booklet)</b> Found on doddle  Quiz on Doddle  <b>GCSE POD</b>  <b>SENECA</b>	So3 So7 Sp9 Sp1 Sp2  Defining key terms
33 Nigeria	<b>The changing economic world</b>	Case study; look at a NEE or LIC and show how they have reduced the development gap.  Where is Nigeria? What is the global Importance of Nigeria? Nigeria's importance in Africa	<b>Suggested Content:</b>  <b>Nigeria: A newly emerging economy</b>  The location and importance of the country regionally and globally  The wider political, social, cultural and environmental context within which the country is placed	Discuss how Nigeria has a growing influence in Africa (6 marks)  Students will be assessed on how the interpret information and how well they can present it in in a clear manner.	<b>GCSE POD</b>  <b>SENECA</b>  <b>Nigeria Project booklet found on Doddle</b>	So3 So7 Sp9 Sp1 Sp2  ICT

Half Term – 2 weeks

34 Nigeria	<b>The changing economic world</b>	Case study of rapid growth in LIC or NEE.  Political, social, regional, cultural and environmental context of Nigeria	<b>Suggested Content:</b>  <b>Exploring Nigeria</b>  The environmental impacts of economic development  The effects of economic development on the quality of life for the population.  Suggest reasons for varying wealth (gdp) across Nigera?		<b>GCSE POD</b>  <b>SENECA</b>  <b>Nigeria Project booklet found on Doodle</b>	So3 So7 Sp9 Sp1 Sp2  ICT
35 Nigeria	<b>The changing economic world</b>	Case study of rapid growth in LIC or NEE.  How have Nigeria's political links changed What are Nigeria's trading relationships? - Crude oil - Agriculture	<b>Suggested Activities:</b>  <b>Nigeria in the wider world</b>  The changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development	Feed Forward	<b>GCSE POD</b>  <b>SENECA</b>  <b>Nigeria Project booklet found on Doodle</b>	So3 So7 Sp9 Sp1 Sp2  ICT
36 Nigeria	<b>The changing economic world</b>	Case study of rapid growth in LIC or NEE.  Nigeria's sources of income Does Nigeria have a balanced Economy? Nigeria's growing manufacturing sector How is manufacturing affecting economic development?	<b>Suggested Activities:</b>  <b>Balancing a changing industrial structure</b>  Study the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country	<b>How can the growth of manufacturing in Nigereia stimulate economic development? (4 marks)</b>  <b>Assess the costs and benefits of TNC's in Nigeria (6 marks)</b>  Students will be assessed on how the interpret information and how well they can present it in in a clear manner.	<b>GCSE POD</b>  <b>SENECA</b>  <b>Nigeria Project booklet found on Doodle</b>	So3 So7 Sp9 Sp1 Sp2  ICT

37 Nigeria	<b>The changing economic world</b>	<p>Case study of rapid growth in LIC or NEE.</p> <p>What is aid Why does Nigeria receive international aid? What aid does Nigeria receive? What is the impact of aid in Nigeria? What prevents aid being used effectively.</p>	<p><b>The impacts of international aid</b></p> <p>Suggested Activities: The changing political and trading relationships with the wider world. International aid: types of aid, impacts of aid on the receiving country</p> <p>Research the Aduwan Health Centre</p>		<p><b>GCSE POD</b></p> <p><b>SENECA</b></p> <p><b>Nigeria Project booklet found on Doodle</b></p>	<p>So3 So7 Sp9 Sp1 Sp2</p> <p>ICT</p>
38 Nigeria	<b>The Changing economic world</b>	<p>Case study of rapid growth in LIC or NEE.</p> <p>How does economic growth affect the environment Urban growth Commercial Farming and deforestation Mining and oil extraction Quality of life in Nigeria Have all Nigerian's benefitted from economic development Has it all been good news? Will people's lives continue to improve?</p>	<p><b>Environmental issues and the overall quality of life in Nigeria</b></p> <p>Suggested Activities</p> <p>Managing Research the Bodo oil spills 2008-2009</p> <p>Find out what happened and the impact on people and the environment</p> <p>What has been done to clean up and compensate the people</p> <p>How can oil spills be prevented?</p>	<p><b>Feed Forward</b></p> <p><b>Evaluate to what extent economic development has improved people's lives in Nigeria (6marks)</b></p>	<p><b>Nigeria Project booklet found on Doodle</b></p>	
39	<b>The changing economic world – Changes to the UK Economy</b>	<p><b>Case study of major changes to UK economy</b></p> <p>How has the economy of the UK changed? WHY? Globalisation Government policies</p>	<p><b>Suggested Activities</b></p> <p><b>Causes of economic change:</b> de-industrialisation and decline of traditional industrial base, globalisation and government policies</p> <p>Define: primary, secondary, tertiary and quaternary activities</p> <p>Describe and attempt to explain employment trends using graphs</p> <p>What is globalization and how has it affected the structure of the UK economy?</p> <p>Find out more about manufacturing in the UK today</p>		<p><b>Changing Economic World (booklet)</b> Found on doodle</p> <p><b>GCSE POD</b></p> <p><b>SENECA</b></p>	<p>So3 So7 Sp9 Sp1 Sp2</p> <p>ICT</p>

40	<b>The changing economic world – A post industrial economy</b>	<b>Case study of major changes to UK economy</b>  What is a post industrial economy? Development of information technology Service industries and finance Research	<b>Suggested Activities</b>  <b>Moving towards a post-industrial economy:</b> development of information technology, service industries, finance, research, science and business parks  <b>Look into the British Arctic Survey</b>	<b>How has the development of IT affected the growth and characteristics of the UK's economy? (6marks)</b>  How well students work in groups and as part of a team. Use of issue evaluation.	<b>Changing Economic World (booklet)</b> Found on doddle  <b>GCSE POD</b>  <b>SENECA</b>	So3 So7 Sp9 Sp1 Sp2  ICT
Half term						
41	<b>The changing economic world – Uk Science and Business Parks</b>	<b>Case study of major changes to UK economy</b>  <b>What is a science park?</b> <b>What is a business park</b>	<b>Suggested Activities – UK Science and Business Parks:</b>  <b>Research Colbalt Business Park, Newcastle-upon-Tyne</b>  1 hour - mystery or enquiry question to look at the growth of science parks and the post-industrial economy		<b>Changing Economic World (booklet)</b> Found on doddle  GCSE POD  SENECA	

42	<b>The changing economic world – Environmental impacts of Industry</b>	<p>Case study of major changes to UK economy</p> <p>Impacts of industry on the physical environment How can industrial development be more sustainable? How is the UK's landscape changing? An area of population growth - South Cambridgeshire An areas of population decline: -The outer Herbrides Economic Effects</p>	<p><b>Suggested Activities:</b></p> <p><b>Impacts of industry on the physical environment.</b> An example of how modern industrial development can be more environmentally sustainable</p> <p>Social and economic changes in the rural landscape in one area of population growth and one area of population decline</p>	<b>Feed Forward</b>	<p><b>Changing Economic World (booklet)</b> Found on doddle</p> <p><b>GCSE POD</b></p> <p><b>SENECA</b></p>	<p>So3 So7 Sp9 Sp1 Sp2</p> <p>ICT</p>
43	<b>The changing economic world – Changing transport infrastructure and the north south divide</b>	<p>Case study of major changes to UK economy</p> <p>Road Improvements Railway improvements – London's crossrail</p> <p>What is the north south divide? Why is there one? How can regional strategies address this issue?</p>	<p><b>Suggested Activities</b></p> <p><b>Improvements and new developments in road and rail infrastructure, port and airport capacity.</b></p> <p>1 hour: newspaper headlines and images based around third runway at Heathrow, HS2 etc to create discussion/debate with notes to follow.</p> <p>1 hour: Flipped Learning - give students the headings of Trade, Culture, Transport,</p> <p>The north-south divide. Strategies used to resolve regional differences.</p>	<p><b>How can road and rail developments improve the UK's economy? (6 marks)</b></p> <p>How well students work in groups and as part of a team. Use of issue evaluation.</p>	<p><b>Changing Economic World (booklet)</b> Found on doddle</p> <p>End of topic test on Doddle</p> <p><b>GCSE POD</b></p> <p><b>SENECA</b></p>	<p>So3 So7 Sp9 Sp1 Sp2</p> <p>ICT</p>
44	<b>The changing economic world – The UK in the Wider World</b>	<p>Case study of major changes to the UK economy</p> <p>What are the Uks links with the wider worlds? -Trade - Culture e.g. television -Transport - Electronic communication</p>	<p><b>Suggested Activities</b></p> <p><b>The UK in the Wider World</b></p> <p>1 hour: Flipped Learning - give students the headings of Trade, Culture, Transport, Electronic Communication, Political Links. Students find for homework things that they have, do, eat, etc that fall into those categories. Where they see it, hear it, experienced it. Bring to class to draw up the Global Citizen that they are - music, products, food, fashion etc.</p>		<p><b>Changing Economic World (booklet)</b> Found on doddle</p> <p>Gcse POD</p> <p>SENECA</p>	

			Concept map results/map results with string to show the UK's global reach.			

**Year Group: 11**

**Specification: AQA Paper 1 recap and consolidation, Paper 2, Paper 3**

**\*PLEASE REFER TO DODDLE FOR MORE GUIDENCE OF LESSON BY LESSON LEARNING AND WHAT ASHOULD BE ACHIEVED IN EACH SESSION**

This learning plan has been set out in line with the current year 11 allocation of Geography teaching hours which is 2 lessons a week. This plan should be followed by all students to ensure that all of the relevant content has been covered by the end of this term. There is a plan in place for how we will ensure we check students understanding of this content

**3 year sow**

An additional 38 hours contact time (Year 9 - 1 hour per week) gives schools a degree of flexibility and an opportunity to: ☐ cover all the content to produce a more comprehensive course which gives candidates a greater choice of questions in the exams ☐ give students time to study themes in greater breadth and depth ☐ give students the opportunity to study a greater range of case studies and exemplars ☐ break down the coursework into sections to reinforce or deliver content ☐ introduce issue evaluation and DME exercises related to each theme ☐ concentrate on specific geographical skills related to each theme ☐ give students extra revision and assessment time ☐ give more time to study decision making exercise (DME) pre-release resources ☐ make up for the loss of contact time as a result of unexpected whole school events

I have also highlighted to use GCSE POD and SENECA alongside the relevant lesson as well as any other resources or videos that may be helpful.

<b>Lesson No</b>	<b>Topic &amp; Objectives</b>	<b>Big Question – What will students learn?</b>	<b>Key Activities &amp; Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)</b>	<b>Planned Assessment</b>	<b>Homework or flipped learning resources DODDLE resources</b>	<b>Lit Num SMSC Codes</b>
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1	<b>The challenge of resource management - The global distribution of resources</b>	Food, water and energy are fundamental to human development  What are resources? Food Water Energy	<b>Suggested Activities</b>  <b>Significance of food, water and energy to us.</b> 1 hour game based lesson (cf. trading game) with 3 different sweets to represent each of food/water/energy. Teacher to run game with event cards and associated responses from students.	Feed Forward	<b>The challenge of resource management found on doodle (booklet)</b>  Test on Doodle  <b>GCSE POD</b>  <b>SENECA</b>	So3 So7 Sp9 Sp1 Sp2  Defining key terms
2	<b>The challenge of resource management – The global distribution of resources</b>	Overview of global inequalities in supply and consumption.	<b>Suggested Activities</b>  <b>The global distribution of resources</b> Make predictions for future  As a class predict patterns on world map then follow up with real data.  Compare and contrast findings.		<b>The challenge of resource management found on doodle (booklet)</b> <b>GCSE POD</b>  <b>SENECA</b>	So3 So7 Sp9 Sp1 Sp2  Defining key terms
3	<b>The challenge of resource management –The global distribution of resources</b>	UK resource management, look at changing demand and the challenges and opportunities that arise.	<b>Suggested Activities</b> <b>The global distribution of resources</b> Key terms defined. What were demands like before compared to now? How has it changed and what has changed to meet these demands?  How have these changes created opportunity and challenge?	Explain the UK's changing demand for food (6 marks)  Knowledge tested and student's ability to make connections with cause and effect.	<b>The challenge of resource management found on doodle (booklet)</b>  At home take note of how much shopping is done per week in your house hold and bring the information in for next lesson.  <b>GCSE POD</b>  <b>SENECA</b>	So3 So7 Sp9 Sp1 Sp2  Defining key terms
4	<b>The challenge of resource management – Provision of food in the UK</b>	Food demand in UK and rest of the world, focus on LIC's, carbon foot print (food miles) trends in food production  How is demand for food changing in the UK?	<b>Suggested Activities</b>  <b>Provision of food in the UK</b> Supermarket Sweep' - analyse the weekly shop, map origins, food mile calculations, maths opportunity with CO <sub>2</sub> calculations.		<b>GCSE POD</b>  <b>SENECA</b>  <b>The challenge of resource management found on doodle (booklet)</b>	So3 So7 Sp9 Sp1 Sp2

		<p>What is the impact of importing food? How is the UK responding to the challenges?</p>	<p>Use carbon footprint generator to see the use per person.</p>			
5	<p><b>The challenge of resource management - Provision of water in the UK</b></p>	<p>Demand for water, quality and population. Matching supply and demand.</p> <p>What are the demands for water in the UK? How far does the UK's water supply meet demands? Managing water quality.</p>	<p><b>Suggested Activities</b></p> <p><b>Provision of water in the UK</b> Rainfall vs population distribution maps. Add overlay for transfer schemes.</p> <p>Teach water quality and pollution management. Where is there lots of water and where is there none.</p>	<p><b>Feed forward</b></p>	<p><b>The challenge of resource management found on doodle (booklet)</b></p> <p><b>GCSE POD</b></p> <p><b>SENECA</b></p>	<p>So3 So7 Sp9 Sp1 Sp2</p>
6	<p><b>The challenge of resource management - Provision of energy in the UK</b></p>	<p>Energy, what we use now and we can change to. Large and small scale use. Economic and environmental issues.</p> <p>How is the UK's energy demand changing? HOW has the UK's energy mix changed? How and why has the UK's energy mix changed? What is the fracking issue? The impacts of energy exploitation</p>	<p><b>Suggested Activities</b></p> <p><b>Provision of energy in the UK</b> Class debate. Give students plenty of information and ensure they know how to structure the debate well. Give all students role. Let students decide on what aspect of energy they would like to debate. Surplus or not enough.</p>	<p>Explain why the UK's energy mix will include both renewable and non-renewable sources in the future (6 marks)</p>	<p><b>The challenge of resource management found on doodle (booklet)</b></p> <p><b>GCSE POD</b></p> <p><b>SENECA</b></p>	<p>So3 So7 Sp9 Sp1 Sp2</p>
7	<p><b>Food</b></p>	<p>Impacts of food insecurity</p>	<p>Look at the different calorie intake of people around the world.</p> <p>Reasons for increasing food consumption: economic development, rising population</p> <p>Factors affecting food supply: climate, technology, pests and disease, water stress, conflict, poverty.</p> <p>Impacts of food insecurity – famine, under nutrition, soil erosion, rising prices, social unrest.</p>	<p>N/A</p>	<p>N/A</p>	<p>So3 So7 Sp9 Sp1 Sp2</p> <p>Defining key terms</p>

8	<b>Food</b>	The increase of food supply	<p>Strategies to compete with growing food supply; irrigation, aeroponics and hydroponics, the new Green Revolution and use of biotechnology, appropriate technology</p> <p>One example of a large-scale agricultural development to show how it has both advantages and disadvantages.</p>	N/A	N/A	<p>So3 So7 Sp9 Sp1 Sp2</p> <p>Defining key term</p>
9	<b>Food</b>	Sustainable futures	<p>Moving towards a sustainable future the potential for sustainable food supplies: organic farming, permaculture, urban farming initiatives, fish and meat from sustainable sources, seasonal food consumption, reduced waste and losses.</p> <p>An example of a LIC/NEE using a scheme to become more sustainable.</p>	N/A	End of topic test on Doodle	<p>So3 So7 Sp9 Sp1 Sp2</p> <p>Defining key term</p>

## Unit 3 Geographical Applications and skills