

# Landau Learner Curriculum Overview

Subject: Geography

Director of Learning: RSS

Year: 11

## Curriculum organisation

Year 11 students experience five Geography sessions across the two week timetable. The curriculum is designed to build on knowledge from KS3 and links in with our curriculum intent, whereby we want our students to be critical thinkers on global, national and local geographical issues.

## What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning\*

Term 1: Desertification	Term 2: Fieldwork urban	Term 3: Fieldwork rural	Term 4: Revision	Term 5: Exams
<ul style="list-style-type: none"> <li>The location and global distribution of environments vulnerable to desertification.</li> <li>The relationship of this distribution to the global circulation of the atmosphere</li> <li>Changing climatic patterns over periods of decades</li> <li>Smaller scale processes related to changing patterns of vegetation, evapotranspiration and micro-climate.</li> <li>Human activities as a cause and the different viewpoints, values and attitudes of stakeholders in the region.</li> <li>A range of strategies employed aimed at reducing the spread of areas experiencing desertification.</li> </ul> <p><b>Link to prior learning</b> Links to climate change and ecosystems</p>	<p>What is the geographical enquiry process? How is evidence collected? How can evidence be processed and presented? How can evidence be analysed and how do patterns and trends evidenced by fieldwork relate to wider geographical knowledge and understanding? What conclusions may be drawn from fieldwork enquiries? What evaluative techniques should be applied to the enquiry process?</p> <p><b>Link to prior learning</b> Fieldwork completed in KS2 and KS3</p>	<p>What is the geographical enquiry process? How is evidence collected? How can evidence be processed and presented? How can evidence be analysed and how do patterns and trends evidenced by fieldwork relate to wider geographical knowledge and understanding? What conclusions may be drawn from fieldwork enquiries? What evaluative techniques should be applied to the enquiry process?</p> <p><b>Link to prior learning</b> Fieldwork completed in KS2 and KS3</p>	<ol style="list-style-type: none"> <li>Urban and rural processes and change in the UK</li> <li>Global cities</li> <li>Development</li> <li>Rivers</li> <li>Coasts</li> <li>Weather and climate</li> <li>Climate Change</li> <li>Water</li> <li>Ecosystems</li> <li>Desertification</li> </ol> <p><b>Link to prior learning</b> Consolidation of knowledge across all topics taught</p>	

Equipment needed for sessions:	What can you do to support your child?
<ul style="list-style-type: none"> <li>Geography exercise book</li> <li>Fully equipped pencil case including a calculator.</li> </ul>	<ul style="list-style-type: none"> <li>Wider reading around geographical issues e.g. Newspaper articles</li> <li>Encourage your child to read/watch/listen to the news on a daily basis and discuss these current affairs with them.</li> <li>Encourage them to complete the homework tasks</li> </ul>
How will learning be assessed and progress measured?	Extension and enrichment activities:
<ul style="list-style-type: none"> <li>Marking of written work is carried out on a regular basis in line with the College policy/ exam board regulations</li> <li>Three assessment windows throughout the year</li> <li>Regular peer and self-marking.</li> </ul>	<ul style="list-style-type: none"> <li>Fieldwork</li> </ul>