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Queen Elizabeth's Girls' School

Educating Women of the Future

Geography - Year 11 - Autumn and Spring Terms

Autumn term - 1st half		
Unit of work	Knowledge	Skills
Paper 2 UK Geographical Issues: Geographical Investigations - Urban fieldwork	<ul style="list-style-type: none"> Investigating dynamic urban areas - Investigate how and why quality of life varies within urban areas (East Finchley high street and The Bishop's Avenue) 	<ul style="list-style-type: none"> Formulating enquiry questions Selecting fieldwork methods Carrying out primary data collection Researching secondary data Processing and presenting fieldwork data Analysing and explaining data Drawing evidenced conclusions Reflecting critically on fieldwork data, methods used and conclusions drawn
Key Terms: Primary data, secondary data, qualitative data, quantitative data, GIS, mean, mode, median		
Course Materials: All lessons and resources are available to access via your daughter's Google Classroom		
Homework will include: Writing up aspects of the fieldwork enquiry process - data presentation, analysis, drawing conclusions and evaluation, exam practice questions, preparation for fieldwork (rivers and urban) assessment		
Assessment details: Closed book assessment on rivers and urban fieldwork or Challenges of an urbanising world. This will take the format of GCSE style questions – multiple choice questions, short answer questions, calculate questions, extended writing questions (command word assess / evaluate – P2 (AO3 and AO4)		
When will the assessment take place? 2 / 3 weeks before October half term		



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Autumn term 2nd half		
Unit of work	Knowledge	Skills
Paper 1 Global Geographical Issues: Hazardous Earth	<p>How does the world's climate system function, why does it change and how can this be hazardous for people</p> <ul style="list-style-type: none"> ● Global atmospheric circulation ● Natural causes of climate change (asteroid collisions, orbital changes, volcanic activity and variations in solar activity), and evidence for this. ● Human causes of climate change (enhanced greenhouse effect) and possible consequences on people <p>How are extreme weather events increasingly hazardous for people?</p> <ul style="list-style-type: none"> ● Causes, characteristics and distribution of tropical cyclones ● How tropical cyclones present major natural hazards to people and places ● How the impacts of tropical cyclones can be managed ● Effectiveness of tropical cyclone management in contrasting locations (USA and Bangladesh) <p>Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?</p> <ul style="list-style-type: none"> ● Structure of the earth and how the physical properties of each layer is key to plate tectonics ● Distribution and characteristics of conservative convergent and divergent plate boundaries and hotspots ● Causes of contrasting volcanic and earthquake hazards ● Primary and secondary impacts of earthquakes in contrasting countries (developed and developing country) ● Management of earthquake hazards in contrasting countries (developed and developing country) 	<ul style="list-style-type: none"> ● Use and interpretation of climate graphs ● Use and interpretation of line graphs / bar charts showing climate change ● Use and interpretation of temperature and sea-level projections graphs to 2100 ● Use of GIS to track the movement of tropical cyclones ● Use of weather and storm-surge data to calculate Saffir-Simpson magnitude ● Use of social media sources, satellite images and socio-economic data to assess impacts ● Interpret a cross-section of the earth ● Use and interpretation of world map showing distribution of plate boundaries and plates ● Use of Richter Scale to compare magnitude of earthquake events ● Use of social media sources, satellite images and socio-economic data to assess impact
<p>Key Terms: Global Atmospheric Circulation Model, high pressure, low pressure, arid, ocean current, climate change, greenhouse effect, enhanced greenhouse effect, glacial, inter-glacial, greenhouse gases, tropical cyclone, storm surge, vulnerable, primary impact, secondary impact, Saffir-Simpson scale, core, mantle, asthenosphere, lithosphere, convection currents, conservative plate boundary, convergent plate boundary, divergent plate boundary, hotspot, magma, lava, shield volcano, composite volcano, magnitude, focus, epicentre</p>		
<p>Course Materials: All lessons and resources are available to access via your daughter's Google Classroom</p>		
<p>Homework will include: Preparation for key word and spelling test, exam practice questions, revision for Year 11</p>		



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November Mock exam

Assessment details: Year 11 November Mock exam - Paper 1 Global Geographical Issues (Hazardous Earth, Development Dynamics, Challenges of and Urbanising World) and Paper 2 UK Geographical Issues (UK's evolving physical landscape, UK's evolving human landscape, fieldwork - rivers and urban). This will take the format of GCSE style questions – multiple choice questions, short answer questions, calculate questions, extended writing questions (command word assess / evaluate – P1 (AO2 and AO3) / P2 (AO3 and AO4)

When will the assessment take place? As part of the Year 11 November Mock exams



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Spring term 1st half		
Unit of work	Knowledge	Skills
Paper 3 People and Environment Issues - People and the Biosphere; Forests under threat	<p>People and the Biosphere</p> <ul style="list-style-type: none"> • How the global distribution and characteristics of major biomes are influenced by climate • Local factors (altitude, rock and soil type, drainage) which influence biome distribution and characteristics • The biosphere as a vital life support system for people as it produces both goods and services • Theories on the relationships between population and resources (Malthus and Boserup) <p>Forests under threat (tropical rainforest and taiga forest)</p> <ul style="list-style-type: none"> • Structure, functioning and adaptations of the tropical rainforest and taiga forest • How tropical rainforests are threatened directly by deforestation and indirectly by climate change • How the taiga forest is threatened directly by commercial development and indirectly as a result of acid rain, forest fires and pests and diseases • How tropical rainforests can be managed through global actions (CITES, REDD) and sustainable forest management • How the taiga forest is managed through national parks and sustainable forestry 	<ul style="list-style-type: none"> • Comparing climate graphs for different biomes • Use of world maps to show the location of global biomes • Use and interpretation of line graphs showing the range of future global population projections • Use and interpretation of nutrient cycle diagrams and food web diagrams • Use of GIS to identify the patterns of forest loss
<p>Key Terms: Ecosystem, biome, abiotic, biotic, latitude, altitude, indigenous people, exploitation, goods, services, resource pessimist, resource optimist, nutrient cycle, biodiversity, food chain, food web, plant productivity, deforestation, subsistence agriculture, commercial agriculture, conservation, sustainable management, ecotourism, national park</p>		
<p>Course Materials: All lessons and resources are available to access via your daughter's Google Classroom</p>		
<p>Homework will include: Preparation for key word and spelling test, independent research tasks, exam practice questions</p>		
<p>Assessment details: n/a</p> <p>When will the assessment take place? n/a</p>		



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Spring term 2nd half		
Unit of work	Knowledge	Skills
Paper 3 People and Environment Issues - Consuming energy resources	<p>Consuming energy resources</p> <ul style="list-style-type: none"> • How energy resources can be classified into non-renewable, renewable and recyclable • Environmental impacts of resource use and extraction • How access to energy resources is affected by access to technology and physical resources • Global pattern of energy use per capita and causes of variations in energy use • Uneven distribution of oil reserves and reasons for increasing oil consumption • How oil supply and oil prices are affected by changing international relations and economic factors • Economic and environmental costs and benefits of developing new conventional and new unconventional sources of oil and gas • Ways in which we can reduce our reliance on fossil fuels - energy efficiency and conservation and alternatives to fossil fuels • How attitudes to energy and environmental issues are changing 	<ul style="list-style-type: none"> • Use and interpretation of world maps showing the distribution of energy resources • Use of oil price and oil production data to graph trends over time • Calculation of carbon and ecological footprints • Decision making skills
<p>Key Terms: non-renewable, renewable, recyclable, stock resource, flow resource, carbon emissions, distribution, economic development, conventional oil, non-conventional oil, tar sands, finite, infinite, biofuels, carbon footprint, sustainable, carbon footprint</p>		
<p>Course Materials: All lessons and resources are available to access via your daughter's Google Classroom</p>		
<p>Homework will include: Preparation for keyword and spellings test, independent research tasks, exam practice questions, revision for Paper 3 mock exam</p>		
<p>Assessment details: Paper 3 mock exam When will the assessment take place? During the Year 11 March mocks</p>		