# Long-term planning

## Geography - Year 11

| Year 11 Themes | The Changing Economic World | The Living World | The Challenge of Resource Management | Issue Evaluation (based on the pre-release we get 12 weeks before the exam) |
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| | **Students will know that** | | | |
| | **Overview**<br>• There are global variations in levels of economic development and quality of life.<br>• Uneven development is caused by **physical, economic and historical factors.**<br>• Economic and social measures such as **GNI per head, literacy rates, life expectancy, people per doctor and HDI** show variations in development.<br>• The development gap can be reduced by strategies such as **industrial development, tourism, investment, aid, fairtrade, intermediate technology and debt relief**.<br>• Tourism in Jamaica provides **employment, income and investment**, helping to reduce the development gap.<br>• Tourism also brings **environmental pressures**, inequality between regions and concerns about sustainability.<br>• The **Demographic Transition Model (DTM)** shows how birth rate, death rate and population structure change with development; different stages of | **Ecosystems overview**<br>• Ecosystems exist at a range of scales and involve interactions between **biotic** (plants, animals, microorganisms) and **abiotic** (climate, soils, water) components.<br>• A small-scale UK ecosystem (a freshwater pond) illustrates **interrelationships** such as food chains, food webs, nutrient cycling and the role of producers, consumers and decomposers.<br>• Changes to one ecosystem component can have **knock-on effects** on other parts of the system.<br>• There is a **global distribution** of major biomes (tropical rainforest, hot desert, tundra, temperate forest, grassland), each shaped by climate, soils and productivity.<br>**A case study of a tropical rainforest – The Amazon Rainforest**<br>• **Tropical rainforests have distinctive characteristics** driven by high temperatures, high rainfall and rapid nutrient cycling.<br>• The Amazon contains **high biodiversity,** with many species adapted to tropical conditions.<br>• **Rates of deforestation in the Amazon are changing** due to farming, logging, | **Overview of global resource issues**<br>• Food, water and energy are **fundamental to human development**, affecting health, economic productivity and quality of life.<br>• There are **global inequalities** in the supply and consumption of resources.<br>• Rising consumption is driven by **economic development**, technological change and population growth.<br>**Resource management in the UK**<br>• The UK faces changing demands for **high-value food**, increased imports, and concerns about **food miles** and carbon footprints.<br>• Agribusiness (e.g. Lynford House Farm) has expanded, with farms becoming **larger, more intensive and more technologically advanced** in order to reduce imports.<br>• **There is a demand for organic food** due to rising environmental concerns and the need to reduce our imports (Riverford Organic Farm)<br>• Water demand varies, and some regions face **deficits**, requiring water transfer schemes (Kielder Water) and management of pollution. | • Issue evaluation requires students to apply their knowledge of **physical and human geography** to a contemporary geographical issue presented in the pre-release booklet.<br>• Students will know how to **interpret, analyse and evaluate** a range of unfamiliar sources, including maps, diagrams, graphs, photographs, data tables, quotes and viewpoints.<br>• They will understand that geographical issues involve **stakeholders with contrasting priorities**, and that decisions have **social, economic and environmental consequences**.<br>• Students will know that they must identify and weigh up **advantages and disadvantages** of different possible options or strategies presented in the resources.<br>• They will understand how to use geographical concepts from across the course (e.g. sustainability, inequality, |

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| | the DTM link to different levels of development.<br><br>**A case study of one LIC or NEE (Nigeria)**<br><br>• Nigeria's wider **political, social, cultural and environmental context** influences its development.<br><br>• Nigeria's **changing industrial structure**, including the growth of manufacturing, can stimulate economic development.<br>• **Transnational corporations (TNCs)** create advantages (jobs, investment, multiplier effect) and disadvantages (pollution, profit leakage, poor working conditions)- a focus on Shell Oil)<br>• **Political and trading relationships** with the wider world affect Nigeria's economy.<br>• **International aid** supports development, though its impacts vary.<br>• Rapid development causes **environmental impacts** (pollution, habitat loss) but can improve **quality of life** for the population.<br><br>**Economic futures in the UK:**<br><br>• The UK economy has changed due to **de-industrialisation, the decline of traditional industries and the effects of globalisation and government policies**.<br>• The UK is moving towards a **post-industrial economy**, with growth in services, finance, IT, research and science/business parks. | mining, energy development, road building and population growth.<br>• **Deforestation in the Amazon has significant economic gains but major environmental impacts** (loss of biodiversity, climate change, soil erosion).<br>• Management of the Amazon **requires sustainable strategies such** as selective logging, replanting, ecotourism, conservation, education, and international agreements.<br><br>**A case study of a hot desert – The Thar Desert**<br><br>• **Hot deserts have distinctive characteristics** linked to arid climates, limited water supply and **fragile ecosystems.**<br>• The Thar Desert provides **development opportunities** including mineral extraction, energy production, commercial farming and tourism.<br>• Extreme temperatures, water shortages and inaccessibility create **major challenges for development in the Thar Desert.**<br>• Areas on the desert fringe are at risk **of desertification** due to climate change, overgrazing, over-cultivation and population pressure.<br>• **Strategies to reduce desertification** include water and soil management, tree planting and appropriate technology. | • The UK's **energy mix** is changing, with reduced fossil fuel production and increasing reliance on renewables.<br><br>**Global patterns of food insecurity**<br><br>• **Some regions have surpluses and others experience deficits,** linked to climate, poverty, technology, water stress, pests/disease and conflict.<br>• **Food insecurity can lead to** famine, undernutrition, soil erosion, rising food prices and social unrest.<br><br>**Food**<br><br>• **Strategies to increase food supply** include irrigation, aeroponics/hydroponics, the new green revolution, biotechnology and appropriate technology.<br>• **Large-scale agricultural developments** can increase production but may create environmental and social challenges.<br>• **Sustainable food futures involve** organic farming, permaculture, urban farming, sustainable meat/fish, seasonal food and reducing waste.<br><br>**A case study of a large-scale agricultural development – Thanet Earth**<br><br>• Thanet Earth uses **intensive, high-tech** greenhouses to increase productivity and reduce reliance on imports.<br>• **Advantages** include high yields, efficient water use, and reliable year-round production.<br>• **Disadvantages** include high energy consumption, landscape/visual impacts and reduced biodiversity. | hazard risk, development, resource management) to inform their judgement.<br>• Students will know how to build a **reasoned argument**, using evidence from the resource booklet alongside their wider geographical knowledge.<br>• They will be able to explain **interrelationships** between people, environments and processes when evaluating the issue.<br>• Students will know how to reach a **justified conclusion**, selecting a preferred option and supporting this choice with clear, evidence-based reasoning. |

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| | • **Modern industrial development in the UK can be made more environmentally sustainable**, for example through improved design, reduced emissions and landscape restoration.<br>• **Rural areas experience social and economic change**, including both population growth (e.g., accessible rural communities) and population decline (e.g., remote upland areas). **Improvements to UK transport infrastructure,** including road upgrades, rail developments such as HS2, expanded port capacity and airport development, support economic growth.<br>• There is a recognised **north–south divid**e, and strategies such as enterprise zones, improved transport links and regional investment aim to reduce regional inequality.<br>• **The UK has strong links with the wider world** through trade, culture, transport and electronic communications, and political and economic relationships with organisations such as the EU and Commonwealth shape its global role. | | **A case study of a local sustainable food scheme in an LIC/NEE – Agroforestry in Mali**<br>• **Agroforestry improves soil structure, moisture retention, shade and biodiversity, increasing food security.**<br>• **It supports sustainable, small-scale farming**, strengthens community resilience and reduces vulnerability to climate change.<br>• Local schemes **reduce food insecurity while supporting environmental conservation** and long-term sustainability. | |
| | **Students will know how to** | | | |
| | To define and use development terminology; interpret graphs, maps and choropleths; apply case study evidence to explain opportunities and challenges; evaluate methods of reducing the development gap; compare development pathways in HICs and NEEs; write exam-style responses with justified conclusions. | To define key ecosystem terminology; interpret climate graphs; explain plant and animal adaptations; analyse the causes and impacts of deforestation and desertification; apply case study evidence (Amazon, Thar Desert); evaluate strategies for sustainability; write extended exam responses. | To use key terms for resources; interpret data on resource distribution and consumption; evaluate advantages and disadvantages of different strategies; analyse case study evidence; write extended exam responses. | To interpret, analyse and evaluate different sources; apply prior knowledge from both physical and human topics to new contexts; consider and compare stakeholder viewpoints; construct extended evaluative writing including a 9-mark DME; justify decisions about impacts on people and |

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| | | | | environments; set issues in local, national and global contexts. |
| | **Vocabulary and the concepts they link to** | | | |
| | Development, development gap, LIC, HIC, NEE, DTM, TNC, aid, debt relief, microfinance, fair trade, deindustrialisation, post-industrial economy, North–South divide, inequality, globalisation. | Ecosystem, biome, habitat, interdependence, adaptation, biodiversity, deforestation, ecotourism, conservation, desertification, agroforestry, overgrazing, overcultivation, sustainability. | Resource, food security, famine, energy mix, energy security, agribusiness, organic farming, water surplus, water deficit, water transfer, fracking, irrigation, hydroponics, biotechnology, permaculture, agroforestry, urban farming, sustainability. | TBC when the pre-release materials are released |
| | **Assessment** | | | |
| | • **Ongoing recall and retrieval starters** at the beginning of each lesson to reinforce key knowledge and subject-specific vocabulary.<br>• **Extended evaluative writing**, using geographical knowledge and evidence to assess the effectiveness of Fairtrade in reducing the global development gap.<br>• **Justified decision-making responses**, evaluating whether transnational corporations (TNCs) bring more advantages than disadvantages to host countries.<br>• **Knowledge and skills checks** to assess recall, identify gaps in understanding, and inform future learning.<br>• **Extended evaluative writing**, using case study evidence to evaluate the success of strategies aimed at reducing regional differences within the United Kingdom, including accuracy, structure, and quality of written communication.<br>• **End-of-unit exam practice**, reflecting the structure and demand of an exam paper, including a range of 1–9 mark | • **Ongoing recall and retrieval starters** at the beginning of each lesson to reinforce key knowledge and subject-specific vocabulary.<br>• **Resource-based explanatory responses**, using photographic evidence to describe and explain the characteristics of tropical rainforest vegetation in Central Africa.<br>• **Extended evaluative writing**, using a case study to assess the extent to which opportunities for economic activity have been developed in a chosen environment.<br>• **Knowledge and skills checks** to assess recall, identify gaps in understanding, and inform future learning. | • **Ongoing recall and retrieval starters** at the beginning of each lesson to reinforce key knowledge and subject-specific vocabulary.<br>• **Resource-based explanatory responses**, using figures to explain why fracking for gas can lead to conflict between different groups of people.<br>• **Structured written explanations**, assessing the extent to which appropriate technology and other strategies can increase food supply.<br>• **Evaluative responses**, judging the effectiveness of different methods of producing sustainable food.<br>• **End-of-unit exam practice**, reflecting the structure and demand of an exam paper, including a range of 1–9 mark questions and geographical skills questions. | • **Ongoing recall and retrieval starters** at the beginning of each lesson to reinforce key knowledge and subject-specific vocabulary.<br>• Full mock exam based on exemplars from previous years. |

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| | questions and geographical skills questions. | | | |
| | **Diversity & development of cultural capital** | | | |
| | Students explore case studies of **Nigeria and the UK**, developing awareness of **global inequality**, how different countries pursue development, and how the UK's economy is shaped by its **cultural, political and economic links** to the wider world. | Case studies of the **Amazon Rainforest** and the **Thar Desert** help students appreciate global **biodiversity**, understand contrasting environments and cultures, and recognise the worldwide challenges of **deforestation, desertification and sustainability**. | Case studies of **Thanet Earth** (UK) and **Agroforestry in Mali** develop students' awareness of **global inequality in resource security**, and deepen understanding of contemporary debates around **food security, sustainable farming and the ethics of resource use**. | Students gain awareness of **contemporary global issues**, practising critical thinking, weighing ethical considerations, and engaging with a range of **diverse stakeholder perspectives** when evaluating real-world geographical decisions. |
| | **Cross-curricular opportunities and enrichment** | | | |
| | Maths (graphs, data interpretation), Citizenship (fair trade, aid, inequality), Literacy (extended essays).<br><br>**Careers:** Economist, international development officer. | Science (climate, soil, ecology), Citizenship (sustainability, conservation), Literacy (evaluative writing), Geography in the news (deforestation, desertification).<br><br>**Careers:** Conservationist, environmental scientist. | Science (energy, water cycle, biotechnology), Maths (data handling, graphs), Citizenship (ethical food sourcing, energy policy), current events (climate change, food prices).<br><br>**Careers:** Agricultural scientist, energy policy advisor. | Maths (graphs, statistics), Literacy (evaluative writing, persuasive argument), Citizenship (stakeholders, ethics) |