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Y11 GEOGRAPHY

GEOGRAPHICAL APPLICATIONS & SKILLS- How do we complete the issue evaluation?

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
• This unit is about identifying, understanding and appreciating the interrelationships between the different aspects of geographical study. • The issue evaluation- includes critical thinking and problem solving task based on a current issue. • Fieldwork- includes 2 contrasting enquiries (completed in Y10) Understanding each stage of the enquiry process in a fieldwork context & the interrelationships between them. • Geographical skills- includes a summary of the cartographic, graphical, numerical, statistical and data skills required to be a good geographer. These will be assessed on all 3 exam papers.	• Issue Evaluation- This comes from one of the core topics & not from the options. It will be synoptic and will draw from both human & physical geography. A resource booklet is published 12 weeks prior to the final exam (around mid-March) which has to be studied in detail to understand the issue, evaluation theme and resources. In the exam students have to make decisions and judgements based on these resources using evidence from prior learning to support this decision. • Fieldwork- 2 field visits will have been completed to 2 contrasting locations. Students need to be prepared to discuss fieldwork that shows interaction between aspects of physical & human geography and the connections between different elements of the enquiry process. Students understanding of the enquiry process will be assessed with questions based on the fieldwork data from an unfamiliar context and questions based on their fieldwork data. • Skills- these will be taught throughout the course- using & interpreting data from different kinds of maps & photos. Interpreting and constructing graphs & diagrams. Using a range of statistical methods to measure the average & spread of a data set, calculate % change & describe relationships between variables.	Dependent on the topic set by the exam board.

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Challenge and Support:	Worldwide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
• Develop vocabulary both verbally and in written. • Writing frames; success criteria and mark schemes. • VIP strategy for disadvantaged students • Some pupils will progress further and start to describe and begin to explain. • Relevant SEND support based on student's individual needs and passport information.	• Independent research, data collection and data presentation, analysis, conclusion & evaluation. Independent skills to allow them to be taken and applied to further education/jobs. • Apply geography to a 'real life' situation. • Cross- curricular links/skills that are transferrable.	• Explore ideas of opportunities for employment in research/management/ investigation. • To develop skills that can be transferred into later life.
Historical, Social, Moral, Spiritual, Cultural context:	**Cross curricular links/ literacy/numeracy:**	**Common misconceptions:**
• Moral & social- applying their knowledge, understanding, geography to a real life situation.	• Cross curricular with Character and Culture influence of human decisions on our environment. • Opportunities to promote reading aloud and for extended writing in their decisions, judgements, descriptions, analysis, conclusions & evaluations. Linking this to the theory already studied. • Numeracy through analysis of data, reading graphs and charts to establish patterns. Construction of graphs and presentation of data over time.	• That these are problems that occur elsewhere and does not affect us. • Field work & issue evaluations are easy!

Assessment timeline:

- Use of Knowledge and retrieval quizzes- accumulated learning quizzes conducted on a regular basis. Reviews understanding and comprehension and retention of key knowledge.
- Exam questions for all 3 key question styles- explain, analyse and evaluate. Model answers, structure guides and scaffolding available for each question. Familiar & unfamiliar fieldwork data questions to be used. Past issue evaluations to become familiar with the style of questioning.
- Assessment through in class tasks to ensure understanding and application of key skills such as; describing patterns using maps and data, applying numerical data in decision making activity, reading and creating different types of graphs.

Home learning

- Revision for accumulated learning quizzes
- Exam practice questions- modelled and structured/planned in class

Feedback
• Feedback 4 used for all assessed exam questions • Live marking - self assessment and green pen.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													