

Year 11 Geography Medium Term Plan

Unit	Duration (lessons)	Learning Objectives/Outcomes
A global perspective on development issues	30	<ul style="list-style-type: none"> • To find out about how development data and images are used to learn about levels of development in different countries including the UK. • To investigate the limitations of using data to ascertain levels of development. • To analyse the merits of using economic data alongside human/ social development data. • To analyse how we define groups of countries that have similar characteristics including LEDCs, LICs and NICs. • To evaluate the drivers of globalisation including trade, technology, geo-political links, cultural exchange, migration and economic investment by multi-national companies. • To justify how the UK is connected to other countries by the processes of globalisation. • To analyse how the key drivers of globalisation have caused uneven levels of development at a global scale and within nations. • To justify the causes of uneven development including the UK, a LIC and a NIC.
Theme 3 Environmental Challenges Key idea 3.1 How ecosystems function	11	<ul style="list-style-type: none"> • To find out the location and distribution of biomes at a global scale and their relationship to climate zones • To investigate the characteristics and interdependence of climate, soils, vegetation, animals and humans in two contrasting biomes • To analyse the physical processes that link living/ biotic and non-living/ abiotic components in hot semi-arid grasslands and one other biome • To evaluate the benefits of the ecosystem for local communities • To evaluate the challenges of managing the ecosystem and how different stakeholders perceive its value
Fieldwork Task	10	<ul style="list-style-type: none"> • Fieldwork research and write up
Theme 3 Environmental Challenges Key idea 3.2 Ecosystems under threat	9	<ul style="list-style-type: none"> • To find out how humans use, modify and change ecosystems and environments in order to obtain food, energy and water resources • To investigate how hot semi-arid grasslands and one other ecosystem have been damaged by human activity • To investigate how processes within one ecosystem have been affected

		<ul style="list-style-type: none"> • To analyse the effects of the damage at the local scale, to include the effect on biodiversity, and at the global scale • To justify the reasons for conservation and management • To evaluate the ways in which hot semi-arid grasslands and one other ecosystem have been managed • To evaluate strategies for sustainable management
<p>Theme 3 Environmental Challenges Key idea 3.3 Water resources and management</p>	<p>10</p>	<ul style="list-style-type: none"> • To find out concepts of water footprints and water security • To investigate past and present global trends in water supply and demand • To investigate the social, economic and environmental reasons why supply and demand for water varies over time and place • To analyse the links between population change, economic growth, consumerism and increasing demands for water • To analyse the concept of over-abstraction and the reasons for water transfer schemes • To analyse the impact of over-abstraction and unsustainable use of water on people, the economy and environment • To justify ways in which an imbalance of supply and demand can be met within one country at a local scale • To evaluate coverage to include the impacts in countries at contrasting levels of development • To evaluate the international issues facing future water management across national boundaries