

ST MARTIN-IN-THE-FIELDS HIGH SCHOOL FOR GIRLS

Geography Framework for Learning 2022-2023



Year Group	YEAR 11					
Subject intent	<p>The Geography curriculum is designed to give all students the confidence and experience to help inform and shape ideas; investigating human and physical strands of the multi-faceted subject. This will enable students to become global citizens and have the cultural literacy to be role models for the future and set a trail for others to emulate. Considering themes such as sustainability, development and climate change in their everyday lives.</p> <p>Geography offers the opportunity to study a range of topics that investigate the physical processes of our planet, human societies and the economic and environmental challenges within the local, national and global context. This gives students the confidence to interact with the wider world, leading to fulfilled and positive life experiences. The curriculum encourages students to ask questions, develop critical thinking skills, and layer a deeper understanding of complex concepts as the course navigates through the curriculum.</p> <p>Geographical skills are embedded within units of work throughout all key stages. Students develop their cartographic, graphical, ICT and GIS skills. Fieldwork enquiries enable students to apply their skills, knowledge and understanding within both human and physical Geography.</p> <p>Geography bridges the curriculum from the physical process in Science, creativity in English to the quantitative skills of Mathematics. Students are able to use these connections to excel in the wider world.</p>					
Subject Implementation	AUTUMN 1: UK's EVOLVING HUMAN LANDSCAPE (cont.) AND HAZARDOUS EARTH	AUTUMN 2: FIELDWORK AND PEOPLE AND THE BIOSPHERE	SPRING 1: FORESTS UNDER THREAT	SPRING 2: CONSUMING ENERGY RESOURCES	SUMMER 1: REVISION	SUMMER 2: REVISION
Knowledge	<ul style="list-style-type: none"> ■ Improving London ■ London's Urban-Rural Fringe ■ Global Atmospheric Circulation ■ Climate Change : evidence, causes and consequences ■ Cyclones ■ Tectonic Theory ■ Earthquakes and Volcanoes ■ Monitoring tectonic hazards 	<ul style="list-style-type: none"> ■ Introduction to Fieldwork ■ Producing a Hypothesis and Choosing a Site ■ Risk Assessment ■ Methodology ■ Fieldwork ■ Data Presentation ■ Data Analysis ■ Conclusions ■ Evaluation of Fieldwork ■ Introduction to Biomes ■ Local Factors affecting Biomes ■ Goods and Services in Biomes ■ Biomes and Global Services ■ Malthus and Boserup 	<ul style="list-style-type: none"> ■ Location and Characteristics of the Tropical Rainforests ■ Threats to the Tropical Rainforests ■ Sustainable Management of the Tropical Rainforest ■ Characteristics of the Taiga ■ Direct Threats to the Taiga ■ Indirect Threats to the Taiga ■ Protecting the Taiga 	<ul style="list-style-type: none"> ■ Global Access and Consumption of Energy ■ Rising Demand for Oil ■ Geopolitics and Oil ■ Exploiting Ecologically Sensitive Areas for Oil ■ Energy Efficiency ■ Alternatives to Fossil Fuels ■ Attitudes to Energy and the Environment 	Revision of topics in preparation for GCSE examinations.	Revision of topics in preparation for GCSE examinations.
Skills	■ Map reading	■ Map reading	■ Map reading	■ Map reading	■ Map reading	■ Map reading

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	<ul style="list-style-type: none"> ■ Data analysis ■ Mathematical skills ■ Statistics ■ Photographic inference ■ Extended writing ■ Geology maps ■ OS Maps ■ Four and six figure grid references ■ Compass points and directions ■ Fieldwork ■ Data presentation ■ Data analysis ■ Methodology ■ Risk Assessment 	<ul style="list-style-type: none"> ■ Data analysis ■ Mathematical skills ■ Statistics ■ Photographic inference ■ Extended writing ■ Geology maps ■ OS Maps ■ Four and six figure grid references ■ Compass points and directions 	<ul style="list-style-type: none"> ■ Data analysis ■ Mathematical skills ■ Statistics ■ Photographic inference ■ Extended writing ■ Compass points and directions ■ Literacy ■ Inference ■ Decision making 	<ul style="list-style-type: none"> ■ Data analysis ■ Mathematical skills ■ Statistics ■ Photographic inference ■ Extended writing ■ Compass points and directions ■ Literacy ■ Inference ■ Decision making 	<ul style="list-style-type: none"> ■ Data analysis ■ Mathematical skills ■ Statistics ■ Photographic inference ■ Extended writing ■ Compass points and directions ■ Literacy ■ Inference ■ Decision making 	<ul style="list-style-type: none"> ■ Data analysis ■ Mathematical skills ■ Statistics ■ Photographic inference ■ Extended writing ■ Compass points and directions ■ Literacy ■ Inference ■ Decision making
Subject Impact	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> ■ The key ideas taught within the module ■ Linking each topic to prior learning, are self-reflective and resilient in learning ■ Demonstrating key themes within the curriculum ■ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ■ They can analyse strengths and weaknesses of arguments and form their own judgement. ■ They can make reference to external sources to support their arguments. 	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> ■ The key ideas taught within the module ■ Linking each topic to prior learning, are self-reflective and resilient in learning ■ Demonstrating key themes within the curriculum ■ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ■ They can analyse strengths and weaknesses of arguments and form their own judgement. ■ They can make reference to external sources to support their arguments. 	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> ■ The key ideas taught within the module ■ Linking each topic to prior learning, are self-reflective and resilient in learning ■ Demonstrating key themes within the curriculum ■ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ■ They can analyse strengths and weaknesses of arguments and form their own judgement. ■ They can make reference to external sources to support their arguments. 	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> ■ The key ideas taught within the module ■ Linking each topic to prior learning, are self-reflective and resilient in learning ■ Demonstrating key themes within the curriculum ■ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ■ They can analyse strengths and weaknesses of arguments and form their own judgement. ■ They can make reference to external sources to support their arguments. 	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> ■ The key ideas taught within the module ■ Linking each topic to prior learning, are self-reflective and resilient in learning ■ Demonstrating key themes within the curriculum ■ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ■ They can analyse strengths and weaknesses of arguments and form their own judgement. ■ They can make reference to external sources to support their arguments. 	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> ■ The key ideas taught within the module ■ Linking each topic to prior learning, are self-reflective and resilient in learning ■ Demonstrating key themes within the curriculum ■ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ■ They can analyse strengths and weaknesses of arguments and form their own judgement. ■ They can make reference to external sources to support their arguments.



Assessment	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests. 	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests. 	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests. 	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests. 	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests. 	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests.
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