



Geography	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
	Your child is not yet making the expected progress within this course.	Your child is achieving the expected progress for this point within the course.	Your child is exceeding the expected progress.
Year 11 Autumn 1 The Living World	Students working towards expected outcomes in Year 11 can/has: <ul style="list-style-type: none"> • Give a basic overview of the distribution and characteristics of large scale natural global ecosystems. • A basic understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling. • Use an example of a small scale UK ecosystem (Sutton Park) to simply illustrate the concepts of interrelationships within a natural system. Tropical Rainforests (TRF) <ul style="list-style-type: none"> • A basic understanding of the impact on the ecosystem of changing one component. • Outline the basic physical characteristics of a TRF - name some locations and describe the climate. • A basic understanding of the interdependence of climate, water, soils, plants, animals and people in the TRF • Outline simply how plants and animals adapt to the physical conditions in the TRF • Can outline simple ways human activity in the TRF is creating Issues related to biodiversity. • Has a simple understanding of the changing rates of deforestation in the TRF 	Students working at expected in Year 11 can/has: <ul style="list-style-type: none"> • Give a clear overview of the distribution and characteristics of large scale natural global ecosystems. • A clear understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling. • Use an example of a small scale UK ecosystem (Sutton Park) to clearly illustrate the concepts of interrelationships within a natural system. Tropical Rainforests (TRF) <ul style="list-style-type: none"> • A clear understanding of the impact on the ecosystem of changing one component. • Explain the physical characteristics of a TRF - describe the location pattern and describe the climate (precipitation & temp) • A clear understanding of the interdependence of climate, water, soils, plants, animals and people in the TRF • Outline clearly how plants and animals adapt to the physical conditions in the TRF • Can explain how human activity in the TRF is creating issues related to biodiversity. • Has a clear understanding of the changing rates of deforestation in the TRF & can give reasons for these patterns 	Students working beyond expected in Year 11 demonstrate working at the expected level and can consistently apply this. They also can... <ul style="list-style-type: none"> • Explain the impact of human management on the ecosystem in Sutton Park • Include a range of specific facts in PEEL paragraphs from their Amazon and Western Desert Case Studies • Evaluate the effectiveness of both strategies used to manage deforestation in TRFs and reduce the risk of desertification in the HD



	<p>Can use a case study of a tropical rainforest (The Amazon) to give a basic description of:</p> <ul style="list-style-type: none">○ Some causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth○ Some impacts of deforestation – economic development, soil erosion, contribution to climate change. <ul style="list-style-type: none">● Describe the value of tropical rainforests to people and the environment.● Give a simple outline of some strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction. <p>Hot Deserts (HD)</p> <ul style="list-style-type: none">● Give a basic description of the physical characteristics of a hot desert.● A basic understanding of the interdependence of climate, water, soils, plants, animals and people in the HD● Simple description of how plants and animals adapt to the physical conditions of the HD● A simple understanding of how the climate creates issues related to biodiversity.	<p>Can use a case study of a tropical rainforest (The Amazon) to give a clear description of:</p> <ul style="list-style-type: none">○ A range of causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth○ A range of impacts of deforestation – economic development, soil erosion, contribution to climate change. <ul style="list-style-type: none">● Explain the value of tropical rainforests to people and the environment.● Give a clear explanation of a range of strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction. <p>Hot Deserts (HD)</p> <ul style="list-style-type: none">● Give a clear description of the physical characteristics of a hot desert.● A clear understanding of the interdependence of climate, water, soils, plants, animals and people in the HD● Explain how plants and animals adapt to the physical conditions of the HD and relate these to the conditions● A clear understanding of how the climate creates issues related to biodiversity.	
--	--	--	--



	<p>Use a case study of a hot desert (The Western Desert) to give a basic description of:</p> <ul style="list-style-type: none"> ○ development opportunities in hot desert environments: mineral extraction, energy, farming, tourism ○ challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility. <ul style="list-style-type: none"> ● Give a simple outline of some of the causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion. ● Give a simple outline of some of the strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology. 	<p>Use a case study of a hot desert (The Western Desert) to give a clear explanation of:</p> <ul style="list-style-type: none"> ○ development opportunities in hot desert environments: mineral extraction, energy, farming, tourism ○ challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility. <ul style="list-style-type: none"> ● Give a simple outline of some of the causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion. ● Give a clear explanation of a range of strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology. 	
<p>Year 11 Autumn 2</p> <p>Coastal Landscapes</p>	<p>Students working towards expected outcomes in Year 11 can:</p> <ul style="list-style-type: none"> ● Name the different wave types and give a basic outline of their characteristics. ● Give a basic definition of the following coastal processes: <ul style="list-style-type: none"> ○ weathering processes - mechanical, chemical, ○ mass movement (sliding, slumping, rock falls) ○ erosion ○ transportation – longshore drift ○ Deposition – why sediment is deposited ● Give a simple description of how geological structure and rock type influence coastal forms. 	<p>Students working towards expected outcomes in Year 11 can:</p> <ul style="list-style-type: none"> ● Name the different wave types and give a clear description of their characteristics and differences ● Give a clear definition of the following coastal processes: <ul style="list-style-type: none"> ○ weathering processes - mechanical, chemical, ○ mass movement (sliding, slumping, rock falls) ○ erosion ○ transportation – longshore drift ○ Deposition – why sediment is deposited ● Give a clear description of how geological structure and rock type influence coastal forms. 	<p>Students working beyond expected in Year 11 demonstrate working at the expected level and can consistently apply this. They also can...</p> <ul style="list-style-type: none"> ● Evaluate factors that affect rates of erosion, transportation and deposition ● Extend their explanation of the formation of coastal landforms by considering how the feature will change in the future ● Analyse the effectiveness of coastal realignment as a management method ● Evaluate how coastal erosion management strategies create conflict between different stakeholders ● Evaluate the success of the Lyme Regis coastal management scheme and how it



<p>For each of the sets of landforms below the student can give a basic description of their key characteristics and their formation, using simple terminology. The sequence may be incomplete or in the incorrect order. They will be basic reference to the coastal processes involved in their formation.</p> <ul style="list-style-type: none">• Characteristics and formation of landforms resulting from <u>erosion</u> - headlands and bays; cliffs and wave cut platforms; caves, arches and stacks• Characteristics and formation of landforms resulting from <u>deposition</u> - Beaches, sand dunes, spits and bars.• From the example of a section of coastline in the UK the student can identify some major landforms of erosion and deposition, however these may be generic• List basic costs and benefits of the following management strategies. They may be generic or muddled:<ul style="list-style-type: none">○ hard engineering – sea walls, rock armour, gabions and groynes○ soft engineering – beach nourishment and reprofiling, dune regeneration• Give a basic definition of managed retreat – coastal realignment.• For the example of a coastal management scheme in the UK (Lyme Regis) the student can:<ul style="list-style-type: none">○ Give a basic description of the reasons for management○ Give a basic description of the management strategy○ Outline simply the resulting effects and conflicts (generic).	<p>For each of the sets of landforms below the student can give a clear description of their key characteristics and explain their formation, using geographical terminology. The sequence is complete and in the correct order. They will be clear reference to the coastal processes involved in their formation</p> <ul style="list-style-type: none">• Characteristics and formation of landforms resulting from <u>erosion</u> - headlands and bays; cliffs and wave cut platforms; caves, arches and stacks• Characteristics and formation of landforms resulting from <u>deposition</u> - Beaches, sand dunes, spits and bars.• From the example of a section of coastline in the UK the student can identify some it's major landforms of erosion and deposition, with some named examples from the Dorset Coast e.g. Lulworth Cove & Durdle Door• Explain the specific costs and benefits of the following management strategies:<ul style="list-style-type: none">○ hard engineering – sea walls, rock armour, gabions and groynes○ soft engineering – beach nourishment and reprofiling, dune regeneration• Give a clear definition of managed retreat – coastal realignment – and explain how it protects the coast• For the example of a coastal management scheme in the UK (Lyme Regis) the student can:<ul style="list-style-type: none">○ Give a clear description of the reasons for management○ Give a clear description of the management strategy○ Explain the resulting effects and conflicts	<p>creates conflict between different stakeholders</p>
--	---	--





<p>Year 11 Spring 1</p> <p>The Changing Economic World</p>	<p>Students working towards expected outcomes in Year 11 can/has:</p> <ul style="list-style-type: none">• A basic understanding of different ways of classifying parts of the world according to their level of economic development and quality of life.• Name some different economic and social measures of development. May not be able to explain The Human Development Index (HDI). Has limited understanding of the limitations of economic and social measures.• Make basic links between stages of the Demographic Transition Model and the level of development.• Give a simple description of some causes of uneven development: physical, economic and historical.• Give a simple description of some consequences of uneven development: disparities in wealth and health, international migration.• Has a basic and limited overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans.• Can describe how the growth of tourism in an LIC or NEE helps to reduce the development gap, with limited use of a named example	<p>Students working at expected in Year 11 can/has:</p> <ul style="list-style-type: none">• A clear understanding of different ways of classifying parts of the world according to their level of economic development and quality of life.• Describe different economic and social measures of development. Explain what The Human Development Index (HDI) is and what benefits it brings as a measure of development. Has a clear understanding of the limitations of economic and social measures.• Make clear links between stages of the Demographic Transition Model and the level of development.• Give a clear description of a range of causes of uneven development: physical, economic and historical.• Give a clear description of a range of consequences of uneven development: disparities in wealth and health, international migration.• Has a clear and detailed overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans.• Can explain how the growth of tourism in an LIC or NEE helps to reduce the development gap, with use of a named example (The Maldives)	<p>Students working beyond expected in Year 11 demonstrate working at the expected level and can consistently apply this. They also can...</p> <ul style="list-style-type: none">• Analyse the limitations of economic and social measures of development• Evaluate the interlinked relationship of the causes of uneven development• Evaluate the effectiveness of the strategies used to reduce the development gaps• Analyse the costs vs. benefits of tourism in the Maldives
--	---	--	---



	<p><i>For the two following case studies the student has a basic knowledge of the content listed below. They will describe the content using simple terminology and the context will be generic (application to any LIC/NEE/HIC).</i></p>	<p><i>For the two case studies the student has clear knowledge of the content listed. They will describe and explain the content using specific geographic terminology. They will know a range of specific facts/figures/named examples to exemplify their points and write detailed PEEL paragraphs in their extended writing.</i></p>	<p><i>Give critical analysis of aspects of the case studies such as evaluating the benefits of TNCs in LICs & NEEs, how aid can create dependence in LICs, the effectiveness of strategies used to close the North/South divide, the benefits & costs of Brexit to the UK etc.</i></p>
	<p>A case study of one LIC or NEE (Nigeria) to illustrate:</p> <ul style="list-style-type: none"> the location and importance of the country, regionally and globally the wider political, social, cultural and environmental context within which the country is placed the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country the changing political and trading relationships with the wider world international aid: types of aid, impacts of aid on the receiving country the environmental impacts of economic development the effects of economic development on quality of life for the population. 	<p>Case study of the UK:</p> <ul style="list-style-type: none"> causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation and government policies moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable social and economic changes in the rural landscape in one area of population growth and one area of population decline improvements and new developments in road and rail infrastructure, port and airport capacity the north-south divide. Strategies used in an attempt to resolve regional differences the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth. 	
<p>Year 11 Spring 2</p> <p>Pre-Release</p>	<p>Students working towards expected outcomes in Year 11 can:</p> <ul style="list-style-type: none"> Demonstrate basic understanding of the pre-release material. Their answers may be descriptive and focus on identifying key information. 	<p>Students working at expected in Year 11 can:</p> <ul style="list-style-type: none"> Provide a comprehensive understanding of the pre-release material. Their answers demonstrate strong analysis, evaluation, and application of knowledge. 	<p>Students working beyond expected in Year 11 can:</p> <ul style="list-style-type: none"> Offer a highly insightful and sophisticated analysis and evaluation of the pre-release material, demonstrating a mastery of geographical concepts and issues and a has strong ability to synthesise information