

Autumn Term 1 & 2 Year 11 Geography

Year 11	<b>Lesson 1</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)	<b>Lesson 2</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)	<b>Lesson 3</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)
Week 1	Introduction to key skills needed as Geographers, including the importance of using reliable and accurate sources of information. River data as an example of reliable sources and how we use it.	Statistical skills in Geography and how to do them. How can these skills be transferred to river contexts to interpret changing landforms and processes?	How can we use maps at different scales to interpret the river landscapes we can see? How can we use maps at different scales to interpret flood risk and management?
Week 2	What processes are key to changing river channels and valley profiles? How can we use word diagrams to organise our knowledge of river processes and their interactions?	What is the river valley like in it's upper course? Why is vertical erosion important in the upper course? What role does geology and river processes have in the formation of the upper course features?	What is a waterfall? What are the main features of a waterfall? How do geology and processes interact to create waterfalls in the upper course?
Week 3	What is a meander? What role does lateral erosion have in the formation of a meander? How do erosional and depositional processes work together to create meanders?	How do meanders change over time? Why do they change over time? Are ox-bow lakes real things?	What are the main features of the lower course of a river? How do floodplains and levees interact with each other? What happens when a river enters the sea?

<p>Week 4</p>	<p>What is the long profile of our local river, the Aire like? Where is its source? How can we use OS maps and photographs to help us identify the changes in the river Aire? How does geology influence the Aire valley?</p>	<p>How can human activities lead to changes in the river landscape? How can we evidence and interpret these impacts from sources of information such as OS maps and photographs?</p>	<p>What is the definition of a flood? How does the Environment Agency help us to identify risk and mitigate against it?</p>
<p>Week 5</p>	<p>How can natural processes lead to floods? How is this linked to the geology and the characteristics of the drainage basin?</p>	<p>How can human processes lead to floods? How is this linked to urbanisation, increased population growth and climate change?</p>	<p>What do we mean by the 3 P's of mitigation? Why is planning and preparation for the risk more beneficial than responding to the risk afterwards? How can we design houses that reduce the impact of floods?</p>
<p>Week 6</p>	<p>What do we mean by hard and soft engineering strategies as a response to river floods? What are examples of hard engineering strategies and how do they work?</p>	<p>What are examples of soft engineering strategies and how do they work? How do we compare hard and soft engineering strategies?</p>	<p>How can we use sources of information to examine the importance of flood management strategies along UK rivers? How can we ensure that the data we are using is accurate and reliable?</p>

<p>Week 7</p>	<p>What geographical concept or theory can we use to investigate changing river processes?          What hypotheses can we make as to the changes we might see?  <b>FIELDWORK to be undertaken around this time.</b></p>	<p>How do we ensure that any fieldwork investigation we undertake is accurate and reliable through a sampling framework?</p>	<p>What primary, secondary, qualitative and quantitative methods can we use in a river investigation?          What limitations are there to these methods?</p>
<p>Week 8</p>	<p>What are appropriate presentation techniques for visually representing data?          How useful is GIS to help us identify and interpret the changes that occur?</p>	<p>How do we analyse our results to identify the key trends and patterns?          What anomalies occur and how can we explain these?</p>	<p>How can we evaluate the investigation we have undertaken?          What limitations and further study are evident?          How do our conclusions further our understanding of the original concept or theory?</p>
<p>Week 9</p>	<p>What do we mean by the rock cycle?           What is the distribution of rock types in the UK?           How does the rock distribution in the UK help us understand the geological history of the country?</p>	<p>How has rock type created distinctive upland and lowland landscapes in the UK?           How is the Dartmoor granite landscape different to the Downs chalk one?</p>	<p>What human activity has helped shaped the New Forest landscape?           What strategies support the sustainable management of the New Forest landscape?</p>

<p>Week 10</p>	<p>What is the coast?</p> <p>How does the coastline of the UK change?</p> <p>What influence does fetch and the tide have on the coastline?</p>	<p>What do we mean by waves?</p> <p>How are constructive and destructive waves different?</p> <p>How might the type of wave impact on coastal processes?</p>	<p>What physical processes are active along the coastline?</p> <p>What factors will influence how significant different processes are?</p>
<p>Week 11</p>	<p>What physical processes are active along the coastline?</p> <p>What factors will influence how significant different processes are?</p>	<p>How does the structure and lithology of rock type influence coastal landscapes?</p> <p>How do concordant and discordant coastlines develop?</p>	<p>Why do headlands and bays form along the coast?</p> <p>How might they change over time?</p>
<p>Week 12</p>	<p>What is the sequence of development of landforms on a headland?</p> <p>How do processes interact to create this sequence?</p>	<p>How do wave cut notches and wave cut platforms form along a coast?</p> <p>How can these be identified on photographs and OS maps?</p>	<p>What are the main processes of transportation along a coastline?</p> <p>How does longshore drift work?</p>

<p>Week 13</p>	<p>What is the difference between a beach, spit and a bar?</p> <p>How do coastal processes interact to create depositional landforms?</p>	<p>What are the main human activities that occur in the coastal landscape?</p> <p>How might these human activities impact the coastal processes and landscape?</p>	<p>How can we interpret photographs and OS maps to help us understand coastal landscapes and processes?</p>
<p>Week 14</p>	<p>Assessment of knowledge from Year 10 and 11.</p>	<p>Feedback on assessment and making progress in understanding.</p>	<p>Feedback on assessment and making progress in understanding.</p> <p>This to include retrieval workbooks and sheets to support progress.</p>