



# Blue Coat Church of England Academy

**Year: 11**

**Subject: Geography**

## Overview

### **Term 1.1**

#### **Climate change and associated hazards.**

During this unit we will explore;

- a. The global atmospheric circulation and how circulation cells and ocean currents transfer and redistribute heat energy around the Earth.
- b. How global atmospheric circulation determines the location of arid (high pressure) and high rainfall (low pressure) areas.
- c. The natural causes of climate change and how they explain past climate change events: asteroid collisions, orbital changes, volcanic activity, variations in solar output.
- d. Evidence for natural climate change (ice cores, tree rings, historical sources) and how it is used to reconstruct glacial and interglacial climate during the Quaternary and UK climate since Roman times to the present day.
- e. How human activities (industry, transport, energy, farming) produce greenhouse gases (carbon dioxide, methane) that cause the enhanced greenhouse effect leading to global warming.
- f. Evidence for how human activity is causing climate change (sea level rise and warming oceans, global temperature rise, declining Arctic ice, increased extreme weather events) and the possible consequences on people.
- g. The range of projections for global temperature change and sea level rise in the future, including physical process and human reasons for uncertainty about those projections.
- h. Characteristics (pressure, rotation, structure) and seasonal global distribution of tropical cyclones (hurricanes and typhoons) including source areas and tracks and how these change over time.
- i. How the global circulation of the atmosphere leads to tropical cyclones in source areas, reasons why some tropical cyclones intensify and their dissipation.
- j. Physical hazards of tropical cyclones (high winds, intense rainfall, storm surges, coastal flooding, landslides) and their impact on people and environments.
- k. Why some countries are more vulnerable (physically, socially and economically) than others to the impacts of tropical cyclones.
- l. How countries can prepare for, and respond to, tropical cyclones: weather forecasting, satellite technology, warning and evacuation strategies, storm-surge defences.

m. The effectiveness of these methods of preparation and response in one developed country and in one developing or emerging country.

### **Term 1.2**

#### **Tectonic Hazards**

During this unit we will explore;

- a. Earth's layered structure (including the asthenosphere), with different composition and physical properties (temperature, density, composition, physical state)
- b. How the core's internal heat source (through radioactive decay) generates convection, the key foundation for plate motion.
- c. Distribution and characteristics of the three plate boundary types (conservative, convergent and divergent) and hotspots.
- d. Causes of contrasting volcanic (volcano type, magma type/lava flows and explosivity) and earthquake hazards, including tsunami (shallow/deep, magnitude).
- e. Primary and secondary impacts of earthquakes or volcanoes on property and people in a developed and emerging or developing country.
- f. Management of volcanic or earthquake hazards, in a developed and emerging or developing country including short-term relief (shelter and supplies) and long-term planning (trained and funded emergency services), preparation (warning and evacuation; building design) and prediction.

### **Term 2.1**

#### **Development Dynamics**

During this unit we will explore;

- a. Contrasting ways of defining development (economic criteria and broader social and political measure) and measuring development (Gross Domestic Product (GDP) per capita, the Human Development Index (HDI), measures of inequality and indices of political corruption).
- b. How countries at different levels of development (developing, emerging and developed) have differences in their demographic data (fertility rates, death rates, population structures, maternal and infant mortality rates).
- c. The causes and consequences of global inequalities; social (education, health), historical (colonialism, neo-colonialism), environmental (climate, topography), economic and political (systems of governance, international relations)
- d. How Rostow's modernisation theory and Frank's dependency theory can be used to explain how and why countries develop over time.
- e. Characteristics of top-down and bottom-up strategies in terms of their scale, aims, funding and technology. The processes and players (transnational corporations (TNCs), governments) contributing to globalisation and why some countries have benefitted more than others.
- f. Advantages and disadvantages of different approaches to development: non-governmental organisation-led (NGO-led) intermediate technology, Inter-governmental organisation (IGO)-funded large infrastructure and investment by TNCs.

During the 2nd half of this unit, we will explore the emerging nation of **India** and the following ideas;

- a. The site, situation and connectivity of the country and its significance, in a national (environmental and cultural), regional and global context.
- b. Broad political, social, cultural and environmental context of the chosen country in its region and globally.
- c. The key economic trends (GDP, per capita GNI, changing importance of economic sectors, imports and exports and type and origin of foreign direct investment) since 1990.
- d. The role of globalisation (advances in communications and transport technology, TNCs and outsourcing) and government policy (receipt of tied or multi-lateral aid, education and infrastructure investment, pro-FDI policy) in the development of the chosen country.
- e. How rapid economic change has contributed to demographic change (fertility and death rates), caused urbanisation (ruralurban migration, city growth) and created different regions with different socio-economic characteristics.

- f. Positive and negative impacts of economic development and globalisation on different age and gender groups.
- g. Impacts of economic development and globalisation on the environment (air, water and land pollution, greenhouse gases) at a variety of scales (human health and global climate change).
- h. How rapid economic development has changed the geopolitical influence (regional influence, role in international organisations) and relationships with the EU and USA.
- i. Conflicting views of the costs and benefits of changing international relations and the role of foreign investment (TNCs) in the economic development.

**Term 2.2**

We will spend the remaining time in the year revising topics, especially those taught in Year 10 as well as making sure we have all the key skills in place for the summer examinations.

**Supporting your child**

You can support your child at home by promoting the use of showmyhomework. During the year homework tailored to the needs of your child will appear on a weekly basis. In preparation for any in class or pre-public examinations assessments revision materials will also be made available online and in hard copy when students do not have access to them. It is important that you encourage your child to keep up with any work set as they reinforce the work done in the classroom. Our most successful students are those that are able to complement their work in school with that at home.