



YEAR 11 GCSE GEOGRAPHY

'An ambitious curriculum that meets the needs of all'



Medium Term Planning – Economic Change in the UK

Intent	
Students find out how and why the UK economy has changed.	<p>Students find out how and why the UK economy has changed. Students will cover describe and explain the changes in the UK economy.</p> <p>By the end of this section, most students should be able to: • describe the recent changes in the different sectors of the UK's economy • give reasons why manufacturing in the UK has declined • explain the impact of globalisation on the UK's economy • describe how government policies have changed the UK's economy since 1945</p>
Cross Curricular Links	<ul style="list-style-type: none"> • SMSC: being aware of stereotyping in viewing areas, groups of people and the ethics behind this. Stewardship and the concept of economic activity affecting the environment – sustainable business models now and in the future. Diverse use of case studies and examples to give practical application to learning. • PSHE/Futures: Understanding the world of work – job sectors... • Literacy: Use of tier vocabulary as identified in the SOW. • Vocabulary Tier 2: Assess, calculate, compare, complete, describe, discuss, evaluate, explain, identify, justify, outline, state, suggest, to what extent, evidence, distribution, annotate. • Vocabulary Tier 3: investment, industrial development, industrial structure. Primary, secondary, tertiary, quaternary employment sectors. De-industrialisation, core, periphery, North-South divide. Science & business parks, The Commonwealth, EU. Reading articles on decline and change in areas i.e. rural-depopulation. Writing – development of ability to write 6 & 9 (12 with SPG)mark answers. • Numeracy: Statistics, graphs and use of a range of data throughout the course.
Becoming future ready	<p>Personal Skills: Listening, communicating inc. oracy, teamwork, appreciating and being able to develop views/ arguments for and against a range of scenarios, watching videos having empathy & opinions on big issues both social and environmental.</p> <p>Employability: Students will be in a stronger position to understand how Geography is placed in the world of work and promotes their skills.</p>
Differentiation	
QFT/SEND Provision	<p>Throughout this topic, quality first teaching will provide adaptive teaching strategies through:</p> <p>Work produced: different learners are asked to present outcomes in a range of ways via pieces of writing, targeted questioning, models and drawings, infographics and speaking.</p> <p>Resources: Booklets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that students know where to begin and end. Handouts are adapted by task & outcome. Resources used will appeal to the range of preferred learning styles of students e.g. visual, auditory or kinesthetic learners. Scaffolding of tasks – i.e. word frames, gap fills, mix & match, is used to ensure work is accessible to all learners.</p> <p>Intervention: by providing different levels of supervision in lessons and supporting exam groups via targeted work – extra revision / techniques sessions. Mix of face 2 face and online.</p> <p>Progressive Questioning: exploring students' understanding through interactive dialogue using Blooms Taxonomy. Use of targeted questioning.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Students should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p> <p>Assessment: The use of writing frames and modelling to support with making progress for all in exam technique and assessments</p>

<p>Intent & Implementation</p>	<p>In this unit we want to embed the curriculum so that pupils know tier 3 vocabulary and understand what is happening in the unit on Economic Change in the UK and how this can impact in either a positive / negative way.</p> <p>Students will be able to:</p> <p>describe and explain the changes in the UK economy.</p> <p>explain why and where science and business parks locate in the UK.</p> <p>describe and explain how modern industry reduces the impact on the environment.</p>
<p>Learning Outcomes (Knowledge)</p>	<p>explain the social and economic consequences of rural depopulation and counterurbanisation.</p> <p>describe and explain the impact of transport infrastructure developments in road, rail, ports and airports.</p> <p>explain the North-South divide and reasons for it.</p> <p>evaluate examples of how regional strategies can help to reduce the North South divide.</p> <p>Identify and explain the links between the UK and the Wider World.</p>
<p>Current learning to be developed in the future within:</p>	<p>Key aspects of literacy within the unit.</p> <p>Key terms and exam command words – in student booklet but ways to emphasise to be developed.</p> <p>Iterative starters very positive – continue to be developed.</p> <p>Iterative activities during the unit to develop.</p>
<p>Impact</p>	
<p>Assessment</p>	<p>Assessment follows the whole school assessment map. Some homework or small scale in lesson assessment used regularly to gauge understanding.</p>