The Fallibroome Academy

a place for excellence

Y11 Information Evening

September 2026

Programme

Supporting your son/daughter at home	Mr Martland
Timeline for the Year	Mr John
Achievement Support and Careers	Mr Priest
Pastoral Support	Mr Picksley
Post-16 Processes	Mrs Davenport

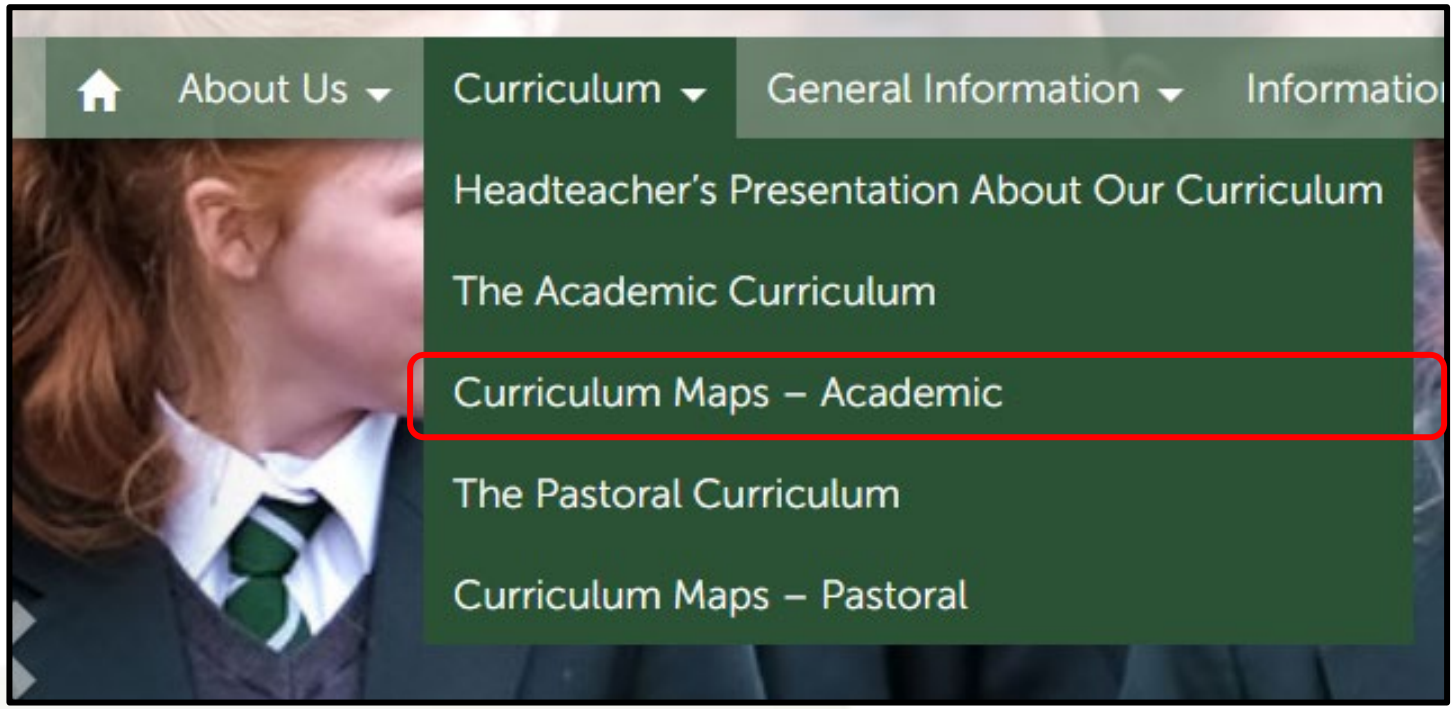
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The Y11 Curriculum

What content do we cover in each subject?

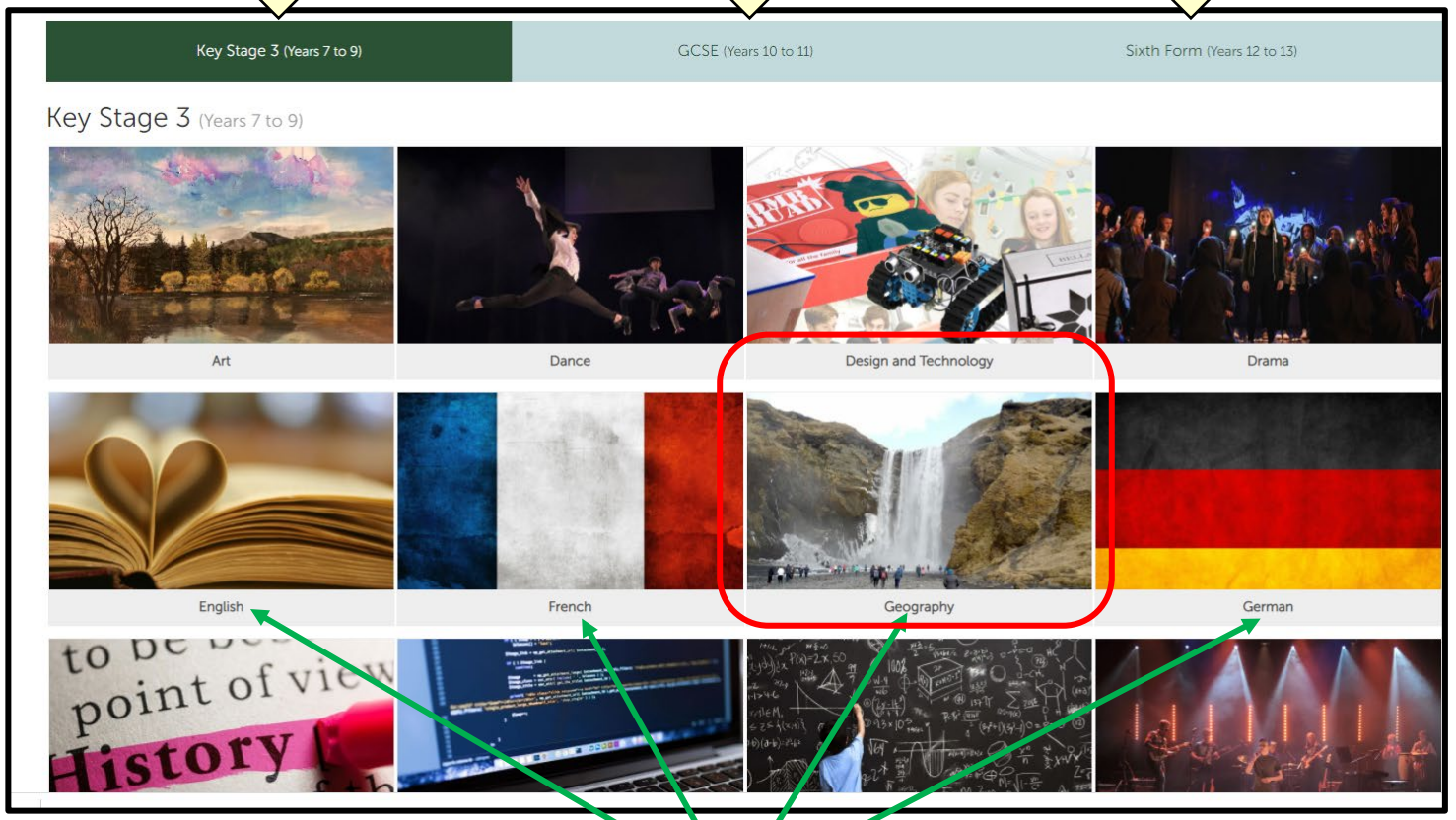
When is this taught? In what order?

How can parents support this process from home?



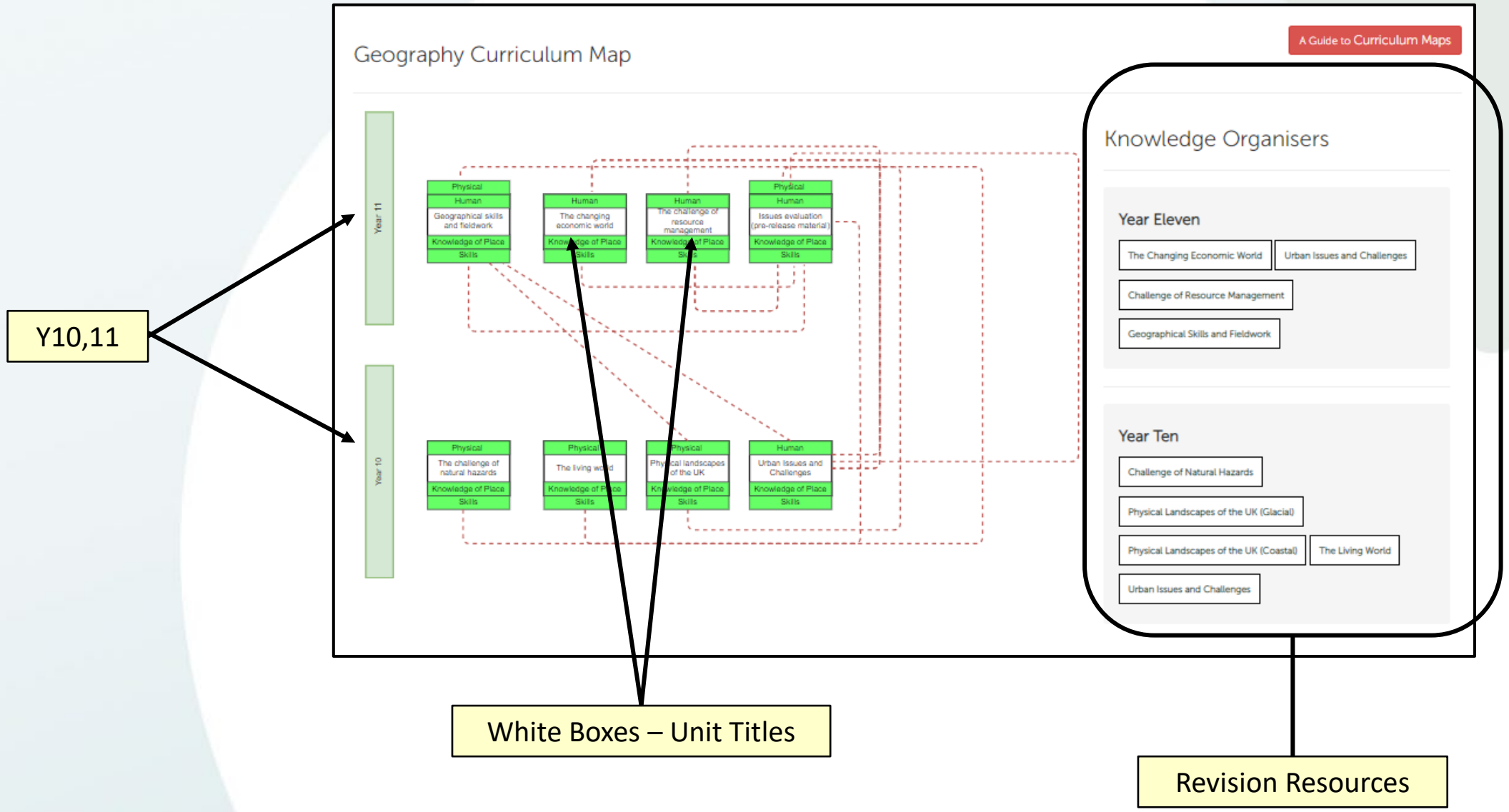
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Choose Key Stage



Choose Subject

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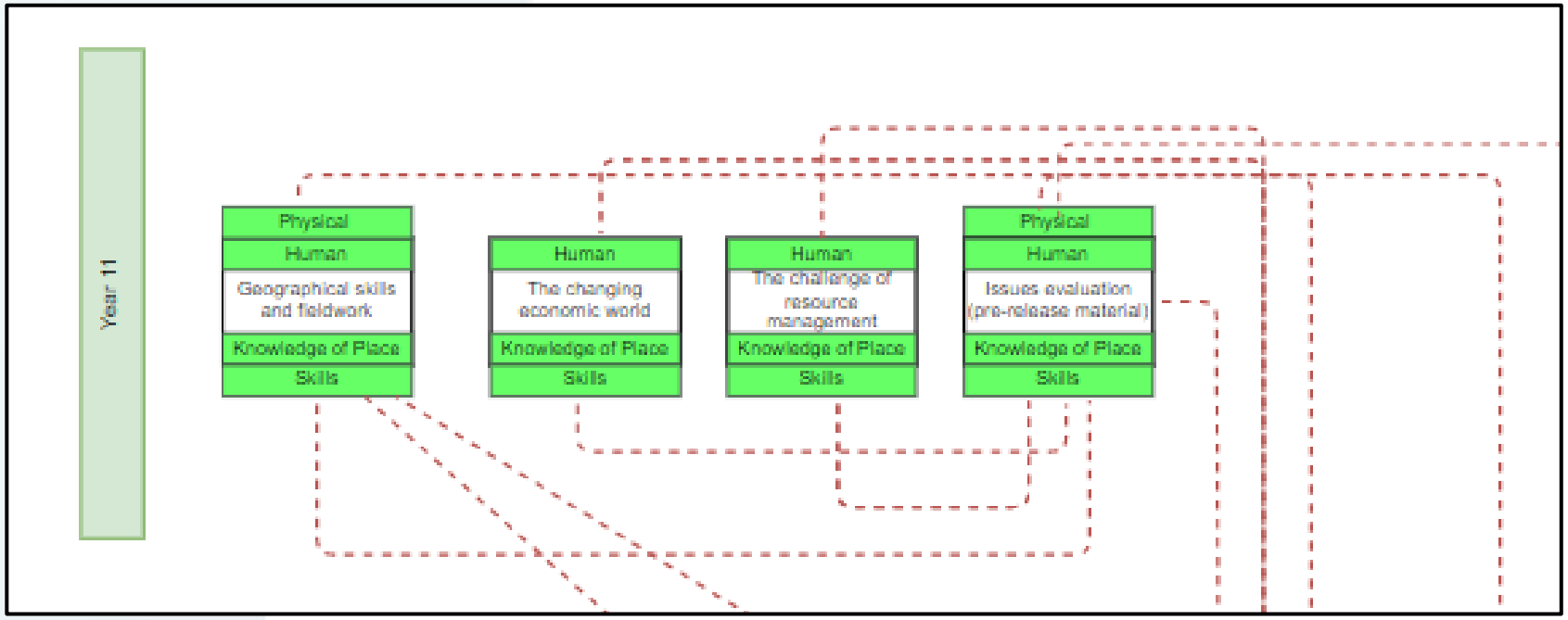


Y10,11

White Boxes – Unit Titles

Revision Resources

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Knowledge Organisers

Year Eleven

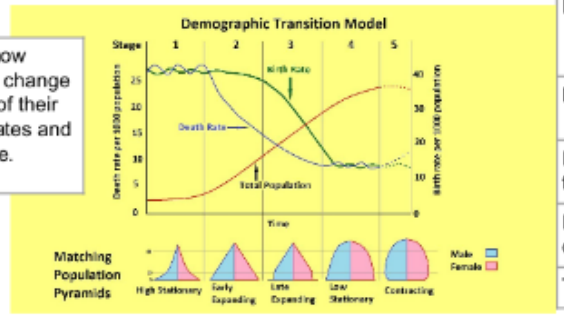
- The Changing Economic World
- Urban Issues and Challenges
- Challenge of Resource Management
- Geographical Skills and Fieldwork

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Changing Economic World - The Development Gap

Development	**The progress of a country in terms of economic growth, the use of technology and human welfare.**
Ways of measuring development	
Gross national income	A measurement of economic activity that is calculated by dividing the gross (total) national income by the size of the population. GNI takes into account not just the value of goods and services, but also the income earned from investments overseas.
Human development index	A method of measuring development in which GDP per capita, life expectancy and adult literacy are combined to give an overview. The combined measure of development uses economic and social indicators to produce an index figure that allows comparison between countries.
Life expectancy	The average number of years a person might be expected to live.
Birth rate	The number of births in a year per 1000 of the total population.
Death rate	The number of deaths in a year per 1000 of the total population.
Infant mortality	The average number of deaths of infants under 1 year of age, per 1000 live births, per year.
Literacy rate	The percentage of people who have basic reading and writing skills.

Demographic transition model	A model showing how populations should change over time in terms of their birth rates, death rates and total population size.



Development gap	**The difference in standards of living and wellbeing between the world's richest and poorest countries (between HIC's and LIC's).**
Uneven development leads to disparities in wealth, and health and causes migration.	

Physical causes of uneven development	**Human causes of uneven development**
Extreme weather Climate-related diseases Landlocked - cut off from seaborne trade Lack of adequate supply of safe water	Most trade between richer countries & large international companies dominate Effects of colonialism & after effects of political instability



Ways of reducing the development gap	
Trade	The buying and selling of goods and services between countries.
Fair trade	When producers in LIC's are given a better price for the goods they produce. Often this is from farm products like cocoa, coffee or cotton. The better price improves income and reduces exploitation.
International aid	Money, goods and services given by the government of one country or a multilateral institution such as the World Bank or International Monetary Fund to help the quality of life and economy of another country.
Microfinance loans	Very small loans which are given to people in the LIC's to help them start a small business.
Intermediate technology	The simple, easily learned and maintained technology used in a range of economic activities serving local needs in LIC's.
Industrial development	Brings employment, higher incomes and taxes which can be invested in education and infrastructure - multiplier effect.
Tourism	Case study Jamaica

Designed to be 'quizzable'

The same approach and style has been used by all subjects in all key stages.

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Learning and Revision Myths

Based on cognitive psychology

A lot of beliefs or learning habits we have accepted as true are actually false

It can be hard to change our beliefs

Myth 1
“I revise really well by reading”

Roediger and Karpicke study (2006)

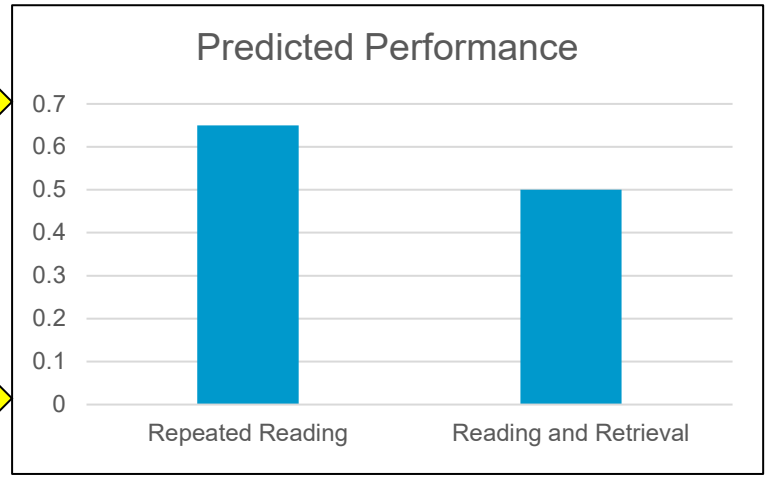
Group A: Repeated Reading
Read a small section of a textbook four times.

Group B: Reading and Retrieval
Read once and then try to write down everything they could remember three times.

1. Participants asked to record their own **confidence level** with the content.

Thought they learned almost all

Thought they learned very little

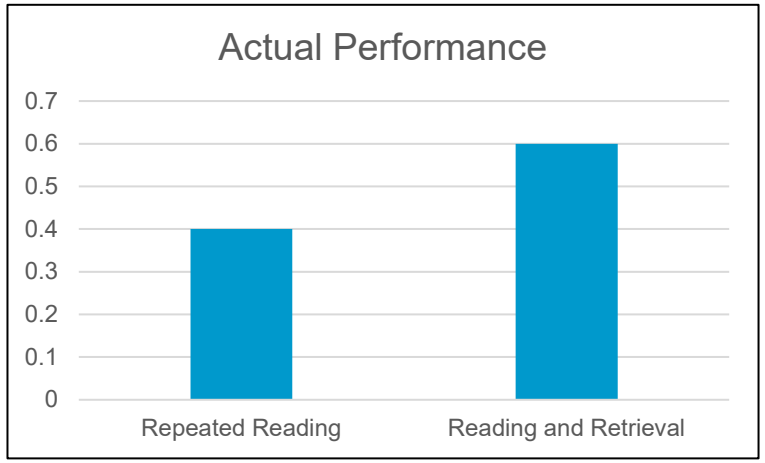


Myth 1
“I revise really well by reading”

Group A: Repeated Reading
Read a small section of a textbook four times.

Group B: Reading and Retrieval
Read once and then try to write down everything they could remember three times.

2. One week later – test of how much they could **actually remember.**



Repeated reading ***feels*** better
(and is popular with students for this reason).

Reading and retrieval ***is harder work*** but far more effective.

Our feelings and intuition can lead us to strategies that do not work.

We will find evidence to show that reading only is better, but studies show it isn’t.

Choose strategies that are proven to be work!

Myth 2
“I work better if I listen to music”

- We try and find evidence to support our beliefs

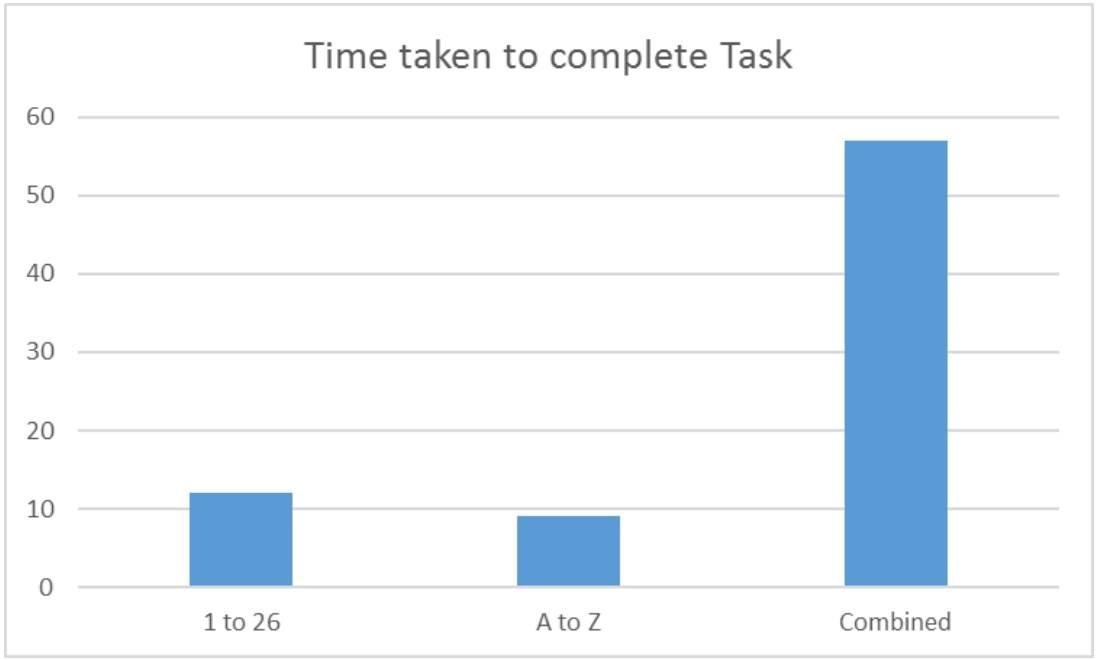
- **Attention** is a valuable resource – and we only have a limited amount of it

- Research shows that it is almost impossible to pay attention to more than one thing at once
- What about driving whilst listening to music?
- What about someone talking to me while I read?
- If you can – you are probably switching incredibly quickly between the two tasks…..

Myth 2

"I work better if I listen to music"

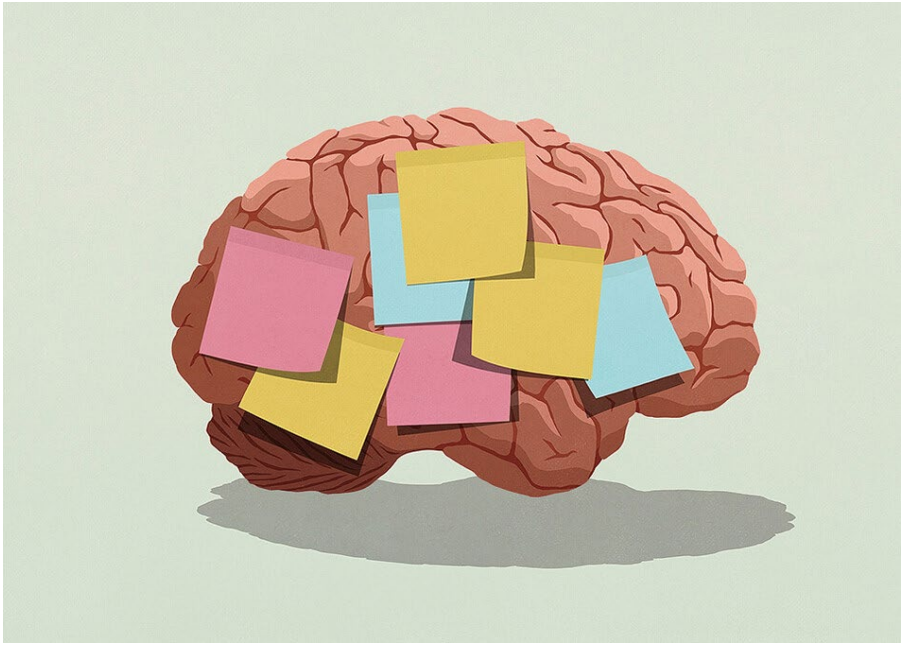
- ….but switching costs decreased efficiency in both tasks
- Try it out.



Be aware that attention wanders
Not paying attention can have massive costs

Memory is very very important

….and not just to pass GGCEs!



- Everything we do requires memory
- It is very complex

- Short-term memory is actually very short:
- 15-30 seconds
- Getting things into long-term memory is crucial.

- You need to find ways of **encoding** information and **retrieving** it.
- We need to develop ways of retaining and retrieving information