

Year 11 Curriculum Overview: Geography

Rationale:

- To know the key concepts, key words, and case studies for Resource Management, Living World, Urban Issues and Physical Landscapes
 - To understand how to use geographical skills in the context of the above topics
 - To apply academic literature to their learning to enhance their knowledge
- To be able to apply their knowledge and understanding to GCSE exam questions from across all GCSE topics for Paper 1, 2 and 3.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
Fieldwork and geographical skills	<p><i>Complete in person fieldwork at Carding Mill Valley for Paper 3. Complete lessons revising unseen fieldwork. Complex geographical skills and statistical tests are revisited or learnt at this point and applied to exam questions.</i></p> <p><i>LINKS: Rivers revision for Physical Landscapes in the UK (fieldwork) and skills (whole curriculum)</i></p>	<p>Fieldwork section of Paper 3 end of topic mock</p> <p>Paper 3 PPE (Feb)</p>	Set by class teacher for individual classes	Full scheme of learning - PowerPoints and Resources on Staff Resources - > Geography	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • River long profile characteristics • Transportation <p><u>Skills</u></p> <ul style="list-style-type: none"> • Data presentation • Data interpretation and analysis • Fieldwork skills • OS map skills • Statistical tests • Graphical skills 	<p><u>Wider Reading and Models</u></p> <ul style="list-style-type: none"> • Bradshaw Model applied to the Long Mynd to show predictions in the changes • Geofiles
Resource management	<p><i>Students examine the global distribution of food, water and energy and explore the management of each of these in the UK. They then study water resources across the world in detail, with a particular focus on demand and supply.</i></p> <p><i>LINKS: Water conflicts (Y8), Skills (Y8) and Climate Change (Y7). Building on terminology used and knowledge gained from these KS3 topics.</i></p>	<p>End of topic test</p> <p>November PPEs</p>	Set by class teacher for individual classes	Full scheme of learning - PowerPoints and Resources on Staff Resources - > Geography	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Food, water and energy provision around the world and fundamental to development • Changing demand and provision of resources in the UK • Global demand for water – insecurity and conflicts • Small-scale sustainable water – Wakel River basin • Large scale water transfer scheme – Lesotho Highland Dam <p><u>Skills</u></p> <ul style="list-style-type: none"> • Map skills – choropleths, dot maps • Graphical skills – line graphs, bar charts, pie charts – producing an analysing • OS Map skills • Decision making skills 	<p><u>Wider Reading</u></p> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • “When the river runs dry” as extra source material for water management as a case study • Key term list for topic
Issues Evaluation Practice	<p><i>Practice Issues Evaluation based on a previous year’s Paper 3 to be issued in the last lesson before Christmas, for the February PPEs to emulate the 12 weeks students will have for the real exam. This also provides the opportunity for students to revise a particular topic and the synoptic links between them.</i></p>	<p>Paper 3 PPE (Feb)</p>	Set by class teacher for individual classes	Full scheme of learning - PowerPoints and Resources on Staff Resources - > Geography	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Synoptic – will cover a number of GCSE topics and dependent on Issues Evaluation chosen <p><u>Skills</u></p> <ul style="list-style-type: none"> • Map skills • Graphical skills • OS Map skills • Decision making skills 	<p><u>Wider Reading</u></p> <ul style="list-style-type: none"> • Reading and annotating the issue evaluation booklet and applying knowledge of higher terminology to this • Interpretation of phrases and sources (written)

	<i>LINKS: Synoptic links between topics in Issues Evaluation, skills incorporated into lessons. Revision of topic the Issues Evaluation is based on</i>					
Living World	<i>Embed understanding of ecosystem characteristics, interactions between parts of rainforest and hot desert ecosystems, as well as the challenges and opportunities for humans and how these areas are sustainably managed.</i>	Retrieval quizzes November and February PPEs	Set by class teacher for individual classes	Full scheme of learning - PowerPoints and Resources on Staff Resources - > Geography	<u>Knowledge</u> <ul style="list-style-type: none"> • Concept of an ecosystem at different scales • Characteristics of tropical rainforests • Deforestation – causes, impacts, sustainable management. The Amazon Rainforest • Characteristics of hot deserts • Opportunities and challenges of hot deserts The Sahara Desert • Risks on the fringe of hot deserts and management of desertification. The Sahel <u>Skills</u> <ul style="list-style-type: none"> • Photo interpretation • Climate graphs • Biome mapping • Graph interpretation and analysis 	<u>Wider Reading</u> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Articles from the Geographical Association magazine discussing current issues (students to analyse key parts) • Key term list for topic
Urban Issues	<i>Consolidate understanding of urbanisation processes and patterns and how urbanisation can lead to urban opportunities and challenges in HICs and LIC. Students also examine the possibilities of sustainable urban environments.</i>	Retrieval quizzes November and February PPEs	Set by class teacher for individual classes	Full scheme of learning - PowerPoints and Resources on Staff Resources - > Geography	<u>Knowledge</u> <ul style="list-style-type: none"> • Global patterns of urbanisation • Opportunities and challenges in LIC and HIC cities Mumbai and Bristol • Contrasting slums and future planning • Urban transport • Urban sustainability – Frieburg, Bedzed <u>Skills</u> <ul style="list-style-type: none"> • Geospatial data and mapping • Interpretation of statistical data • Photograph interpretation • Interpretation and analysis of various types of maps and graphs 	<u>Wider Reading</u> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge. • Key term list for topic
Physical Landscapes	<i>Revise and consolidate understanding of river and coastal landscapes in the UK, including physical processes and hard and soft engineering to manage these areas.</i>	Retrieval quizzes November and February PPEs	Set by class teacher for individual classes	Full scheme of learning - PowerPoints and Resources on Staff Resources - > Geography	<u>Knowledge</u> <ul style="list-style-type: none"> • UK physical landscapes • Fluvial processes • River landforms of erosion and deposition in each course • Flooding causes and management • Landforms along a UK river – The River Tees • River Management – Boscastle 	<u>Wider Reading and Models</u> <ul style="list-style-type: none"> • Bradshaw Model • Geofiles • Key term list

					<ul style="list-style-type: none"> • Coastal processes and the landforms created by them • Coastal management strategies • <i>Landforms along a UK stretch of coastline – Dorset</i> • <i>Coastal Management – Holderness</i> <p><u>Skills</u></p> <ul style="list-style-type: none"> • OS Map Skills • Picture and OS Map comparisons/links • Cross sections • Flood hydrographs • Picture interpretation • Diagram drawing and annotation 	
Issues Evaluation	<i>AQA release an unseen booklet of material based on one of the compulsory parts of the specification (as well as synoptic elements to the material) 12 weeks before the exam. Teachers put together 6-7 lessons to guide students through interpreting the material, drawing out patterns, analysing specific images and figures within the material and prepare students for the types of questions that could be asked based on this in Paper 3.</i>	<i>Predicted practice questions</i>	Set by class teacher for individual classes and dynamically decided upon as this is planned based on the pre-release material each year	Resources released by AQA 12 weeks before the Paper 3 exam.	<p><u>Knowledge and Skills</u></p> <ul style="list-style-type: none"> • Dependent on topic of pre-release material. • Regardless of the topic, all students will develop interpretation skills and synoptically link their learning in Geography. 	<p><u>Wider Reading and Models</u></p> <ul style="list-style-type: none"> • Reading and annotating the issue evaluation booklet and applying knowledge of higher terminology to this • Interpretation of phrases and sources (written) • Extended writing