

Geography. Year 11 Curriculum Map

YEAR 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	<p>Urban Issues and Challenges</p> <p>Composite: Understand the development gap and its indicators, in addition to ways it can be reduced around the world and in a UK setting.</p> <p>Component 1 = The global patterns of urban change and urban trends in in different HICs and LICs.</p> <p>Component 2 = Factors affecting urbanisation, including migration and natural increase, linking to the emergence of megacities around the world.</p> <p>Component 3 = Urban growth and its opportunities and challenges, linked to the case study of Nigeria. Also includes how urban planning can improve the life of the poor in Brazil.</p> <p>Component 4 = Population distribution around the UK and its major cities, such as Liverpool.</p> <p>Component 5 = A UK case study Liverpool to demonstrate the influence migration has on its growth and character; socio-economic opportunities and challenges that arise from urban change.</p> <p>Component 6 = The features of an urban regeneration project in Liverpool and the costs/benefits of the project.</p>	<p>Changing Economic World</p> <p>Composite: Understand the development gap and its indicators, in addition to ways it can be reduced around the world and in a UK setting.</p> <p>Component 1 = Classifying world's economic development (HIC, LIC, NEE), relating to the development indicators (GNI, Infant Mortality etc) and their limitations.</p> <p>Component 2 = The Demographic Transition Model, its uses and how it helps to show the transitions of development over time.</p> <p>Component 3 = The causes (historical, physical and economic) and consequences (wealth, health, migration) of the development gap.</p> <p>Component 4 = Overview of strategies to reduce the development gap (e.g. aid, debt relief), relating to a case study of how tourism in Kenya reduces the development gap.</p> <p>Component 5 = Case study of the economic development of Nigeria (NEE). The whole case study includes: location & importance; wider context in its country (e.g. social); change in industrial structure to manufacturing and the role of TNCs; the change in global relationships and aid; and</p>	<p>Resource Management (Food)</p> <p>Composite: Understand the global inequalities of resources; changes in demand and sustainable strategies to tackle issues related to food shortages. 8hrs</p> <p>Component 1 = The significance of food, water and energy in human development and global inequalities of each resource. 2hrs</p> <p>Component 2 = A UK-focused perspective on changes in demand of food, water and energy and how it presents challenges and opportunities. 6hrs</p> <p>Component 3 = Factors that affect supply and demand of food, linked to calorie intake, economic development and population.</p> <p>Component 4 = Impacts of food insecurity including famine and soil erosion.</p> <p>Component 5 = Strategies to increase food supply, using the case study of the River Nile in Egypt to demonstrate the advantages and disadvantages of large-scale agricultural developments.</p> <p>Component 6 = The different ways that food supplies can be more sustainably produced (e.g. organic farming).</p>	<p>Composite: Understand the pre-release booklet and its geographical issues associated.</p> <ol style="list-style-type: none"> 1. Introduction to what the pre-release booklet is and exam set-up. 2. Pre-release booklet taught. 3. Exam style questions. <p>REVISION.</p>	REVISION.	REVISION.

	<p>Component 7 = Features of sustainable urban living, including urban transport strategies using the case study of Bedzed, London.</p>	<p>the effects of economic development.</p> <p>Component 6 = The causes of economic change in the UK and how the UK is moving towards a post-industrial (tertiary and quaternary) economy, linking to a science and business parks example in Cambridge.</p> <p>Component 7 = Impacts of industry on the physical environment and an example of how modern industrial development can be more environmentally sustainable.</p> <p>Component 8 = Social and economic changes in the rural landscape in one area of population growth and one area of population decline.</p> <p>Component 9 = Improvements to infrastructure in the UK, such as road and rail; evidence of the North-South divide and strategies to reduce this gap.</p> <p>Component 10 = The place of the UK in the wider world. Links through trade, culture, transport, and electronic communication and economic/political links.</p>	<p>Fieldwork and Geographical Investigation</p> <p>Composite: Understand the rationale behind the fieldwork hypothesis and analyse data to conclude a research question proposed.</p> <p>Component 1 = Introduce fieldwork paper and research . Revisit geographical concepts</p> <p>Component 2 = Types of data collection (primary and secondary) and limitations.</p> <p>Component 3 = Secondary data analysis – reading OS maps and pinpointing geographical features e.g. beaches, defences, nature reserves, using 4 and 6 figure grid references and isolines for relief.</p> <p>Component 4 = Risk assessment of the methodology (data collection) of the fieldwork.</p> <p>Component 5 = Primary data</p> <p>Component 6 = Types of data presentation and how to read types of graphs, maps and charts e.g. radar graphs, and their limitations.</p> <p>Component 7 = Presentation of primary data, analysis and limitations of data presentation and conclusions of the fieldwork, related to the research question.</p> <p>Component 6 = Evaluation of fieldwork – what could be done better next time? What were the fieldwork’s limitations?</p>			
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Prior knowledge and skills (from previous year / key stage)	Year 8 unit on development. Year 9 unit on population. Year 7 unit on Liverpool.	Year 8 unit on development. Year 9 unit on population. Year 7 unit on Liverpool.	Year 9 unit on resource management. Geographic skills developed throughout KS3 and KS4.	All content studied.		
Core Knowledge Organiser content	Unit overview. Key words and definitions. Answering question techniques. Information about independent learning	Unit overview. Key words and definitions. Answering question techniques. Information about independent learning	Unit overview. Key words and definitions. Answering question techniques. Information about independent learning			
Vocabulary / Key Subject Terminology	HIC, NEE, LIC, Death rate, Development. Economic Inequality, Infant mortality rate Life expectancy, Push factors, pull factors, gentrification, urbanisation,	Development, indicators, demographic, NEE, LIC, HIC, TNC, Economic, life expectancy, literacy, death rate, birth rate, north-south divide, manufacturing.	Resource, malnourishment, food scarcity, food surplus, water surplus, renewable, non-renewable, calorie intake, agriculture, hydroponics.	Data presentation, primary, secondary, hypothesis, longshore drift, hard engineering, erosion, sea wall, groynes, OS map, grid references. Human, physical, risk assessment, conclusion, evaluation, choropleth, proportion circles, isoline, sample, reliability, validity, accuracy, limitation.		
Assessment 1						
Assessment 2						
Cross Curricular Links with other Faculties	Maths – Data presentation and analysis.					
Extra-Curricular Offer	After school revision and catch up sessions.					
Time Allocation	5 lessons over 2 weeks.					

