

Curriculum Map

Subject: GEOGRAPHY

Year Group: 11

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p><u>Human Fieldwork:</u> At the start of the autumn term, pupils will have a refresher on fieldwork techniques before completing fieldwork in an area related to the human component of their exam. Topics covered include:</p> <ul style="list-style-type: none"> • Using environmental quality surveys • Risks in a human fieldwork setting • Primary vs secondary data • Presenting information <p>Once they have completed the refresher preparation modules in the classroom, pupils will complete fieldwork in an urban area in the UK, which may include but is not limited to:</p> <ul style="list-style-type: none"> • Urban Issues and Challenges • Challenge of resource management <p>Upon completion of the visits and data collection, pupils will be required to write up their findings.</p>	<p><u>Resource Management:</u> Pupils will begin their spring term by studying the challenge of resource management, including:</p> <ul style="list-style-type: none"> • Overview of food, water and energy resources in the UK and wider world • Energy security • Sustainable development in the context of energy <p>By the end of the topic pupils will be able to outline the impacts of energy security and insecurity around the world, explain why some strategies for improving energy security are better than others, evaluate the advantages and disadvantages of fossil fuel extraction, and explain the benefits of sustainable energy supply and use.</p> <p><u>Living World:</u> Pupils will complete this short recap topic that builds on the ecosystems topic covered in year 9, including:</p> <ul style="list-style-type: none"> • Overview of ecosystems 	<p><u>Issue Evaluation Continued:</u> See spring term for full details.</p> <p><u>Revision and pre-exam warm up:</u> In the lead up to the GCSE exams pupils will spend a large amount of time on revision across the entire specification. In addition to this, pupils will spend a large amount of time on exam technique, including but not limited to:</p> <ul style="list-style-type: none"> • De-coding questions • Planning answers • Using numeracy skills • Meeting assessment objectives • Signposting to the examiner <p>The nature of the content covered during these sessions will be up to the teacher, depending on the strengths and challenges of the geography cohorts in question. Revision sessions will involve past paper questions of varying degrees of challenge.</p>

Grow and Succeed

High Expectations | Mutual Respect | Quality Learning | Success for All

	<p><u>Changing Economic World:</u> Pupils will study the topics including:</p> <ul style="list-style-type: none"> • Causes and consequences of uneven development around the world • Strategies for closing the development gap • Tourism • TNCs and their links with Nigeria • UK economic change <p>By the end of the topic, pupils will be able to identify the physical and human causes and consequences of uneven development, describe the strengths and weaknesses of different development indicators, evaluate the different strategies for closing the development gap, assess the role of TNCs in NEEs and describe the causes and consequence of economic change.</p>	<ul style="list-style-type: none"> • Tropical Rainforests • Cold Environments <p>By the end of the topic pupils will have further consolidated their knowledge on the components that create an ecosystem, identify the key characteristics of tropical and cold environments and evaluate the consequences of development in tropical and cold environments.</p> <p><u>Issue Evaluation:</u> Pupils will be given access to the pre-release materials at the end of the spring term. The issue evaluation is a synoptic topic and draws on strands of geography from across the specification. Pupils will be asked to:</p> <ul style="list-style-type: none"> • Describe, assess and evaluate information • Practice map skills • Complete a decision making task • Evaluate the strengths and weaknesses of a project <p>It is unclear until mid-March what the nature of the issue evaluation is. However, upon completion of teaching around the materials pupils will be able to identify the key areas of geography needed to complete the issue</p>	
--	--	--	--

		evaluation section of the question paper and have further developed the skills needed to evaluate a decision made, outlined in the paper.	
Skills	<ul style="list-style-type: none"> • Demonstrate knowledge of locations, places, processes, environments and different scales • Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes • Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements • Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings 	<ul style="list-style-type: none"> • Demonstrate knowledge of locations, places, processes, environments and different scales • Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes • Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements • Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings 	<ul style="list-style-type: none"> • Demonstrate knowledge of locations, places, processes, environments and different scales • Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes • Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements • Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings
Key Questions	<p><u>Human Fieldwork:</u></p> <ul style="list-style-type: none"> • What does a geographical enquiry look like? • How do we turn a question into a hypothesis? • What are the best ways to collect data? • How should we present our data? • What conclusions can we draw 	<p><u>Resource Management:</u></p> <ul style="list-style-type: none"> • What are the issues around resource management around the world? • Where has energy security and where has energy insecurity? • How effective are fossil fuels at generating energy security? • What are the options and what are 	<p><u>Issue Evaluation Continued:</u></p> <ul style="list-style-type: none"> • See spring term plan <p><u>Pre-exam warm-up:</u></p> <ul style="list-style-type: none"> • What acronyms help us remember what to do in geography? • How do you interpret graphs? • What is the best way to tackle 4, 6 and 9 mark questions?

- Grow and Succeed -

Lemsford Lane, Welwyn Garden City, Hertfordshire AL8 6YR

Tel: 01707 321755 • admin@stanborough.herts.sch.uk • www.stanborough.herts.sch.uk • Company No: 07900439

	<p>from our investigation and how do they apply to what we know about human and physical geography?</p> <p><u>Changing Economic World:</u></p> <ul style="list-style-type: none"> • How do people’s quality of life compare around the world? • What are the human and physical factors that influences people’s quality of life? • How do we measure development? • How can we reduce the development gap? • How has the UK economy changed over time? 	<p>their strengths and weaknesses for improving energy security?</p> <p><u>Issue evaluation:</u></p> <ul style="list-style-type: none"> • What is the physical geography of the area? • How is the physical geography connected to the human geography? • What are the strengths and weaknesses of the decisions taken? 	<ul style="list-style-type: none"> • How can I incorporate case studies? • What are the revision techniques that help us to revise?
<p>Assessment week and content</p>	<p><u>Assessment:</u></p> <p>Formal assessment: Take place within the 4 weeks leading up to the Christmas break and/or in line with the year 11 mock calendar.</p> <p>Content: GCSE questions based on:</p> <ul style="list-style-type: none"> • Human and Physical Fieldwork • Changing Economic World <p>Informal assessment: Practice exam questions and other mini recall tests will take place throughout the year in line with marking policy expectations.</p>	<p><u>Assessment:</u></p> <p>Formal assessment: Take place within the 4 weeks leading up to the Easter break and/or in line with the year 10 mock calendar.</p> <p>Content: GCSE questions based on:</p> <ul style="list-style-type: none"> • Paper 1: Natural Hazards, Living World, Coasts and Glaciation • Paper 2: Urban Issues and Challenges, Changing Economic World, Resource Management <p>Informal assessment: Practice exam questions and other mini recall tests will take place throughout the year in line with marking policy expectations.</p>	<p><u>Assessment:</u></p> <p>Formal assessment: Take place within the 4 weeks leading up to the summer break and/or in line with the year 11 mock/actual GCSE calendar.</p> <p>Content: GCSE questions based on:</p> <ul style="list-style-type: none"> • Issue evaluation • Paper 1, 2 and 3 content <p>Informal assessment: Practice exam questions and other mini recall tests will take place in the lead up to exams to ensure students are as best prepared as they can be.</p>