

Geography



Year 11

Curriculum Map



Year 11 – Autumn Term

Prior Learning	<p>Paper Three – Pupils have visited North Valley Business and Retail Park in July of Year 10 and completed human fieldwork on this fieldtrip (data collection).</p> <p>Paper One Section B has been taught in year 10 with the exception of Hot Deserts. In key stage 3, pupils studied deserts e.g. Sahara Desert – climate, animal adaptations etc.</p> <p>Paper Two – Changing Economic World builds on pupils’ prior learning about development and development indicators in year 8 and China in year 9, and their knowledge of industrial sectors and settlement in year 7.</p>
What will I learn?	<p>Paper Three: Human fieldwork – analysis, conclusions and evaluation</p> <p>Paper Three: Physical fieldwork – preparation, fieldtrip, analysis, conclusions and evaluation</p> <p>Paper One: Section B – The Living World – Hot Deserts</p> <p>Paper Two: Section B – Changing Economic World – Development Gap</p>
How will I be assessed?	<p>Pupils are formatively assessed regularly through their home learning, this will be in the form of the completion of Seneca Learning modules and past paper practice questions. The assessment of their fieldwork (paper 3) will be a mock paper three.</p> <p>They will be assessed on their learning about Paper One in the mock also. This is supported by our interleaving curriculum whereby topics (from year 10) will be revisited once a fortnight, so that we can develop their revision strategies.</p>
Next Steps	<p>Paper One (River Landscapes in the UK) will be completed in the Spring Term with a study of Engineering Strategies.</p> <p>Paper Two will be completed by March of year 11 with Section B: Study of a NEE Country: Nigeria and Changing UK Economy. Pupils will also study Section C: Resource Management. They will also study Section A: Urban Issues and Challenges: Sustainable Urban Development in Freiburg.</p>
Opportunities for Independent Learning	<p>Seneca Learning modules set for Home Learning regularly as part of their topics and in line with the interleaving curriculum (supporting revision).</p> <p>Use of GCSE Pods</p> <p>Documentaries recommended to support the learning:</p> <p>Planet Earth: Deserts (on iPlayer/YouTube)</p> <p>Quizlet Quizzes</p> <ul style="list-style-type: none"> - Hot deserts https://quizlet.com/c2jofq?x=1jqt&i=4fol6t - Development Gap https://quizlet.com/c20xhr?x=1jqt&i=4fol6t
Personal Development and CEIAG	<p>Pupils gain a sense of enjoyment and fascination in learning about themselves, others and the world around them, especially through the fieldwork.</p> <p>The lessons and fieldwork encourage use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.</p> <p>Development of pupils is shown by their: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others and understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain. They appreciate that life is different in HICs and LICs. Through looking at the management of Hot Deserts they begin to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</p>

	<p>Potential careers in these geography areas:</p> <ul style="list-style-type: none"> • Surveying (through the field work) • Market research (through conducting pedestrian questionnaires) • Public relations (through conducting pedestrian questionnaires) • Government and politics (we discuss the role of local councils) • Aid and charity work (we discuss the roles of NGOs like the Red Cross) • Conservation (through studies of managing hot deserts) • Farming (impact of drought on landscapes)
Enrichment Opportunities (Cultural Capital)	<p>Fieldtrip to Cleveleys to observe various forms of coastal management and engage in fieldwork activities (groyne sediment height measurements, bi polar surveys of defences and pedestrian questionnaires in the town).</p> <p>This builds pupils' resilience, geographical skills and interpersonal skills, as well as allowing them to visit a popular tourist destination in the UK which they may not have visited before.</p>

	<h2>Year 11 – Spring Term</h2>
Prior Learning	<p>Paper One: River landscapes in the UK (river management) builds on their learning from Year 10 when they studied river processes and landforms.</p> <p>Paper Two: Section B: Changing economic world (Nigeria case study) builds on their learning from last term where we covered development. Pupils have an awareness of how development is measured, HIC/NEE/LIC, the demographic transition model, population pyramids and the causes and consequences of uneven development.</p> <p>Paper Two: Section B: Changing UK Economy will build on their understanding of industrial sectors and rural/urban from key stage 3 modules on Settlement and Industry.</p> <p>Paper Two: Section C: Resource management builds on their understanding of climate change and sustainability from year 9 and their understanding of types of energy resources (renewable/non-renewable) from the science curriculum.</p> <p>Paper Two: Section A: Sustainable Urban Development builds on their understanding of issues and challenges in Urban areas from their studies in year 10.</p>
What will I learn?	<p>Paper One: River Landscapes in the UK: will be completed in the Spring Term with a study of Engineering Strategies.</p> <p>Paper Two will be completed by March of year 11 with Section B: Study of a NEE Country: Nigeria and the also study the Changing UK Economy.</p> <p>Pupils will also study Section C: Resource Management.</p> <p>Pupils will also study Section A: Urban Issues and Challenges: Sustainable Urban Development in Freiburg.</p>
How will I be assessed?	<p>Pupils are formatively assessed regularly through their home learning, this will be in the form of the completion of Seneca Learning modules and past paper practice questions.</p> <p>The assessment of paper two will be done during the March mocks, where a full paper two will be set for pupils.</p>
Next Steps	<p>Paper Three: Issue Evaluation will be taught after Easter as the pre-release booklet will be released towards the end of this term.</p> <p>Revision for final exams, all papers.</p>
Opportunities	<p>Seneca Learning modules set for Home Learning regularly as part of their topics and in</p>

for Independent Learning	<p>line with the interleaving curriculum (supporting revision). Use of GCSE Pods Documentaries recommended to support the learning: Bodo oil spills (You Tube) Freiburg sustainable urban living (You Tube) Knowledge organisers Quizlet Quizzes. Use these links: River landscapes https://quizlet.com/c2jm27?x=1jqt&i=4fol6t , Changing UK economy https://quizlet.com/c1zn5q?x=1jqt&i=4fol6t Resource and energy management https://quizlet.com/c2k2u4?x=1jqt&i=4fol6t</p>
Personal Development and CEIAG	<p>Pupils gain a sense of enjoyment and fascination in learning about themselves, others and the world around them, especially through the study of an NEE country: Nigeria.</p> <p>The lessons encourage use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.</p> <p>Development of pupils is shown by their: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others and understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain. They appreciate that life is different in HICs, NEEs and LICs. Through looking at the Nigeria study they begin to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>Potential careers in these geography areas :</p> <ul style="list-style-type: none"> - Hydrology (through river studies) - Engineering (through hard and soft engineering) - Flood management (through their study of Banbury flood) - Energy management (through resources topic – looking at issues e.g. fracking) - Aid (in NEEs e.g. Nigeria) - Charities (e.g. Oxfam goat aid) - Logistics (TNCs and globalisation)
Enrichment Opportunities (Cultural Capital)	<p>Pupils will have the opportunity to watch video clips about topical issues around the world.</p> <p>Geography in the news will be highlighted to pupils throughout the term e.g. the debate over fracking in the UK.</p>