

Geography



Year 11

Curriculum Map




Year 11 – Autumn Term

Prior Learning	<p>Paper Three – Pupils have visited North Valley Business and Retail Park in the summer of year 10 and completed human fieldwork on this fieldtrip, as well as completing Physical fieldwork in Cleveleys in the autumn of year 10.</p> <p>Paper One has been taught in year 10 with the exception of completing glacial landscapes.</p> <p>Paper Two – Urban Issues and Challenges. Pupils will have studied Urban geography and development at key stage 3.</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>
What will I learn?	<p>Paper Two: Section A: Urban Issues and Challenges. Case Studies: UK City: Manchester, and NEE city: Rio de Janeiro. Named examples: Salford Quays Regeneration and Favela Bairro Project, Rio.</p> <p>Paper Two: Section C: Resource Management with a focus on Energy</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 their fieldwork (paper 3) will be a mock paper three (Section B: questions 4 and 5 on fieldwork only). Paper Two Section A will also be assessed in a mock paper (likely combined with the paper three Section B)</p> <p>They will be assessed on their learning for Paper One in a full mock paper. 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 Two will be completed by the end of the spring term of year 11 with Section B: Changing Economic World. This begins with the Development Gap, including a study of a NEE Country: Nigeria and Changing UK Economy.</p> <p>Paper Three will be concluded after Easter with the pre-release of the Issue Evaluation.</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>Documentaries recommended to support the learning:</p> <ul style="list-style-type: none"> • Welcome to Rio: Peace (on vimeo) • Quizlet Quizzes • Urban Issues and Challenges in Manchester • https://quizlet.com/gb/728934022/gcse-p2-urban-change-in-the-uk-and-manchester-case-study-flash-cards/?i=4fol6t&x=1jqt • Case Study of an NEE City: Rio de Janeiro • https://quizlet.com/gb/813634016/gcse-p2-urban-issues-and-challenges-rio-case-study-flash-cards/?i=4fol6t&x=1jqt • Resource and energy management • https://quizlet.com/c2k2u4?x=1jqt&i=4fol6t
Personal Development and CEIAG	<p>Pupils gain a sense of enjoyment and fascination in learning about their local city and Rio as a megacity.</p> <p>The lessons encourage the 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 cities and energy resources 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"> • Government and politics (we discuss the role of local councils) • Urban development and planning • Energy management and sustainability (through resources topic – looking at issues e.g. fracking)
Enrichment Opportunities (Cultural Capital)	There is the potential for an extra-curricular visit to Salford Quays related to this topic. This may be arranged outside of the school calendar e.g. on a weekend or holiday date.

	Year 11 – Spring Term
Prior Learning	<p>Paper Two: Section B: Changing economic world (Nigeria case study) builds on their learning key stage 3 where we covered development and Africa. 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>
What will I learn?	Paper Two: Section B – Changing Economic World – Development Gap, Nigeria (case study of an NEE) and they also study the Changing UK Economy.
How will I be assessed?	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 paper two will be done during the March mocks, where a full paper two will be set for pupils.
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 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>Documentaries recommended to support the learning:</p> <p>Bodo oil spills (You Tube)</p> <p>Knowledge organisers</p> <p>Quizlet Quizzes. Use these links:</p> <ul style="list-style-type: none"> • Development Gap https://quizlet.com/_c20xhr?x=1jqt&i=4fol6t • Changing UK economy https://quizlet.com/_c1zn5q?x=1jqt&i=4fol6t • Nigeria as a Case study of a NEE
Personal	Pupils gain a sense of enjoyment and fascination in learning about themselves, others

Development and CEIAG	<p>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"> • Aid (in NEEs e.g. Nigeria) • Charities (e.g. Oxfam goat aid, Red Cross etc.) • 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.</p>

	<h2>Year 11 – Summer Term</h2>
Prior Learning	<p>Paper Three: Fieldwork is completed already (year 10 Cleveleys and North Valley)</p>
What will I learn?	<p>Paper Three: Section A: Issue Evaluation</p>
How will I be assessed?	<p>GCSE papers x 3</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 the spring term 10 weeks before the exam.</p> <p>Revision for final exams, all papers.</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>Quizlet Quizzes. Use these links:</p> <ul style="list-style-type: none"> • Paper Three Fieldwork
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 issue evaluation.</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.</p> <p>Potential careers in these geography areas:</p> <ul style="list-style-type: none"> • Law – reasoning and judgement skills are fostered through the issue

	<p>evaluation.</p> <ul style="list-style-type: none">• Research – using the geographical skills taught in fieldwork
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.</p>