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| **Year 11 CURRICULUM MAP 2020-21: Geography** | | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Unit Length** | **13 weeks** | **13 weeks** | **13 weeks** |
| **Assessment Objectives** | **AO1** Knowledge on locations, places, processes, environments and different scales (15%)  **AO2** Demonstrate geographical understanding of: concepts and how they are used in relation to places; environments and processes; the interrelationships between places, environmental and processes (25%)  **A03** Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%)  **A04** Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%) | | |
| **Description of the Topic and Key Learning Outcomes** | **The Changing Economic World**  Understanding of inequality around the world. Students will explore the causes of unequal development, how this is measured and how the development gap can be closed (e.g. fair trade, aid, debt relief and tourism).  Students will complete an in-depth study on Nigeria as an example of a NEE where they will look at Nigeria’s position in the wider world. They will consider the impact of TNC’s on Nigeria’s development as well as aid and how this has improved quality of life for people in Nigeria.  Study will focus on a UK perspective where regional differences will be explored through the north/south divide. Changes to the UK economy from a historical perspective will be explored before considering strategies to reduce this gap through HS2. The changing industrial structure e.g. the increase in science parks will be explored where students will concentrate on the opportunities this allows the UK from a global perspective.  Paper 3 preparation. Students will spend the final 2 weeks of Autumn term preparing for Paper 3 ready for their mocks in January. | **Revision:**  **Paper 1**  Revision will be largely informed around key topics requiring further understanding from year 11 mocks. Preliminary this will be:   * Ecosystems (tropical rainforests and hot deserts/cold environments) * Rivers   **Paper 2**  Revision will be largely informed around key topics requiring further understanding from year 10 mocks. Preliminary this will be:   * Urban (Mumbai and Birmingham case studies) * Resources management (overview of food, water and energy)   From late March students will be working predominantly on paper 3 once the pre-release has been sent out. | **Revision:**  **Paper 1**  Revision will be largely informed around key topics requiring further understanding from year 11 mocks. Preliminary this will be:   * Natural hazards * Coasts   **Paper 2**  Revision will be largely informed around key topics requiring further understanding from year 10 mocks. Preliminary this will be:   * Changing economic world (Nigeria case study * Energy in depth as part of resources management   Spring and summer term are subject to change based on student understanding of key topics in preparation for their GCSE exams. |
| **Milestone Assessments** | **Changing economic world – mid unit assessment (/12) and Knowledge audit** | **Assessments as required based on student understanding** | **Assessments as required based on student understanding** |
| **CEIAG** | International development careers e.g. aid work. Careers with HS2 and wider transport sectors e.g. aviation industry, cross rail. | N/A | N/A |
| **RRSA** | Article 14: Freedom of thought, belief and religion  Article 28: Right to education  Article 29: Goals of education  Article 31: Right to leisure, play and culture | Article 14: Freedom of thought, belief and religion  Article 28: Right to education  Article 29: Goals of education  Article 31: Right to leisure, play and culture | Article 28: Right to education  Article 29: Goals of education  Article 31: Right to leisure, play and culture |
| **Wider Curriculum Links** | Maths – geographical skills to include:   * Graphical skills (drawing, completing and interpreting) * Statistical skills (mean, median, mode, range, inter-quartile range) * Cartographic techniques   Technology – evaluating of investigation/investigation design  Computing – typing and analysing of results using computer software and GIS | Maths – geographical skills to include:   * Graphical skills (drawing, completing and interpreting) * Statistical skills (mean, median, mode, range, inter-quartile range) * Cartographic techniques   Technology – evaluating of investigation/investigation design  Computing – typing and analysing of results using computer software and GIS |  |
| **Literacy Programme** | * Writing to evaluate | * Revision techniques to include literacy e.g. writing letters of persuasion |  |
| **Useful websites** | [https://www.teachitgeography.co.uk](https://www.teachitgeography.co.uk/) – useful revision and notes  <https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc> - specifically tailored revision to the AQA exam board | | |
| **Wider Reading** | * Geography 9-1 revision guide * New Grade 9-1 GCSE Geography AQA Revision Guide By CGP * New Grade 9-1 GCSE Geography AQA Complete Revision & Practice * GCSE Geography for AQA Student Book = by Rebecca Kitchen, David Payne |  |  |
| **Independent Learning Tasks** | * Practice exam questions * Thinking maps * Revision clocks | * Practice exam questions * Thinking maps * Revision clocks | * Practice exam questions * Thinking maps * Revision clocks |