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| **Year 11 CURRICULUM MAP 2021-22: 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 (Paper 2)**  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 – Geographical skills**  Students will complete their physical fieldwork (rivers investigation to Carding Mill Valley) if this has not been completed in year 10.  They will spend time planning and preparing their investigation. They will carry out their investigation and once complete will analyse interpret and evaluate their fieldwork.  Students will practice key geographical skills for fieldwork in order to work towards the first half of section B (for paper 3). They will complete a walking talking mock before completing a full assessment for this half of the paper.  Students will then plan and complete their urban fieldwork to Brindley Place to look at re-development in the city centre. They will as before evaluating this investigation and complete exam preparation ready for paper 3. | Paper 1 revision   * Section A: Natural hazards * Section B: The living world * Section C: UK Landscapes (rivers and coasts) | **Revision for Paper 1, 2 &3 as required by students.** |
| **Milestone Assessments** | **Knowledge audit – Nigieria/TNC’s and PEQ**  **End of unit assessment (Paper 2 section B/25)** | **End of unit assessment (Paper 1 section C/30)**  **End of unit assessment (Paper 2 section C/30)** | **Knowledge audit – Urban world**  **End of unit assessment (Paper 2 section A /33)** |
| **CEIAG** | * International development careers e.g. aid work * Careers with HS2 and wider transport sectors e.g. aviation industry, cross rail. | * Working for the environment agency to conserve the UK’s coastal regions and river management schemes. * Links to careers within energy supply and future sustainability. | Careers here link largely to universities e.g. PHD research, undergrad dissertation research and government funded research projects. |
| **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** | History – historical context of global development and links to the British industrial revolution. Impact of colonialisation on the current world.  Maths – graph work through looking at industrial structure of Nigeria past and present | Maths – climate graphs  Literacy – comprehension of text e.g. impacts of deforestation  Science – animal adaptation, sustainability and global biomes  Technology – the use of rainforests for raw materials e.g. logging for wood as a useful resource | 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** | * Use of news paper articles * Blogs | * Use of news paper articles and coverage of global natural disasters | * Reading of flood management schemes and documents written by local governments |
| **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 * Flash cards * Knowledge organiser booklets | * Practice exam questions * Thinking maps * Revision clocks * Flash cards * Knowledge organiser booklets | * Practice exam questions * Thinking maps * Revision clocks * Flash cards * Knowledge organiser booklets |