

Year 11 CURRICULUM MAP 2022-23: Geography

	Autumn	Spring	Summer
Unit Length	13 weeks	13 weeks	13 weeks
Assessment Objectives	<p>A01 Knowledge on locations, places, processes, environments and different scales (15%)</p> <p>A02 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%)</p> <p>A03 Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%)</p> <p>A04 Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%)</p>		
Description of the Topic and Key Learning Outcomes	<p>Paper 3: Carding Mill Valley (CMV) Students will be writing up their hypothesis, methods, results, data presentation and conclusions/evaluations. This will be for their Physical fieldwork element about River processes at Carding Mill Valley.</p> <p>Paper 1 Section C: Rivers</p> <ul style="list-style-type: none"> • Fluvial processes and erosional processes of a river • Erosional features of a river • Depositional features of a river • The river Tees (UK example) • Causes and management of flooding • Hydrographs • Soft and hard engineering for rivers/flooding • Flood management scheme example <p>Paper 1 Section B: The living world</p> <ul style="list-style-type: none"> • Food chains and food webs • Small-scale ecosystem • Global biomes • Tropical rainforest characteristics • Causes and consequences of deforestation • Sustainable management of tropical rainforests • Hot desert characteristics • Opportunities and challenges in hot deserts 	<p>Paper 2 Section B: The changing economic world</p> <ul style="list-style-type: none"> • Measures and indicators of development • The demographic transition model • The global development gap • Strategies to reduce the development gap (aid, intermediate technology, fair trade, debt relief, tourism) • Introduction to Nigeria • Nigeria's links with the wider world • Balancing a changing industrial structure in Nigeria • Impact of TNCs (Shell) • How has Nigeria's quality of life improved • Changes to the UK economy post-industry • The rise of science and business parks in the UK • Environmental impacts of industry • Changing rural landscapes (population increase and decline) • Changing transport structure (roads, rail, ports and airports) • The north/south divide • UK's links to the wider world <p>Paper 3 – Longbridge Students will be writing up their hypothesis, methods, results, data presentation and</p>	<p>Paper 3 – Pre-release Students will study the pre-release document set by AQA at the end of March. We will work through the figures and complete practice exam questions.</p> <p>Revision for Paper 1, 2 & 3 as required by students. Based on feedback from trial exams and AFL/Intentional monitoring in lessons, teachers will plan according to the needs of their groups. Any topics identified as weak for students may need to be re-taught. Teachers will emphasis revision strategies and exam practice and lessons will have a focus on this.</p>

	<ul style="list-style-type: none"> Causes and consequences of desertification Managing desertification 	conclusions/evaluations. This will be for their Human fieldwork element about urban change at Longbridge, Birmingham.	
Milestone Assessments	<p>Practice exam questions – Paper 3 fieldwork (CMV)</p> <p>Paper 1 Section C: Rivers and Coasts EOU</p> <p>Paper 1 Section B: The Living World EOU</p>	<p>YEAR 11 TRIAL EXAMS</p> <p>Paper 2 Section B: The Changing Economic World EOU</p> <p>Practice exam questions Paper 3 Fieldwork</p>	
CEIAG	<ul style="list-style-type: none"> Working for the environmental agency River management careers Eco-tourism/tourism industry 	<ul style="list-style-type: none"> Working in aid and development Working for a charity/NGO Careers in conservation Working in quaternary sector (science and business parks) 	
RRSA	<p>Article 14: Freedom of thought, belief and religion</p> <p>Article 28: Right to education</p> <p>Article 29: Goals of education</p> <p>Article 31: Right to leisure, play and culture</p>	<p>Article 14: Freedom of thought, belief and religion</p> <p>Article 28: Right to education</p> <p>Article 29: Goals of education</p> <p>Article 31: Right to leisure, play and culture</p>	<p>Article 28: Right to education</p> <p>Article 29: Goals of education</p> <p>Article 31: Right to leisure, play and culture</p>
Wider Curriculum Links	<p>Science – food chains and webs</p> <p>Maths – use of data, graphs, numerical skills</p> <p>DT – use of hardwoods from TRF and using these raw materials sustainably.</p> <p>Technology – evaluating of investigation/investigation design</p>	<p>History – The decline of the motor industry in the UK (Longbridge fieldwork). Links to colonization on the current world.</p> <p>Science – Increase in science parks</p> <p>Maths – use of data, graphs, numerical skills.</p> <p>Use of graphs in the Demographic Transition Model.</p> <p>Technology – evaluating of investigation/investigation design</p>	
Literacy Programme	<ul style="list-style-type: none"> Use of news paper articles Blogs 	<ul style="list-style-type: none"> Use of news paper articles and coverage of global natural disasters 	<ul style="list-style-type: none"> Reading of flood management schemes and documents written by local governments
Useful websites	<p>https://www.teachitgeography.co.uk – useful revision and notes</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc - specifically tailored revision to the AQA exam board</p>		
Wider Reading	<ul style="list-style-type: none"> 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 <p>GCSE Geography for AQA Student Book = by Rebecca Kitchen, David Payne</p>		

Independent Learning Tasks

- Practice exam questions
- Thinking maps
- Revision clocks
- Flash cards
- Knowledge organiser booklets

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