

Geography
Year 11
Curriculum Overview



Intent: Continued and further development of skills and knowledge from year 10. To know the features of sustainable urban living. To identify the global variations in economic development and quality of life using a range of economic and social measures. To know the impact of aid and economic development on the environment and quality of life. To identify and explain changes to the UK's economy over time and the UK's place within the wider world. To know that food, water and energy are fundamental to human development and that global inequalities exist in the supply and consumption of resources. To identify different strategies that can be used to increase resource supply. The issues evaluation will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. A resource booklet will be available twelve weeks before the date of the exam so that students can work through the resources, enabling them to become familiar with the material.

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| | Assessment 1 | | | Assessment 2 | | |
| Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly. | The Changing Economic World (Paper 2) | The Changing Economic World (Paper 2) | The Changing Economic World (Paper 2) | Resource Management (Paper 2) Paper 3: Issue Evaluation Revision (fieldwork) (Paper 3) | Issue Evaluation Revision (fieldwork) (Paper 3) Revision | Exams |
| Additional support links: | Understanding development Link Economic future Link Development Gap Link Link | Understanding development Link Economic future Link Development Gap Link Link Link | Understanding development Link Economic future Link Development Gap Link Link Link | Understanding resources Link Link Link | Link Link | |
| Knowledge: Included here is the specific knowledge your child will learn in detail | <ul style="list-style-type: none"> Development indicators (economic and social) and their use/usefulness. DTM Causes and consequences of uneven development. Disparities between global health and wealth. Solutions to uneven development. Tourism as a way of closing the development gap. Case study of LIC/NEE - Industrial development and TNCs - social, economic and environmental change. | <ul style="list-style-type: none"> Causes of economic change in the UK Post Industrial Society - UK. Employment sectors in UK (change over time). Science and business parks. Environmental impacts of industry. Population growth/decline in rural areas. North/South divide. Changing infrastructure in UK. UK in the wider world. | <ul style="list-style-type: none"> Development indicators (economic and social) and their use/usefulness. DTM Causes and consequences of uneven development. Disparities between global health and wealth. Solutions to uneven development. Tourism as a way of closing the development gap. Case study of LIC/NEE - Industrial development and TNCs - social, economic and environmental change. Causes of economic change in the UK Post Industrial Society - UK. Employment sectors in UK (change over time). Science and business parks. Environmental impacts of industry. Population growth/decline in rural areas. North/South divide. Changing infrastructure in UK. UK in the wider world. | <ul style="list-style-type: none"> Distribution of food, water and energy at both global and national scale (UK). Either for food, water or energy: Global supply. Factors that affect supply. Impacts of insecurity. Strategies to increase security/supply. Case study example of a strategy. Sustainable approaches. <p>Fieldwork:</p> <ul style="list-style-type: none"> How to structure an enquiry. How to collect data. How to manage risks. How to present data. Evaluate the whole fieldwork process. <p>Issue evaluation:</p> <ul style="list-style-type: none"> Pre-release material sent to schools 12 weeks before the exam. Utilise knowledge from the whole GCSE course and apply it to the scenario of the pre-release. Combine both human and physical geography. Consider different stakeholder opinions. | <p>Still working through the issue evaluation:</p> <ul style="list-style-type: none"> Utilise knowledge from the whole GCSE course and apply it to the scenario of the pre-release. Be able to apply geographical skills from the whole course. Combine both human and physical geography. Consider different stakeholder opinions. <p>Revision of Paper 1, 2 and 3.</p> | |

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| <p>Skills: Included here is the specific skills your child will learn in detail</p> | <p>Compare and contrast different numerical datasets. Assess the usefulness of numerical and social data. Interpret and identify geographical models. Understand global economic and social links (aid). Evaluate different strategies. Developing extended writing and decision-making skills.</p> | <p>Describe and explain changes over time. Explain reasons for global links. Categorise into Social, Economic, Political and Environmental. Interpret and draw a series of diagrams and graphs. Manipulate numerical data.</p> | <p>Describe and explain changes over time. Explain reasons for global links. Categorise into Social, Economic, Political and Environmental. Interpret and draw a series of diagrams and graphs. Manipulate numerical data.</p> | <p>Analyse global distribution on atlas maps. Describe and explain distributions across the globe. Describe and explain links between LIC, NEE and HIC countries. Interpreting numerical and cartographic data. Persuasive arguments based on information and evidence. Evaluating different outcomes.</p> <p>Fieldwork: Collect, present and interpret data. Compare quantitative and qualitative data sets. Identify trends and anomalies. Draw conclusions. Evaluate fieldwork.</p> <p>Issue evaluation: Critical thinking. Persuasive and extended writing skills. Decision making skills. Interpreting different data sources.</p> | <p>Issue evaluation: Critical thinking. Persuasive and extended writing skills. Decision making skills. Interpreting different data sources.</p> <p>Revision: Retain knowledge. Write concisely within time constraints. Critical thinking. Decision making skills. Interpreting/analysing different sets of data.</p> | |
| <p>Common Lexicon: These are the key words and terms learnt. These can be found on knowledge organisers.</p> | <p>For all key words and definitions refer to knowledge organisers below.</p> | <p>For all key words and definitions refer to knowledge organisers below.</p> | <p>For all key words and definitions refer to knowledge organisers below.</p> | <p>For all key words and definitions refer to knowledge organisers below.</p> <p>For all key words and definitions refer to knowledge organisers below.</p> | <p>For all key words and definitions refer to knowledge organisers below.</p> | <p>For all key words and definitions refer to knowledge organisers below.</p> |
| <p>Ambition Curriculum</p> | <p>Real world – Current urban problems and solutions social/economic/environmental impacts. Development inequality (Lagos, Nigeria as real – life context) Aspirations – Careers in sustainability, environmentalism, urban design, Environmental Agency and NGOs. Leadership – decision making and presentation collaboration skills Beyond the classroom – Eco clubs Growth Mindset – resilience and confidence through self-assessment and DIRT work.</p> | <p>Real world – Current urban problems and solutions social/economic/environmental impacts. Development inequality (Lagos, Nigeria as real – life context) Aspirations – Careers in sustainability, environmentalism, urban design, Environmental Agency and NGOs. Leadership – decision making and presentation collaboration skills Beyond the classroom – Eco clubs Growth Mindset – resilience and confidence through self-assessment and DIRT work.</p> | <p>Real world – Current urban problems and solutions social/economic/environmental impacts. Development inequality (Lagos, Nigeria as real – life context) Aspirations – Careers in sustainability, environmentalism, urban design, Environmental Agency and NGOs. Leadership – decision making and presentation collaboration skills Beyond the classroom – Eco clubs Growth Mindset – resilience and confidence through self-assessment and DIRT work.</p> | <p>Real world – Current resource management problems and solutions social/economic/environmental impacts. Development inequality Aspirations – Careers in sustainability, environmentalism, urban design, Environmental Agency and NGOs. Leadership – decision making and presentation collaboration skills Beyond the classroom – Eco clubs Growth Mindset – resilience and confidence through self-assessment and DIRT work.</p> <p>Real world – Field work scenarios/context Aspirations – Careers in sustainability, environmentalism, urban design, Environmental Agency and NGOs. Leadership – decision making and presentation collaboration skills/ Critical thinking. Persuasive and extended writing skills. Interpreting different data sources. Beyond the classroom – Eco clubs</p> | <p>Real world – Field work scenarios/context Aspirations – Careers in sustainability, environmentalism, urban design, Environmental Agency and NGOs. Leadership – decision making and presentation collaboration skills/ Critical thinking. Persuasive and extended writing skills. Interpreting different data sources. Beyond the classroom – Eco clubs Growth Mindset – resilience and confidence through self-assessment and DIRT work.</p> | |

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| | | | | Growth Mindset – resilience and confidence through self-assessment and DIRT work. | | |
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