Subject Curriculum Map: Geography Year 11 2024-25

Exam Board & Assessment Method: AQA – 3 Papers

Paper 1: Living with the physical environment – 88 marks – 1hr 30mins
Paper 2: Challenges in the human environment – 88 marks – 1hr 30mins
Paper 3: Geographical applications – 76 marks – 1hr 15mins

Curriculum Intent:

To develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material)

To gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer)

Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)

Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

Curriculum Implementation:

Year 11 students cover the final topics as well as complete their fieldwork requirement and prepare for the DME once released in the March before the exams. They are taught across 5 classes by three specialist teachers to the subject. Students have 5 lessons of geography per fortnight. Homework in the form of GCSE Pod tasks, exam practice and preparation for timed assessments is set at least once over the 5 lesson period.

Lessons in year 11 continue to build on existing skills from years 9 and 10 while consolidating this learning with further focus on content recall and developing exam skills in this critical year.

Lessons have been developed and adapted by staff once again, in line with the exam boards SOW (See attached documentation).

Teachers build on a range of different strategies in lessons that were developed in years 9 and 10 to encourage students to further develop independence and resilience including: group work, timed independent work, peer/self-assessment, recall and exploring model responses.

Students are still offered opportunities to attend focus sessions after school to further explore case study locations, watch geographical related documentaries that will further inspire and motivate them to take an active role within learning about the subject.

Curriculum Impact:

To consolidate and further students' interest in geography at GCSE. To appreciate the wider importance of both local and global issues over time and understand how important it is to have an awareness of the challenges both the planet and humans face in the future. It is also important that students also have a strong understanding of the ability they have to make a real difference and address these challenges as they move into their adult life.

To develop transferable skills applicable to a wide range of careers and degree subjects, for example developing confidence in communication, decision making and analysis and evaluation. By the end of the GCSE course students will have developed a desire to want to explore the world with compassion and curiosity.

Key	
	Themes
	Concepts and Ideas
	Numeracy
	Literacy

Year 11	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Themes, Concepts & Ideas	**The Changing Economic World**	**The Challenge of Natural Hazards**	**The Challenge of Resource Management**	**Fieldwork**	**DME**

	The Changing UK Economy	Tectonic Hazards	Resource Management The Challenge of Resource Management Resource Management - Energy Management	Human and Physical Study – New Brighton	
Knowledge and understanding	• The changing UK economy • De-industrialisation in the UK • UK science and business parks - Cambridge • Environmental impacts of industry • Changing rural landscapes in the UK • The UK's North-South divide • Changing transport infrastructure • The UK's place in the world • The UK's global links	• What are natural hazards • Distribution of tectonic hazards • Physical processes at plate margins • Effects of earthquakes • Responses to earthquakes • Living with risk from tectonic hazards • Reducing the risk of tectonic hazards	• The global distribution of resources • Provision of food in the UK • Provision of Water in the UK • Provision of energy in the UK • Global energy supply and demand • Impacts of energy security • Strategies to increase energy supply • Gas – a non-renewable resource • Sustainable energy use • The Chambamontera micro-hydro scheme	• Investigating physical human fieldwork opportunities • Exploring location suitability for fieldwork • Exploring primary and secondary data collection • Processing and presenting data • Understanding analysis and conclusions • Evaluating your fieldwork •	• Explore the context of the issue • Investigate the challenges of the issue • Evaluate the challenges and benefits of the issue Justify decisions on the issue

Subject specific skills	• Reading OS Maps (6 figure and recognising OS map symbols) • Analysing and beginning to linking data to support ideas and conclusions • Understanding and using a wider range of appropriate terminology successfully • Linking and assessing relevance of social, economic and environmental factors to form evidence-based conclusions • Decision making that links evidence to justify outcomes • Describing and explaining how key issues link confidently • More able to analyse and link key issues with confidence and accuracy using data	• Beginning to analyse data and use it to support conclusions • Understanding and using appropriate terminology successfully • Understanding the stages of key physical processes • Linking and assessing relevance of social, economic and environmental factors • Decision making leading to clearly justified and evidenced based outcomes • Describing and explaining key issues appropriately and confidently • Confident in analysing and linking key issues	• Analysing data and using it to support conclusions • Using a wide range of appropriate terminology within written responses. • Linking and assessing relevance of social, economic and environmental factors • Justifying the social, economic and environmental factors surrounding resource management issues • Decision making leading to clearly justified and evidenced based outcomes on resource management • Describing and explaining key issues linked to sustainable resource use appropriately and confidently • Confident in analysing and linking key issues	• Reading OS Maps (6 figure and recognising OS map symbols) • Justifying the reasons as to why fieldwork locations are suitable to study • Developing appropriate methodologies to collect data • Understand the risks involved in carrying out fieldwork • Designing and presenting data appropriately. • Analysing and linking data to support findings from data collected • Using a wide range of appropriate terminology within written responses. • Writing justifiable conclusions supported with appropriate evidence. • Evaluating overall successes and shortfalls within fieldwork • Linking social, economic and	• Reading OS Maps (6 figure and recognising OS map symbols) • Analysing and linking data from various sources to support findings • Using a wide range of appropriate terminology within written responses. • Linking social, economic and environmental factors to support the issues presented and justify ideas • Decision making leading to clearly justified and evidenced based outcomes • Describing and explaining key issues appropriately and confidently • Confident in analysing and linking key issues to make clear judgements

				environmental factors • Decision making leading to clearly justified and evidenced based outcomes • Describing and explaining key issues appropriately and confidently • Confident in analysing and linking key issues	
1.SMSC	To appreciate the complexity of the human world we live in. To value and respect the views of others in relation to the level of developmental change witnessed in the UK. To develop awareness within students towards the UK's global importance and links to other nations.	To value and respect the views of others in relation to exploring the causes, effects and responses to natural hazards. Developing citizens of the future who actively promote awareness towards mitigating the impacts of natural hazards. To work successfully alongside peers to explore the opportunities and challenges within hazardous locations.	To value and respect the views of others in relation to the opportunities and challenges of global natural resources. To appreciate the complexity of the human world we live in and our responsibility to change our attitudes to make a difference. To develop good citizens for the future who appreciate the need to live more sustainably within the UK and consider the wider impacts of our actions as humans.	To appreciate the complexity of interactions between the physical and human issues base on carrying out real fieldwork in a chosen UK environment. Developing awareness within students to understand the importance of teamwork to collect data to successfully complete fieldwork. To show appreciation for others (the public) when interacting with them as part of	To appreciate the complexity of the interactions between the human and physical environments that we live in. To value and respect the views of others in relation to global issues that bring both opportunities and challenges. To work successfully alongside peers to explore the wider impacts of issues both globally and within the UK

		Develop good citizens for the future who acknowledge the need to live more sustainably and respect the environment.		completing fieldwork successfully.	
2.Skills For life	**Teamwork** Students are able to follow and take part in class and group discussions to express opinions on the wider issues of economic development within the UK. **Aiming High** Students use appropriate structure and geographical vocabulary related to economic issues within the UK, and also bring in appropriate examples to illustrate their key points on economic change within the country. **Aiming High** Learners can seek additional information to build their understanding of a complex problems and	**Teamwork** Working successfully with peers to encourage their involvement in discussions surrounding the causes of natural hazards and their wider impacts. **Problem Solving** Complex problems can be identified, such as are primary or secondary impacts the greater threat, and students can explain in confidence why different approaches might be needed to address them. **Aiming High** Students use appropriate structure and geographical vocabulary to illustrate their key points linked appropriately to key	**Listening** Students are able to follow and take part in class and groups discussions to express opinions on the sustainable management of natural resources within the UK. **Aiming High** Learners can obtain additional information regarding the opportunities and challenges in relation to the future management of resources in the UK to reach justifiable outcomes that include sustainable solutions to the issues.	**Aiming High** Students use appropriate structure and geographical vocabulary related to the issues they explore during their fieldwork to illustrate their key points clearly linked to the data they have presented and collected. **Teamwork** Students are able to follow and take part in group data collection that will allow them to analyse successfully the data they collect to reach clear and justifiable conclusions. **Aiming High** Learners can seek additional information to build their understanding of complex problems and reach justifiable	**Listening** Individually they can formulate meaningful questions from what they have learnt about an issue in an unfamiliar location and from this formulate meaningful responses. **Aiming High** Students use appropriate structure and geographical vocabulary related to a variety of issues presented to them, to then use appropriate examples to illustrate their key points on what they think should happen. **Problem Solving** Exploring and identifying a range of problems such related to the issue and justifying clearly why different approaches

	reach justifiable outcomes that include appropriate solutions to issues such as reducing the North – South divide with n the UK economy.	case studies linked to the issues.		outcomes that not only include appropriate solutions to issues but also show clear evaluation and reasoning for the shortfalls in their fieldwork.	might be needed to address them. **Aiming High** Learners can seek additional information to build their understanding of complex problems and reach justifiable outcomes that include appropriate solutions to the issue presented to them.
3.FBV	**Current Affairs** Exploring a range of current issues impacting UK human landscapes and being aware of how these concerns impact create both challenges and opportunities. **Respect** Exploring opinions in relation to divisions within the UK economy and maintaining empathy towards other people's way of life.	**Respect** Challenging opinions regarding the management of hazard prone environments and developing awareness of the moral implications of carrying out such activities. **Tolerance** Demonstrate tolerance and respect for different cultures and groups of people who live in hazard prone environments. **Respect** Challenging opinions and stereotypes to	**Current Affairs** Exploring a range of issues within the UK surrounding resource management and appreciating how these impact on human wellbeing and how they require sustainable solutions. **Respect** Exploring opinions in relation to inequalities within the supply of resources in the UK and maintaining empathy towards the impact that this has.	**Tolerance** Demonstrate tolerance and respect for different cultures and groups of people while completing fieldwork. **Respect** Exploring issues within a location in the UK and being respectful of both the environment and residents of this location while visiting it.	**Tolerance** Demonstrate tolerance and respect for different cultures and groups of people less fortunate than ourselves. **Current Affairs** Exploring a range of current issues impacting human and physical landscapes and being aware of how these concerns create both challenges and opportunities. **Respect** Exploring opinions in relation to an issues within a global location and maintaining

		reinforce and develop empathy for people who are impacted by natural disasters			empathy towards other people's way of life.
Stretch & challenge	• Departmental stretch and challenge worksheet • Extensions tasks built into lessons • Choice of exam questions based on ability	• Departmental stretch and challenge worksheet • Extensions tasks built into lessons • Choice of exam questions based on ability	• Departmental stretch and challenge worksheet • Extensions tasks built into lessons • Choice of exam questions based on ability	• Extensions tasks built into lessons to further develop detail within their fieldwork write up • Choice of exam questions based on ability	• Extensions tasks built into lessons that will prompt further justification and development of ideas linked to the DME issue. • Choice of exam questions based on ability
Key assessment focus, suggested assessments	Assessment focus: End of topic assessment on UK economic development – 30 minutes (depending on length of term) Keyword spelling/definition tests	Assessment focus: End of topic assessment on tectonic hazards – 30 minutes Keyword spelling/definition tests	Assessment focus: End of topic assessment on resource management – 30 minutes Keyword spelling/definition tests	Assessment focus: Exam base questions on both their own fieldwork as well as generic fieldwork skills – 30 minutes (depending on length of term) Keyword spelling/definition tests	Assessment focus: Exam based questions on the DME – 30 minutes (depending on length of term) Keyword spelling/definition tests
Visits/extra-curricular				Field trip – New Brighton	
Homework/Independent Learning	Project – To what extent is "Levelling Up" solving regional differences? Practice exam questions and assessment revision	Project – Contemporary earthquake/ volcano case study based on causes, effects, and responses to the event, e.g. Turkey earthquake 2023 / Philippines, Mayon eruption 2023.	Past DME on water management in the UK, Practice exam questions and assessment revision	Generic fieldwork exam practice, SAM learning tasks and assessment revision	Research into the DME issue and questions linked to it, Practice exam questions and assessment revision

		Practice exam questions and assessment revision			