



## Year 11 Geography Curriculum Map

	Autumn Term 1 (from Sept 2023)	Autumn 1 (for 2022 to 2023 only)	Autumn Term 2 (from Sept 2023)	Autumn 2 (for 2022 to 2023 only)	Spring 1	Spring 2	Summer 1
	Changing Climate	Urban Futures	Sustaining Ecosystems – Tropical and Polar	Dynamic Development	Resource Reliance	UK in the 21 <sup>st</sup> Century	Revision and start of exams

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Content Geography</p>	<ul style="list-style-type: none"> <li>• Historic climate change</li> <li>• Natural causes of climate change</li> <li>• Enhanced greenhouse effect</li> <li>• Environmental impacts of climate change globally</li> <li>• Social impacts of climate change globally</li> <li>• Climate change in the tropics</li> <li>• Climate change in polar climates</li> <li>• The current weather pattern in the UK</li> <li>• Forecasting of changes to the British climate</li> <li>• Economic impacts of climate change in the UK</li> </ul> <p style="text-align: center;">Climate change mitigation</p>	<ul style="list-style-type: none"> <li>• Global pattern of urbanisation</li> <li>• Mega cities</li> <li>• Internal migration</li> <li>• Urbanisation in LIDCs</li> <li>• Case study of LIDC or EDC city (Lagos or Istanbul). Location</li> <li>• Population, industry and housing in case study city</li> <li>• Trends in ACs – suburbanisation, counter-urbanisation, re-urbanisation</li> <li>• Case study of AC city (Birmingham) – changes over time</li> <li>• Quality of life in Birmingham</li> <li>• Sustainability in Birmingham</li> </ul>	<ul style="list-style-type: none"> <li>• Ecosystems</li> <li>• Biomes</li> <li>• Global climate patterns</li> <li>• Plant and animal adaptations – tropical and polar</li> <li>• Tropical rainforest ecosystem</li> <li>• Human dependency upon tropical rainforests</li> <li>• Goods and services of the rainforest biome</li> <li>• Human exploitation of the rainforest</li> <li>• Sustainable management</li> <li>• Case study – Samasati Nature Retreat, Costa Rica</li> <li>• Polar regions ecosystem</li> <li>• People of the Arctic</li> <li>• Sustainable management of the polar regions including Arctic and Antarctic tourism</li> <li>• Case study – local scale: Clyde River, Baffin Island</li> <li>• Case study – global scale: Antarctic Treaty</li> </ul>	<ul style="list-style-type: none"> <li>• Development definitions global patterns, BRICs, MINTs and EDCs</li> <li>• Human Development Index</li> <li>• Wealth / Quality of life / Qatar</li> <li>• Obstacles to Development – colonialism, political unrest, trade and debt, debt relief, foreign direct investment, aid.</li> <li>• Zambia or Ethiopia case study: apply the Rostow Model, Millennium Development Goals / Sustainable Development Goals</li> <li>• Zambia – Kariba Dam, exports and sectors of industry</li> <li>• Zambia – TNCs, Foreign Direct Investment</li> <li>• Zambia – Top Down and Bottom-up projects.</li> <li>• Comparisons of aid projects – Kariba Dam, TAZARA railway, Mary’s Meals, Room to Read</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing demand for resources</li> <li>• Food production</li> <li>• Power Supply</li> <li>• Water supply</li> <li>• Food security</li> <li>• Measuring Food security</li> <li>• Boserup and Malthus</li> <li>• Case study – Food security in Tanzania</li> <li>• Tanzania – Goat Aid</li> <li>• Tanzania – Canadian Wheat project</li> <li>• Tanzania – SAGCOT</li> <li>• FairTrade and food security</li> <li>• Intensive farming</li> <li>• Organic farming</li> <li>• Genetically modified food</li> <li>• Community approaches to food security</li> </ul>	<ul style="list-style-type: none"> <li>• Land use / House stress</li> <li>• Rainfall patterns / Water stress</li> <li>• Change in population over time – DTM</li> <li>• Ageing population</li> <li>• Dependency ratio and policy implications for the UK</li> <li>• Ethnic diversity of London</li> <li>• Industrial structure of the UK</li> <li>• Work patterns of the 21<sup>st</sup> century</li> <li>• Economic hubs – pattern</li> <li>• Role of London within the UK</li> <li>• UK’s role in the world</li> <li>• UK’s role in the Middle East</li> <li>• UK and global media</li> <li>• British cuisine and globalisation</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of key topics through the use of past papers</li> <li>• Synoptic links through the use of Geographical Exploration papers (Paper 3)</li> <li>• Making strategic decisions about places / decision –making exercise</li> <li>• Revising fieldwork findings for Question 5 on Papers 1 and 2.</li> </ul>
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Skills learnt	<p>Reading graphs at different scales</p> <p>Geographical Information Systems – interpreting layers of data on maps</p>	<p>Relative location on world map</p> <p>Maps of cities and urban plans</p> <p>Annotated diagrams</p> <p>Geographical Information Systems – interpreting layers of data on maps</p> <p>Time management</p> <p>Analytical writing</p>	<p>Interpreting different types of systems diagrams</p> <p>Interpreting satellite imagery</p> <p>Interpreting aerial photographs</p>	<p>Reading graphs at different scales</p> <p>Comparing economic data</p> <p>Proportional charts</p> <p>Scattergraphs</p> <p>Annotated maps</p> <p>Geographical Information Systems – interpreting layers of data on maps</p> <p>Analytical writing</p> <p>Time management</p>	<p>Reading and comparing graphs at different scales</p> <p>Comparing economic data</p> <p>Comparing resource use and resource availability</p> <p>Scattergraphs</p> <p>Annotated maps</p> <p>Analytical writing</p> <p>Time management</p>	<p>Reading and interpreting OS maps</p> <p>Reading and comparing graphs at different scales</p> <p>Digimap for Schools – urban changes over time</p> <p>Time management</p> <p>Analytical writing</p> <p>Comparing population data</p>	<p>Time management</p> <p>Reasoned argument / analytical writing</p>
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Key Questions Asked (Geography)	<p>What evidence is there to suggest climate change is a natural process?</p> <p>What are the likely impacts of climate change – globally?</p> <p>What are the likely impacts of climate change within the UK?</p> <p>How are we attempting to mitigate against climate change?</p> <p>In what ways are we adapting to climate change?</p>	<p>Why do more than half the world’s population live in urban areas?</p> <p>What are the challenges and opportunities for cities today?</p>	<p>Why are natural ecosystems important?</p> <p>Why should tropical rainforests matter to us?</p> <p>Is there more to polar environments than ice?</p> <p>Is it possible to manage these ecosystems sustainably?</p> <p>How does political co-operation protect different ecosystems?</p>	<p>Why are some countries richer than others?</p> <p>Are LIDCs likely to stay poor?</p>	<p>Will we run out of natural resources?</p> <p>Can we feed nine billion people by 2050?</p>	<p>How is the UK changing in the 21<sup>st</sup> century?</p> <p>Is the UK losing its global significance?</p>	
Assessment opportunities	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Using quick starts at the beginning of the lesson</li> <li>• Feedback provided</li> <li>• Self-assessment</li> <li>Practice questions</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Using quick starts at the beginning of the lesson</li> <li>• Feedback provided</li> <li>• Self-assessment</li> <li>• Practice questions</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Using quick starts at the beginning of the lesson</li> <li>• Feedback provided</li> <li>• Self-assessment</li> <li>Practice questions</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Using quick starts at the beginning of the lesson</li> <li>• Feedback provided</li> <li>• Self-assessment</li> <li>• Practice questions</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Using quick starts at the beginning of the lesson</li> <li>• Feedback provided</li> <li>• Self-assessment</li> <li>• Practice questions</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Using quick starts at the beginning of the lesson</li> <li>• Feedback provided</li> <li>• Self-assessment</li> <li>• Practice questions</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Using quick starts at the beginning of the lesson</li> <li>• Feedback provided</li> <li>• Self-assessment</li> <li>• Practice questions</li> </ul>

Literacy/ Numeracy/ SMSC/ Character	<ul style="list-style-type: none"> <li>•News articles</li> <li>•Climate graphs</li> <li>•Numerical scales</li> <li>•Stewardship</li> <li>•Social justice</li> <li>•Empathy</li> </ul> <p>Reason and judgement</p>	<ul style="list-style-type: none"> <li>• News articles</li> <li>•Chronology</li> <li>•Citizenship</li> <li>•Social Justice</li> <li>•Empathy</li> <li>•Resilience</li> <li>•Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>•News articles</li> <li>•Resilience</li> <li>•Empathy</li> <li>•Stewardship</li> <li>•Social Justice</li> </ul> <p>Team work</p>	<ul style="list-style-type: none"> <li>•News articles</li> <li>•Scattergraphs</li> <li>•Proportional charts</li> <li>•Numerical scales</li> <li>•Different types of maps and plans</li> <li>•Social justice</li> <li>•Empathy</li> <li>•Reason and judgement</li> </ul>	<ul style="list-style-type: none"> <li>• News articles</li> <li>•Scattergraphs</li> <li>•Proportional charts</li> <li>•Resilience</li> <li>•Empathy</li> <li>•Social justice</li> <li>•Stewardship</li> </ul>	<ul style="list-style-type: none"> <li>•New articles</li> <li>•OS Maps</li> <li>•Resilience</li> <li>•Empathy</li> <li>•Problem solving</li> <li>•Perseverance</li> <li>•Team work</li> </ul>	
STEM	<ul style="list-style-type: none"> <li>•Analysis of ice cores</li> <li>•Gathering of meteorological information</li> </ul> <p>Energy efficient technologies</p>	<ul style="list-style-type: none"> <li>•GIS maps</li> <li>•Engineering – urban design solutions</li> <li>•Maths – population density</li> </ul>	Environmental architecture – tropical and polar considerations	<ul style="list-style-type: none"> <li>•Maths – purchasing power parity</li> <li>•Maths – comparing economic data</li> <li>•Engineering solutions to development challenges</li> </ul>	<ul style="list-style-type: none"> <li>•Engineering – accessing resources</li> <li>•Science – genetically modified food</li> <li>•Science – levels of nutrition in different foods</li> </ul>	<ul style="list-style-type: none"> <li>•Maths – different types of economic and population data</li> </ul>	
Extra-curricular opportunities	Locally – Transition Towns Nationally – Friends of the Earth	Habitat for Humanity UNESCO	World Wide Fund for Nature Greenpeace Survive International	Oxfam Save the Children Fund Mary’s Meals Room to Read	KLS – raised beds TiK garden – Transition in Kings organic garden Garden Organic Permaculture Association Hounslow Urban Farm Film – ‘Tomorrow’	Migration stories from students in the class Film – Billy Elliott	

Links to other subjects	Science - Climate change, physics – Milankovitch Cycles and chemistry - isotopes Maths – data at different scales	History – empires, trade, power and influence RE – location and influence of world faiths		History – empires / colonialism, trade and influence	Maths – costs of food and other resources RE – environmental stewardship	Art / Tech / Food / Drama – expressions of British 'culture'	
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