



Curriculum Map: Year 11 Geography

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Fieldwork - Human	The Changing Economic World – The Development Gap	The Challenge of resource Management	Issue Evaluation	Revision of all GCSE topics completed	
Intent	<p>Six stages of fieldwork:</p> <ol style="list-style-type: none"> 1. Suitable question for geographical enquiry. 2. Selecting, measuring and recording data appropriate to the chosen enquiry. 3. Selecting appropriate ways of processing and presenting fieldwork data. 4. Describing, analysing and explaining fieldwork data. 5. Reaching conclusions. 6. Evaluation of geographical Enquiry. 	<p>There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap. Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p>	<p>Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK create opportunities and challenges. Demand for food resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase food supply.</p>	<p>A critical thinking & problem-solving element, providing students with the opportunity to demonstrate geographical skills & applied knowledge and understanding by looking at particular issue(s) derived from the spec using secondary sources & from any aspect of the subject content. Students develop knowledge & understanding of physical and human geography themes. This is synoptic & students use their learning to analyse a geography issue at a range of scales (local, regional and national), consider & select a possible option in relation to the issue(s) and justify decisions.</p>	<p>Review individual strengths & weaknesses.</p>	
Key Knowledge	<p>The factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry. The geographical theory/concept underpinning the enquiry. Appropriate sources of primary / secondary evidence, including locations for fieldwork. Potential risks of both human & physical fieldwork and how these risks might be reduced. Difference between primary and secondary data.</p>	<p>Different ways of classifying parts of the world according to their level of economic development and quality of life. Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). Limitations of economic and social measures. Link between stages of the Demographic Transition Model and the level of development. Causes of uneven development: physical, economic and historical. Consequences of uneven development: disparities in wealth and health, international migration. An overview of the strategies used to reduce the development gap: investment, industrial</p>	<p>Areas of surplus (security) and deficit (insecurity):</p> <ul style="list-style-type: none"> • global distribution of energy consumption and supply • reasons for increasing energy consumption: economic development, rising population, technology • factors affecting energy supply: physical factors, cost of exploitation and production, technology and political factors. <p>Impacts of energy insecurity – exploration of difficult and environmentally sensitive areas,</p>	<p>A resource booklet will be available 12 weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Students will not be allowed to take the original resource booklet into the examination room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite</p>		

	<p>Identification & selection of appropriate physical and human data.</p> <p>Measuring / recording data using different sampling methods.</p> <p>Description and justification of data collection methods.</p> <p>Appreciation that a range of graphical, cartographic & visual methods is available.</p> <p>Selection and accurate use of appropriate presentation methods.</p> <p>Description, explanation and adaptation of presentation methods</p> <p>Description, analysis and explanation of the results of fieldwork data.</p> <p>Establish links between data.</p> <p>Use appropriate statistical techniques.</p> <p>Identification of anomalies in fieldwork data.</p> <p>Draw evidenced conclusions in relation to original aims of the enquiry.</p> <p>Identification of problems of data collection methods.</p> <p>Identification of limitations of data collected.</p> <p>Suggestions for other data that might be useful.</p> <p>Extent to which conclusions were reliable.</p>	<p>development and tourism, aid, using intermediate technology, fair trade, debt relief, microfinance loans.</p> <p>An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap.</p> <p>A case study of one LIC or NEE to illustrate: the location and importance of the country, regionally and globally;</p> <p>the wider political, social, cultural and environmental context within which the country is placed;</p> <p>the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development.</p> <p>The role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country; the changing political and trading relationships with the wider world; international aid: types of aid; impacts of aid on the receiving country; the environmental impacts of economic development; the effects of economic development on quality of life for the population.</p> <p>Economic futures in the UK: causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation and government policies.</p> <p>Moving towards a post-industrial economy: development of information technology; service industries; finance; research; science and business parks. Impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable social and economic changes in the rural landscape in one area of population growth and one area of population decline; improvements and new developments in road and rail infrastructure, port, and airport capacity; the north-south divide.</p> <p>Strategies used to resolve regional differences, the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the EU & Commonwealth.</p>	<p>economic and environmental costs, food production, industrial output, potential for conflict where demand exceeds supply. Overview of strategies to increase energy supply:</p> <ul style="list-style-type: none"> • renewable (biomass, wind, hydro, tidal, geothermal, wave and solar) and non-renewable (fossil fuels and nuclear power) sources of energy • an example to show how the extraction of a fossil fuel has both advantages and disadvantages. <p>Moving towards a sustainable resource future:</p> <ul style="list-style-type: none"> • individual energy use and carbon footprints. Energy conservation: designing homes, workplaces and transport for sustainability, demand reduction, use of technology to increase efficiency in the use of fossil fuels • an example of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy. 	<p>images, sketches, extracts from published materials, and quotes from different interest groups.</p> <p>Assessment will consist of a series of questions related to a contemporary geographical issue(s), leading to a more extended piece of writing which will involve an evaluative judgement. Students will apply knowledge and understanding to interpret, analyse and evaluate the information and issue(s) in the pre-release resources booklet and the question paper. They will also use geographical skills to set the issue(s) in context and to examine conflicting viewpoints about the issue(s).</p> <p>Students will develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives.</p> <p>The exam will also require students to consider physical and human interrelationships and to make reasoned justifications for proposed solutions in terms of their likely impact on both people and the physical environment.</p>		
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Key Skills	Planning, recording, graphical & analytical skills, description, evaluation, teamwork, Literacy	Analytical skills Discussion skills Literacy	Analytical skills Discussion skills Literacy	Map skills, Analytical skills Discussion skills Literacy		
Key Vocabulary	Primary sources, secondary sources, investigation, analysis, conclusion, evaluation, central business district, footfall, land use.	Birth & death rate, commonwealth, de-industrialisation, demographic transition model, development, development gap, European Union, fairtrade, globalisation, GNI, HDI, industrial structure, infant mortality, information technologies, intermediate aid, international aid, life expectancy, literacy rate, microfinance loans, north-south divide (UK), post-industrial economy, science & business parks, service (tertiary) industries, trade, TNCs	Agribusiness, carbon footprint, energy mix, food miles, fossil fuel, local food sourcing, organic produce, resource management, aeroponics & hydroponics, biotechnology, famine, food insecurity/security, irrigation, permaculture, sustainable development, sustainable food / water supply, new green revolution, undernutrition, urbanfarming, 'grey' water, groundwater management, over-abstraction, waterborne diseases, water conflict, water conservation/ scarcity/ deficit/ surplus/ insecurity/ quality/ transfer.	As appropriate to the topic area(s) selected.		
Key Reading	Bradford Fieldwork information booklet	GCSE textbook GCSE revision guide	GCSE textbook GCSE revision guide	Exam board resource booklet		
End Point	Review of topic Tested on paper 3	Review of topic & assessment review Tested on paper 2	Review of topic & assessment review Tested on paper 1	Review of topic Tested on paper 3		
Form of Assessment		End of unit assessment	End of unit assessment			
Enrichment opportunities	AQA GCSE Geography Specification at a glance					
Leadership opportunities	Fieldwork data collection					



AMBITION



RESILIENCE



COURTESY



KINDNESS