



## Curriculum Map for Geography Year 11

YEAR 11	Autumn 1	Autumn 2
<b>Topics</b>	<b>Changing Economic World Nigeria</b>	<b>Changing Economic World UK</b>
<b>Substantive Knowledge – The Content Students Will Learn</b>	<ul style="list-style-type: none"> <li>To Know What Development Indicators Are</li> <li>How to Measure Development</li> <li>Structure of LIC Economy</li> <li>Demographic Transition Model</li> </ul>	<ul style="list-style-type: none"> <li>Structure of the UK Economy and How It Has Changed</li> <li>Post-Industrial Economy</li> </ul>
<b>Disciplinary Knowledge – When Students Consider Where Geographical Knowledge Originates From and How They Learn the Practices of Geographers</b>	<ul style="list-style-type: none"> <li>Different Ways of Classifying Parts of the World According to Their Level of Economic Development and Quality of Life</li> <li>Strategies to Reduce the Development Gap</li> <li>The Role of Transnational Corporations (TNCs) in Relation to Industrial Development</li> </ul>	<ul style="list-style-type: none"> <li>Moving Towards a Post-Industrial Economy: development of information technology, service industries, finance, research, science and business parks</li> <li>Place</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Graph Analysis</li> <li>Extended Writing</li> </ul>	<ul style="list-style-type: none"> <li>Graph Analysis</li> <li>Extended Writing</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>Development in Year 9</li> <li>Urban Issues in Year 10 topic</li> </ul>	<ul style="list-style-type: none"> <li>UK in Year 7</li> <li>Urban Issues Bristol in Year 10</li> <li></li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>Extended Writing</li> <li>Constructing Arguments</li> <li>Data on Nigeria's Development</li> </ul>	<ul style="list-style-type: none"> <li>Extended Writing</li> <li>Constructing Arguments</li> <li>Data on UK Development</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>Development and addressing inequality.</li> </ul>	<ul style="list-style-type: none"> <li>Study of the UK</li> <li>The place of the UK in the wider world</li> <li>Links through trade, culture, transport, and electronic communication</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>End of topic test</li> </ul>	<ul style="list-style-type: none"> <li>Mock exam</li> </ul>

YEAR 11	Spring 1	Spring 2
<b>Topics</b>	<b>Tectonic Hazards and Climate Change</b>	<b>Paper 3 Pre-Release Topic Changes Year to Year</b>

<b>Substantive Knowledge – The Content Students Will Learn</b>	<ul style="list-style-type: none"> <li>• Tectonic Processes</li> <li>• The Greenhouse Effect and Its Causes</li> <li>• Causes of Pollution</li> <li>• Impacts of Climate Change Around the World</li> <li>• Evidence for Climate Change from the Beginning of the Quaternary Period to the Present Day</li> </ul>	<ul style="list-style-type: none"> <li>• Various – ties into one of the previous topics above</li> </ul>
<b>Disciplinary Knowledge – When Students Consider Where Geographical Knowledge Originates From and How They Learn the Practices of Geographers</b>	<ul style="list-style-type: none"> <li>• Human and Physical Causes of Climate Change</li> <li>• The Mitigation and Adaptation Strategies to Deal with the Problem</li> <li>• The Impacts of Tectonic Hazards and Their Variation Depending on Location</li> </ul>	<ul style="list-style-type: none"> <li>• Various – ties into one of the previous topics above</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Graph Skills</li> <li>• Graph Analysis</li> <li>• Photo Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Photo Analysis</li> <li>• Graph Skills</li> <li>• Graph Analysis</li> <li>• Text Analysis</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>• Climate Change topic in Year 9</li> <li>• Tectonic Hazards in Year 8</li> <li>• Weather Hazards in Year 10</li> </ul>	<ul style="list-style-type: none"> <li>• Various</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>• Graph Analysis</li> <li>• Extended Writing, Explanation and Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Various</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>• Location and culture</li> </ul>	Depends on topic
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• End of topic test</li> </ul>	

<b>YEAR 11</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topics</b>	<b>Energy and Resources</b>	<b>Revision</b>
<b>Substantive Knowledge – The Content Students Will Learn</b>	<ul style="list-style-type: none"> <li>• The Location and Distribution of Energy Sources Worldwide and Within The UK</li> <li>• Causes and Consequences of Energy Insecurity</li> </ul>	<ul style="list-style-type: none"> <li>• Recap and Revision of Topics Ready for GCSE Examination</li> </ul>
<b>Disciplinary Knowledge – When Students Consider Where</b>	<ul style="list-style-type: none"> <li>• Inequality in Energy Distribution and Its Impacts on People and Places</li> <li>• Place Knowledge</li> <li>• Management of Energy Shortages</li> </ul>	<ul style="list-style-type: none"> <li>• Various (see above).</li> </ul>

<b>Geographical Knowledge Originates From and How They Learn the Practices of Geographers</b>		
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Graph and map interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Graphs</li> <li>• Numeracy (central tendency, mean, median, mode etc)</li> <li>• Literacy, longer answer questions, writing conclusions</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>• Year 9 topics cover energy issues and resources.</li> <li>• Describing distribution of resources links to other topics where this skill is used.</li> </ul>	<ul style="list-style-type: none"> <li>• Recap of previous topics.</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>• Extended writing, graph skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Various.</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>• Type of fossil fuel and other energy sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Various cross curricular links (see above).</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• End of Topic Test</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE Examinations</li> </ul>