

St Cuthbert Mayne School Curriculum Map 2021-2022



Department: Geography

Year 11

Department Intent and Overview

Our Geography curriculum will inspire curiosity and fascination about the world and its people. .

Key Stage 4 Curriculum Summary

Geography is the study of the Earth's people, places, landscapes and environments. It mixes the arts and the sciences, and bridges the learning gap between many other subjects.

The aim of our KS4 curriculum is to deepen their understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical skills. Students have the opportunity to engage with a wide variety of learning resources and styles, and develop their problem solving and researching skills by using ICT, fieldwork and diagrams, internet, maps, videos, newspaper articles, photographs and books.

The following units are covered:

- **The Challenge of Natural Hazards** - In this unit we will be learning about natural hazards and how they are the result of physical processes. We will be considering the effects of, and responses to, hazards in contrasting areas of wealth and how they are being managed. Finally, we will examine the causes and effects of climate change, and the various strategies to manage this issue.
- **The Living World** - In this unit we will explore living with the physical environment. We will be learning about physical processes and systems and how they change in different environments. We will be looking in particular at the environmental characteristics and development opportunities in tropical rainforests and hot desert ecosystems, and how these are sustainably managed.
- **Physical Landscapes of the UK** - In this unit we will explore living with the physical environment, and a focus on the physical landscapes in the UK. We will be looking in particular at the environmental characteristics and processes which have shaped our coastal landscapes and river landscapes. We will study how different management strategies can be used to protect coastlines and rivers from the effects of physical processes.
- **Urban Issues and Challenges** - In this unit we will be learning about human processes and systems, and how these change in space and time. In order to do this, we will be learning about different places in various stages of development, and how the development is being managed. We will be focusing on Rio de Janeiro and Bristol and examining the challenges and opportunities experienced by both cities. The issue of sustainability will be considered.
- **Changing Economic World** - In this unit we will be looking at human processes and systems, and how these change in space and time. In order to do this, we will be learning about different places in various stages of development, and how the development is being managed. We will particularly focus on Nigeria and the UK.
- **The Challenge of Resource Management** - In this unit we will be looking at how resources are distributed around the world and the issues that are caused by this uneven distribution. We will be considering food security and management strategies around the world to / deal with food issues.

An important element of the GCSE course is that of critical thinking and problem-solving. This will be covered in Paper 3 which 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. Students will also undertake two geographical enquiries using primary data, collected as part of a fieldwork exercise.

Autumn Term 1 - The Challenge of Resource Management						
Topic/Unit	Provision of Water in the UK	Provision of Energy in the UK	Global Food Demand	Impacts of food Security	Increasing Food Supply	Sustainable Food Production

Knowledge (Content covered)	Changing demand, water quality, supply/demand. Strategies to manage UK water	Changing energy mix, renewable energy, economic and environmental issues.	Surplus/deficit global patterns, increasing food consumption Factors affecting food supply	Definitions of food security and food insecurity. Factors involved and impacts of food security	Strategies for increasing food supply around the world. Case study - , Indus Basin Irrigation System	Different strategies. Managing food supply in a sustainable way
Skills	Analysis of media clips Identification of patterns Extended writing Comprehension	Analysis of media clips Identification of patterns Graphical work - patterns and trends	Interpretation of graphs Categorisation of factors	Analysis of media clips Identification of patterns Graphical work - patterns and trends	Analysis of media clips Identification of patterns Graphical work - patterns and trends	Evaluation of strategies Application to different places
Assessment	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes End of unit Formal Assessment
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK K4	GIS Specialist Environmental consultant Conservation Manager Human Rights Officer Refugee & Asylum Advisor Sustainability Consultant Environmental Lawyer International Aid Worker					

Autumn Term 2 - The Challenge of Natural Hazards

Topic/Unit	Introduction to Natural Hazards	Plate tectonics	Types of plates and plate movements	Effects and Responses to a Natural Hazard - Earthquakes	The Global Atmospheric Circulation Model	Tropical Storms	The Causes, Effects and Responses of a Tropical Storm - Typhoon Haiyan
Knowledge (Content covered)	Important definitions, understanding different natural hazards and categorisation into groups. Location of hazards and identification of patterns.	Understanding of the Earth's structure and characteristics of the zones. How do plates move - idea of convection currents. Theory of plate tectonics and evidence provided.	Types of plates, characteristics and movements. Understanding of what happens at plate boundaries and different features present.	Features of an earthquake and an understanding of the effects and responses of two earthquakes in contrasting areas of development. Evaluation of the management strategies.	What is the GACM and what does the model show? How does the GACM work and link to the world's weather?	The effects and responses of tropical storms. Categorisation into primary/secondary /immediate and long-term	Examples of extreme UK weather. Why do we have extreme events in the UK? The roundabout location
Skills	Atlas work - mapping hazards and looking at patterns Interpreting information from maps and visual media Numeracy - graphing task on deaths from natural disasters	Interpretation of visual media - questions Labelling of diagrams Information gathering of evidence for continental drift	Labelling diagrams Diagram interpretation Application of theory to real-life examples Statement sorting task - features of plates	Interpretation of visual media Statement sorting Information gathering Application of theory to real life examples	Labelling of diagrams Information gathering - characteristics of cells and explanation of conditions Visual media Application of theory to UK conditions	Map description and interpretation Understanding links Labelling diagrams Effects of TS - categorisation into human and physical	Information gathering carousel - further categorisation in effects and responses Application of Interpretation of patterns Map/atlas work

Assessment	Teacher/Peer Assessment Low stakes testing - various quizzes. Past GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. Past GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. Past GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. Past GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. Past GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. Past GCSE questions.	Teacher/Peer Assessment Low stakes testing - various quizzes. Past GCSE questions.
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Spring Term 2 - Physical Landscapes								
Topic/Unit	Introduction to Physical Landscapes in the UK	Coastal Landscapes	Coastal Processes	Erosion, Transportation and Deposition	Landforms Created by Erosion	The Importance of Transportation in Shaping the Coastline	Landforms Created by Deposition	Case Study of the Swanage Coastline
Knowledge (Content covered)	Location of the major upland areas and river systems of the UK	Wave formation, types and their characteristics	Weathering and mass movement - types and processes	Types of erosion, and transportation. How does each process work?	Formation of headlands and bays, wave-cut platform, caves, arches and	Understanding longshore drift and how it contributes to the formation of	Formation of beaches, sand-dunes, spits and bars	Detailed study of the features of the coastline and the effects of the geology

			involved		stacks	landforms		
Skills	Mapwork of major UK rivers and highland areas. Distribution in the UK	Label and annotation of wave diagram	Interpretation of maps Explanation from media clip	Diagram interpretation Explanation of marine processes - literacy Label and annotate diagrams Photo interpretation	Diagram interpretation Explanation of marine processes - literacy Label and annotate diagrams Photo interpretation	Explanation of marine processes - literacy Label and annotate diagrams Photo interpretation	Explanation of marine processes - literacy Label and annotate diagrams Photo interpretation	OS Map work and interpretation Interpretation of geology map Label and annotation of diagrams
Assessment	Teacher/Peer Assessment Low stakes testing - various quizzes. Past GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. Past GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. Past GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. Past GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. Past GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. Past GCSE questions.	Teacher/Peer Assessment Low stakes testing - various quizzes. Past GCSE questions.	Teacher/Peer Assessment Low stakes testing - various quizzes Mid-point assessment
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Summer 1 - Revision and Exam Preparation

Topic/Unit	Decision Making Exercise	Revision and exam skills	Revision and exam skills	Revision and exam skills	Revision and exam skills	Revision and exam skills	Revision and exam skills
Knowledge (Content covered)	This will not be formalised until the papers are sent from the AQA	Human Units - Urban Issues, Economic Change, Resource Management	Physical Units - Physical Landscapes, Natural Hazards, Living World	Case study focus	Fieldwork skills and methodologies	Fieldwork skills and methodologies	Fieldwork skills and methodologies
Skills	Interpretation of data Understanding visual images and statistics Formulation of arguments Application to Geography theory	Examination skills - understanding content questions, command word focus - unpicking the requirements of the question. Key case study information	Examination skills - understanding content questions, command word focus - unpicking the requirements of the question. Key case study information	Key case study information and application to past exam questions	Data collection, interpretation, presentation and evaluation. Formulating a hypothesis	Data collection, interpretation, presentation and evaluation. Formulating a hypothesis	Data collection, interpretation, presentation and evaluation. Formulating a hypothesis
Assessment	Past GCSE questions	Past GCSE questions	Past GCSE questions	Past GCSE questions	Past GCSE questions	Past GCSE questions	Past GCSE questions
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