Curriculum Content Map

Subject: Year 11 Geography

			Term 1				Term 2
Month			**September**	**October**	**November**	**December**	**January**
	Units of Work		Urban Issues and Challenges and fieldwork	Urban Issues and Challenges and fieldwork	The changing economic world	The changing economic world	The changing economic world
Cultural Transmission	**National Curriculum area – KS3**		AQA GCSE GEOGRAPHY (8035)	GCSE GEOGRAPHY (8035)	GCSE GEOGRAPHY (8035)	GCSE GEOGRAPHY (8035)	GCSE GEOGRAPHY (8035)
	Substantive Knowledge	***The What!***	A growing percentage of the world's population lives in urban areas rban growth creates opportunities and challenges for cities in LICs and NEEs.Fieldwork to Brighton	Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges	There are global variations in economic development and quality of life.	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.
	Disciplinary knowledge	***The How!***	A case study of a major city in an LIC or NEE to illustrate: • the location and importance of the city, regionally, nationally and internationally • causes of growth: natural increase and migration • how urban growth has created opportunities: • social: access to services – health and education; access to resources – water supply, energy • economic: how urban industrial areas can be a stimulus for economic development • how urban growth has created challenges:	A case study of a major city in the UK to illustrate: • the location and importance of the city in the UK and the wider world • impacts of national and international migration on the growth and character of the city • how urban change has created opportunities: • social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems • environmental: urban greening • how urban change has created challenges:	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	A case study of one LIC or NEE to illustrate: • the location and importance of the country, regionally and globally • the wider political, social, cultural and environmental context within which the country is placed • the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development • 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	causes of economic change: de industrialisation and decline of traditional industrial base, globalisation and government policies • 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
	Sequencing (Flow)	***Retrieval & Extension***	Builds upon urban theory covered at the end of Year 10 to explain and analyse urban structure and change, considering whether as Mexico develops, Mexico City will change from an LEDC to an MEDC city such as Birmingham. Is further developed in the development module when considering different standards of living within a country.	Builds upon the concept of inequality in urban areas covered when investigating both Birmingham and Mexico City, investigating differing standards of living (and the the factors that affect them) at a global level. Is further developed with the India case study in the next unit with the theory of development applied to an emerging economy	Builds upon development theory covered in the previous unit to consider the issues concerned with inequality at a national level in an emerging economy. Is further developed in December's unit when the impact of rapid development and its effect on India's opulation, industrial development and environment is considered.	Builds upon the causes of India's rapid development covered in the previous unit to consider the effects in both the international and national context, analysing the extent to which rapid economic growth has actually led to inequality between the core and periphery. Is further developed with the theme of inequality and the impacts of rapid development which are further explored in Unit 6 which are explored with referecne to resources.	Build upon the theme od differences in development and inequality or resources covered in the previous module. Is further developed in the subsequent topic of water as a resource, considering inequality of supply and availability (due to technology) as well as changing demand due to differing rates of population growth and industrial development.
	Summative Assessment		AP1	AP1	AP1 (Mock - all topics covered so far in Year 10 and Year 11)	AP2	AP2
Personal Empowerment	**Virtue**	*The opportunity to reflect, think deeply and critically about an issue.*	Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	**Graditude**
	Link to Virtue		Friendliness & Civility are needed between India and the rest of the world if it is to develop	Justice & Truthfulness are required within India if it is to develop fairly	Global courage is required to take care of our natural resources	Generosity is required to share the world's resources	Gratitude when we solve the challenges facing Britain today
Preparation for Work	**Skill**	***Transferable skills***	Listening	Leadership	Problem-Solving	Creativity	Staying Positive
	Link to Skill		Listening skills required for progress to be made	Leadership is required if global iequality is to be reduced	Problem solving the issue of resource shortage	Creativity in the use of natural resources	Staying positive in solving Britain's challenges
Preparation for Citizenship	**SMSC & British Values**	*Developing opinions on curent issues*	The moral imperitive to reduce social and cultural inequalities in an urban setting.	The moral imperitive to reduce global inequalities.	Rapid development in India may be contributing to social and cultural iequalities	Rapid development in India may be contributing to social and cultural iequalities	The moral imperitive to reduce inequality of access to resources
	Link to SMSC & British Values						

			Term 2				Term 3
Month			**Febuary Half term 1**	**February Half term 2**	**March**	**April**	**May**
	Units of Work		The challenges of resource management	The challenges of resource management	The challenges of resource management	The challenges of resource managemeht	Revision
Cultural Transmission	**National Curriculum area – KS3**		GCSE GEOGRAPHY (8035)	GCSE GEOGRAPHY (8035)	GCSE GEOGRAPHY (8035)	GCSE GEOGRAPHY (8035)	GCSE GEOGRAPHY (8035)
	Substantive Knowledge	***The What!***	Food, water and energy are fundamental to human development. he 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	Demand for water resources is rising globally but supply can be insecure, which may lead to conflict.Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.	Different strategies can be used to increase energy supply.
	Disciplinary knowledge	***The How!***	The significance of food, water and energy to economic and social well-being. An overview of global inequalities in the supply and consumption of resources. An overview of resources in relation to the UK. Food: • the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce • larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food • the trend towards agribusiness. Water:	Areas of surplus (security) and deficit (insecurity): • global patterns of calorie intake and food supply • reasons for increasing food consumption: economic development, rising population • factors affecting food supply: climate, technology, pests and disease, water stress, conflict, poverty. Impacts of food insecurity – famine, undernutrition, soil erosion, rising prices, social unrest.	Overview of strategies to increase food supply: • irrigation, aeroponics and hydroponics, the new green revolution and use of biotechnology, appropriate technology • an example of a large scale agricultural development to show how it has both advantages and disadvantages. Moving towards a sustainable resource future: • the potential for sustainable food supplies: organic farming, permaculture, urban farming initiatives, fish and meat from sustainable sources, seasonal food consumption, reduced waste and losses • an example of a local scheme in an LIC or NEE to increase sustainable supplies	Areas of surplus (security) and deficit (insecurity): • global patterns of water surplus and deficit • reasons for increasing water consumption: economic development, rising population • factors affecting water availability: climate, geology, pollution of supply, over abstraction, limited infrastructure, poverty. Impacts of water insecurity – waterborne disease and water pollution, food production, industrial output, potential for conflict where demand exceeds supply.	Overview of strategies to increase energy supply: • 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. Moving towards a sustainable resource future: • 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
	Sequencing (Flow)	***Retrieval & Extension***	Builds upon the concept of resource inequality and availability, in this case with regard to water in specific locations, both of which are experiencing water stress but are at different stages of development. Completion of Paper 2.	Synoptic paper - builds upon all content coverage in Paper 1 and 2. Coastal and urban sections of the synoptic paper are further developed in the fieldwork enquiry.	Builds upon the coastal and urban modules covered in Year 10 Paper 1 (October) and Paper 2 (June / July) respectively. Completion of Paper 3	Builds upon Year 9 coverage for revision: Atmospheric systems, climate change, tropical storms, drought Final exams: Papers1,2 & 3.	Builds upon Year 9 coverage for revision: Atmospheric systems, climate change, tropical storms, drought Final exams: Papers1,2 & 3.
	Summative Assessment		AP2 (Mock - all topics covered so far in Year 10 and 11)	AP3	AP3	AP3	AP3
Personal Empowerment	**Virtue**	*The opportunity to reflect, think deeply and critically about an issue.*	**Good Speech**	**Good Speech**	Good Temper & Humour	Self-Mastery	Self-Mastery
	Link to Virtue		Good speech will be practiced in the lessons	Good speech will be practiced in the lessons	Good temper and humour are required for effective revision	Self-mastery of revision techniques	Self-mastery of revision techniques
Preparation for Work	**Skill**	***Transferable skills***	Speaking	Speaking	Staying Positive	Aiming High	Aiming High
	Link to Skill		Speaking is practiced in the lessons	Speaking is practiced in the lessons	Staying positive while revision is taking place	Aiming high while revision is taking place	Aiming high while revision is taking place
Preparation for Citizenship	**SMSC & British Values**	*Developing opinions on curent issues*	The moral imperitive to reduce inequality of access to a clean water supply	Synoptic paper - a summary of British values covered throughout the course	Cultural development gained by the students as they gain time outdoors carrying out fieldwork.	Revision - a summary of British values covered throughout the course	Revision - a summary of British values covered throughout the course
	Link to SMSC & British Values						