

Curriculum Knowledge Map 2023-24



Year 11	AUTUMN		
Topics	OCR B – Geography for enquiring minds (9-1) GCSE Unit 1 Distinctive Landscapes	OCR B – Geography for enquiring minds (9-1) GCSE Unit 2 UK in the 21st Century	OCR B – Geography for enquiring minds (9-1) GCSE Unit 1 Sustaining Ecosystems
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> CASE STUDY – River Eden (location, landforms, geology & climate, human activity & management) 	<ul style="list-style-type: none"> UK population density and issues with housing, the physical characteristics of the UK including rainfall, relief and issues with water stress, the changing population of the UK since 2001 – population pyramids and the Demographic Transition Model the UK’s ageing population – causes, effects, spatial distribution & responses the changing economy of the UK – political changes, employment sectors and working hours. a UK economic hub – including Salford Quays example. the UK’s political role in the world – Russia Ukraine Conflict UK media exports including film, TV and literature. the influence of ethnic groups on food in the UK CASE STUDY - Population structure and ethnic diversity of London since 2001 	<ul style="list-style-type: none"> Characteristics of Tropical Rainforests (climate, nutrient cycle, soil profile and water cycle. Interdependence in Tropical Rainforests Value of Tropical Rainforests (goods & services) Human impacts in Tropical Rainforests (logging, mineral extraction, agriculture and tourism) CASE STUDY – Sustainable management in a Costa Rica
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> 		
Disciplinary Literacy <i>(Tier 3 Vocab)</i>	Sandstone, Limestone, Gritstone, Afforestation, Embankment.	Clusters, Ageing, Youthful, Demand, Sparse, Mountainous, Deficit, Surplus, Drought, Sufficient, Fluctuating, Demographic, Transition, Model, Economically Active, Healthcare, Care workers, Proportion, Retirement, Economically dependent, Investment, Computing, Unemployment, Zero-hours, Maternity, Concentrated, Influence, Tertiary, Quaternary, Business Park, NATO, Cooperation, Negotiations, Sanctions, Condemned, Language,	Biotic, Abiotic, Producer, Consumer, Decomposer, Biome, Coniferous, Savannah, Temperate, Deciduous, Leeching, Transpiration, Humus, Litter, Humid, Habitat, Ecosystem, Climate, Root-uptake, Bacteria, Carbon Cycle, Nutrient Cycle, Hydrological Cycle, Habitat, Tourism, Deforestation, Mining, Agriculture, Surface run-off, Eutrophication, Eco-tourism, Afforestation, Bio-degradable, Ventilation, Socially Responsible.



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		<p>Accents, Lifestyle, Values, Enticing, Authentic, Distinct, Traditional, Empire, Carnival, Windrush, Polish, Reggae, Economic Migrant, Oppression.</p>	
<p>Assessment</p>	<p>Within this topic students will:</p> <ul style="list-style-type: none"> • Complete one significant piece of Home Learning which is teacher assessed with detailed feedback given. • Be assessed through one mid-topic assessments, based on the GCSE exam style 	<p>Within this topic students will:</p> <ul style="list-style-type: none"> • Complete one significant piece of Home Learning which is teacher assessed with detailed feedback given. • Be assessed through one mid-topic assessments, based on the GCSE exam style. <p>At the end of this topic students will:</p> <ul style="list-style-type: none"> • Be examined using two GCSE exam papers. These papers will assess all the GCSE topics they have covered: <p>Unit 1</p> <ul style="list-style-type: none"> ○ Global Hazards ○ Changing Climates ○ Distinctive Landscapes ○ Physical Fieldwork <p>Unit 2</p> <ul style="list-style-type: none"> ○ Urban Futures ○ Dynamic Development ○ UK in the 21st Century ○ Human Fieldwork 	<p>Within this topic students will:</p> <ul style="list-style-type: none"> • Complete one significant piece of Home Learning which is teacher assessed with detailed feedback given. • Be assessed through one mid-topic assessments, based on the GCSE exam style



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Year 11	SPRING	
Topics	OCR B – Geography for enquiring minds (9-1) GCSE Unit 1 Sustaining Ecosystems	OCR B – Geography for enquiring minds (9-1) GCSE Unit 2 Resource Reliance
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> • Characteristics of Polar Environments (climate, nutrient cycle, soil profile and water cycle. • Interdependence in Polar Environments • Human impacts in polar environments (scientific research, indigenous people, tourism, fishing, whaling and mineral exploitation) • CASE STUDY – Small-scale management (sustainable tourism) • CASE STUDY – Global management (Earth Summits, the Antarctic Treaty and the Antarctic Protocol) 	<ul style="list-style-type: none"> • How resources supply and demand changes over time due to economic development and rising population • Human use and the environment – mechanisation of farming & fishing; deforestation & mining; reservoirs and water transfer schemes • The human and physical factors relating to food security. • Global access to food and the world hunger index • The relationship between population and food through studying the theories of Thomas Malthus and Esther Boserup • how intensive farming & organic foods aim to increase food production. • How technological developments such as GM crops and hydroponics can increase food security. • How buying fairtrade & reducing food waste are elements of ethical consumerism • How urban gardens & permaculture are examples of small-scale food production. • CASE STUDY – Tanzania food security project at a local scale – Goat Aid • CASE STUDY – Tanzania food security project at a national scale in the past – Tanzania-Canada Wheat Programme • CASE STUDY – Tanzania food security project at a national scale in the present – Southern Agricultural Growth Corridor of Tanzania (SAGCOT)
Procedural <i>What should they be able to do?</i>		
Disciplinary Literacy <i>(Tier 3 Vocab)</i>	Active Layer, Permafrost, Winter Sun, Polar Night, Ice Sheet, Parent material, Weathering, Thawing, Deficient, Arid, Over-fishing, Exploitation, Spillage, Degradation, Fish stocks, Monitoring, Restrictions, Sustainability, Pollution, Tourism, Protocol, Treaty, Signatories, Exploitation, Cooperation	Riots, Nutritious, Malnourished, Consumption, Standard of living, Mechanisation, Commercial, Aquaculture, Dredging, Biodiversity, Pests, Yields, Fertilisers, Pesticides, over-farming, Calorie, Index, Severity, Hunger, Illness, Exponential, Geometric/Arithmetic, Carrying capacity, Positive checks, Sufficient, Artificial, Eutrophication, Herbicides, Labour intensive, Preserve, Gene, Manipulation, Resistance, Nutrition, Interbreed, Quality of life, Ethical, Cooperative, Packaging, Use-by date, Natural, Protect, Environmental Sustainability, Utilise, Food miles, Livelihood, Household,



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		Credit, Scarce, Desertification, Expertise, Programme, Controversy, Soil fertility, Harvesting, Growth corridor, Foreign investments, Cluster, Commercial, Irrigation.
Assessment	<p>Within this topic students will:</p> <ul style="list-style-type: none"> • Complete one significant piece of Home Learning which is teacher assessed with detailed feedback given. • Be assessed through one mid-topic assessments, based on the GCSE exam style 	<p>Within this topic students will:</p> <ul style="list-style-type: none"> • Complete one significant piece of Home Learning which is teacher assessed with detailed feedback given. • Be assessed through one mid-topic assessments, based on the GCSE exam style. <p>At the end of this topic students will:</p> <ul style="list-style-type: none"> • Be examined using two GCSE exam papers. These papers will assess all the GCSE topics they have covered: <p>Unit 1</p> <ul style="list-style-type: none"> ○ Global Hazards ○ Changing Climates ○ Distinctive Landscapes ○ Sustaining Ecosystems ○ Physical Fieldwork <p>Unit 2</p> <ul style="list-style-type: none"> ○ Urban Futures ○ Dynamic Development ○ UK in the 21st Century ○ Resource Reliance <ul style="list-style-type: none"> • Human Fieldwork
Diversity		



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Year 11	SUMMER
Topics	OCR B – Geography for enquiring minds (9-1) GCSE Unit 3
Declarative <i>What should they know?</i>	
Procedural <i>What should they be able to do?</i>	
Disciplinary Literacy <i>(Tier 3 Vocab)</i>	
Assessment	
Diversity	

