|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year 11 – Unit 2 and 3** | | | | | |
| **Curriculum intent** | The geography curriculum at KS4 will involve a thematic teaching of deeper geographical concepts that will enable students to build on their geographical knowledge from KS3. Students will further develop their conceptual framework of geography including; place, space, scale, interdependence, physical and human processes, environmental issues, sustainability, cultural awareness and cultural diversity.  The curriculum will enable students to further embed their knowledge of the local area, national area and the world on a global scale. Students will apply their understanding the physical and human changes and challenges in the world, gaining experience of decision-making techniques, problem solving and an awareness of key environmental issues. Students will also have a wider cultural understanding of the world and apply their understanding of the interdependence of culture to their learning. | | | | |
| **Topics** | **Topic 1**  Resource Reliance  DME | **Topic 2**  Urban Futures  Manchester Fieldwork | **Topic 3**  Dynamic Development  DME  **Topic 4**  Dynamic Development Continued  DME | | **Topic 5 & 6** |
| **Knowledge** | Natural resources. Access to food, energy and water over time, exploration of the demand versus supply. Environmental impact on demand for resources. Mechanisation. Modification of ecosystems. | Global patterns of Urbanisation. Rapid Urbanisation. Life in a city. Case studies: Leeds.  Sustainable cities | What is development and how is it measured? Uneven Development. How has Ethiopia changed over time?  What global connections influence development?  Development strategies. | | Revision and recall Exam Season |
| **Skills** | Location Knowledge  Place Knowledge  Human and Physical Processes  Geographical Skills  Disciplinary Knowledge- How geographical knowledge originates and is revised  Inference skills  AO1, 2 & 3 GCSE style questions | Location Knowledge  Place Knowledge  Human and Physical Processes  Geographical Skills  Disciplinary Knowledge- How geographical knowledge originates and is revised  Inference skills  AO1, 2 & 3 GCSE style questions | Location Knowledge  Place Knowledge  Human and Physical Processes  Geographical Skills  Disciplinary Knowledge- How geographical knowledge originates and is revised  Inference skills  AO1, 2 & 3 GCSE style questions | | Location Knowledge  Place Knowledge  Human and Physical Processes  Geographical Skills  Disciplinary Knowledge- How geographical knowledge originates and is revised  Inference skills  AO1, 2 & 3 GCSE style questions |
| **Assessments** | Knowledge and Application based Summative Assessment covering AO 1, 2 & 3  Short stake quiz/keyword check every second lesson  Mock Examination Paper 1 | Knowledge and Application based Summative Assessment covering AO 1, 2 & 3  Short stake quiz/keyword check every second lesson | Knowledge and Application based Summative Assessment covering AO 1, 2 & 3  Short stake quiz/keyword check every second lesson  Mock Examination Paper 2 | | Final Examinations |
| **Curiosity** | Rebooting the Future- United Nations Ozone Day 16th September  Social Justice- World food day 16th October; Food Security | Climate- Remembering the lost species 30th November  International Co-operation Antarctica Day 1st December  **Key note speaker Resilience and Geography** | Compassionate Values- International day of Education UNESCO 24th January  Food and Farming- Fair Trade Fortnight 27th February  Connection to nature- World water day 22nd March  Health- The Fashion Revolution 18th April | | Wealth- African World Heritage Day 5th May  Community- The Big Lunch, Eden Project 2nd June |
| **Extra- Curricular** | Cowspiracy: <https://www.cowspiracy.com/>  Water Aid: <https://www.wateraid.org/uk/>  Band Aid: <https://www.rollingstone.com/music/music-news/the-making-of-band-aid-secrets-and-stories-from-the-star-studded-session-172815/> | Manchester Bee and it’s origins: <https://www.visitmanchester.com/ideas-and-inspiration/blog/read/2020/03/the-story-behind-the-manchester-bee-and-why-its-used-everywhere-in-the-city-b1121>  History of Salford Quays: <https://manchesterhistory.net/manchester/gone/salforddocks.html>  The Council of Europe: <https://www.coe.int/en/web/compass/globalisation> | Chinese sweatshops- Nike: <https://www.businessinsider.com/how-nike-solved-its-sweatshop-problem-2013-5?r=US&IR=T>  The Centre for Global Development: <https://www.cgdev.org/blog/what-development>  United Nations Sustainable Development: <https://sdgs.un.org/goals> | BBC Bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zpsx2p3>  The Oak National Academy: <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/geography>  OCR Geography B:  <https://www.ocr.org.uk/qualifications/gcse/geography-b-geography-for-enquiring-minds-j384-from-2016/>  Revision World: <https://revisionworld.com/gcse-revision/geography/geography-gcse-past-papers/ocr-gcse-geography-past-papers> | |