



Curriculum Overview: Geography

Year group: 11

What your child will learn each half term

This overview shows the key topics, skills, and knowledge your child will be learning in **Geography** in **Year 11**. It helps families understand what's being taught, how it builds on previous learning, and how you can support your child at home.

- **What we are learning:** The topic or focus for the half term.
- **Key knowledge & skills:** What students should understand and be able to do.
- **How we assess learning:** knowledge checks, practical tasks, written responses and formal assessments.
- **Key words to know:** Vocabulary students will learn and use.

Half term	What we are learning	Key knowledge and key skills	How we will assess learning in this unit	Homework
HT 1-2	<p>Paper 1 Living with the physical environment</p> <p>3.1.1 Section A: The challenge of natural hazards</p> <p>3.1.1.1 Natural hazards Key Ideas</p> <p>3.1.1.2 Tectonic hazards</p> <p>3.1.1.3 Weather hazards</p> <p>3.1.1.4 Climate change</p>	<p>3.1.1.1 Natural hazards Key Ideas</p> <ol style="list-style-type: none"> 1. Natural hazards pose major risks to people and property. <p>3.1.1.2 Tectonic hazards</p> <ol style="list-style-type: none"> 1. Earthquakes and volcanic eruptions are the result of physical processes. 2. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. 3. Management can reduce the effects of a tectonic hazard. <p>3.1.1.3 Weather hazards</p> <ol style="list-style-type: none"> 1. Global atmospheric circulation helps to determine patterns of weather and climate. 2. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. 3. Tropical storms have significant effects on people and the environment. 4. The UK is affected by a number of weather hazards. 5. Extreme weather events in the UK have impacts on human activity. <p>3.1.1.4 Climate change</p> <ol style="list-style-type: none"> 1. Climate change is the result of natural and human factors, and has a range of effects. 2. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). <p><u>3.4 Geographical skills</u></p> <p>Students develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout. Use of qualitative and quantitative data and literacy skills.</p>	<p>Definitions of key words</p> <p>Past paper questions</p> <p>Mock Exams:</p> <p>Paper 1 Living with the physical environment (63 marks)</p> <p>Natural Hazards – 33 marks</p> <p>Physical Landscapes – 30 marks</p> <p>Paper 2 Challenges in the human environment (63 marks)</p> <p>Urban issues & challenges -33 marks</p> <p>Resource management – 30 marks</p> <p>Paper 3 Geographical applications</p> <p>Fieldwork – 39 marks</p> <p>Skills will be assessed in all the topics. Ordnance Survey (OS) maps or other map extracts may be used as they can be examined in any of the three exams geography exams.</p>	<p>Fluency Booklet (past paper exam questions)</p> <p>Creating revision resources</p> <p>Seneca Learning</p>

Key vocabulary for 3.1.1 Section A: The challenge of natural hazards

3.1.1.1 Natural hazards

Hazard risk, Natural hazard

3.1.1.2 Tectonic hazards

Conservative plate margin, Constructive plate margin, Destructive plate margin, Earthquake, Immediate responses, Long-term responses, Monitoring, Plate margin, Planning, Prediction, Primary effects, Protection, Secondary effects, Tectonic hazard, Tectonic plate, Volcano.

3.1.1.3 Weather hazards

Economic impact, Environmental impact, Extreme weather, Global atmospheric circulation, Immediate responses, Long-term responses, Management strategies, Monitoring, Planning, Prediction, Primary effects, Protection, Secondary effects, Social impact, Tropical storm (hurricane, cyclone, typhoon).

3.1.1.4 Climate change

Adaptation, Climate change, Mitigation, Orbital changes, Quaternary period,

Half term	What we are learning	Key knowledge and key skills	How we will assess learning in this unit	Homework
HT 2-3	<p>Paper 2 Challenges in the human environment</p> <p>3.2.2 Section B: The changing economic world</p>	<p>3.2.2 Section B: The changing economic world</p> <p>Key Ideas</p> <ol style="list-style-type: none"> 1. There are global variations in economic development and quality of life. 2. Various strategies exist for reducing the global development gap. 3. Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change 4. Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. <p><u>3.4 Geographical skills</u></p> <p>Students develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout. Use of qualitative and quantitative data and literacy skills.</p>	<p>Definitions of key words</p> <p>Past paper questions</p> <p>End of Unit Assessment (Key Idea 1 -4) - 30marks</p> <p>Skills will be assessed in all the topics. Ordnance Survey (OS) maps or other map extracts may be used as they can be examined in any of the three exams geography exams.</p>	<p>Fluency Booklet (past paper exam questions)</p> <p>Creating revision resources</p> <p>Seneca Learning</p>
<p>Key vocabulary for Section B: The changing economic world</p> <p>Birth rate, Commonwealth, Death rate, De-industrialisation, Demographic transition model, Development, Development gap, European Union (EU), Fairtrade, Globalisation, Gross National Income (GNI), Human Development Index (HDI), Industrial structure, Infant mortality, Information technologies, Intermediate technology, International aid, Life expectancy, Literacy rate, Microfinance loans, North-south divide (UK), Post-industrial economy, Science and business parks, Service industries (tertiary industries), Trade, Transnational Corporation (TNC), ,</p>				

Half term	What we are learning	Key knowledge and key skills	How we will assess learning in this unit	Homework
HT 4	<p>Paper 1 Living with the physical environment</p> <p>3.1.2 Section B: The living world</p> <p>3.1.2.1 Ecosystems</p> <p>3.1.2.2 Tropical rainforests</p> <p>3.1.2.3 Hot deserts</p>	<p>3.1.2 Section B: The living world Key Ideas</p> <p>3.1.2.1 Ecosystems</p> <ol style="list-style-type: none"> 1. Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. <p>3.1.2.2 Tropical rainforests</p> <ol style="list-style-type: none"> 1. Tropical rainforest ecosystems have a range of distinctive characteristics. 2. Deforestation has economic and environmental impacts. 3. Tropical rainforests need to be managed to be sustainable. <p>3.1.2.3 Hot deserts</p> <ol style="list-style-type: none"> 1. Hot desert ecosystems have a range of distinctive characteristics. 2. Development of hot desert environments creates opportunities and challenges. 3. Areas on the fringe of hot deserts are at risk of desertification. <p>3.4 Geographical skills</p> <p>Students develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout. Use of qualitative and quantitative data and literacy skills.</p>	<p>Definitions of key words</p> <p>Past paper questions</p> <p>End of Unit Assessment 33 marks</p> <p>Skills will be assessed in all the topics. Ordnance Survey (OS) maps or other map extracts may be used as they can be examined in any of the three exams geography exams.</p>	<p>Fluency Booklet (past paper exam questions)</p> <p>Creating revision resources</p> <p>Seneca Learning</p>
<p>Key vocabulary for Section B: The living world</p> <p>3.1.2.1 Ecosystems Abiotic, Biotic, Consumer, Decomposer, Ecosystem, Food chain, Food web, Nutrient cycling, Global ecosystem, Producer.</p> <p>3.1.2.2 Tropical rainforests, Biodiversity, Commercial farming, Debt reduction, Deforestation, Ecotourism, Logging, Mineral extraction, Selective logging, Soil erosion, Subsistence farming, Sustainability.</p> <p>3.1.2.3 Hot deserts, Appropriate technology (or Intermediate technology), Biodiversity, Desertification, Hot desert, Mineral extraction, Over-cultivation, Overgrazing.</p>				

Half term	What we are learning	Key knowledge and key skills	How we will assess learning in this unit	Homework
HT 5	<p>Paper 3 Geographical Applications</p> <p>3.3.1 Section A: Issue evaluation</p>	<p>Students develop knowledge and understanding of physical geography themes in unit 3.1 and human geography themes in unit 3.2. This section is synoptic and the assessment will require students to use their learning of more than one of the themes in units 3.1 and 3.2 so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision.</p> <p>A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material.</p> <p>Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest group</p> <p><u>3.4 Geographical skills</u></p> <p>Students develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout. Use of qualitative and quantitative data and literacy skills.</p>	<p>A Definitions of key words</p> <p>Range of questions testing knowledge, understanding and application of skills..</p>	<p>Fluency Booklet (</p> <p>Creating revision resources</p>
Key terms – determined when the pre-release is made available.				

Specific Information about Geographical skills

3.4 Geographical skills: Students develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout. Use of qualitative and quantitative data and literacy skills.

3.4.1 Cartographic skills

Cartographic skills relating to a variety of maps at different scales.

Atlas maps:

- use and understand coordinates – latitude and longitude
- recognise and describe distributions and patterns of both human and physical features
- maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them, eg population distribution, population movements, transport networks, settlement layout, relief and drainage
- analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps.

Ordnance Survey maps:

- use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic
- use and understand coordinates – four and six-figure grid references
- use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales
- use and understand gradient, contour and spot height
- numerical and statistical information
- identify basic landscape features and describe their characteristics from map evidence
- identify major relief features on maps and relate cross-sectional drawings to relief features
- draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use • interpret cross sections and transects of physical and human landscapes
- describe the physical features as they are shown on large scale maps of two of the following landscapes – coastlines and fluvial landscapes.
- infer human activity from map evidence, including tourism.

Maps in association with photographs:

- be able to compare maps
- sketch maps: draw, label, understand and interpret • photographs: use and interpret ground, aerial and satellite photographs
- describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs
- draw sketches from photographs
- label and annotate diagrams, maps, graphs, sketches and photographs.

3.4.2 Graphical skills

Graphical skills to:

- select and construct appropriate graphs and charts to present data, using appropriate scales
– line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scattergraphs, and population pyramids
- suggest an appropriate form of graphical representation for the data provided
- complete a variety of graphs and maps – choropleth, isoline, dot maps, dot lines, proportional symbols and flow lines
- use and understand gradient, contour and value on isoline maps
- plot information on graphs when axes and scales are provided
- interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs.

3.4.3 Numerical skills

Numerical skills to:

- demonstrate an understanding of number, area and scales, and the quantitative relationships between units
- design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability
- understand and correctly use proportion and ratio, magnitude and frequency
- draw informed conclusions from numerical data.

3.4.4 Statistical skills

Statistical skills to:

- use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class)
- calculate percentage increase or decrease and understand the use of percentiles
- describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends
- be able to identify weaknesses in selective statistical presentation of data.

3.4.5 Use of qualitative and quantitative data

Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information.

Examples of types of data:

- maps
- fieldwork data
- geo-spatial data presented in a geographical information system (GIS) framework
- satellite imagery
- written and digital sources
- visual and graphical sources
- numerical and statistical information.

3.4.6 Formulate enquiry and argument

Students should demonstrate the ability to:

- identify questions and sequences of enquiry
- write descriptively, analytically and critically
- communicate their ideas effectively
- develop an extended written argument
- draw well-evidenced and informed conclusions about geographical questions and issues.

3.4.7 Literacy

Most communication is through the written word, raising the importance of good literacy skills. Students should be able to communicate information in ways suitable for a range of target audiences.