



	Nigeria- a Newly Emerging Economy. The changing UK economy.	The changing UK economy can continue here.  Ecosystems	Challenge of Resource Management Energy management	Issue Evaluation Fieldwork
Key concepts	NIGERIA- A NEWLY EMERGING ECONOMY. Newly Emerging Economy, United Nations, Gross Domestic Product, diverse economy, independence, political stability, social diversity, ethnic groups, social, environmental and cultural change, relationships between Nigeria	ECOSYSTEMS Ecosystem, freshwater pond case study, ecological system, flora and fauna, abiotic, biotic, interdependent, producers, consumers, decomposers, food chain, food webs, nutrient cycles, energy flows, balance between components, distribution and	RESOURCE MANAGEMENT Uneven distribution of food, water and energy, resources, resource management, undernutrition, malnourishment, undernourishment, development, energy, opportunities and challenged faced by the UK in the provision of food, import, food miles,	ISSUE EVALUATION Demonstrate geographical skills and applied knowledge and understanding by looking at an issue(s) derived from the specification using secondary sources.  Students need 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



	<p>and the rest of the world- global and regional links, commonwealth, United Nations, African Union, ECOWAS, CEN-SAD, OPEC, crude oil, changing economy- industrial structure, balanced economy, primary products, primary sector, secondary sector, tertiary sector, manufacturing, benefits and costs of TNCs for Nigeria, advantages for TNCs, TNCs, Shell, Unilever, international aid, developmental aid, international aid, corruption, environmental impacts of economic growth,</p>	<p>characteristics of largescale, natural global ecosystems.</p> <p>TROPICAL RAINFORESTS Distribution of tropic rainforests, characteristics of tropical rainforests, physical characteristics, The interdependence of climate, water, soils, plants, animals and people, how plants and animals adapt to the physical conditions, biodiversity issues, causes and impacts of deforestation, deforestation in Malaysia- social, economic and environmental impacts, rates of deforestation,</p>	<p>carbon footprint, seasonal produce, agribusiness, organic produce, opportunities and challenges faced by the UK in the provision of water, water surplus, water deficit, grey water, water stress, opportunities and threats faced by the UK in the provision of energy, energy conservation, energy security, fracking.</p> <p>FOOD. Food surplus (security) food deficit (insecurity), global patterns, reasons for growing food consumption- economic development and rising population,</p>	<p>scales, consider and select a possible option in relation to the issue(s) and justify their decision. 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. Students will not be allowed to take the original resource booklet into the examination room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published</p>
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	<p>economic growth, industrial growth, pollution, urban growth, commercial farming, deforestation, mining, oil spills, impact of economic development on quality of life, Human Development Index, life expectancy, mortality rate, corruption.</p> <p>THE CHANGING UK ECONOMY How and why the UK economy has changed, primary, secondary, quaternary, manufacturing, traditional industries, de industrialisation, globalisation, post-</p>	<p>reasons they need protecting, sustainable management strategies, National Forest Policy, Selective Management System, National Parks, Eco Tourism.</p> <p>HOT DESERTS Location and characteristics of hot deserts, climate, rainfall, arid, continental, evaporation, nocturnal, adaptation, making use of the desert e.g. Thar Desert, economic development, minerals, tourism, energy, irrigation, commercial farming, challenges in the desert e.g.</p>	<p>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, strategies to increase food supply- irrigation, aeroponics and hydroponics, the new green revolution and use of biotechnology, appropriate technology, advantages and disadvantages of a largescale agricultural development, sustainable food supplies- farming</p>	<p>materials, and quotes from different interest groups. Assessment will consist of a series of questions related to a contemporary geographical issue(s), leading to a more extended piece of writing which will involve an evaluative judgement. Students will apply knowledge and understanding to interpret, analyse and evaluate the information and issue(s) in the pre-release resources booklet and the question paper. They will also use geographical skills to set the issue(s) in context and to examine conflicting viewpoints about the issue(s). Students will develop a critical</p>
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	<p>industrial economy, information technology, service sector, financial services, science parks, business parks, employment patterns, regional growth, impact of industry on the landscape, extraction industries, desulphurisation, quarrying, sustainable, social and economic change in South Cambridgeshire and the Outer Hebrides, rural, migration, outward migration, population structure, infrastructure, smart motorway, super highway, electrification, development of</p>	<p>water shortages, extreme temperatures, accessibility for development, evaporation, tobas, johads, aquifers, irrigation, causes of desertification, soil erosion, overgrazing, over cultivation, population pressure, fuelwood, reducing desertification, sustainability, salinization, contour traps, appropriate technology, magic stones, ponding banks.</p> <p>COLD ENVIRONMENTS The physical characteristics of a cold environment.</p>	<p>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 of food.</p> <p>ENERGY MANAGEMENT Global uneven demand for energy, energy security, energy surplus, energy deficit, security. Insecurity, fossil fuels, geothermal energy, wind energy, solar energy, costs and impacts of energy insecurity, energy exploitation, biofuels,</p>	<p>perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives. The exam will also require students to consider physical and human interrelationships and to make reasoned justifications for proposed solutions in terms of their likely impact on both people and the physical environment.</p>
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	<p>ports and airports, containers, freight, tonnage, terminal, north- south divide in the UK, Local Enterprise Partnerships, Enterprise Zones, globalisation, trade, imports, exports, political links between the UK and the EU and Commonwealth,</p>	<p>The interdependence of climate, permafrost, soils, plants, animals and people. How plants and animals adapt to the physical conditions. Issues related to biodiversity.</p>	<p>flashpoints, increasing energy supplies, renewable, energy mix, non-renewable, fossil fuels, nuclear, advantages and disadvantages of extracting fossil fuels, natural gas, hydrocarbons, shale gas, fracking, sustainable energy supply, energy conservation, carbon footprint, fuel efficiency, biofuel, Chambamontera micro- hydro scheme, Andes, Peru, subsistence farming, micro- hydro, sustainable, turbine,</p>	<p><b>FIELD WORK</b>          1.Suitable question for geographical enquiry          1.Suitable question for geographical enquiry          2. Selecting, measuring and recording data appropriate to the chosen enquiry          2.Difference between primary and secondary data.          Identification and selection of appropriate physical and human data.          Measuring and recording data using different sampling methods.          Description and justification of data collection methods.          3. Selecting appropriate ways of processing and</p>
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Scheme of Work

SUBJECT Geography

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				<p>presenting fieldwork data Appreciation that a range of visual, graphical and cartographic methods is available. Selection and accurate use of appropriate presentation methods. Description, explanation and adaptation of presentation methods 4. Describing, analysing and explaining fieldwork data Description, analysis and explanation of the results of fieldwork data. Establish links between data sets. Use appropriate statistical techniques.</p>
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				<p>Identification of anomalies in fieldwork data.</p> <p>5. Reaching conclusions Draw evidenced conclusions in relation to original aims of the enquiry</p> <p>6. 6. Evaluation of geographical enquiry Identification of problems of data collection methods. Identification of limitations of data collected. Suggestions for other data that might be useful. Extent to which conclusions were reliable.</p>
Themes	<p>NIGERIA 17.1 and 17.2 Exploring Nigeria 17.3 Nigeria in the wider world</p>	<p>ECOSYSTEMS 5.1 Introducing a small-scale ecosystem.</p>	<p>RESOURCE MANAGEMENT 19.1 The global distribution of resources</p>	<p>ISSUE EVALUATION AND FIELD WORK- SEE THE DIFFERENT STAGES ABOVE.</p>



	<p>17.4 Balancing a changing industrial structure. 17.5 The impacts of transnational corporations 17.6 The impacts of international aid 17.7 Managing environmental issues 17.8 Quality of life in Nigeria</p> <p>THE CHANGING UK ECONOMY 18.1 Changes in the UK economy. 18.2 A post-industrial economy. 18.3 UK science and business parks. 18.4 Environmental impacts of industry. 18.5 Changing rural landscapes in the UK.</p>	<p>5.2 How does change affect ecosystems. 5.3 Introducing global ecosystems.</p> <p>TROPICAL RAINFORESTS 6.1 Environmental characteristics of rainforests. 6.2 Causes of deforestation in Malaysia. 6.3 Impacts of deforestation in Malaysia. 6.4 Managing tropical rainforests. 6.5 Sustainable management of tropical rainforests.</p> <p>HOT DESERTS 7.1 Environmental characteristics of hot deserts.</p>	<p>19.2 Provision of food in the UK 19.3 Provision of water in the UK 19.4 Provision of energy in the UK.</p> <p>FOOD. 20.1 Global food supply. 20.2 Impact of food insecurity 20.2 Increasing food supply 20.4 The Indus Basin Irrigation System. 20.5 and 20.6 Sustainable food production.</p> <p>ENERGY MANAGEMENT 22.1 Global energy supply and demand.</p>	
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Challenge	Independent research/ enquiry's Stretch yourself tasks.	Independent research/ enquiry's Stretch yourself tasks.	Independent research/ enquiry's Stretch yourself tasks.	Independent research/ enquiry's Stretch yourself tasks.
Support	Differentiated activities Sentence starters Resources Task; support; writing support; questioning; outcome; extension; group	Differentiated activities Sentence starters Resources Task; support; writing support; questioning; outcome; extension; group	Differentiated activities Sentence starters Resources Task; support; writing support; questioning; outcome; extension; group	Differentiated activities Sentence starters Resources Task; support; writing support; questioning; outcome; extension; group
Literacy focus	Text comprehension Describing and explaining Newspaper article homework Creative thinking Summarising information Exam question practice and technique.	Text comprehension Describing and explaining Creative thinking Summarising information Exam question practice and technique.	Text comprehension Describing and explaining Creative thinking Summarising information Exam question practice and technique.	Describing and explaining Creative thinking Summarising information Exam question practice and technique.
Numeracy focus	Map and graphical skills.	Map and graphical skills.	Map and graphical skills.	Map and graphical skills.



	Numerical calculations Data presentation. Classifying information. Interpreting and drawing graphs.	Numerical calculations Data presentation. Classifying information. Interpreting and drawing graphs.	Numerical calculations Data presentation. Classifying information. Interpreting and drawing graphs. Calculating percentages Numerical calculation Presenting data and working out a scale.	Numerical calculations Data presentation. Classifying information. Drawing and interpreting graphs.
Cross-curricular links	Citizenship/ PSE, History, Politics.	Biology/ Science, Animal Care, PSHE and Citizenship.	Science, PSHE, Citizenship.	PSHE, Citizenship.
SMSC & MBV	<b>Moral: investigating moral and ethical issues.</b> <b>Spiritual: Exploring the values and beliefs of others.</b>	<b>Moral: Developing and expressing personal views or values.</b>	<b>Moral: Developing and expressing personal views or values.</b>  <b>Social: Understanding how communities and societies function.</b>	
ASSESSMENTS	End of topic/ unit tests/ homework's/ questions in class	End of topic/ unit tests/ homework's/ questions in class	End of topic/ unit tests/ homework's/ questions in class	End of topic/ unit tests/ homework's/ questions in class



Scheme of Work

SUBJECT Geography

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	which will be assessed.	which will be assessed.	which will be assessed.	which will be assessed.
Out of school learning	Watching the news, internet research, independent learning.	Watching the news, internet research, independent learning.	Watching the news, internet research, independent learning.	Two fieldwork opportunities.

**LINK TO RESOURCES:**

[..\Lesson resources\GCSE Geography](#)