

Year 11– Geography

Curriculum intent	<p>The aim of the KS4 Geography Curriculum is to develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material). Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer). Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer). Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography). An enquiry approach to geography ensures learners are discovering something about the nature of geographical knowledge and how the scope of the subject is changed by the questions which are asked. Study, contextualised through exciting topics, will allow learners to easily engage with the subject matter.</p>					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p><u>UK in the 21st Century</u> Overview of human and physical geographical characteristics of the UK, including population density, land use, rainfall and relief, and significant issues associated with these characteristics, including water stress and housing shortages. Overview of population trends in the UK since 2001, using population pyramids and migration statistics, to determine its position on the Demographic Transition Model.</p>	<p><u>Dynamic Development</u> Definition of 'development' and the ways in which countries can be classified, such as AC, EDC and LIDC. Economic and social measures of development, such as GNI per capita and Human Development Index, and how they illustrate the consequences of uneven development including the Brandt Line. Explore the factors that make it hard for countries to break out of poverty, including</p>	<p><u>Resource Reliance</u> Outline the factors leading to demand outstripping supply of food, energy and water. Overview of how environments and ecosystems are used and modified by humans. Understand the term 'food security' and the human and physical factors which influence this. How world patterns of access to food are illustrated, such as the world hunger index and</p>	<p><u>Decision Making</u> The delivery of this component will be fully synoptic in nature and will draw on both the Our Natural World 01 and People and Society 02 components. Although there is no specific content prescribed within the assessment of this component, it is anticipated that content from a range of topics within both the Our Natural World 01 and People and Society 02 components will be applied, as appropriate, in relation</p>	<p><u>Revision</u> Revision timetable and the timetable for after school revision will be provided for all year 11 pupils.</p>	<p><u>Revision</u> <u>BU</u> Revision timetable and the timetable for after school revision will be provided for all year 11 pupils.</p>

	<p>An understanding of the causes, effects, spatial distribution and responses to an ageing population.</p> <p>A summary of the how the population structure and ethnic diversity of a named place of the UK has changed since 2001.</p> <p>Identify major economic changes in the UK since 2001 by examining changes in the job market including political priorities, changing employment sectors and working hours.</p> <p>Identify the changes in Salford Quays and its significance to its region and the UK.</p>	<p>debt, trade and political unrest.</p> <p>Overview of the economic development of Zambia, including influences of population, society, technology and politics, particularly after independence.</p> <p>Explore whether Rostow's model can help determine the country's path of economic development.</p> <p>The extent to which the relevant Millennium Development Goals have been achieved for Zambia. Investigate how the Zambia's wider political, social and environmental context has affected its development.</p> <p>Zambia's international trade and how this influences development.</p> <p>The benefits and problems of trade and British Associated Foods investment for development.</p> <p>The advantages and disadvantages of international aid or</p>	<p>average daily calorie consumption.</p> <p>Investigate the differences between Malthusian and Boserupian theories about the relationship between population and food supply.</p> <p>Case study of attempts to achieve food security in Tanzania.</p> <p>Explore the environmental, economic and social sustainability of attempts to achieve food security, in relation to:</p> <ul style="list-style-type: none"> • fairly traded goods and food waste • food production, such as organic methods and intensive farming • technological developments, such as GM crops and hydroponics • small scale 'bottom up' approaches, such as urban gardens. 	<p>to a specific unseen country context. The synoptic nature of bringing together ideas from different topics will allow learners to 'think like a geographer'.</p>		
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		debt relief for its development. The advantages and disadvantages of the Kariba Dam and the Room to Read project.				
Skills	<p>Select and construct maps, using appropriate scales and annotations, to present information.</p> <p>Interpret cross sections and transects.</p> <p>Use and understand coordinates, scale and distance.</p> <p>Extract, interpret, analyse and evaluate information.</p> <p>Use and understand gradient, contour and spot height (on OS and other isoline maps).</p> <p>Describe, interpret and analyse geo-spatial data presented in a GIS framework.</p> <p>Select and construct appropriate graphs and charts, using appropriate scales and annotations to present information.</p> <p>Effectively present and communicate data through graphs and charts.</p> <p>Extract, interpret, analyse and evaluate information.</p>	<p>Select and construct maps, using appropriate scales and annotations, to present information.</p> <p>Interpret cross sections and transects.</p> <p>Use and understand coordinates, scale and distance.</p> <p>Extract, interpret, analyse and evaluate information.</p> <p>Use and understand gradient, contour and spot height (on OS and other isoline maps).</p> <p>Describe, interpret and analyse geo-spatial data presented in a GIS framework.</p> <p>Select and construct appropriate graphs and charts, using appropriate scales and annotations to present information.</p> <p>Effectively present and communicate data through graphs and charts.</p> <p>Extract, interpret, analyse and evaluate information.</p>	<p>Select and construct maps, using appropriate scales and annotations, to present information.</p> <p>Interpret cross sections and transects.</p> <p>Use and understand coordinates, scale and distance.</p> <p>Extract, interpret, analyse and evaluate information.</p> <p>Use and understand gradient, contour and spot height (on OS and other isoline maps).</p> <p>Describe, interpret and analyse geo-spatial data presented in a GIS framework.</p> <p>Select and construct appropriate graphs and charts, using appropriate scales and annotations to present information.</p> <p>Effectively present and communicate data through graphs and charts.</p> <p>Extract, interpret, analyse and evaluate information.</p>	<p>Select and construct maps, using appropriate scales and annotations, to present information.</p> <p>Interpret cross sections and transects.</p> <p>Use and understand coordinates, scale and distance.</p> <p>Extract, interpret, analyse and evaluate information.</p> <p>Use and understand gradient, contour and spot height (on OS and other isoline maps).</p> <p>Describe, interpret and analyse geo-spatial data presented in a GIS framework.</p> <p>Select and construct appropriate graphs and charts, using appropriate scales and annotations to present information.</p> <p>Effectively present and communicate data through graphs and charts.</p> <p>Extract, interpret, analyse and evaluate information.</p>		

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Rayner Stephens
HIGH SCHOOL