

KS4 Curriculum Overview: Geography Year 11

Term / Length of Unit	Outline	Assessment	Home Learning	Communication skills	Numeracy	End Points
<p align="center">Autumn 1 Fieldwork skills and data collection</p>	<p>Essential data collection for Paper 3 – human and physical. Embed fieldwork, investigation and enquiry skills. LINKS: Develops enquiry skills and fieldwork from KS3. Prepares students for NEA aspect of A Level.</p>	<p>Fieldwork section of Paper 3 end of topic mock Paper 3 PPE</p>	<p>Set by class teacher for individual classes with homework booklets</p>	<p>Wider Reading and Models</p> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Use of articles from National Geographical Association magazine on recent earthquakes and strategies • Key term list for topic 	<ul style="list-style-type: none"> • Graphical skills • Map skills – interpretation of range of maps • Research • Numerical data interpretation • Diagram annotation 	<p align="center">Knowledge</p> <ul style="list-style-type: none"> • Urban change in Birmingham • Urban rebranding • Inequality within urban areas in Birmingham • Data collections • Qualitative and quantitative data collection
<p align="center">Autumn 1 and 2 Living World</p>	<p>Embed understanding of ecosystem characteristics, interactions between parts of rainforest and hot desert ecosystems, as well as the challenges and opportunities for humans and how these areas are sustainably managed.</p>	<p>Mid and End of topic test Mocks and GCSE examinations in year 11</p>	<p>Set by class teacher for individual classes with homework booklets</p>	<p>Wider Reading</p> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Articles from the Geographical Association magazine discussing current issues (students to analyse key parts) 	<ul style="list-style-type: none"> • Photo interpretation • Climate graphs • Biome mapping • Graph interpretation and analysis 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Concept of an ecosystem at different scales • Characteristics of tropical rainforests • Deforestation – causes, impacts, sustainable management. The Amazon Rainforest • Characteristics of hot deserts • Opportunities and challenges of hot deserts The Sahara Desert • Risks on the fringe of hot deserts and management of desertification. The Sahel

				<ul style="list-style-type: none"> • Key term list for topic 		
<p>Autumn 2 Physical Landscapes</p>	<p>Revise and consolidate understanding of river and coastal landscapes in the UK, including physical processes and hard and soft engineering to manage these areas.</p>	<p>Mid and End of topic test Mocks and GCSE examinations in year 11</p>	<p>Set by class teacher for individual classes with homework booklets</p>	<p>Wider Reading and Models</p> <ul style="list-style-type: none"> • Bradshaw Model • Geofiles • Key term list 	<ul style="list-style-type: none"> • OS Map Skills • Picture and OS Map comparisons/links • Cross sections • Flood hydrographs • Picture interpretation • Diagram drawing and annotation 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • UK physical landscapes • Fluvial processes • River landforms of erosion and deposition in each course • Flooding causes and management • Landforms along a UK river – The River Tees • River Management - Boscastle • Coastal processes and the landforms created by them • Coastal management strategies • Landforms along a UK stretch of coastline – Dorset • Coastal Management – Holderness

<p>Spring 1 and 2 Changing Economic World</p>	<p>Understand the complexities of the development of countries. Alternating to a human geography topic – interest and change for students. Apply understanding to UK and Nigeria (NEE) LINKS: Idea of LIC/HIC/NEE development at end of Y8. This topic requires a foundation of skills and broad understanding students have developed so far. Links to GCSE Resource Management, A Level Globalisation and Changing Places</p>	<p>Mid and End of topic test Mocks and GCSE examinations in year 11</p>	<p>Set by class teacher for individual classes with homework booklets</p>	<p>Wider Reading • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Use of literature such as “Factfulness” to challenge misconceptions on the development gap • Key term list for topic</p>	<p>• Range of graphs – DTM, population pyramids, compound graphs • Map skills • Research • Numerical data manipulation and analysis</p>	<p><u>Knowledge</u> • Global variations in development and quality of life • Strategies to reduce the development gap • Changes due to rapid economic development (Nigeria) • Employment patterns and regional growth of the UK from major changes in the economy • Tourism to reduce the development gap – Kenya • LIC/NEE Development – Nigeria • Environmental sustainability of a modern industrial development – Cambridge Business Park</p>
<p>Summer 1 and 2</p>	<p>AQA release an unseen booklet of material based on one of the compulsory parts of the specification (as well as synoptic elements to the material) 12 weeks before the exam. Teachers put together 6-7 lessons to guide students through interpreting the material, drawing out patterns, analysing specific images and figures within the</p>	<p>Predicted practice questions</p>	<p>Set by class teacher for individual classes and dynamically decided upon as this is planned based on the pre-release material each year</p>	<p>Wider Reading and Models • Reading and annotating the issue evaluation booklet and applying knowledge of higher terminology to this • Interpretation of phrases and sources (written) • Extended writing</p>	<p>Knowledge and Skills • Dependent on topic of pre-release material. • Regardless of the topic, all students will develop interpretation skills and synoptically link their learning in Geography.</p>	<p>Knowledge and Skills • Dependent on topic of pre-release material. • Regardless of the topic, all students will develop interpretation skills and synoptically link their learning in Geography.</p>

	material and prepare students for the types of questions that could be asked based on this in Paper 3.					
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