KS4 Curriculum Overview: Year 11 Geography: Autumn Terms 2.1 & 2.2 (Commencing: 2024-2025)

Learner Rationale:	**Learner – Aims & Objectives:**
A learner will develop interleaving knowledge and comprehension upon different GCSE Geography Edexcel B topics across all three exam papers. Year 11 heavily encompasses and develops a sense of independence and responsibility, from learning in-depth on case studies to having the exploration opportunity to conduct their own fieldwork. Year 11 is primarily focused on whole-subject specification coverage, with importance upon practicing and perfecting exam-technique, precision case study knowledge and effective revision strategies.	Learners will develop and extend their knowledge of locations, places, environments and processes, upon a variety of scales and contents. Through this, understanding of people and the environment will expand by 'thinking like a geographer', which encompasses a range of skills through fieldwork, evaluating vast amounts of evidence, as well as developing the competency of applying their geographical knowledge and understanding to real life contexts.

Term 1:		**Term 2:**		**Term 3:**	
1:1: **Topic 7: People & The Biosphere (Paper Three)**	1:2: **Topics 1/2/3: Hazardous Earth, Development Dynamics & Urbanising World (Paper One)**	2:1: **Topics 4/5/6: Geology, Coasts, Rivers, Dynamic Cities & Fieldwork (Paper Two)**	2:2: **Topics 7/8/9: People & The Biosphere, Forests Under Threat & Consuming Energy Resources (Paper Three)**	3:1: **Topic 1-3: Exam Preparation (Paper One)**	3:2: **Topics 4-9: Exam Preparation (Papers Two & Three)**

Term 2	2:1: **Topics 4/5/6: Geology, Coasts, Rivers, Dynamic Cities & Fieldwork (Paper Two)**	12:2: **Topics 7/8/9: People & The Biosphere, Forests Under Threat & Consuming Energy Resources (Paper Three)**	**Autumn Assessment**
Topic Coverage	**Enquiry Focus**: UK Geographical Issues **Enquiry Question – Topic 4A/4B: UKEPL**: How do physical processes and human actions shape the UK landscape? **Enquiry Question – Topic 5: UKEHL**: Why are people and places changing across UK urban environments? **Enquiry Question – Topic 6: Fieldwork - Coasts**: How does coastal management affect coastal processes and coastal communities? **Enquiry Question – Topic 6: Fieldwork - Cities**: How and why does the quality of life varies in an urban environment? Knowledge (AO1 & AO2) – Coastal Change & Conflict (Topic 4a): • Categorising causes, differences and effects of constructive and destructive waves. • Comparing differences between concordant and discordant coastlines in regards to erosional rates and erosional/depositional landforms. • Forms of coastal processes such as hydraulic action, abrasion, corrosion (solution) and attrition in association to their influence forming erosional landscapes e.g. Cave, natural arch, headland, stacks, stumps, wave cut notches/platforms.	**Enquiry Focus**: People & Environmental Issues – Making Geographical Decisions **Enquiry Question – PATB (Topic 7)**: Why is the biosphere so important to human wellbeing and how do humans use and modify it to obtain resources? **Enquiry Question – FUT (Topic 8)**: What are the threats to forest biomes and how can they be reduced? **Enquiry Question – CER (Topic 9)**: How can the growing demand for energy be met without serious environmental consequences? Knowledge (AO1 & AO2) – People & The Biosphere (Topic 7): • Global distribution and characteristics of major biomes and their climatic influence. • Local factors altering biotic and abiotic distribution/interactions. • Biosphere providing resources for indigenous tribes and local people, as well as exploitation for different resources. • The biospheres regulation and composition of the atmosphere, with effects on soil health & the hydrographical/nutrient cycles. • Global and regional trends increasing demand for food, energy and water resources, encompassed with the theories of population and resources by Malthus and Boserup.	**Knowledge Coverage:** • Pit Stop – Paper Three Focus: People & The Biosphere. • End Of Unit Assessment: Paper One • Hazardous Earth (Climatic & Tectonic) • Development Dynamics (India) • Challenges Of An Urbanising World (Mumbai). • Paper Two Formative Assessments: Coasts/Rivers, UK Cities, Fieldwork. • Paper Three Formative Assessments: PATB, FUT & CER. **Skills Tested:** 1) Enquiry Questions 2) OS/Choropleth Maps/Charts. 3) Maths-Related Questions – Mean, Interquartile Range, Percentages. 4) Reviewing & Comparing Data – Socio-Economic Trends. **Assessment Style Questions & Command Words – Edexcel B Links:**

• The influence of weathering (physical, chemical and biological) upon the coastal landscape. • The influence and effects of mass movement (rock fall, slumping and sliding) upon the coastal landscape. • Forms of fluvial transportation processes (saltation, solution, suspension and traction) and the movement of sediment through longshore drift and deposition to form a beach profile with a steep or narrow gradient. • Formation of depositional landforms e.g. bar, spit, lagoon etc. • Human causes/effects of coastal erosion. • Influence of climate change upon coastal landscapes through storm surges, rising sea levels and global warming. • Cost-benefit analysis of forms of hard engineering defences (rock armour, groynes, revetments), and soft engineering defences (beach nourishment, dune stabilization and offshore breakwaters). <u>Knowledge (AO1 & AO2) – River Processes & Pressures (Topic 4B)</u>: • Contrasting river landscapes: Upper, middle and lower courses. • Drainage basin landforms and formations. • River characteristics and channel shape: The Bradshaw Model. • The interaction of physical processes: Erosion, transportation, weathering and deposition. • The influence of climate, geology and forms of mass movements upon landscapes. • The influence of physical processes upon storm hydrographs. • The effects of human activities altering the river landscape. • The causes of human and physical activities upon UK floods. <u>Knowledge (AO1 & AO2) – UK Dynamic Cities (Topic 5)</u>: **UK Evolving Human Landscapes – UK Dynamic Cities**: • Differences between urban core and rural periphery zones – Demographics, economic activities & settlement. • National and international migration patterns – The growing multiculturalism of the United Kingdom. • The decline of the primary and secondary sectors, with the rise of the tertiary and quaternary sectors. • The processes and effects of globalisation, free-trade and privatisation policies upon the United Kingdom.	<u>Skills (AO3 & AO4)</u>: • Comparing climate graphs for different biomes. • Use of world maps showing global biome distribution. • Use and interpretation of line graphs in association to Malthus and Boserups theories on population and resource consumption. <u>Knowledge (AO1 & AO2) – Forests Under Threat (Topic 8)</u>: • <u>Tropical Rainforest</u>: Climate, distribution, nutrient cycle, fauna and flora adaptations, direct and indirect threats, conservation strategies and stakeholders fighting over the biome. • <u>Taiga (Boreal Forest)</u>: Climate, distribution, nutrient cycle, fauna and flora adaptations, direct and indirect threats, conservation strategies and stakeholders fighting over the biome. <u>Skills (AO3 & AO4)</u>: • Choropleth distribution map of the tropical rainforest and taiga biomes, with opportunity to analyse reasons for their distribution and compare with other biomes. • Satellite imagery depicting deforestation changes overtime. • OS maps determining physical/human features uses of biomes. • Decision-making exercises associated with stakeholders through creating a cost-benefit analysis of their actions. <u>Knowledge (AO1 & AO2)</u>: • Classifying energy resources into renewable, non-renewable and recyclable forms of energy, that analyses energy distribution and consumption. • Discussing reasons for variations in global energy consumption and the effects of this upon the population, economy and the environment in association with climate change. Links to the BP Oil Spill of 2010 and the Athabasca Tar Sands in Alberta, Canada. • The growing global energy crisis, with focus on the decline of fossil fuels and the growing energy bills in the UK during 2022. • Decision-making tasks evaluating the costs and benefits of different energy types. Review of energy stakeholders and the costs/benefits of their actions and desires. • Causes and consequences of water scarcity and how this environmental impact is provoked by extracting energy resources. • Analysing features of eco-friendly transport/housing and the benefits to the environment. Reference to BeDZed and other communities.	5) Key Term Comprehension – Define & Multiple-Choice Questions (AO1 - Knowledge) 6) Baseline Comprehension – State, Identify, List, Suggest, Compare, Describe, Explain (AO2 –Comprehension & Understanding). 7) Skills Test – Assess/Evaluate (AO3 – Judgement & AO4 – Geographical Skills).

• Significance of site, situation and connectivity of Birmingham or London. • City structure (Burgess Model) – Building age, density, land-use and environmental quality. • Causes and effects of national/international migration upon city zones. • Development of inequality through employment, services, education and health within the city. • Regeneration and rebranding – Costs and benefits. • Strategies of sustainable urban living by improving the quality of life through recycling, employment, green spaces and energy-efficient housing. • City connections to rural regions – Interdependence, economic and environmental costs and benefits. • Rural economic and social changes and challenges – Developing new income and economic opportunities through diversification. Skills (AO3 & AO4) – Geographical Investigations – Fieldwork (Topic 6) – Cities & Coasts: • Interpretation of UK demographics – Population pyramids. • Census data to understand demographic patterns. • FDI/Immigration changes through the United Kingdom. • Enquiry Questions. • OS Maps: Land types/use. • Crime & IMD databases to investigating inner city problems. • Primary Data Collection – Photo analysis, environmental perception surveys. Secondary Data – Google Earth, textbook applicational knowledge etc. • Interpretation of UK demographics – Coastline populations. • Census data to understand demographic patterns. • Cost-benefit analysis of coastal sea defences. • Enquiry Questions. • OS Maps: Land types/use/coastal management. • BGS Geology map – Analysing sites of permeable/impermeable surfaces to influence management and population. • Crime & IMD databases to investigating inner city problems. • Primary Data Collection – Beach profile, sediment analysis, field sketches, photo analysis, site comparison. Secondary Data – Google Earth, textbook applicational knowledge etc. Assessment:	Skills (AO3 & AO4): • Exploration of enquiry questions based on energy stakeholders (Renewable vs. Non-Renewable). • Choropleth maps locations showing the distribution of energy consumers, producers and exporters. • Decision-Making / Oracy exercises regarding a cost-benefit analysis of different energy resources and the impacts of water scarcity in named countries. • Satellite imagery highlighting regional, national and international changes based on energy exploitation and extraction. Assessment: • Rapid recalls every lesson: Variety of questions from last lesson, previous weeks or previous topics. GCSE command words integrated, including define, state, identify, list and suggest, with the occasion maths-related and explanation questions. • 3 Pit Stops (100% Self-Assessed): 1) People & The Biosphere. 2) Forests Under Threat. 3) Consuming Energy Resources. • MOCK EXAMINATIONS – SPRING 2.2: Paper 3. • Pit Stops interleaved with other GCSE topics, as well as being divided into three sections: 1) AO1 – Key Term Comprehension. 2) AO2 – Knowledge & Understanding. 3) AO3/AO4 – Skills Test. • End Of Unit Assessments: Combining all AO's, diverse range of command words and use of explicit GCSE exam questions between 2016-2022. Mark schemes followed in moderation. • DIRT – Carried out after (scores recorded in exercise books): 1) Pitstops 2) End Of Unit Assessments 3) Educake Quizzes. Weekly to fortnightly Educake quizzes to supplement and consolidate classroom knowledge. Testing short- and long-term knowledge, variety of question types e.g. Multiple choice, definitions, gap fillers, maths and figure referencing.	

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	<u>Reading/Literacy/Oracy:</u> Students will have various opportunities for oracy-related learning through creating speeches, reading responses aloud and using a variety of activities circulated nationwide through Voice-21. Oracy-related learning pushes for students to raise their self-esteem ad enthusiasm for the subject, as well as creating a collaborative and respect learning environment to support the formation in creating well-round citizens and exemplary students.	<u>Reading/Literacy/Oracy:</u> Students will have various opportunities for oracy-related learning through creating speeches, reading responses aloud and using a variety of activities circulated nationwide through Voice-21. Oracy-related learning pushes for students to raise their self-esteem ad enthusiasm for the subject, as well as creating a collaborative and respect learning environment to support the formation in creating well-round citizens and exemplary students.	

	<u>Home Learning:</u> Seneca & Educake set weekly/fortnight (dependent on forthcoming pitstops/assessments). Homework marked, assessed by class teachers where collective areas of development are reviewed internally, and taught within DIRT sessions to improve upon misconceptions.	<u>Home Learning:</u> Seneca & Educake set weekly/fortnight (dependent on forthcoming pitstops/assessments). Homework marked, assessed by class teachers where collective areas of development are reviewed internally, and taught within DIRT sessions to improve upon misconceptions.	

	Students through GCSE will be given a GCSE Edexcel B revision guide, with a diverse range of supporting resources including specification knowledge questions, practice papers, assessment objective criteria, student specification, case study overviews and more.	Students through GCSE will be given a GCSE Edexcel B revision guide, with a diverse range of supporting resources including specification knowledge questions, practice papers, assessment objective criteria, student specification, case study overviews and more.	