

**KS4 Curriculum Overview: Year 11 Geography: Autumn Terms 1.1 & 1.2 (Commencing: 2024-2025)**

<b>Learner Rationale:</b> 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.		<b>Learner – Aims &amp; Objectives:</b> 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.			
<b>Term 1:</b>		<b>Term 2:</b>		<b>Term 3:</b>	
1:1: <b>Topic 7: People &amp; The Biosphere (Paper Three)</b>		2:1: <b>Topics 4/5/6: Geology, Coasts, Rivers, Dynamic Cities &amp; Fieldwork (Paper Two)</b>		3:1: <b>Topic 1-3: Exam Preparation (Paper One)</b>	
1:2: <b>Topics 1/2/3: Hazardous Earth, Development Dynamics &amp; Urbanising World (Paper One)</b>		2:2: <b>Topics 7/8/9: People &amp; The Biosphere, Forests Under Threat &amp; Consuming Energy Resources (Paper Three)</b>		3:2: <b>Topics 4-9: Exam Preparation (Papers Two &amp; Three)</b>	
<b>Term 1</b>	<b>1:1: People &amp; The Biosphere (Paper Three)</b>		<b>1:2: P1 Overview: Hazardous Earth, Development Dynamics &amp; Challenges Of An Urbanising World (Paper One)</b>		<b>Autumn Assessment</b>
<b>Topic Coverage</b>	<b>Enquiry Question:</b> Why is the biosphere so important to human wellbeing and how do humans use and modify it to obtain resources?  <u>Knowledge (AO1 &amp; AO2):</u> <ul style="list-style-type: none"><li>Global distribution and characteristics of major biomes and their climatic influence.</li><li>Local factors altering biotic and abiotic distribution/interactions.</li><li>Biosphere providing resources for indigenous tribes and local people, as well as exploitation for different resources.</li><li>The biospheres regulation and composition of the atmosphere, with effects on soil health &amp; the hydrographical/nutrient cycles.</li><li>Global and regional trends increasing demand for food, energy and water resources, encompassed with the theories of population and resources by Malthus and Boserup.</li></ul> <u>Skills (AO3 &amp; AO4):</u> <ul style="list-style-type: none"><li>Comparing climate graphs for different biomes.</li><li>Use of world maps showing global biome distribution.</li><li>Use and interpretation of line graphs in association to Malthus and Boserups theories on population and resource consumption.</li></ul>		<b>Enquiry Focus:</b> Global Geographical Issues <b>Enquiry Question - HE:</b> How do extreme weather events and tectonic hazards vary upon impact in different locations? <b>Enquiry Question - DD:</b> How is development measured and how is India managing to develop through time? <b>Enquiry Question - CUW:</b> Why does the quality of life vary so much within Mumbai?  <u>Knowledge (AO1 &amp; AO2):</u> <b>Hazardous Earth (Topic One) – Main Components:</b> <ul style="list-style-type: none"><li>Atmospheric circulation cells, pressure systems, causes/evidence/consequences of global climate change.</li><li>Tropical storm characteristics, trigger conditions, formations, distribution, dissipation, vulnerability, hazards, impacts and effectiveness through contrasting development-based countries of preparation and response (USA vs. The Philippines).</li><li>Earth’s layers, tectonic plate movement and distribution, tectonic hazard distribution, impacts and effectiveness through contrasting development-based countries of preparation and response (Japan vs. Haiti – Earthquakes).</li></ul> <b>Development Dynamics (Topic Two) – Main Components:</b>		<b>Knowledge Coverage:</b> <ul style="list-style-type: none"><li>Pit Stop – Paper Three Focus: People &amp; The Biosphere.</li><li>End Of Unit Assessment: Paper One<ul style="list-style-type: none"><li>1) Hazardous Earth (Climatic &amp; Tectonic)</li><li>2) Development Dynamics (India)</li><li>3) Challenges Of An Urbanising World (Mumbai).</li></ul></li></ul> <b>Skills Tested:</b> <ul style="list-style-type: none"><li>Enquiry Questions</li><li>OS/Choropleth Maps/Charts.</li><li>Maths-Related Questions – Mean, Interquartile Range, Percentages.</li><li>Reviewing &amp; Comparing Data – Socio-Economic Trends.</li></ul> <b>Assessment Style Questions &amp; Command Words – Edexcel B Links:</b> <ul style="list-style-type: none"><li>Key Term Comprehension – Define &amp; Multiple-Choice Questions (AO1 - Knowledge)</li><li>Baseline Comprehension – State, Identify, List, Suggest, Compare,</li></ul>

<p><u>Assessment:</u></p> <ul style="list-style-type: none"> <li>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.</li> <li>1-2 Pit Stops: 1) Biome Distribution/Features. 2) People &amp; The Biosphere Overview: Decision-Making Integrated.</li> <li>Pit Stops interleaved with other GCSE topics, as well as being divided into three sections:             <ol style="list-style-type: none"> <li>1) AO1 – Key Term Comprehension.</li> <li>2) AO2 – Knowledge &amp; Understanding.</li> <li>3) AO3/AO4 – Skills Test.</li> </ol> </li> <li>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.</li> <li>DIRT – Carried out after (scores recorded in exercise books):             <ol style="list-style-type: none"> <li>1) Pitstops</li> <li>2) End Of Unit Assessments</li> <li>3) Educake Quizzes.</li> </ol> </li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Measuring social, economic, demographic and political development indicators.</li> <li>Causes and consequences of global inequalities.</li> <li>Development theories through Rostow's Modernisation Theory and Frank's Dependency Theory.</li> <li>Top-Down &amp; Bottom-Up approaches, along with assessing the advantages and disadvantages of these strategies.</li> <li>India: Site, situation, significance, physical/human features, the economic and demographic changing trends, the role of globalisation, the effects upon their natural environment, the development challenges for India in association to geopolitics.</li> </ul> <p><b>Challenges Of An Urbanising World (Topic Three) – Main Components:</b></p> <ul style="list-style-type: none"> <li>Global trends of urbanisation, growth of megacities, the influence of migration across different development countries, features of different urban land use.</li> <li>Mumbai: Site, situation, connectivity, megacity structure, past and present change through the economy and population, opportunities and challenges of life in megacity, causes and consequences for inequality, advantages and disadvantages of top-down and bottom-up development approaches.</li> </ul> <p><u>Skills: HE / DD / CUW (AO3 &amp; AO4):</u></p> <ul style="list-style-type: none"> <li>Interpretations of climate graphs, line graphs and sea levels projections.</li> <li>GIS tracking movements, storm surge and tropical storm strength analysis through the Saffir-Simpson magnitude, as well as depicting social media sources, satellite imagery and socio-economic data points to cross-compare impact analysis.</li> <li>Interpretation of cross-sections of Earth, depicting distribution of plate boundaries and plates, Richter Scale magnitude comparisons and use of social media sources and socio-economic data comparing impacts.</li> <li>Comparing demographics, interpreting demographic data and analysing statistics related to global inequality, using numerical data through proportional flow-line maps and socio-economic data analysis.</li> <li>Interpretation line graphs through calculating demographic change, use of satellite imagery for different urban land use, GIS for imagery and spatial growth through time.</li> </ul> <p><u>Assessment:</u></p>	<ul style="list-style-type: none"> <li>Describe, Explain (AO2 – Comprehension &amp; Understanding).</li> <li>Skills Test – Assess/Evaluate (AO3 – Judgement &amp; AO4 – Geographical Skills).</li> </ul>
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	<p><u>Reading/Literacy/Oracy:</u></p> <p>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 and 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.</p>	<p><u>Reading/Literacy/Oracy:</u></p> <p>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 and 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.</p>	

	<p><u>Home Learning:</u></p> <p>Seneca &amp; 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.</p> <p>Students through GCSE will be given a GCSE Edexcel B revision guide, with a diverse range of supporting resources including specification</p>	<p><u>Home Learning:</u></p> <p>Seneca &amp; 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.</p> <p>Students through GCSE will be given a GCSE Edexcel B revision guide, with a diverse range of supporting resources including specification knowledge</p>	

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