



Curriculum Map

Subject: Geography

Year group: 11

	Autumn Term	Spring Term	Summer Term
Module title	UK – Geographical Issues – coastal landscape and human environment	People and Environmental Issues	Revision
Content (know what)	<ul style="list-style-type: none"> To understand how coastal landscapes are shaped by physical processes from erosion including landforms such as headlands, bays, wave cut platform and depositional landforms such as spits To understand how coastal landscapes are modified by human activity. For example impacts of farming and industry. To understand the interaction of human and physical processes occurring on a stretch of coastline – Holderness coast To understand why there is an increasing risk of coastal flooding linked to an increases in seal level rises and storm frequency To evaluate a range of coastal management options (hard v soft engineering) with conflicting views between different stakeholders <p>Human Landscapes</p> <ul style="list-style-type: none"> To understand the differences between urban core and rural areas in the UK To understand a range of Government policies to reduce the gap between urban and rural areas e.g. enterprise zones 	<ul style="list-style-type: none"> To understand that the Earth is home to a number of biomes whose distribution is affected by climate To understand how the biosphere is a vital life-support system as it provides both goods and services To understand how he structure, functioning and adaptations of the tropical rainforest reflect an equatorial climate To understand how he taiga forest shows different characteristics, reflecting the more extreme and highly seasonal climate To understand how tropical rainforests are threatened directly by deforestation for commercial reasons and indirectly by climate change To understand how the taiga is increasingly threatened by commercial development To understand how conservation and sustainable management is vital if goods and services are not to be lost for future generations in both a rainforest and taiga To understand how energy resources can be classified in different ways (renewable, non-renewable and recyclable) and their extraction has environmental consequences 	<ul style="list-style-type: none"> Revision programme of the whole course

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	<ul style="list-style-type: none"> To understand how globalisation is shaping the UK economy including changes in primary, secondary and tertiary sectors To understand the impact of changes to the UK economy identifying the winners and losers To study one major UK – London. To understand the importance of its location to London's growth To understand how migration has impacted on London's characteristics To understand how economic changes to the city have created decline and growth in different parts of London To understand a range strategies to improve quality of life linked to regeneration and sustainable schemes. To understand how interdependent relationship between London and its surrounding rural hinterland To understand changes to a rural area (Cornwall) and the challenges and opportunities this provides 	<ul style="list-style-type: none"> To understand how access to energy is not evenly distributed To understand how demand for oil is increasing but supplies are unevenly available To understand the factors responsible to changes on global oil prices To understand how the world's continuing reliance on fossil fuels increases pressure to exploit new areas such as the Arctic and tar sands in Canada To understand how reducing reliance on fossil presents major challenges looking at both opportunities and limitations of renewable energy To understand how attitudes to energy and environmental issues are changing and how it may vary between different groups. 	
Skills (know how)	<ul style="list-style-type: none"> Calculation of mean rate of coastal erosion Recognition of coastal landforms from o/s maps Use of geological maps to link to coastal geology Use of simple cost-benefit to investigate coastal defences 	<ul style="list-style-type: none"> Comparing climate graphs Word maps to show location of biomes Use and interpretation of line graphs showing the range of future global population projections Interpretation of nutrient cycle diagram and food webs 	<ul style="list-style-type: none"> Revision programme of the whole course

	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> • Use and interpretation of UK population pyramids • Use of census data to understand changes to UK's population • Explore questions capable of being investigated through field work • Using crime, census and IMD databases to investigate extent of inner city problems 	<ul style="list-style-type: none"> • Use of GIS to identify pattern of forest loss • Use and interpretation of world maps showing distribution of energy resources • Use of oil prices and oil production data to graph trends overtime • Calculation of carbon and ecological footprints 	
Key questions	<ul style="list-style-type: none"> • Why is there a variety of distinctive coastal landscapes in the UK and what are the processes that shape them? • What are the challenges for coastal landscapes and communities and why is there conflict about how to manage them? <p>Human Landscapes</p> <ul style="list-style-type: none"> • Why are places and people changing? • How is one major UK city (London) changing? 	<ul style="list-style-type: none"> • Why is the biosphere so important to human wellbeing and how do humans use and modify it to obtain resources? • What are the threats to forest biomes and how can they be reduced? • How can the growing demand for energy be met without serious environmental consequences? 	<ul style="list-style-type: none"> • Revision programme of the whole course
Assessment	<p>Summative assessment to be completed at the end of the module that assesses a combination of geographical knowledge and skills. This to be completed within a 50 minute time period and a GCSE grade will be used to indicate outcome.</p> <p>Formative 'low stakes' assessments to take place more frequently throughout the term. This could be in the form of a range methods:</p> <ul style="list-style-type: none"> • Quiz 	<p>Summative assessment to be completed at the end of the module that assesses a combination of geographical knowledge and skills. This to be completed within a 50 minute time period and a GCSE grade will be used to indicate outcome.</p> <p>Formative 'low stakes' assessments to take place more frequently throughout the term. This could be in the form of a range methods:</p> <ul style="list-style-type: none"> • Quiz • Homework task 	<p>Revision programme of the whole course</p>

	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> • Homework task • Microsoft Forms short tests • In class short tests • Questions and answer sessions • Spelling tests • Group work tasks • Peer assessments 	<ul style="list-style-type: none"> • Microsoft Forms short tests • In class short tests • Questions and answer sessions • Spelling tests • Group work tasks • Peer assessments 	
Literacy/ Numeracy/ SMSC/ Character	<ul style="list-style-type: none"> • Development of evaluative writing style • Analysis and manipulation of statistical data (development) • An examination of development and inequality helps to foster empathy and a sense of 'global citizenship'. 	<ul style="list-style-type: none"> • Development of evaluative writing style • Analysis and manipulation of statistical data (development) • An examination of development and inequality helps to foster empathy and a sense of 'global citizenship'. 	<ul style="list-style-type: none"> • Development of evaluative writing style • Analysis and manipulation of statistical data (development) • An examination of development and inequality helps to foster empathy and a sense of 'global citizenship'.