

Geography Curriculum Overview

Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Paper 3: Geographical Applications and Skills <ul style="list-style-type: none"> Pre-release 	Paper 1 – Section C: Physical Landscapes in the UK <ul style="list-style-type: none"> Rivers 	Paper 2 – Section B: The Changing Economic World <ul style="list-style-type: none"> Global patterns, closing the development gap, contrasting studies of economic development 		Revision	Exams
Topic Objectives	This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. The issue(s) will arise from any aspect of the compulsory subject content but may extend beyond it through the use of resources in relation to specific unseen contexts. This section is synoptic, and the assessment will require students to use their learning of more than one of the themes in units 3.1 and 3.2 so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision.	The UK has a range of diverse landscapes. Explain how fluvial processes create different landforms along a long profile. Assess the impacts of flooding and how risks can be managed.	Evaluate the most significant causes and consequences of uneven development.			

	<p>A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Students will not be allowed to take the original resource booklet into the exam room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.</p>			
Acquired Knowledge/ Skills		<ul style="list-style-type: none"> • Explain how river velocity affects the processes of erosion, transportation and deposition. • Explain how fluvial processes create waterfalls and interlocking spurs in the upper course of a river. • Explain the characteristics and formation of meanders and ox-box lakes. • Explain the characteristics and formation of levées, flood plains and estuaries. • Assess how physical and human factors affect the flood risk. • Assess the cost and benefits of hard engineering strategies. • Use a figure to explain how soft engineering strategies can help reduce the impact of river flooding? • Describe the characteristics of a hydrograph and apply it to the 	<ul style="list-style-type: none"> • Assess the validity of development indicators. • Evaluate the most significant causes and consequences of uneven development. • Explain how strategies can be implemented to reduce the development gap. • Explain the political, social, cultural and environmental context of Nigeria. • Assess the extent Shell Oil is helping Nigeria reduce the development gap. • Evaluate the greatest cause of economic change within the UK. • Explain how science parks and business parks are important for the UK's post-industrial economy. • Assess the social and economic changes of the rural landscape due to population increase and decline. 	

		<p>human and physical causes of flooding.</p> <ul style="list-style-type: none"> • Use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps. • Use and understand coordinates (four and six figure grid refs). • Scale. • Distance (straight and curved line). • Direction. • Gradient. • Contours. • Spot height. • Identify basic landscape features and describe their characteristics from map evidence. • Interpret cross sections and transects of physical and human landscapes. • Describe the physical features as they are shown on large scale maps of rivers. • Sketch maps: draw and label. • Draw sketches from photographs. • Label and annotate diagrams, maps, graphs, sketches and photos. • Understand and use gradient, contour and value on isoline maps. 	<ul style="list-style-type: none"> • Assess the extent that infrastructure improvements will encourage the development of the UK's economy. • Assess the importance of the UK's links with the wider world. • Assess the importance of the UK's links with the wider world. • Use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps. • Draw inferences about the physical and human landscape by interpretation of map evidence. • Infer human activity from map evidence, including tourism. • Be able to compare maps, line charts, bar charts, pie charts, histograms with equal class intervals, scatter graphs, population pyramids, choropleth. • Plot information on graphs when axes and scales are provided. 		
Assessments	<p>PPEs containing:</p> <ul style="list-style-type: none"> • Paper1 – Hazards and Coast • Paper 2 – Urban issues and Resource management • Paper 3 – Fieldwork and Issue evaluation 	End of Unit Assessment	PPES containing full Paper 1, 2, and 3		

Other Links (e.g. SMSC, FBV, Greener Curriculum)	Topics change each year	(GC) Increased flood risk	(FBV)Corruption of governments (FBV)Tolerance of others and indivial liberty through migration (SMSC)Cultural connections with LICs (SMSC) assessing the positives and negative of TNCs		
--	-------------------------	---------------------------	--	--	--