

Inspire, Challenge, Enrich

SUBJECT/YEAR - Curriculum maps

The Geography department aims to develop inquisitive students who appreciate the wonderful diverse nature of the planet. We want them to make sense of the world at a local and national level but appreciate places in the wider world. To become empathetic global citizens who understand their responsibility towards the rest of humanity and the planet. They can critically evaluate how people can affect the world and how the world can affect humans

Year 11	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	The challenge of Resource Management. Development – Measures, impacts and consequences	The challenges of Natural Hazards Urban Issues and Challenges	Revision Week Fieldwork Review Physical Landscapes - Rivers	River Management Strategies Changing Economic World -Nigeria and the UK	Living World - Hot Environments Coastal Landscapes in the UK	
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Chloropleth maps, line graphs, describing trends and distributions, pie chart percentage increase, evaluation and synthesis	Venn Diagram, Global Distribution patterns, dispersion graphs, satellite photos. Empathy, synthesis of information, evaluation skills, decision making using range of evidence	Use of OS maps to identify key fluvial features. Hydrographs Empathy and synthesis Assessment of opinions Revision and recall strategies	Interpreting oS maps, relief maps, photographs. Empathy, synthesis of information, evaluation skills, decision making using range of evidence	Reading satellite photographs, empathy, synthesis of information, evaluation skills, decision making using range of evidence	
Key Vocabulary (School Improvement Priority)	Agribusiness, carbon footprint, food miles, food security, famine, irrigation, food deficit undernutrition, overgrazing, social unrest, biotechnology, aeroponics, hydroponics, green revolution, appropriate technology., aquaculture HIC, LIC,NEE, DTM, Pyramids, correlation, infant morality, birth rate, death rate, colonialism, microfinance, foreign exchange	Plate margins, core, linear, belts, destructive, constructive, collision, fold mountains, seismic gap, hazard perception, hot spots, primary effects, secondary, GDP, immediate response, geothermal, prediction, production, global atmospheric circulation, eye, inner bands, Saffir Simpson, intensity. Shanty towns, deprivation, sanitation, greenfield, urban greening, urban sprawl, regeneration	Water cycle, hydrograph, lag time, precipitation, drainage basin, engineering, levees, diversionary channel	Hard engineering,soft engineering, levees, diversionary channel,Flood Plain Zoning afforestation, River restoration Colonialism, manufacturing, quality of life, literacy, cumulative causation, Delta De industrialisation, post industrial economy, transport, infrastructure, commonwealth	High air pressure, anti cyclone, Ferrell cell, drought, desertification, overgrazing, over population, contour ploughing, afforestation, mineral extraction Discordant, fetch, wavelength, constructive, destructive, trough, headlands, bays, spits, longshore drift, hard engineering, soft engineering , managed retreat	
Extended Writing / Disciplinary Reading (School Improvement Priority)	Large Scale Agricultural Development – IBIS report	Urban Regeneration – The Olympic Park Housing	Jubilee River Scheme Reading and essay	Shell oil and Pango TNC essay	Lyme Regis Management Scheme Essay Lyme Regis article	
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Large Scale Agricultural Development – IBIS report Resources End of Unit Test	Urban Regeneration 9 Marker Urban Issues Exampro unit test	Mock Exam Paper	Knowledge and Retrieval Big Quiz ExamPro Review Assessment	Lyme Regis Management Scheme Exam Pro Review Assessment	