

### Geography Curriculum: Year 11

Year 11		HT1	HT2	HT3	HT4	HT5	HT6
subject	<b>Topic</b>	Physical Landscapes of the UK	Urban Issues and Challenges		Issue Evaluation and Revision		
	<b>Why this and why now?</b>	This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the geomorphological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere	This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments		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 sections of the subject content but may extend beyond it through the use of resources in relation to specific unseen contexts. Students develop knowledge and understanding of physical geography themes in unit 3.1 and human geography themes in unit 3.2. 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. 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 examination 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		
	<b>What is the essential knowledge that needs to be remembered?</b>	<ul style="list-style-type: none"> <li>The UK has a range of diverse landscapes</li> <li>The coast is shaped by a number of physical processes</li> <li>Distinctive coastal landforms are the result of rock type, structure and physical processes</li> <li>Different management strategies can be used to protect</li> </ul>	<ul style="list-style-type: none"> <li>A growing percentage of the world's population lives in urban areas</li> <li>Urban growth creates opportunities and challenges for cities in LICs and NEEs (Lagos, Nigeria)</li> <li>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges (Manchester, UK)</li> <li>Urban sustainability requires management of resources and transport</li> </ul>		Students will develop a critical perspective on the issue(s) studied, consider the points of view of stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives		

		<p>coastlines from the effects of physical processes</p> <ul style="list-style-type: none"> <li>• The shape of river valleys changes as rivers flow downstream</li> <li>• Distinctive fluvial landforms result in different physical processes</li> <li>• Different management strategies can be used to protect river landscapes from the effects of flooding</li> </ul>		
	<p><b>What is the assessment intent and how will you assess?</b></p>	<p>The exams will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> <li>• A01: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</li> <li>• A02: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes (25%).</li> <li>• A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%,</li> </ul>	<p>The exams will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> <li>• A01: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</li> <li>• A02: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</li> <li>• A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</li> <li>• A04: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s))</li> </ul>	<p>Assessment will consist of a series of questions related to a contemporary geographical issue(s), leading to a more extended piece of writing which will involve an evaluative judgement. Students will apply knowledge and understanding to interpret, analyse and evaluate the information and issue(s) in the pre-release resources booklet and the question paper. They will also use geographical skills to set the issue(s) in context and to examine conflicting viewpoints about the issue(s). Students will develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives. The exam will also require students to consider physical and human interrelationships and to make reasoned justifications for proposed solutions in terms of their likely impact on both people and the physical environment</p>

		including 10% applied to fieldwork context(s)). • A04: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s))		
<b>What does the end point look like?</b>	Students will have developed their knowledge with a focus on GCSE exam technique. Students will be able to apply knowledge of coastal and river processes, landforms and management to GCSE exam questions to show their understanding	Students will have developed their knowledge with a focus on GCSE exam technique. Students will be able to apply knowledge of urban environments and the challenges they face to GCSE exam questions to show their understanding. Students will be able to identify these challenges with a focus on two areas; a HIC and LIC/NEE urban area	Students will be developing their revision techniques to prepare for their final exams. Issue evaluation resources will be analysed to complete this section of Paper 3	
<b>How does it cover the NC?</b>	<ul style="list-style-type: none"> <li>• A01: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</li> <li>• A02: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</li> </ul>	<ul style="list-style-type: none"> <li>• A01: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</li> <li>• A02: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</li> <li>• A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</li> <li>• A04: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s))</li> </ul>	<ul style="list-style-type: none"> <li>• A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</li> <li>• A04: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s))</li> </ul>	

		<ul style="list-style-type: none"> <li>• A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</li> <li>• A04: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s))</li> </ul>		
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As of Sept 2022

Year 11		HT1	HT2	HT3	HT4	HT5	HT6
subject	<b>Topic</b>	Challenge of Natural Hazards		Changing Economic World / Resource Management Recap		Issue Evaluation and Revision	
	<b>Why this and why now?</b>	This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere		This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments		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 sections of the subject content but may extend beyond it through the use of resources in relation to specific unseen contexts. Students develop knowledge and understanding of physical geography themes in unit 3.1 and human geography themes in unit 3.2. 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. 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 examination 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	
	<b>What is the essential knowledge that needs to be remembered?</b>	<ul style="list-style-type: none"> <li>Natural hazards pose major risks to people and property</li> <li>Earthquakes and volcanic eruptions are the result of physical processes</li> <li>The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth (Haiti and New Zealand)</li> </ul>		<ul style="list-style-type: none"> <li>There are global variations in economic development and quality of life</li> <li>Various strategies exist for reducing the global development gap</li> <li>Some LICs and NEEs are experiencing rapid economic development which leads to significant</li> </ul>		Students will develop a critical perspective on the issue(s) studied, consider the points of view of stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives	

	<ul style="list-style-type: none"> <li>• Management can reduce the effects of a tectonic hazard</li> <li>• Global atmospheric circulation helps to determine patterns of weather and climate</li> <li>• Tropical storms develop as a result of particular physical conditions</li> <li>• Tropical storms have significant effects on people and the environment (Typhoon Haiyan)</li> <li>• The UK is affected by a number of weather hazards (Beast from the East)</li> <li>• Extreme weather events in the UK have impacts on human activity</li> <li>• Climate change is the result of natural and human factors, and has a range of effects</li> <li>• Managing climate change involves both mitigating and adaptation</li> </ul>	<p>social, environmental and cultural change (Nigeria)</p> <ul style="list-style-type: none"> <li>• Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth</li> </ul>	
<b>What is the assessment intent and how will you assess?</b>	<p>The exams will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> <li>• A01: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</li> <li>• A02: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</li> <li>• A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</li> <li>• A04: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s))</li> </ul>	<p>The exams will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> <li>• A01: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</li> <li>• A02: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</li> <li>• A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</li> <li>• A04: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s))</li> </ul>	<p>Assessment will consist of a series of questions related to a contemporary geographical issue(s), leading to a more extended piece of writing which will involve an evaluative judgement. Students will apply knowledge and understanding to interpret, analyse and evaluate the information and issue(s) in the pre-release resources booklet and the question paper. They will also use geographical skills to set the issue(s) in context and to examine conflicting viewpoints about the issue(s). Students will develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives. The exam will also require students to consider physical and human interrelationships and to make reasoned justifications for proposed solutions in terms of their likely impact on both people and the physical environment</p>
<b>What does the end point look like?</b>	<p>Students will have developed their knowledge with a focus on GCSE exam technique. Students will be able to apply knowledge of tectonic and weather processes, hazards and management to GCSE exam questions to show their understanding</p>	<p>Students will have developed their knowledge with a focus on GCSE exam technique. Students will be able to apply knowledge of economic geography and development to GCSE exam questions to show their understanding</p>	<p>Students will be developing their revision techniques to prepare for their final exams. Issue evaluation resources will be analysed to complete this section of Paper 3</p>
<b>How does it cover the NC?</b>	<ul style="list-style-type: none"> <li>• A01: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</li> </ul>	<ul style="list-style-type: none"> <li>• A01: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</li> </ul>	<ul style="list-style-type: none"> <li>• A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements</li> </ul>

	<ul style="list-style-type: none"> <li>• A02: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</li> <li>• A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</li> <li>• A04: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s))</li> </ul>	<ul style="list-style-type: none"> <li>• A02: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</li> <li>• A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</li> <li>• A04: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s))</li> </ul>	<p>(35%, including 10% applied to fieldwork context(s)).</p> <ul style="list-style-type: none"> <li>• A04: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s))</li> </ul>
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