

Curriculum Overview – Year 11 Geography

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
Weather Hazards	<ul style="list-style-type: none"> • Hadley Pressure cell and how this leads to wet weather near equator (low pressure) dry weather at 30 degrees (high pressure) and surface winds between high pressure and low-pressure areas. • What a tropical storm is, where they happen, the conditions needed and how they form. • How climate change may affect storms in the future e.g. greater occurrence of larger storms. • Primary and secondary effects of storms and short term and long-term responses to them. • Typhoon Haiyan as an example of a tropical storm in a low income country above points including case study detail. 	<ul style="list-style-type: none"> • Describing the distribution of tropical storms in reference to a map. • Explaining the formation of tropical storms with reference to a diagram. • Examine the connection between rainfall and temperature by interpreting line graphs 	<ul style="list-style-type: none"> • In-class timed 9-mark question • Key words low stakes quiz • End of topic assessment 	<ul style="list-style-type: none"> • Learning key terms • Educake tasks • GCSE exam questions • Reading articles and the news 	<p>Empathy and compassion: For the victims of those effected by tropical storms such as Typhoon Haiyan</p> <p>Leading others in pursuit of justice: Learning how others have responded on a local and global scale to weather hazards</p> <ul style="list-style-type: none"> ○ Dignity of God’s people ○ Solidarity ○ Personal ○ Moral ○ Social ○ Science ○ Maths ○ Art ○ Meteorologist ○ Emergency service worker 	<p>KS3 links Builds on the knowledge of weather and climate from year 8</p> <p>KS4 links Lots of links to the tropical rainforests and hot deserts module when discussing the climate</p> <p>KS5 links Links to international aid and global responses to disasters</p>

	<ul style="list-style-type: none">• How effects of storms can be managed using prediction, planning and protection.• Main types of weather hazard in UK: Flooding, Cold, Drought and Storms. Examples of these extreme weather hazards, including locations and effects.• Responses to these extreme weather hazards including top down and bottom up.• Cumbria flooding 2015 is the example of extreme weather in the UK: causes, social, environmental and economic impacts and how it was managed. <p>Key terms Coriolis effect High/low pressure Tropical storm Primary/secondary effect Long term/immediate response Global atmospheric circulation Hadley/Ferrel/Polar cells Tropics of Cancer & Capricorn</p>				<ul style="list-style-type: none">○ NGO○ International politics	
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Autumn Term 2

<p>Urban Growth in Nigeria</p>	<ul style="list-style-type: none"> • Lagos – where it is and why it is an important city e.g. range of companies and activities that take place there / transport hub etc. • Why has the population of Lagos increased so much (note similarity to general push and pull reasons but should be a little more specific to Lagos) • What opportunities and good points has the urban growth in Lagos created e.g. better services for more people / jobs etc. • The nature of the challenges caused by the urban growth in Lagos – informal settlements / poor services (water / electricity) / crime rates / environmental problems. • How is urban planning being used to try and improve the situation in Lagos – example of transport improvements in Lagos e.g. BRT, LRMT. <p>Key terms: Informal settlement Urbanisation Urban planning TNC Informal economy</p>	<ul style="list-style-type: none"> • To describe the location of Nigeria and Lagos on a map, in addition to the population growth and urban expansion using a map and line graph. • Case study – Makoko. To analyse the problems and benefits of squatter settlements • To describe the problem of traffic congestion using detail obtained from bar graphs. 	<ul style="list-style-type: none"> • Homework research project on Lagos • End of topic assessment 	<ul style="list-style-type: none"> • Research tasks on Lagos • Educake tasks • GCSE exam questions • Reading articles and the news 	<p>United in harmony: To see how informal settlements function independently of official governance through the cooperation of people</p> <p>Empathy and compassion: Of those living in informal settlement</p> <ul style="list-style-type: none"> ○ Care for creation ○ Dignity of God’s people ○ Solidarity ○ Personal ○ Social ○ Moral ○ History ○ English ○ Maths ○ Town planning ○ Policy advisor ○ Education ○ Transport planner ○ NGO and Charity work 	<p>KS3 links</p> <p>Builds on the year 7 urban settlements topic, which has Makoko as a case study</p> <p>KS4 links</p> <p>Nigeria is also used as a case study in the economic development module</p> <p>KS5 links</p> <p>Links to migration – the reasons for it and the impact on countries</p>
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	<p>Pollution</p> <p>Transport hub</p> <p>Rural to urban migration</p>					
<p>Global patterns of urban change and sustainable development of urban areas.</p>	<ul style="list-style-type: none"> Urban change around the world – increasing proportions of people living in urban areas. Urban growth faster in LICs (HICs already very urban). Reasons for increased urbanisation – push factors including difficult lives in the countryside with few prospects and pull factors of cities – jobs, education etc. Natural increase is higher in cities as many people who move there for jobs are also most likely age to have children. Megacities – over 10 million people – reasons why there are more of them than before and what continents have the most. 	<ul style="list-style-type: none"> To describe the distribution of the world’s megacities using a world map, as well as population change and predicted population change on the Earth’s continents with the use of a line graph. To describe the growth of different megacities in relation to time using a bar chart. 	<p>Short topic so content will be included on the previous module’s end of topic assessment</p>	<p>GCSE exam questions</p>	<ul style="list-style-type: none"> Dignity of God’s people Solidarity Personal Social Moral History English Maths Town planning Policy advisor Transport planner Journalism 	<p>KS3 links</p> <p>Builds on the year 7 urban settlements topic</p> <p>KS4 links</p> <p>Links to urban growth which is studied using Nigeria and UK as case studies</p> <p>KS5 links</p> <p>Links to global governance and international politics</p>

<p>Economic change in the UK</p>	<ul style="list-style-type: none"> • The UK: How the proportion of sectors have changed e.g. more tertiary and quaternary and drop in manufacturing. The impacts of globalisation and how this has led to deindustrialisation. • The problems of deindustrialisation such as loss of jobs in Northern Cities and how the Government is responding to this e.g. investment in transport • Examples of the post industrial economy such as hi-tech industry along the M4 corridor and Cambridge science park. • How rural areas are changing and the impacts of population growth in places like the Lake District compared with impacts of decline such as Capel Dewi in Wales. • The North South divide – what the differences are and what is being done to try to reduce the differences. • The plans to improve infrastructure such as High Speed 2, New Thames estuary port and expanding Heathrow airport. Information about the different schemes and 	<ul style="list-style-type: none"> • To explain a line graph which shows the changes in industry structure in the UK. • Explanation of UK maps to show how proximity of cities and road links have influenced the economy. • Case study – tech industry in Cambridge and its advantages and disadvantages. • Use of UK maps, data sets on employment and average earnings and specific areas and locations to describe the North-South divide. 	<ul style="list-style-type: none"> • 9 mark question in class • End of topic assessment 	<ul style="list-style-type: none"> • Learning key terms • Research tasks focusing on the EU and immigration • Educake tasks • GCSE exam questions 	<p>Dignity of the human person When considering the divides we have in our country and what can be done to benefit everyone</p> <p>Joyful: When learning about the country we call home</p> <ul style="list-style-type: none"> ○ Dignity of God's people ○ Solidarity ○ Personal ○ Social ○ Moral ○ Cultural ○ History ○ English ○ Town planning ○ Surveyor ○ Transport planning ○ Policy ○ Government 	<p>KS3 links</p> <p>Builds on the knowledge from the urban settlements module in year 7</p> <p>KS4 links</p> <p>Allows comparison between economic issues in Nigeria</p> <p>Links to the urban challenges in the UK module</p> <p>KS5 links</p> <p>The UK is often considered when discussing global economic issues</p>
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	<p>some of the arguments surrounding them.</p> <ul style="list-style-type: none"> • The car industry and how it is changing to be more sustainable. • The UK's place in the world – Our role in the commonwealth and EU – who we trade with, migration patterns and how the internet has impacted these relationships. 					
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Spring Term 2

Hot Deserts	<ul style="list-style-type: none"> • Climate in the desert and the reasons for it. The landscape, flora, fauna and location of deserts in the world. • Western desert USA – Opportunities for development such as mineral extraction, agriculture and tourism as well as challenges such as water supply, isolation and extreme temperatures. • Water supply problems with a focus on The Colorado River which supplies multiple major US cities with water. • Outlining desertification – What is it, what causes it and how can it be managed. 	<ul style="list-style-type: none"> • Describe the distribution of deserts in relation to latitude using a map. Also, describe the average monthly temperature, rainfall and temperature over a typical day of hot deserts. • Case Study – Western Desert, USA. Ability to analyse the challenges and opportunities associated with 	<ul style="list-style-type: none"> • Homework assessment • End of topic assessment 	<ul style="list-style-type: none"> • Learning key terms • Educake tasks • GCSE exam questions • Reading articles and the news 	<p>Listening and attentive: to the wonders of the world and learning about places links with other cultures and the cultures of some students in our school</p> <p>Compassionate: when learning about those who live in informal settlements</p> <p>Joyful: when learning about the sustainable nature of urban planning and considering how we can adapt in the future</p> <p>○ Community and participation</p>	<p>KS3 links Builds on deserts topic from year 8</p> <p>KS4 links Related to the tropical rainforests module – they are contrasting ecosystems</p> <p>KS5 links Links to climate change in relation to desertification</p>
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	<p>Examples from the Sahel, Africa.</p> <p>Key terms Precipitation Desertification Dam Carrying capacity Tourism Sahel Adaptation Agriculture Renewable energy</p>	<p>life in this region.</p> <ul style="list-style-type: none"> Explain where desertification may take place in the future and why, with reference to a map and rainfall graph. 			<ul style="list-style-type: none"> Care for creation Personal Social Moral Cultural English Maths History Science Biologist Environmentalist Water management Resource extraction Renewable energy Farm management Tourism Industry 	
Summer Term 1						
<p>Issue evaluation booklet</p> <p>&</p> <p>Skills & Revision</p>	<ul style="list-style-type: none"> AQA pre-release issue evaluation booklet released in March. This is a different topic each year selected by the exam board. Time in class and at home will be spent reading and analysing the pre-release and answering questions on it. Recapping skills learnt in year 10 in preparation for paper 3 	<ul style="list-style-type: none"> Practise OS map skills. Basic statistical analysis Numeracy skills Read difficult graphs and diagrams Analyse images Cross analyse sources 	<ul style="list-style-type: none"> Pre-release homework project Paper 3 in class mock exam 	<ul style="list-style-type: none"> Pre-release project Educake tasks GCSE exam questions 		<p>KS3 links</p> <p>Recapping of a variety of topics originally covered in KS3</p> <p>KS4 links</p> <p>Revision of past material</p>

	<p>with a focus on Field work seen and unseen.</p> <ul style="list-style-type: none">• Revising past modules using a variety of techniques.	<ul style="list-style-type: none">• Fieldwork reflections and exam questions.• Practicing Past Papers				<p>KS5 links</p> <p>Numerous GCSE topics are covered again at A level</p>
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Summer Term 2

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