



Curriculum Map: Year 11 teacher 1 Subject Geography

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
Urban fieldwork	The experience of fieldwork helps students to develop new geographical insights into the two contrasting environments required for this qualification and to apply their geographical knowledge, understanding and skills to these environments. This fieldwork revisits changing cities by looking at Manchester.	<ol style="list-style-type: none"> 1. Formulating Enquiry questions Students must have an opportunity to develop understanding of the kinds of questions that can be investigated through fieldwork in river environments. Students must have an opportunity to develop a question(s) based on their location and the task. 2. Fieldwork methods Fieldwork data collection must include at least: <ul style="list-style-type: none"> ● one quantitative fieldwork method to measure river discharge ● one qualitative fieldwork method to record landforms that make up the river landscape. Human interaction: students must develop their understanding of the implications of river processes for people living in the catchment area. 3. Secondary data sources <ul style="list-style-type: none"> ● A flood risk map e.g. Environment Agency flood risk map. ● One other secondary source 	Exam practice is carried out every 2 – 3 weeks, plus there is a mid and end of unit test.
Energy and Resource management	This covers an overview of the global and UK distribution of food, energy and water and one detailed study of either energy resource management at different scales.	<ul style="list-style-type: none"> ● Information gathering ● Map interpretation ● Infographic interpretation ● Assess ● Pie chart analysis ● IT skills ● Listening skills 	Exam practice is carried out every 2 – 3 weeks, plus there is a mid and end of unit test.

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		<ul style="list-style-type: none"> • Memory • Assess • Literacy • Exam skills • Graphs 	
<p>UK challenges</p>	<ul style="list-style-type: none"> • This is an interleaved unit, Students are required to draw across their knowledge and understanding of the UK, from the physical and human geography drawn from Components 1 and 2, in order to investigate a contemporary challenge for the UK. Students are required to have a geographical overview of the four UK challenges in Topic 8 from which the assessment context will be drawn. • This unit is a recap of previously thematically taught content. 	<p>Atlas and map skills:</p> <ul style="list-style-type: none"> • recognise and describe distributions and patterns of both human and physical features at a range of scales using a variety of maps and atlases • draw, label, annotate, understand and interpret sketch maps • recognise and describe patterns of vegetation, land use and communications infrastructure, as well as other patterns of human and physical landscapes • describe and identify the site, situation and shape of settlements <p>Graphical skills:</p> <ul style="list-style-type: none"> • label, annotate and interpret different diagrams, maps, graphs, sketches and photographs • use and interpret aerial, oblique, ground and satellite photographs from a range of different landscapes • use maps in association with photographs and sketches and understand links to directions <p>Data and information research skills:</p> <ul style="list-style-type: none"> • use online census sources to obtain population and local geo-demographic information <p>Investigative skills:</p> <ul style="list-style-type: none"> • identify questions or issues for investigation, develop a hypothesis and/or key questions • consider appropriate sampling procedures (systematic vs random vs stratified) and sample 	<p>In this unit students assess current understanding and teachers ascertain which areas we must recap in our bespoke revision lessons.</p>

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		<p>size</p> <ul style="list-style-type: none">● consider health and safety and undertake risk assessment● select data collection methods and equipment to ensure accuracy and reliability, develop recording sheets for measurements and observation● use of ICT to manage, collate, process and present information, use of hand-drawn graphical skills to present information in a suitable way● write descriptively, analytically and critically about findings● develop extended written arguments, drawing well evidenced and informed conclusions about geographical questions and issues.	
Revision	A programme in class revision programme based on identified needs of students in each class		