Year 11: Curriculum Intent

The geography department aims to provide year 11 students with a challenging and diverse curriculum that not only meets the needs of the AQA GCSE curriculum, but also develops a wide range of skills to assist further studies at A-level as well as employability. Year 11 start the year studying the paper 2, Human Geography, topic of 'The Changing Economic World' by considering global inequalities in wealth, health, and education. Procedural knowledge of how judgements are made regarding LIC / NEE / HIC are made with emphasis on the importance of composite measures to reflect the complexity of human development. The rapid economic growth of India forms a case study of development where students reflect on issues of inequality, corruption as well as environmental conservation. This allows for recall of challenges and opportunities in Mumbai, our case study of rapid urban growth studied during year 10. Finally, students evaluate the changes to the economy of the U.K with a reflection on the rapidly changing jobs market they will soon be entering and the influence technology such as AI could be having on this. At a point where students are starting to consider their college choices and possible careers this aids engagement in the subject content. The aim of keeping the curriculum relevant to students continues with the study of 'The Challenge of Resource Management'. Many students can recall discussions at home around energy bills, weekly shopping costs and hosepipe bans in the summer. With this prior knowledge, students are guided through the challenges facing the U.K in terms of reliable supplies of essential resources. Should our food supply become more self-sufficient? How well is the U.K doing in its shift to renewable sources of energy? What are the economic and environmental issues around reliable energy supplies? Will we continue to have clean, reliable supplies of water in the future? This unit then takes a global perspective analysing issues around food security considering the factors influencing food supply, impacts of food insecurity and sustainability of methods to increase food security. A decision-making exercise on the sustainability of large-scale V's small-scale strategies to increase food supply is left until late on in year 11 due to the volume of synoptic links made possible through this aspect of the course. Year 11 concludes with analysis of fieldwork data collected at the end of year 10. This not only prepares students for paper 3, Geographical Applications, but also revision of prior learning on urban areas and changing river characteristics. Revision for these papers is further incorporated through preparation for the 'Issue Evaluation' released by AQA, 12 weeks before the start of the exam window. Emphasis here is on application of prior knowledge as well as source evidence to make a sustainable decision. This helps the students to recall a wide range of knowledge and skills through practical application in time for their summer exams.

Year 11 Essential Knowledge Summary

Schemata 1: The development gap

Composite knowledge: Pupils will gain an understanding of global variations in economic development and quality of life. A variety of strategies are analysed for reducing the global development gap.

Component knowledge:

Foundational knowledge

Declarative knowledge:

- Classifying parts of the world according to levels of economic development and quality of life.
- Social and economic measures of development.
- Demographic transition.
- Physical, economic and historical causes of uneven development.
- Consequences of uneven development.
- Strategies to reduce the development gap
- Tourism in Kenya

Procedural knowledge:

- Analysis of maps to describe pattern of global development.
- Limitations of economic and social measures of development. Advantages to composite measures of development.
- Limitations of the demographic transition model.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:

- The link between demographic transition and economic development.
- Evaluation of strategies to reduce the development gap.
- Influence of tourism in Kenya on traditional Maasai culture.

Schemata 2: Case studies of economic change-India and The U.K

Composite knowledge: Students will gain an understanding of how economic growth varies between India and the U.K. The social, economic and environmental impacts of economic growth are analysed for both countries with the concept of globalisation emphasised throughout.

Component knowledge:

Foundational knowledge

Declarative knowledge:

- Causes of economic change.
- Economic impacts of economic change and the multiplier effect.
- Social impacts of economic change and quality of life.
- Environmental impacts of economic change.
- Variations in economic change between urban and rural areas.
- Inequalities in economic change.
- Global context to economic change.

Procedural knowledge:

- Analysis of historical economic and social indicators of development.
- Analysis of stakeholder viewpoints on economic change.
- Principles of sustainability considered when analysing economic change.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:

- Links between the national context of economic change in India and service provision for the urban poor in Mumbai.
- Links between the national context of economic change in the U.K and the regeneration of Salford Quays.
- The links between the history of economic change in the U.K and the current economic situation in India.

Schemata 3: The challenge of resource management

Composite knowledge: Students will gain an understanding of how quality of life is impacted by the supply of food, water and energy. This is studied on a national and global scale with an in-depth study of how the demand for food resources is rising globally. Insecurities in this supply often leads to conflict.

Component knowledge:

Foundational knowledge

Declarative knowledge:

- The significance of food, water and energy to economic and social wellbeing.
- Global inequalities in the supply and consumption of resources.
- The changing demand for food, water and energy in the U.K.
- Future supply of food, water and energy in the U.K.
- Global patterns of calorie intake and food supply.
- Factors influencing the supply of and demand for food globally.
- Impacts of food insecurity.
- Strategies to increase global food supply.

Procedural knowledge:

- Analysis of maps at various scales to describe pattern of supply and demand for key resources.
- Application of sustainability concepts to strategies to improve future resource provision.
- Understanding wide ranging stakeholder views on the issues of resource provision.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:

- How inequalities in resource provision can lead to conflict.
- How resolving inequalities in food supply relies on appropriate technology in LICs and NEEs if this is to be sustainable.
- The importance of all stakeholders being involved in decisions around future resource provision.
- The link between global resource provision, economic development, quality of life and environmental issues such as climate change.

Schemata 4: Fieldwork

Composite knowledge: Students will gain an understanding of the approaches to geographical enquiries in contrasting environments. Students will apply knowledge and understanding to interpret, analyse and evaluate information gathered through primary data collection for the contrasting environments of Edale, to study chancing river characteristics and Salford Quays, to study urban regeneration. The skills acquired from primary data collection are then applied to unfamiliar contexts.

Schemata 5: Issue Evaluation

Composite knowledge: Students will have the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a specific issue(s) using secondary sources of evidence. The specific issue varies each year and is released by AQA twelve weeks prior to the formal examination. This revolves around a proposed development with students asked to evaluate and make an informed judgement.

Component knowledge:

Foundational knowledge

Declarative knowledge:

- Selecting suitable questions/ hypotheses.
- Sources of primary and secondary data collection.
- Identifying potential risks and how these can be reduced.
- Sampling methods for data collection.
- Methods of data presentation.
- Drawing conclusions
- Evaluation of geographical enquiries.

Procedural knowledge:

- Measuring and recording data using different sampling methods.
- Appreciation that a range of visual, graphical and cartographic methods are available for data presentation.
- Using appropriate statistical techniques to aid analysis.
- Identification of anomalies in fieldwork data.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:

- Establishing links between data sets.
- Identifying the limitations of data.
- Analysing the extent to which conclusions drawn are reliable.
- Making suggestions for improvements to geographical enquiries.

Component knowledge:

Foundational knowledge

Declarative knowledge:

- The location of the issue on a regional, national and global scale
- The physical geography underpinning the issue.
- The human geography underpinning the issue.
- The social, economic and environmental context.

Procedural knowledge:

- Analysis of Ordnance Survey (O.S) maps showing the location of the issue / proposal.
- Analysis of stakeholder views on the issue / proposal.
- Making informed decision based on a wide range of geographical evidence.
- Extended writing (PEDaL paragraphs)

Upper Hierarchical knowledge:

- Application of sustainability principles to make an informed judgement on the issue / proposal.
- Making synoptic links between aspects of physical and human geography.
- Making reasoned justifications for proposed solutions to the issue in terms of their likely impact on both people and the physical environment.

Year 11 Final Composite Knowledge End Point

- Understanding of global variations in economic development and quality of life.
- Strategies are analysed for reducing the global development gap.
- How economic growth varies between India and the U.K.
- The social, economic and environmental impacts of economic growth.
- How quality of life is impacted by the supply of food, water and energy.
- How the demand for food resources is rising globally. Insecurities in this supply often leads to conflict.
- Approaches to geographical enquiries in contrasting environments.
- Have the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a specific geographical issue using secondary sources of evidence.