

Curriculum Map - Year 11 - Geography

Please note that this is a live document and may be updated during the year

Autumn Term		Spring Term		Summer Term	
The urban world (Rio) River fieldwork Urban change in UK (Bristol)	Sustainable urban development Development gap	Nigeria (a NEE) Changing UK economy	Pre-release material Urban and Physical fieldwork Revision for exams	EXAMS	EXAMS
Key topics covered:	Key topics covered:	Key topics covered:	Key topics covered:	Key topics covered:	Key topics covered:
The urban world (Rio): -An increasingly urban world -Factors affecting urbanisation Rio -Social and economic opportunities / challenges -Managing slums River fieldwork (Chiswick): Investigating -How bedload size and roundness changes downstream. -Flood defences Urban change in UK (Bristol): -Where people live in the UK Bristol: -Social, economic and environmental challenges and opportunities.	Urban change in UK (Bristol): -Social Inequality -Regeneration Sustainable urban development: -Urban sustainability and traffic management Development gap: -Measuring development -Demographic Transition Model -Changing population structures -Uneven development causes - Wealth, - Health - Migration -Reducing the development gap - Fair Trade - Debt relief - Tourism	Nigeria (a NEE): -Exploring Nigeria -Nigeria in the wider world -Changing industrial structure -Impacts of TNCs -Impacts of international aid -Managing the environment -Quality of life Changing UK economy: -Changes in UK economy -Post-industrial economy -Science and business parks -Changing rural landscapes -Changing transport in UK -The north-south divide -UK in the wider world	Pre-release material out in -March (unseen topic) Rivers fieldwork preparation: -Investigating how pebble size and roundness changes along the long profile of the River Thames Human fieldwork Preparation:: -Investigating to what extent the regeneration of the Queen Elizabeth Olympic Park has resulted in social, economic and environmental improvements. Start final exam preparation	Final exam preparation	

During the year pupils will be taught to think 'geographically'. This requires students to develop an understanding of the physical world (including processes and change) , human environments (societies, communities and human processes as well as the **interdependence** (between the human and physical world). Students will also improve their knowledge of **places and spaces** at different **scales** (recognising similarities and differences across the world, developing knowledge of location, interconnectedness and spatial location). **Scale** (local, regional, national, international and global perspectives) **Geographical skills** include: **Cartographical skills** - OS maps, **Graphical skills** - graphs and charts representing data, **Numeracy skills** - demonstrating understanding number, areas and scales, **Statistical skills** - mean, mode, median and range. **Literacy** - Students should be able to communicate effectively and appropriately. **Quantitative and qualitative skills** - from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information. **Formulate enquiry** - write descriptively, analytically and critically in relation to an enquiry question

Why do students study this: Students now only have a little over 7 months before they sit their final GCSE Geography exam and completing the full curriculum on time is paramount having switched from a three year to a two year curriculum. Despite this, we still endeavour to make the curriculum as relevant as possible and know it will help students to make sense of our world. We hope they leave Lister with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives, regardless of whether or not they pursue Geography at A level or university.

Assessment Dates and revision topics can be found on the School Website