










Curriculum Content Map

Subject: Geography

Year group: 11

Unit title & description	TERM 1		TERM 2		Issue Evaluation / Fieldwork
	Ecosystems	Resource Management	Development	UK & Wider World	
Sequencing	Final unit complete on Paper 1. Linking closely to cycles in coasts / rivers.	Link between ecosystems and management of resources / water cycle	Third human unit, contains challenging concepts so students' approach this with strong human geo knowledge	Final human unit. Draws together content from all other human units to complete course on P2.	IE Released by exam board in March, Fieldwork taught as a discrete unit following trips to consolidate knowledge
Knowledge 	<p>An example of a small scale UK ecosystem to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling.</p> <p>The physical characteristics of a tropical rainforest.</p> <p>The physical characteristics of a hot desert.</p> <p>The interdependence of climate, water, soils, plants, animals and people.</p>	<p>The significance of food, water and energy to economic and social well-being.</p> <p>An overview of global inequalities in the supply and consumption of resources.</p> <p>Water:</p> <ul style="list-style-type: none"> the changing demand for water water quality and pollution management matching supply and demand – areas of deficit and surplus the need for transfer to maintain supplies 	<p>Different ways of classifying parts of the world according to their level of economic development and quality of life.</p> <p>Different economic and social measures of development:</p> <p>Limitations of economic and social measures.</p> <p>Link between stages of the Demographic Transition Model and the level of development.</p> <p>Causes of uneven development: physical, economic and historical.</p>	<p>Causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation and government policies</p> <p>Moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks</p> <p>The north–south divide</p> <p>The place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth.</p>	<p>Determined by the exam board (IE)</p> <p>The factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry.</p> <p>The geographical theory/concept underpinning the enquiry.</p> <p>Appropriate sources of primary and secondary evidence, including locations for fieldwork.</p> <p>The potential risks of both human and physical fieldwork and how these risks might be reduced.</p>
Retrieval Practice	Continual retrieval practice and use of MWB and short quizzes to assess knowledge	Continual retrieval practice and use of MWB and short quizzes to assess knowledge	Continual retrieval practice and use of MWB and short quizzes to assess knowledge	Continual retrieval practice and use of MWB and short quizzes to assess knowledge	Continual retrieval practice and use of MWB and short quizzes to assess knowledge
Sequencing Skills 	Map Skills and numeracy skills embedded throughout the curriculum. In particular, ensuring	Map Skills and numeracy skills embedded throughout the curriculum. In particular, ensuring	Map Skills and numeracy skills embedded throughout the curriculum. In particular, ensuring	Map Skills and numeracy skills embedded throughout the curriculum. In particular, ensuring	Map Skills and numeracy skills embedded throughout the curriculum. In particular, ensuring students are familiar with using figures

	students are familiar with using figures	students are familiar with using figures	students are familiar with using figures	ensuring students are familiar with using figures	
Literacy 	Reading in lesson and via 3 Part Homework. Students will be quizzed on the spelling of key words and terminology in the unit, which is also reflected in SPAG marks for longer questions on the course	Reading in lesson and via 3 Part Homework. Students will be quizzed on the spelling of key words and terminology in the unit, which is also reflected in SPAG marks for longer questions on the course	Reading in lesson and via 3 Part Homework. Students will be quizzed on the spelling of key words and terminology in the unit, which is also reflected in SPAG marks for longer questions on the course	Reading in lesson and via 3 Part Homework. Students will be quizzed on the spelling of key words and terminology in the unit, which is also reflected in SPAG marks for longer questions on the course	Reading in lesson and via 3 Part Homework. Students will be quizzed on the spelling of key words and terminology in the unit, which is also reflected in SPAG marks for longer questions on the course
Numeracy 	Numerical skills developed via grid references, map skills, statistical data and interpretation / analysis of geographical datasets	Numerical skills developed via grid references, map skills, statistical data and interpretation / analysis of geographical datasets	Numerical skills developed via grid references, map skills, statistical data and interpretation / analysis of geographical datasets	Numerical skills developed via grid references, map skills, statistical data and interpretation / analysis of geographical datasets	Numerical skills developed via grid references, map skills, statistical data and interpretation / analysis of geographical datasets
Enrichment learning 	Opportunities for students to develop an understanding of the world and to explore countries that they may be interested in visiting or working in over time.	Opportunities for students to develop an understanding of the world and to explore countries that they may be interested in visiting or working in over time.	Opportunities for students to develop an understanding of the world and to explore countries that they may be interested in visiting or working in over time.	Opportunities for students to develop an understanding of the world and to explore countries that they may be interested in visiting or working in over time.	Opportunities for students to develop an understanding of the world and to explore countries that they may be interested in visiting or working in over time.
British values and SMSC 	Students will learn about the different areas of the UK and the world which will increase their mutual respect for other cultures and nations	Students will learn about the different areas of the UK and the world which will increase their mutual respect for other cultures and nations	Students will learn about the different areas of the UK and the world which will increase their mutual respect for other cultures and nations	Students will learn about the different areas of the UK and the world which will increase their mutual respect for other cultures and nations	Students will learn about the different areas of the UK and the world which will increase their mutual respect for other cultures and nations
Character 	All students will develop resilience through the application of skills and repeated practice to achieve mastery over time	All students will develop resilience through the application of skills and repeated practice to achieve mastery over time	All students will develop resilience through the application of skills and repeated practice to achieve mastery over time	All students will develop resilience through the application of skills and repeated practice to achieve mastery over time	All students will develop resilience through the application of skills and repeated practice to achieve mastery over time
Careers 	Students will understand the rich diversity of the world and exciting opportunities to work and travel around the world	Students will understand the rich diversity of the world and exciting opportunities to work and travel around the world	Students will understand the rich diversity of the world and exciting opportunities to work and travel around the world	Students will understand the rich diversity of the world and exciting opportunities to work and travel around the world	Students will understand the rich diversity of the world and exciting opportunities to work and travel around the world
Assessment opportunities 	Students will regularly complete GCSE questions and use / apply models of excellence to evaluate progress	Students will regularly complete GCSE questions and use / apply models of excellence to evaluate progress	Students will regularly complete GCSE questions and use / apply models of excellence to evaluate progress	Students will regularly complete GCSE questions and use / apply models of excellence to evaluate progress	Students will regularly complete GCSE questions and use / apply models of excellence to evaluate progress

