

## Subject Curriculum Overview for Academic Year 2022/2023

Subject: Geography		Subject Leader: Abbie Wakefield	Year Group: 11	AUTUMN TERM
Topic	Key Learning Points	Key Vocabulary	Assessments	
<p><b>How Diverse is our planet?</b></p>	<ul style="list-style-type: none"> <li>- Understanding what a biome is</li> <li>- Know why biomes are located in particular regions of the world eg atmospheric circulation system</li> <li>- To understand how the earth regulates its air, soil and water</li> <li>- To understand why and to what extent we exploit natural resources found in these biomes</li> <li>- To apply underpinning population theory to development</li> <li>- To know what is a tropical rainforest like</li> </ul>	<ul style="list-style-type: none"> <li>- Biome</li> <li>- Biosphere</li> <li>- Ecosystem</li> <li>- Water cycle</li> <li>- Carbon Cycle</li> <li>- Carbon sink</li> <li>- Nutrients</li> <li>- Health</li> <li>- Exploitation</li> <li>- Deforestation</li> <li>- Climate change</li> </ul>	<p><b>Formal assessment:</b> 30 minute end of topic assessment including multiple choice questions, skills questions, short answer questions and an extended writing task.</p> <p><b>Informal assessment:</b></p> <ul style="list-style-type: none"> <li>• True/false quizzes</li> <li>• Homework</li> <li>• Review questions</li> <li>• Literacy tasks</li> </ul>	
<p><b>What threats do global forests face?</b></p>	<ul style="list-style-type: none"> <li>- To have an understanding about the threats to a rainforest</li> <li>- Know how we are conserving the rainforests</li> <li>- To describe the characteristics of a taiga forest</li> <li>- To have an understanding about the threats to the Taiga</li> <li>- Know how can are currently protecting the Taiga forests</li> </ul>	<ul style="list-style-type: none"> <li>- Taiga</li> <li>- Tropical</li> <li>- Emergent</li> <li>- Canopy</li> <li>- Under canopy</li> <li>- Deforestation</li> <li>- Biodiversity</li> <li>- Exploitation</li> <li>- Mining</li> <li>- Stakeholders</li> <li>- Players</li> </ul>		

## Subject Curriculum Overview for Academic Year 2022/2023

- Subject: Geography		- Subject Leader: Abbie Wakefield		Year Group:11	SPRING TERM
Topic	Key Learning Points		Key Vocabulary		Assessments
<b>What threats do global forests face?</b>	<ul style="list-style-type: none"> <li>- To know what is a tropical rainforest like.</li> <li>- To have an understanding about the threats to a rainforest.</li> <li>- Know how we are conserving the rainforests.</li> <li>- To describe the characteristics of a taiga forest</li> <li>- To have an understanding about the threats to the Taiga</li> <li>- Know how can are currently protecting the Taiga forests.</li> </ul>		<ul style="list-style-type: none"> <li>- Taiga</li> <li>- Tropical</li> <li>- Emergent</li> <li>- Canopy</li> <li>- Under canopy</li> <li>- Deforestation</li> <li>- Biodiversity</li> <li>- Exploitation</li> <li>- Mining</li> <li>- Stakeholders</li> <li>- Players</li> </ul>		<p><b>Formal assessment:</b> 30 minute end of topic assessment with 50% based on prior knowledge – including multiple choice questions, skills questions, short answer questions and an extended writing task.</p> <p><b>Informal assessment:</b></p> <ul style="list-style-type: none"> <li>• True/false quizzes</li> <li>• Homework</li> <li>• Review questions</li> <li>• Literacy tasks</li> </ul>
<b>Consuming energy resources</b>	<ul style="list-style-type: none"> <li>- Energy resources can be classified in different ways and their extraction and use has environmental consequences</li> <li>- Access to energy resources is not evenly distributed which has implications for people</li> <li>- The global demand for oil is increasing, but supplies are unevenly available.</li> <li>- The world’s continuing reliance of fossil fuels increases pressure to exploit new areas</li> <li>- Reducing reliance on fossil fuels presents major technical challenges</li> <li>- Attitudes to energy and environmental issues are changing</li> </ul>		<ul style="list-style-type: none"> <li>- Energy</li> <li>- Renewable</li> <li>- Non-renewable</li> <li>- Fossil Fuels</li> <li>- Green house gas</li> <li>- Greenhouse effect</li> <li>- Climate change</li> <li>- Solar</li> <li>- Hydroelectric</li> <li>- Wind</li> <li>- Tidal</li> <li>- Energy Mix</li> <li>- Sustainability</li> </ul>		

## Subject Curriculum Overview for Academic Year 2022/2023

**Revision:  
Skills based  
around all 3  
papers**

- Comparing climate graphs
- Use of world maps to show the location e.g. global biomes
- Use and interpretation of line graphs, triangular pyramids, bar charts etc.
- Use and interpretation of world maps showing the distribution e.g. energy resources
- Interpret data from graphs to show trends over time
- Calculation of carbon and ecological footprints
- Complete Statistical tests.

## Subject Curriculum Overview for Academic Year 2022/2023

Subject: Geography		Subject Leader: Abbie Wakefield	Year Group: 11	SUMMER TERM
Topic	Key Learning Points	Key Vocabulary	Assessments	
<b>Revision : Global Geographical Issues</b>	<ul style="list-style-type: none"> <li>- Topic 1: Hazardous Earth</li> <li>- An understanding of the global circulation of the atmosphere and changing climate</li> <li>- To know how plate tectonic has consequences for the people and environment</li> <li>- An understand on the two contrasting case studies : Japan and Haiti</li>   <li>- Topic 2: Development dynamics / Urbanising world</li> <li>- An understanding of the scale of global inequality</li> <li>- To know how India emerging country is developing and the consequences for people, environment and the country's relationship with the wider world</li> </ul>	<ul style="list-style-type: none"> <li>- Plate tectonics</li> <li>- Hazard</li> <li>- Response</li> <li>- Impact</li> <li>- HIC</li> <li>- LIC</li>   <li>- Urban</li> <li>- Rural</li> <li>- Development</li> <li>- Impacts</li> <li>- Degradation</li> </ul>		
<b>How parents can support learning in the subject this academic year</b>				
<p>There are a variety of way parents can support the learning of the Geography curriculum. One of the most effective ways to embed learning is through wider reading and repetition. We encourage you to watch the news or read an article with your child to enhance the understanding of the world around us! These topical pieces of information will allow students to apply theoretical knowledge gained in class to the real world.</p> <p>Alternatively, if it is the core knowledge you are concerned about, we as a school provide KS4 revision guides and work books, the consistent use of these across the 2 years will work to help students remember more. For those who prefer the use of technology there are also multiple apps available to Geography students on the Edexcel B curriculum; Seneca learning, GCSE pod or BBC bite size website.</p>				
<b>Recommended Reading</b>				
<p>KS4/5 recommended reading:</p> <ul style="list-style-type: none"> <li>- Prisoners of Geography</li> <li>- Factfulness</li> <li>- There is no Planet B</li> <li>- Under the Weather</li> <li>- No. More. Plastic.</li> <li>- Adventure: Anthropocene</li> </ul>				
<b>Points to note</b>				