



**CURRICULUM MAP (Long term plan)**

SUBJECT : \_\_\_\_\_ Geography \_\_\_\_\_

YEAR GROUP \_\_\_\_\_ 11 \_\_\_\_\_

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<p><b>Substantive knowledge –</b> Essential knowledge &amp; conceptual understanding of the National Curriculum</p> <p><b>AO1-</b> Knowledge recall</p> <p><b>AO2-</b> Understanding concepts</p>	<p><b><u>Consuming energy resources</u></b></p> <p><b>Part 1: Consuming energy resources</b></p> <ul style="list-style-type: none"> <li>- Identify different sources of energy</li> <li>- investigate the impacts of energy</li> <li>- investigate the access to energy</li> <li>- debate the global oil supply and demand</li> <li>- identify what sustainable energy use is</li> <li>- investigate the future of energy production</li> </ul> <p><b>Part 2: Making geographical decisions on energy use</b></p> <ul style="list-style-type: none"> <li>- know that global energy use is expected to continue to rise</li> <li>- explain the difference between ‘business as usual’ and a ‘sustainable future’ as possible future global energy uses</li> <li>- understand that different people have different views about energy futures</li> </ul>	<p><b><u>Development dynamics</u></b></p> <p><b>Part 1: Development dynamics</b></p> <ul style="list-style-type: none"> <li>- Identify ways to measure development</li> <li>- investigate causes of global inequalities</li> <li>- develop an understanding of theories of development</li> <li>- Debate different challenges and opportunities for reducing global inequalities</li> <li>- Identify what is globalisation and the complexities linked to it</li> <li>- Investigate a case study of development in India</li> </ul> <p><b>Part 2: Revision of physical geography</b></p> <ul style="list-style-type: none"> <li>- Hazardous Earth: atmospheric hazards</li> <li>- Hazardous Earth: hazards in the lithosphere</li> <li>- Coastal management</li> <li>- River processes and pressures</li> </ul>	<p><b><u>Revision and Exam prep</u></b></p> <p><b><u>Paper 1 - Global geographic issues</u></b></p> <ul style="list-style-type: none"> <li>- Hazardous Earth</li> <li>- Development dynamics</li> <li>- Challenges of an urbanising world</li> </ul> <p><b><u>Paper 2- UK Geographical issues</u></b></p> <ul style="list-style-type: none"> <li>- The UK’s evolving physical landscape</li> <li>- The UK’s evolving human landscape</li> <li>- Geographical investigations</li> </ul> <p><b><u>Paper 3- People and environment issues</u></b></p> <ul style="list-style-type: none"> <li>- People and the biosphere</li> <li>- Forests under threat</li> <li>- Consuming energy</li> </ul> <p><b>Unit: Challenges of an urbanising world</b></p> <ul style="list-style-type: none"> <li>-The world is become increasingly urbanised</li> <li>- cities change over time and this is reflected in changing land use</li> <li>-rapid population growth creates opportunities and challenges for living in the megacity</li> </ul>

	<ul style="list-style-type: none"> <li>- explain the relationship between economic development and energy use per capita</li> <li>- calculate their own ecological footprint, and suggest how it could be reduced</li> <li>- describe actions being taken by their school to increase recycling, reduce energy consumption and reduce its ecological footprint</li> </ul>		<ul style="list-style-type: none"> <li>- Quality of life in the megacity can be improved by different strategies for achieving sustainability</li> </ul>
<p><b>Disciplinary knowledge</b> - what skills are practiced?</p> <p><b>AO3-</b> Applying ideas, analysing and making informed judgements</p> <p><b>AO4-</b> Geographical Skills</p>	<p><b><u>Acquiring and interpreting geographic information</u></b></p> <ul style="list-style-type: none"> <li>-define geographical terms to classify information</li> <li>- describe locations</li> <li>- use and interpret information to complete a table</li> <li>- independent research using online resources</li> <li>-define geographical terms to classify information</li> <li>-use information to complete a table</li> <li>-independent research using online resources</li> <li>-extract information from thematic maps</li> <li>-interpret graphs</li> <li>-interpret thematic maps</li> <li>-independent research using online resources</li> <li>- use of ICT to present information</li> </ul>	<p><b><u>Acquiring and interpreting geographic information</u></b></p> <ul style="list-style-type: none"> <li>- interpret data on a table</li> <li>- Compare the Human development index to GDP data for reliability</li> <li>- Interpreting population pyramids then predicting the future economic development based on population</li> <li>- Use a map to identify the areas of wealth</li> <li>- Case study of Malawi's development</li> <li>- Identify what trade is and the complexities that impact it</li> <li>- Compare different theories of development, Rostow and Frank</li> <li>- Interpret data from a line graph</li> </ul>	<p><b><u>Revising geographic skills</u></b></p>

		<ul style="list-style-type: none"> <li>- Consider the influence of geographical location on a countries development</li> <li>- Study India as a case study for development.</li> </ul>	
<p><b>Key questions</b> (What is the learning about?)</p>	<ul style="list-style-type: none"> <li>- What are the different types of energy resources?</li> <li>- What is non- renewable and renewable energy?</li> <li>- What are the environmental impacts of energy use and extraction?</li> <li>- How do we have access to energy resources?</li> <li>- What is the influence of physical and human factors on the development of renewable energy resources?</li> <li>- What is the global energy use?</li> <li>- How much oil is there?</li> <li>- Why does the price of oil change?</li> <li>- What are the costs of developing fossil fuel?</li> <li>- How can we reduce the reliance on fossil fuels?</li> <li>- What does the future of energy production look like?</li> <li>- How do I answer a decision making question?</li> </ul>	<ul style="list-style-type: none"> <li>- How do we measure development?</li> <li>- Define birth rate?</li> <li>- How does population impact development?</li> <li>- What is the development gap and the reasons for it?</li> <li>- What can impact the development of a country?</li> <li>- What are the theories of development?</li> <li>- How does globalisation impact development?</li> <li>- How does India's location impact its development?</li> <li>- What are TNC's and how do they operate in India?</li> <li>-</li> </ul>	

	<ul style="list-style-type: none"> <li>- How do I interpret the information in a resources booklet to answer a question</li> </ul>		
<b>Assessment</b>			
<b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b>	<p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>-extract information from different sources.</li> <li>- draw and extract information from a graph</li> <li>- use and interpret information to complete a table</li> <li>- interpret statistical data</li> <li>-interpret a choropleth map</li> <li>-extract information from thematic maps</li> <li>-calculate carbon footprints</li> <li>-analyse a pie chart</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>-explain the differences between terms</li> <li>-interpret annotated photographs</li> <li>- comprehension skills interpreting information from text</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>-talk confidently and fluently using appropriate geographical language</li> <li>-debate geographical issues considering considering the interconnections between human and physical geography</li> </ul>	<p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>-extract information from different sources.</li> <li>- draw and extract information from a graph</li> <li>- use and interpret information to complete a table</li> <li>- interpret statistical data</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>-explain the differences between terms</li> <li>-interpret annotated photographs</li> <li>- comprehension skills interpreting information from text</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>-talk confidently and fluently using appropriate geographical language</li> <li>-debate geographical issues considering considering the interconnections between human and physical geography</li> </ul>	<p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>-extract information from different sources.</li> <li>- draw and extract information from a graph</li> <li>- use and interpret information to complete a table</li> <li>- interpret quantitative data</li> <li>-interpret choropleth maps</li> <li>- practice mean, mode and median</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>-explain the differences between terms</li> <li>-interpret annotated photographs</li> <li>- comprehension skills interpreting information from text</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>-talk confidently and fluently using appropriate geographical language</li> <li>-debate geographical issues considering considering the interconnections between human and physical geography</li> </ul>
<b>Cross Curricular Opportunities</b>			
<b>SMSC / Character/Careers ( C ) (personal development)</b>	<b>Socially responsible</b>	<b>Socially responsible</b>	<b>Socially responsible</b>



	<p>-democracy, global citizenship and the global impact of it</p> <p>-misconceptions how how people live in the Middle East</p> <p>-The complexities of causes of conflict</p>	<p>-democracy, global citizenship and the global impact of it</p> <p>-misconceptions how how people live in different parts of the world</p> <p>-different economic impacts of natural disasters in countries with differing economic power</p> <p>-The complexities of causes of conflict</p>	<p>-democracy, global citizenship and the global impact of it</p> <p>-misconceptions how how people live in different parts of the world</p> <p>-different economic impacts of natural disasters in countries with differing economic power</p> <p>-The complexities of causes of conflict</p>
<b>Super curriculum</b>			
<b>Careers</b>	<p>HT 1 <a href="#">Green careers: everything you need to know - BBC Bitesize</a></p> <p>HT 2 <a href="#">Green careers: everything you need to know - BBC Bitesize</a></p>	<p>HT1 <a href="#">How To Become An Urban Planner - What Career Live</a></p> <p>HT2 <a href="#">Alice Fevronia: How to become a secondary school Geography teacher - BBC Bitesize</a></p>	<p>HT1 <a href="#">How to become a globemaker - BBC Bitesize</a></p> <p>HT2 <a href="#">How to become a farming union policy manager - BBC Bitesize</a></p>
<b>Local Community Links</b>			
<p><b>British Values</b></p> <p>Democracy</p> <p>The rule of Law</p> <p>Individual Liberty</p> <p>Mutual Respect and Tolerance of others</p> <p>SMSC</p> <p>Character Education</p>	<p><b>Democracy</b></p> <p>There are opportunities to debate issues where students can share their opinions and listen to the views of others. For example different types of geography, why is geography important and how it helps our daily lives.</p> <p><b>The rule of law</b></p> <p>Laws protect everyone and no-one is above the law. We should understand the need for rules to make a happy, safe and secure environment and know the consequences when rules are not followed. Following socially responsible behaviour in the geography classroom and when</p>	<p><b>Democracy</b></p> <p>There are opportunities to debate issues where students can share their opinions and listen to the views of others. For example different types of geography, why is geography important and how it helps our daily lives.</p> <p><b>The rule of law</b></p> <p>Laws protect everyone and no-one is above the law. We should understand the need for rules to make a happy, safe and secure environment and know the consequences when rules are not followed. Following socially responsible behaviour in the geography classroom and when</p>	<p><b>Democracy</b></p> <p>There are opportunities to debate issues where students can share their opinions and listen to the views of others. For example different types of geography, why is geography important and how it helps our daily lives.</p> <p><b>The rule of law</b></p> <p>Laws protect everyone and no-one is above the law. We should understand the need for rules to make a happy, safe and secure environment and know the consequences when rules are not followed. Following socially responsible behaviour in the geography classroom and when developing understanding of how other people live across the globe.</p> <p><b>Individual liberty</b></p>

	<p>developing understanding of how other people live across the globe.</p> <p><b>Individual liberty</b> We have a freedom of choice and a right to respectfully express our views and beliefs. We can act as we choose within the law. The rights of ourselves and the others around us are protected. In geography having the right to express our opinions when debating geographic concepts in a respectful way and tolerating the views of others.</p> <p><b>Mutual respect and tolerance of others</b> There is equality and fairness for all, regardless of background or religious beliefs. We understand that we do not all share the same beliefs and values. We respect the values, ideas and beliefs of others and do not impose our own onto them. In geography students demonstrate this when working in groups and debating geography concepts showing respect to peers.</p> <p><b>SMSC</b> pair &amp; group working, working safely in a geography classroom.</p> <p><b>Character Education</b></p>	<p>developing understanding of how other people live across the globe.</p> <p><b>Individual liberty</b> We have a freedom of choice and a right to respectfully express our views and beliefs. We can act as we choose within the law. The rights of ourselves and the others around us are protected. In geography having the right to express our opinions when debating geographic concepts in a respectful way and tolerating the views of others.</p> <p><b>Mutual respect and tolerance of others</b> There is equality and fairness for all, regardless of background or religious beliefs. We understand that we do not all share the same beliefs and values. We respect the values, ideas and beliefs of others and do not impose our own onto them. In geography students demonstrate this when working in groups and debating geography concepts showing respect to peers.</p> <p><b>SMSC</b> pair &amp; group working, supporting each other with revision, working safely in a geography classroom.</p> <p><b>Character Education</b> <b>Integrity</b> : during group discussions and working in groups <b>Resilience</b>: data handling including quantitative and qualitative data</p>	<p>We have a freedom of choice and a right to respectfully express our views and beliefs. We can act as we choose within the law. The rights of ourselves and the others around us are protected. In geography having the right to express our opinions when debating geographic concepts in a respectful way and tolerating the views of others.</p> <p><b>Mutual respect and tolerance of others</b> There is equality and fairness for all, regardless of background or religious beliefs. We understand that we do not all share the same beliefs and values. We respect the values, ideas and beliefs of others and do not impose our own onto them. In geography students demonstrate this when working in groups and debating geography concepts showing respect to peers.</p> <p><b>SMSC</b> pair &amp; group working, supporting each other with revision, working safely in a geography classroom.</p> <p><b>Character Education</b> <b>Integrity</b> : during group discussions and working in groups <b>Resilience</b>: data handling including quantitative and qualitative data <b>Confidence</b>: participation during classroom discussions, presenting work and verbal contributions when being questioned.</p>
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