

GEOGRAPHY Year 11 Curriculum End Points and Key Vocabulary

Year 11 Geography

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	Autumn term			Spring term		Summer term
Unit of Work	Resource Management (Food focus)	Urban Issues and Challenges	Human Fieldwork (Milton Keynes)	Physical Landscapes of the UK: Rivers	Living World (Hot environments focus)	Issue Evaluation
Ethos links	<p>STEM-</p> <ul style="list-style-type: none"> How can new technologies allow for a change in the way that we use water, food and energy? How can water transfer projects support areas that are seeing water deficits? What different types of renewable technologies are available to us to change the UK's energy mix? How can genetically modified (GM) crops be used to support areas that are water poor? <p>Sustainability-</p> <ul style="list-style-type: none"> How can we find new ways to use resources sustainably? How can we deal with climate change? Why should people be educated on resources and how we use them? How can domestic use of resources play a huge role for extraction? <p>Global Challenges-</p>	<p>STEM-</p> <ul style="list-style-type: none"> How can we redevelop urban areas around the world? How can we retrofit existing buildings to be more sustainable? How can new engineering methods allow for urban areas to become more carbon efficient? How are site service and self-help methods supporting the redevelopment of shanty towns? How has mechanization contributed to rural to urban migration? <p>Sustainability-</p> <ul style="list-style-type: none"> How can we support a growing urban population with resources? What sustainable urban development is occurring in the world? <ul style="list-style-type: none"> How are different countries tackling this issue? What issues are created by living in shanty towns in Rio? 	<p>STEM-</p> <ul style="list-style-type: none"> How can we record a range of data? How can we use a range of equipment in rivers fieldwork example? How can we use GIS to better understand our data's spatial patterns? How can we produce new methods of fieldwork enquiry? <p>Sustainability-</p> <ul style="list-style-type: none"> How can we conduct fieldwork without impacting the environment we are working within? <p>Global Challenges-</p> <ul style="list-style-type: none"> How does Milton Keynes show signs of successful regeneration? How can we evaluate the success of regeneration? 	<p>STEM-</p> <ul style="list-style-type: none"> How can we record changes in the landscapes within the UK? How can we put management in place in river systems? How can we mitigate the effects of flooding and erosion? How can we use GIS to map out changes in landscapes? <p>Sustainability-</p> <ul style="list-style-type: none"> How can land use change the risks associated with flooding? How might we build housing sustainably on flood plains? Why should we use a mixture of hard and soft engineering methods? <p>Global Challenges-</p> <ul style="list-style-type: none"> How is climate change affecting rainfall patterns? What global changes may impact the risk of flooding? 	<p>STEM-</p> <ul style="list-style-type: none"> How can we stop the processes of desertification? How can deforestation affect climate change? How have people adapted to use the resources from the rainforest? How can changes in climate graphs show climate variations across the earth? <p>Sustainability-</p> <ul style="list-style-type: none"> How can the rainforests be used sustainably? What are the different players in the rainforest environment? How does climate change affect hot desert environments? Why can animals no longer adapt to the changes in the environment? How are people's access to resources going to be impacted? <p>Global Challenges-</p>	<p>Each year the ethos links, subject knowledge end points, Geographical skills end points, Geographical Literacy and Learning Behaviours developed will change depending on the focused of the issue evaluation. Additional information can be seen on AQA.</p> <p><i>"The issue(s) will arise from any aspect of the compulsory sections of the subject content but may extend beyond it through the use of resources in relation to specific unseen contexts. Students develop knowledge and understanding of physical geography themes in unit 3.1 and human geography themes in unit 3.2"</i></p> <p><i>"A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become</i></p>

	<ul style="list-style-type: none"> • How can we mitigate changes to our rainfall patterns if the climate keeps changing? • How can developing countries still develop without using fossil fuels? • How has a consumer culture contributed to the current climate change? 	<p>Global Challenges-</p> <ul style="list-style-type: none"> • How can we deal with the divided in quality of life of life in urban areas? • How can we deal with the issues associated with rural to urban migration? • How can we support in dealing with the push factors from rural communicates. • How can we redevelop areas without causing more issues for the urban poor? 			<ul style="list-style-type: none"> • How can we use our natural resources without negatively impacting our environment on the long term? • How can developing regions be taught on how to use their environments sustainability? • How is global deforestation a link to global climate change? 	<p><i>familiar with the material. Students will not be allowed to take the original resource booklet into the examination room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups."</i></p>
<p style="text-align: center;">Subject knowledge end points</p>	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> • The global distribution of food, water and energy resources is uneven. • The changing demand and provision of resources in the UK create opportunities and challenges. • Demand for food resources is rising globally but supply can be insecure, which may lead to conflict. • Different strategies can be used to increase food supply. • Demand for water resources is rising globally but supply can be insecure, which may lead to conflict. • Different strategies can be used to increase water supply. • Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. • Different strategies can be used to increase energy supply. 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> • A growing percentage of the world's population lives in urban areas. • Urban growth creates opportunities and challenges for cities in LICs and NEEs. • Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. • Urban sustainability requires management of resources and transport. 	<p>By the end of this unit students will know and understand:</p> <p>By the end of this unit students will be able to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries, and the enquiries can be based on any part of the content addressed in units 3.1 and 3.2. Fieldwork must take place outside the classroom and school grounds on at least two occasions. The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. In at least one of the enquiries students are expected to show an understanding about the interaction between physical and human geography.</p>	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> • The coast is shaped by several physical processes. • Distinctive coastal landforms are the result of rock type, structure and physical processes. • Different management strategies can be used to protect coastlines from the effects of physical processes. • The shape of river valleys changes as rivers flow downstream. • Distinctive fluvial landforms result from different physical processes. • Different management strategies can be used to protect river landscapes from the effects of flooding. 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> • Ecosystems exist at a range of scales and involve the interaction between living and non-living components. • Global atmospheric circulation is the main factor determining the distribution of large-scale global ecosystems. • Tropical rainforests have distinctive environmental characteristics. • Deforestation creates a number of issues. • Tropical rainforests need to be managed to be sustainable. • Hot deserts have distinctive environmental characteristics. • Development of hot desert environments create opportunities and challenges. • Areas on the fringe of hot deserts are at risk of desertification. 	

Geographical skills end points

<p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> • Cartographic- Students will be able to demonstrate a wide variety of cartographic skill with confidence and be able to apply them to a range of GCSE questions and situations. • Graphical skill- Students will be able to demonstrate a wide variety of graphical skill with confidence and be able to apply them to a range of GCSE questions and situations. • Fieldwork skills- Students will be able to demonstrate a wide variety of fieldwork skills with confidence and be able to apply them to a range of GCSE questions and situations. • Presentation- Students will be able to demonstrate a wide variety of presentation skill with confidence and be able to apply them to a range of GCSE questions and situations. • Processes- Students will be able to demonstrate a wide variety of process skill with confidence and be able to apply them to a range of GCSE questions and situations. • Written responses- Students will be able to demonstrate a wide variety of written response with confidence and be able to apply them to a range of GCSE questions and situations. • Critical thinking- Students will be able to demonstrate a wide variety of critical thinking 	<p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> • Cartographic- Students will be able to use their skills range of map skills (KS3 and year 10 of GCSE) and be able to start applying their skills to more complex distribution representation such as the index of multiple deprivation. • Graphical skill- Students will be able to use a range of graphs to be able to make judgements (KS3 and year 10 of the GCSE) and will be able to use large data sets on a regional level to make judgments. Students will be able to start to understand data from a wide array of sources and how this can give a more comprehensive meaning. • Fieldwork skills- Students will be able to start using more complex statistical measures such as quartiles and inter-quartile range and will be able to state limitations that data can have. • Presentation- Students will be able to interpret a range of presentational methods in figures to be able to get evidence to use in exam questions. • Processes- Students will be able to understate how step-by-step processes work (KS3 and Year 10 of the GCSE) and will start to be able to break cycle processes with management methods. • Written responses- Students will be able to confidently answer 1–4-mark questions (Year 10 of the GCSE) and will be able 	<p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> • Cartographic- students be able to use landforms a key marker to be able to work out direction form photographs. Students will be able to use GIS to display several data sets. • Graphical skill- Students will be able to select appropriate graphs and charts for data presentation (KS3), students will now start to be able to do this for larger and more complex data sets. • Fieldwork skills- Students will be able to use background data to build up a contextual picture of a location and then use this information to conduct a geographical enquiry. • Presentation- Students will be able to write a risk assessment. • Processes- Students will gain confidence in their own enquiry cycle. • Written responses- Students will be able to analyse data and be able to write what the data means in their own words. Students will start to use theory to justify what they have found. • Critical thinking- Students can make judgments based on their own data and secondary data collected. Students will also start to understand how their actions can impact the enquiry though an evaluation and how these actions can impact the results. 	<p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> • Cartographic- Students will be able to use OS maps to recognise landforms (KS3) students will then start to be able to use landforms a key marker to be able to work out direction form photographs. • Graphical skill- Students will be able to use graphical methods to demonstrate cross profiles of physic landscapes (KS3). Students will start to make their own scales with data that has a range of units of measure. • Fieldwork skills- Students will be able to use geographical theory and use this as a foundation for conclusion as well as their own views. • Presentation- Students will be able to draw a range of physical diagrams with high levels of accuracy from memory. • Processes- Students will be able to understand step-by-step formation processes that can occur in different areas of the world. • Written responses- Students will be able to communicate step-by-step processes (KS3) and will be able to use theory to support why each step occurs. • Critical thinking- Students will be able to start to see connections between areas of the GCSE course and start to 	<p>By the end of this unit students will develop their ability to:</p> <ul style="list-style-type: none"> • Cartographic- Students will be able to apply theory to explain distributions of physical features with confidence and accuracy. • Graphical skill- Students will be able to draw their own climate graphs with their own scales. Students will also be able to pair with ecosystems around the world. • Fieldwork skills- Students will be able to use arrange of statistical skills with confidence in data analysis. • Presentation- Students will be able to investigate different forms of data presentational (such as new reports) and can get geographical meaning from different forms of representations that can lead to explain human and physical forms. • Processes- students will be able to demonstrate their knowledge of processes to understand how physical ecosystems can be impacted by human actives. • Written responses- Students will be able to confidently answer 1–4-mark questions (Year 10 of the GCSE) and will be able to have a consistence and effective approach to 6, 9- and 12-mark questions. • Critical thinking- Students will be able to clearly see connections between areas of the GCSE course and will be able to use synoptic links with accuracy.
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	<p>with confidence and be able to apply them to a range of GCSE questions and situations. Students will also be able to use synoptic links accuracy.</p>	<p>to have a consistence approach to 6, 9- and 12-mark questions.</p> <ul style="list-style-type: none"> ● Critical thinking- Students will be able to clearly see connections between areas of the GCSE course and start to use synoptic links with greater accuracy. 		<p>use synoptic links with greater accuracy.</p>		
<p>Geographical Literacy</p>	<ul style="list-style-type: none"> • Agribusiness • Carbon footprint • Dam • Desalination • Domestic supplies • Energy mix • Food miles • Fossil fuels • Grey water • Groundwater • Organic farming • Over-abstraction • Reservoir • Resource management • Water borne diseases • Water conservation • Water deficit • Water insecurity • Water quality • Water security • Water surplus • Water transfer 	<ul style="list-style-type: none"> • Brownfield • Deprivation • Dereliction • Gentrification • Green belt • Greenfield site • Inequalities • Informal settlements • Infrastructure • Mega City • Migration • Natural increase • Pollution • Regeneration • Rural to urban fringe • Rural to urban migration • Sanitation • Social deprivation • Social opportunities • Sustainable urban living • Traffic congestion • Urban greening • Urban Sprawl • Urbanization • Waste management • Waste recycling 	<ul style="list-style-type: none"> • Anomalies • Conclusion • Cross section • Data analyse • Data collection • Data presentation • Data presentation • Environmental quality survey • Evaluation • Field sketch • Geographical enquiry • GIS • Land use • Pilot survey • Primary data • Questionnaire • Risk assessment • Sampling method • Secondary data 	<ul style="list-style-type: none"> • Abrasion • Attrition • Cross profile • Deposition • Discharge • Embankment • Estuary • Flood • Flood plain • Flood plain zoning • Flood refile channel • Flood risk • Flood risk • Flood warming • Fluvial processes • Gorge • Hard engineering • Hydraulic action • Hydrograph • Interlocking spurs • Landscape • Lateral erosion • Levees • Long profile • Meander • Ox-bow Lake • Precipitation • Saltation • Soft engineering • Solution • Channel straightening • Suspension • Traction • Vertical erosion • Waterfall 	<ul style="list-style-type: none"> • Abiotic • Adaption • Appropriate technology • Biodiversity • Biotic • Commercial farming • Consumer • Debt reduction • Decomposer • Deforestation • Desertification • Eco-tourism • Ecosystem • Food chain • Food web • Global ecosystem • Hot desert • Logging • Mineral extraction • Nutrient cycle • Over cultivation • Overgrazing • Producer • Selective logging • Soil erosion • Subsistence farming • Sustainability 	