Year 11 GEOGRAPHY Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Units of Work	Resource Management (Food focus)	Urban Issues and Challenges	Human Fieldwork (Milton Keynes)	Physical Landscapes of the UK: Coasts	Living World (Hot environments focus)	Issue Evaluation
Ethos Links	Sustainability: How can food production and consumption be made more sustainable to meet the needs of future generations? STEM: How are science and technology transforming global food supply systems and tackling food insecurity?	Sustainability: How can cities grow in ways that are socially, economically, and environmentally sustainable? STEM: How do urban planners and scientists use data and technology to design smarter, more resilient cities?	Sustainability: How can fieldwork help us understand the impact of human and physical processes on sustainable environments? STEM: How do geographers use data collection, digital tools, and analysis to investigate real-world geographical questions?	Sustainability: How can coastal areas be managed to protect people and the environment without causing long-term harm? STEM: How do scientists and engineers use data and modelling to understand and manage coastal erosion and flooding?	Sustainability: How can fragile desert ecosystems be managed sustainably to protect biodiversity and support local communities? STEM: How do scientists and geographers use satellite data, climate models, and fieldwork to monitor and manage desert environments?	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. *"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"* *"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,*
Learning End Points	By the end of this unit students will know and understand: 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. The global distribution of food supply and demand, and the reasons for inequalities. The impacts of food insecurity, including famine, undernutrition,	By the end of this unit students will know and understand: **The global pattern of urban change**, including the emergence of megacities and urbanisation in LICs and NEEs. **The opportunities and challenges of urban growth** in LICs/NEEs, including access to housing, services, employment, and managing environmental issues. **A case study of a major city in an LIC or NEE**, showing how urban planning is improving quality of life. **Urban change in the UK**, including opportunities and challenges linked to migration,	By the end of this unit students will be able to undertake two geographical enquiries and demonstrate their understanding of: **The difference between physical and human geography fieldwork**, and the types of questions each investigates. **How to formulate a geographical enquiry**, including hypothesis development and risk assessment. **The importance of sampling strategies**, data reliability, and ethical considerations in fieldwork. **How to analyse and interpret primary and secondary data**,	By the end of this unit students will know and understand: **The physical processes shaping the coast**, including weathering, mass movement, erosion, transportation, and deposition. **How these processes create distinctive coastal landforms**, such as headlands, bays, cliffs, wave-cut platforms, caves, arches, stacks, beaches, spits, and bars. **The influence of geology and wave type** on coastal landforms and erosion rates. **The causes and impacts of coastal erosion and flooding**, including human and physical factors. **Coastal management strategies**, including hard and soft engineering, and a case study of a UK coastal management scheme.	By the end of this unit students will know and understand: The characteristics of ecosystems, including the interdependence of climate, soils, plants, animals, and people. The distribution and characteristics of global biomes, with a focus on tropical rainforest and hot environments. The opportunities and challenges of hot desert environments, including development, water supply, and extreme temperatures. A case study of a hot desert (e.g. Thar Desert),	

	soil erosion, and social unrest. Strategies to increase food supply, such as irrigation, the Green Revolution, biotechnology, and appropriate technology. A case study of a large-scale agricultural development, including its advantages and disadvantages. A case study of a local sustainable food project, showing how small-scale solutions can improve food security.	regeneration, and urban sustainability. **A case study of a major UK city**, focusing on urban growth, regeneration, and sustainable urban strategies.	identifying patterns, relationships, and anomalies. **How to draw evidenced conclusions and evaluate the success and limitations of a fieldwork investigation.**		showing how development is managed and the impacts on the environment. The causes and effects of desertification, and strategies to reduce its impact, including appropriate technology and sustainable land use.	*enabling them to become 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*."
	By the end of this unit students will develop their ability to: Interpret and analyse maps and graphs showing global patterns of food production and consumption. Evaluate data and evidence to assess the effectiveness of food security strategies. Use statistical and graphical data (e.g. bar charts, pie charts, flow diagrams) to explain trends in food supply and demand. Apply decision-making skills to compare different approaches to managing food resources. Interpret satellite images and GIS data to understand land use and agricultural practices.	By the end of this unit students will develop their ability to: Interpret and analyse urban data, including population density, land use, and deprivation indices. Use and evaluate maps, photographs, and satellite images to identify urban features and patterns. Construct and interpret graphs and charts (e.g. choropleth maps, bar graphs, pie charts) to represent urban trends. Apply decision-making skills to evaluate urban planning strategies and regeneration schemes. Use GIS and digital mapping tools to explore spatial patterns in urban environments.	By the end of this unit students will develop their ability to: Design and carry out a fieldwork investigation, including selecting appropriate methods and equipment. Use a range of data collection techniques, such as questionnaires, environmental quality surveys, traffic counts, and river measurements. Present data effectively using graphs, maps, sketches, and GIS tools. Interpret and analyse fieldwork data, identifying trends and supporting or refuting hypotheses. Evaluate the reliability and validity of fieldwork methods and findings, suggesting improvements for future investigations.	By the end of this unit students will develop their ability to: Interpret and annotate coastal landforms using OS maps, photographs, and field sketches. Analyse data on coastal erosion and sea level rise, including graphs, tables, and satellite imagery. Evaluate the effectiveness of coastal management strategies using case study evidence. Use map skills, including grid references, scale, and contour lines, to identify coastal features. Construct and interpret diagrams and cross-sections to show coastal processes and landforms.	By the end of this unit students will develop their ability to: Interpret climate graphs and vegetation maps to describe biome characteristics. Analyse satellite images and photographs to identify desert landforms and human activity. Use and evaluate data on desertification, population growth, and resource use. Construct and interpret diagrams showing tropical rainforest and hot desert processes and adaptations. Apply decision-making skills to assess strategies for sustainable management	

					of tropical rainforest and hot environments.	
Key Vocabulary	• 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	• 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	• Anomalies • Bias • Conclusion • Data analysis • Data collection • Data presentation • Discrete vs continuous data • Environmental quality survey • Evaluation • Field sketch • Geographical enquiry • GIS • Land use • Primary data • Questionnaire • Risk assessment • Sampling methods: random, stratified, systematic • Secondary data	• Discharge • Flood • Fluvial processes: erosion/deposition/transportation • Gradient • Hydrograph • Landforms of erosion and deposition on rivers • Long profile and cross profiles • Precipitation • Soft engineering and hard engineering strategies	• Abiotic and biotic component • Adaption • Appropriate technology • Biodiversity • Commercial farming • Consumer • Debt reduction • Decomposer • Deforestation • Desertification • Eco-tourism • Ecosystem • Food chain and web • Global ecosystem • Hot desert • Logging • Mineral extraction • Nutrient cycle • Over cultivation • Overgrazing • Producer • Selective logging • Soil erosion • Subsistence farming • Sustainability	