

## Geography – Year 11 Curriculum

Exam board: Pearson Edexcel Specification B

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<b>Term 1</b> <b>Topic 7: People and the biosphere</b> <b>Enquiry question 1: Why is the biosphere so important to human wellbeing and how do humans use and modify it to obtain resources?</b> <b>Topic 8: Forests under threat</b> <b>Enquiry Question 1: What are the threats to forest biomes and how can they be reduced?</b> <b>Rainforest and Taiga</b> <b>Terms 4 and 5</b> <b>Topic 9: Consuming energy resources</b> <b>Enquiry question: How can the growing demand for energy be met without serious environmental consequences?</b>	Revision of all topics taught from Terms 2-6 of Y9	<b>Skills</b> <ul style="list-style-type: none"><li>• Comparing climate graphs for different biomes</li><li>• Use of world maps to show the location of global biomes</li><li>• Use an interpretation of nutrient cycle diagrams and food webs diagrams</li><li>• Use of GIS to identify pattern of forest loss</li><li>• Use and interpretation of world maps showing the distribution of energy resources</li><li>• Use of oil price and oil production data to graph trends over time</li><li>• Calculation of carbon and ecological footprints</li></ul> <b>Assessment</b> Short assessment 1: Rainforest knowledge assessment Short assessment 2: Taiga knowledge assessment Short assessment 3: Consuming resources knowledge assessment	To prepare students for the Year 11 mock exams

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<p><b>Term 2</b></p> <p><b>Topic 4: The UK's evolving physical landscape</b></p> <p><b>Sub topic: River processes and pressures</b></p> <p><b>Enquiry question 1: Why is there a variety of river landscapes in the UK and what are the processes that shape them?</b></p> <p>4.6 Distinctive river landscapes have different characteristics formed by interacting physical processes</p> <p>4.7. River landscapes are influenced by human activity interacting with physical processes</p> <p><b>Enquiry question 2: What are the challenges for river landscapes, people and property and how can they be managed?</b></p> <p>4.8 Some rivers are more prone to flood than others and there is a variety of river management options</p>	<p>Extends upon students' knowledge of drainage basins and rivers taught in Year 7</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"><li>• Explore the kinds of questions that can be investigated through fieldwork</li><li>• Use of 1:25000 and 1:50000 OS maps to determine valley cross-section from contour lines</li><li>• Recognition of river landforms on 1:25000 and 1:50000 OS maps</li><li>• Drawing simple storm hydrographs using rainfall and discharge data</li><li>• Explore the kinds of questions that can be investigated through fieldwork</li><li>• Use of simple cost-benefit analysis to investigate river management options</li><li>• Use of 1:25000 and 1:50000 OS maps and GIS to investigate the impact of policy decisions</li><li>• Identify questions or issues for investigation, develop a</li></ul>	<p>To understand how river landscapes change downstream</p> <p>To understand how the processes of erosion, transportation and deposition contribute to the formation of the following river landforms: interlocking spurs, waterfalls, meanders, ox bow lakes, levees, floodplain and deltas</p> <p>To understand how the shape and lag time of a storm hydrograph is explained by physical factors: geology, soil, drainage basin shape and antecedent conditions and human factors: urbanisation, land-use change and deforestation</p> <p>To understand that the risk of river flooding is increasing due to climate change and land use change and to explain how this threatens people and the environment</p> <p>To understand the costs and benefits of managing flood risk by hard and soft engineering</p>

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<p><b>Fieldwork: River processes and pressures</b>  <b>Enquiry question: How and why drainage basin and channel characteristics influence flood risk for people and property along the River Pang</b></p> <ul style="list-style-type: none"> <li>Formulating enquiry questions</li> <li>Selecting fieldwork methods</li> </ul> <p>Secondary sources</p> <p><b>Topic 4: The UK's evolving physical landscape</b>  <b>Sub-topic: Overview of the UK's physical landscape</b>  <b>Enquiry Question 1: Why does the physical landscape of the UK vary from place to place?</b></p> <p>4.1 Geology and past processes have influenced the physical landscape of the UK</p> <p>4.2 A number of physical and human processes work together to create distinct UK landscapes</p>	<p>Extends upon students' knowledge of fieldwork taught in Year 10 in the context of urban environments</p>	<p>hypothesis and or key questions</p> <ul style="list-style-type: none"> <li>Consider appropriate sampling procedures (systematic vs random vs stratified) and sample size</li> <li>Consider health and safety and undertake risk assessment</li> <li>Select data collection methods and equipment to ensure accuracy and reliability, develop recording sheets for measurements and observation</li> <li>Use of ICT to manage, collate, process and present information, use of hand drawn graphical skills to present information in a suitable way</li> <li>Write descriptively, analytically and critically about findings</li> <li>Develop extended, written arguments, drawing well evidenced and informed conclusions about</li> </ul>	<p>To know the kinds of questions capable of being investigated through fieldwork in river environments</p> <p>To understand the difference between quantitative and qualitative data collection methods and know the difference between primary and secondary data</p> <p>To know how to present and analyse fieldwork data</p> <p>To form conclusions based on the fieldwork data collected and to evaluate the data collections methods and the reliability of the data collection</p> <p>To understand how geology, past tectonic and glacial processes have contributed to the development of upland and lowland landscapes in the UK</p> <p>To know the characteristics and distribution of the UK's main rock types: sedimentary (chalk,</p>

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		<p>geographical questions and issues</p> <ul style="list-style-type: none"> <li>• Photograph analysis of common glacial, fluvial and coastal landscapes and features</li> <li>• Using simple geological cross-sections to show the relationship between geology and relief</li> <li>• Locating key physical features (uplands, lowland basins, rivers) on outline UK maps</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment 4: Year 11 Mock Exam – Paper 3</li> </ul>	<p>carboniferous limestone, clay), igneous (granite) and metamorphic (schists, slates)</p> <p>To understand how distinctive landscapes in the UK have resulted from the following human activities: agriculture, forestry and settlement</p>
<p><b>Terms 3 and 4</b></p> <p><b>Subtopic: Coastal change and conflict</b></p> <p><b>Enquiry question 1: Why is there a variety of distinctive coastal landscapes in the UK and what are the processes that shape them?</b></p> <p>4.3 Distinctive coastal landscapes are influenced by geology interacting with physical processes</p>	<p>Uses the knowledge that students' have learnt in rivers (processes of erosion and transportation) and rock characteristics taught in Year 11 and applies this to a different environment</p>	<ul style="list-style-type: none"> <li>• Recognition of key physical and human geography features on 1:25000 and 1:50000 OS maps</li> <li>• Calculate the mean rates of erosion using a multi-year data set</li> <li>• Use the BGS Geology maps to link coastal form to geology</li> </ul>	<p>To understand how geological structure and rock type influence the formation of coastal landscapes of erosion: headlands and bays, caves, arches, cliffs, stacks and wave cut platforms</p> <p>To understand how the UK's climate, marine processes and sub-aerial processes also contribute to the formation of coastal landscapes of erosion and the rate of coastal retreat</p> <p>To understand how sediment transportation and deposition influence the formation of coastal landscapes of deposition: beaches, spits and bars</p> <p>To explain how human activities: development, agriculture, industry and coastal management</p>

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<p>4.4. Distinctive coastal landscapes are modified by human activity interacting with physical processes  <b>Enquiry question 2: What are the challenges for coastal landscapes and communities and why is there conflict about how to manage them?</b></p> <p>4.5. The interaction of human and physical processes present challenges along coastlines and there are a variety of management options</p> <p><b>Topic 5: The UK's evolving human landscape</b>  <b>Sub Topic: Dynamic UK cities</b>  <b>Enquiry question 1: How is London changing?</b></p> <p>5.3. The context of the city influences its functions and structure</p> <p>5.4 The city changes through employment, services and the movement of people</p>	<p>Utilises the context of how places change and develop learnt during terms 1-3 in Year 10</p>	<ul style="list-style-type: none"> <li>• Recognition of coastal landforms on 1:25000 and 1:50000 OS maps</li> <li>• Use of 1:25000 and 1:50000 OS maps and GIS to investigate what is threatened by rapid erosion</li> <li>• Use of simple cost-benefit analysis to investigate coastal defence options</li> <li>• Use of 1:25000 and 1:50000 OS maps and GIS to investigate the impact of policy decisions</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment 5: UK's evolving physical landscapes – exam questions</li> <li>• Using census data sets to compare areas with inner cities</li> <li>• Use of 1:25000 and 1:50000 OS maps to identify different land use types</li> <li>• Using crime and IMD databases to investigate the</li> </ul>	<p>have direct and indirect effects on coastal landscapes</p> <p>To explain how the interaction of physical and human processes is leading to rapid coastal retreat on the Holderness coast</p> <p>To understand that the risk of coastal flooding is increasing due to climate change and land use change and to explain how this threatens people and the environment</p> <p>To understand there are costs and benefits and conflicting views about managing coastal erosion by hard and soft engineering and that sustainable approaches can also be utilised</p> <p>To understand the development of London has been influenced by its location and context in the world</p> <p>To be able to explain the reasons for London's growth, decline and repopulation</p> <p>To understand that changes in London creates opportunities and challenges for people living there and to formulate judgements as to whether there have been more opportunities or more challenges</p> <p>To be able to explain the advantages and disadvantages of different strategies for improving quality of life in London</p>

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5.5. The changing city creates challenges and opportunities 5.6. Ways of life in the city can be improved by different strategies 5.7. The city is interdependent with rural areas, leading to changes in rural areas 5.8. The changing rural area creates challenges and opportunities		extent of inner city problems <b>Assessment</b> <ul style="list-style-type: none"><li>Assessment 6: Full Paper 2 Mock Exam</li></ul>	To understand the interdependence of cities and accessible rural areas and how this has created challenges and opportunities in the accessible rural areas  To understand how more remote rural areas through a case study of Cornwall faces challenges due to limited availability and affordability of housing for local people, a seasonal economy and the distances to travel for healthcare and education and how this affects the quality of life for both young people and the elderly  To assess the opportunities created by rural diversification in Cornwall in creating new income streams
<b>Term 5 Revision</b>	Revision of all topics taught across the GCSE from Terms 2-6 of Y9 to Term 4 of Y11.	<b>Skills</b> <ul style="list-style-type: none"><li>All taught skills will be re-visited.</li></ul> <b>Assessment</b> <ul style="list-style-type: none"><li>Practise assessments when appropriate.</li></ul>	To prepare students for the upcoming summer examinations.

Resources and/or activities to support learning

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### **Textbook used in lessons:**

Edexcel GCSE (9-1) Geography B – Investigating Geographical Issues by Bircher et al; published by Pearson – ISBN 978 1 446 92776 2

GCSE Geography Edexcel B by Dunn et al; published by Oxford University Press – ISBN 978 0 19 836657 7

### **Websites:**

<https://senecalearning.com/en-GB/> - courses to select:

Geography: Edexcel B GCSE

Geography: Edexcel B GCSE: Diagnostic Misconceptions

Geography: Edexcel B GCSE: Standardised Assessments

<https://www.physicsandmathstutor.com/geography-revision/gcse-edexcel-b/>

<https://www.bbc.co.uk/bitesize/examspecs/zsytxsg>

### **Videos:**

Paper 3

Topic 8 – Forests under threat

<https://vimeo.com/548109998/debef00b94> - Global biomes

<https://vimeo.com/181849485/d2c810828f> - Tropical rainforest biome

<https://vimeo.com/334671611/669379d2c9> - Carbon and water cycles in the tropical forest

<https://vimeo.com/181849575/43d6d3810f> - Tropical rainforest threats and challenges

<https://vimeo.com/181849622/8b6d89910f> - Tropical rainforests sustainable management

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#### Topic 9 – Consuming resources

<https://vimeo.com/154982307/f94e82a8e1> - The greening of energy

<https://vimeo.com/154977178/f57e4987b1> - Debating energy futures

<https://vimeo.com/154977183/084622f2f0> - Global energy security

#### Paper 2

##### UK's evolving physical landscape

<https://vimeo.com/157143037/d875c95c9b> - The UK's changing landscapes

<https://vimeo.com/154987816/4ea4053bd5> - River processes and landforms

<https://vimeo.com/157146805/c36090c348> - River flooding in the UK

<https://vimeo.com/707814607/cc6621327f> - Coastal processes and landforms

<https://vimeo.com/575866926/aa7d5ab4da> - Holderness sustainable coastal management

<https://vimeo.com/154977179/51acd0824b> - Extreme weather UK coastal flooding

##### UK's evolving human landscape

<https://vimeo.com/157413908/baeeb74ed0> - Regeneration of London – London Olympics 2012



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