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| Subject: Geography Year 11 Curriculum Map 2024-2025 | | | |
| Terms | **Topics covered** and **core knowledge and skills** | Links to careers | Links to the Knowledge organiser and other additional resources |
| Half term 1 | **The UK’s evolving human landscapes.**  How is the UK’s population spread?  To know the difference between rural and urban areas and why people move between the two areas.  What are the differences between the UK’s rural and urban areas? To know what a population pyramid is showing you and how they differ between rural and urban areas.  How does the UK government try to reduce the inequality between rural and urban areas?  To understand the problems caused by rural-urban inequality and to know the ways the government aims to address the gap.  Why is the UK’s population growing?  To know where the UK’s population is growing.  How is migration affecting the UK?  To understand the causes of migration to the UK and describe the impacts of migration on the UK.  Why has the UK’s primary and secondary industries declined?  To define the terms ‘primary, secondary, tertiary and quaternary’ industries. To describe the changes to the UK’s employment structure and to understand why the UK’s old economy declined.  What has been the impact of the rise of the UK’s ‘new economy’?  To know the difference between low and high salary ‘new economy’ jobs and to understand the impact of the rise of the ‘new economy’ on the UK.  How has globalisation affected the UK’s economy?  To define the terms ‘globalisation’, ‘free trade’ and ‘TNCs’. To understand free trade has shaped the UK economy.  How has privatisation affected the UK’s economy?  To explain the effect of privatisation on the UK economy and to assess reasons for the increase in FDI.  Why is Birmingham such an important city?  To understand the influence of the site, situation and connectivity of Birmingham and to explain why Birmingham’s global importance has grown.    What is the structure of Birmingham?  To know the basic structure of a city and to compare the characteristics of the different areas of Birmingham.  How is migration changing Birmingham?  To know the difference between push and pull factors. To know the causes of migration to Birmingham.  What are the patterns of inequality in Birmingham?  To understand the problems caused by inner-city deprivation. To describe pattern of deprivation in Birmingham.  What challenges have been created by the changes in Birmingham?  To know the causes of depopulation in Birmingham and to explain why decentralization has occurred in Birmingham.    Why has there been economic and population growth in Birmingham?  To know the growth of Birmingham and how finance and business has led to economic growth.    How effective has Birmingham’s regeneration been? To understand the term ‘urban regeneration. To know how Longbridge was regenerated.    How sustainable is Birmingham?  To describe how Birmingham is becoming more sustainable.  How is Birmingham interdependent with its rural surroundings?  To know how Birmingham is linked to its rural areas. To know the economic, social and environmental costs and benefits of interdependence.    What is rural diversification?  To know why agriculture is declining in the UK. To explain the term rural diversification and its benefits. | <https://www.bbc.co.uk/bitesize/articles/ztt44xs>  <https://www.bbc.co.uk/bitesize/articles/zhrgmfr>  <https://www.bbc.co.uk/bitesize/articles/zbtsjhv> | This link would take you to the KO on our website but also maybe links to GCSE POD, Youtube etc  <https://maritime.rivoagency.com/admin/wp-content/uploads/sites/20/2022/10/Topic-7-People-and-the-Biosphere-2-edit.pdf>  <https://maritime.rivoagency.com/admin/wp-content/uploads/sites/20/2022/10/Topic-8-Forests-Under-Threat-edit.pdf> |
| Half term 2 | **People and the biosphere**  The Earth is home to a number of very large ecosystems (biomes) the distribution of which is affected by climate and other factors.  To know the global distribution of the world’s major biomes.  To recognise the different characteristics and reasons why the world’s major biomes are different.  The biosphere is a vital life-support system for people as it provides both goods and services.  To understand how the biosphere provides resources for indigenous and local people.  To have an awareness of how the biosphere is increasingly being exploited.  The biosphere is a vital life-support system for people as it provides both goods and services.  To know how the biosphere plays a wider important role for our planet.  The biosphere is a vital life-support system for people as it provides both goods and services.  To know the reasons why the global demands for food, energy and water resources are increasing.  To understand how theories can help explain the relationship between population and resources. | <https://www.thebiospherenewcastle.co.uk/2021/07/02/careers-in-life-sciences-making-the-move-from-academia-to-industry/> | <https://ormistonacademiestrust.sharepoint.com/sites/OMaA_Humanities/Shared%20Documents/Geography/Knowledge%20organisers/KS4%20Geography%20KO/Topic-7-People-and-the-Biosphere-2%20edit.pdf?CT=1705414471376&OR=ItemsView> |
| Term 3 | **Forests under threat**  The structure, functioning and adaptations of the tropical rainforest reflect the equatorial climate.  To know how plants and animals have adapted to living in the tropical rainforest biome.  The structure, functioning and adaptations of the tropical rainforest reflect the equatorial climate.  To understand the reasons why tropical rainforests have high levels of biodiversity.  The taiga shows different characteristics, reflecting the more extreme and highly seasonal climate.  To understand how plants and animals have adapted to living in the taiga biome.  Tropical rainforests are threatened directly by deforestation and indirectly by climate change.  To know the cause of deforestation in tropical rainforests.  To understand the social, environmental and economic impacts of deforestation in tropical rainforests.  Tropical rainforests are threatened directly by deforestation and indirectly by climate change.  To understand the reasons why climate change is having an indirect impact on tropical rainforests.  The taiga is increasingly threatened by commercial development.  To know the direct and indirect threats to the commercial development of the taiga.  The taiga is increasingly threatened by commercial development.  To understand how different factors can contribute towards the loss of biodiversity the taiga.  Conservation and sustainable management of tropical rain forests is vital if goods and services are not to be lost for future generations.  To know the advantages and disadvantages of global actions towards protecting tropical rainforests.  Conservation and sustainable management of tropical rain forests is vital if goods and services are not to be lost for future generations.  To recognise the ways to achieve sustainable forest management of tropical rainforests.  The taiga wilderness areas need to be protected from over-exploitation.  To have an awareness of the challenge of achieving sustainable forest management of the taiga. | <https://nationalcareers.service.gov.uk/job-profiles/forestry-worker> | <https://ormistonacademiestrust.sharepoint.com/sites/OMaA_Humanities/Shared%20Documents/Geography/Knowledge%20organisers/KS4%20Geography%20KO/Topic-8-Forests-Under-Threat%20edit.pdf?CT=1705414543676&OR=ItemsView> |
| Term 4 | **Consuming Energy resources**  Energy resources can be classified in different ways and their extraction and use has environmental consequences.  To recognise how energy resources can be classified as non-renewable, renewable and recyclable.  To outline how the extraction of energy resources impacts on the environment.  To understand how the use of renewable energy can have impacts on the landscape.  Access to energy resources is not evenly distributed which has implications for people.  To know the global pattern in energy use per capita.  To outline the reasons for variations in energy use per capita.  To appreciate how access to technology and physical resources affect access to energy resources.  The global demand for oil is increasing, but supplies are unevenly available.  To know how oil reserves and production are unevenly distributed.  To outline the reasons why oil consumption is growing.  To understand how oil supply and prices are affected by changing international relations and economic factors.  The world’s continuing reliance of fossil fuels increases pressure to exploit new areas.  To understand the economic benefits and costs of developing new oil and gas sources in ecologically sensitive and isolated areas.  To understand the environmental costs of developing new oil and gas sources in ecologically sensitive and isolated areas.  Reducing reliance on fossil fuels presents major technical challenges.  To understand the role of energy efficiency and energy conservation in reducing the use of finite energy resources.  Reducing reliance on fossil fuels presents major technical challenges.  To know the costs and benefits of alternative energy resources to fossil fuels.  Attitudes to energy and environmental issues are changing.  To appreciate how different groups have contrasting views about energy futures.  To understand how attitudes are changing towards unsustainable energy consumption and reducing carbon footprints. | <https://www.energynetworks.org/careers-in-energy/> | <https://ormistonacademiestrust.sharepoint.com/sites/OMaA_Humanities/Shared%20Documents/Geography/Knowledge%20organisers/KS4%20Geography%20KO/Topic-9-Consuming-Energy-Resources%20edit1.pdf?CT=1705414557853&OR=ItemsView> |
| Term 5 | **Alternative sources of Energy**  **L1- Energy**  The mix of energy generation around the world and those that comprise the UK energy mix. Comparisons and overviews between different means of production.  **L2- Impacts of extraction**  Looking at the negative consequences of extracting various different types of fossil fuel and the effects this has on people and the environment.  **L3- Oil Demand**  Investigation into the changing nature of oil demand and the scarcity/finite nature of this resource. Global prices, produces and consumers.  **L4- Oil supplies and prices**  The producers and the ways in which conventional and non-conventional oil is made/refined. Which nations are scarce and which are abundant.  **L5- Exploited isolated areas**  Nations that have been exploited by the “resource trap” and those that are ineffectively using their vast resource of fossil fuels to generate wealth.  **L6- Energy efficient**  Focusing on the extent to which HIC’s can become energy efficient and act now to mitigate the impacts of climate change.  **L7- Alternative Energy**  What renewable sources of energy can be adopted and effectively utilised within the UK and around the world to replace dwindling resources of fossil fuels and reduce emissions.  **L8- Viewpoints**  Comparing the various arguments surrounding the use of fossil fuels and renewables, coming to balanced conclusions about how nations and globally we may move forward. | **department for Business, Energy & Industrial Strategy (BEIS)**   * **Website**: www.gov.uk/government/organisations/department-for-business-energy-and-industrial-strategy * **Description**: BEIS works to ensure that the UK has secure, affordable, and clean energy. Their website provides educational resources on the energy sector, including renewable energy, energy efficiency, and how the government is working to reduce carbon emissions.   **2. The Energy Saving Trust**   * **Website**: [www.energysavingtrust.org.uk](https://www.energysavingtrust.org.uk) * **Description**: This charity helps people and organizations reduce their energy consumption. Their website offers resources on energy efficiency, renewable energy, and sustainable living, along with career information in the energy sector.   **3. National Grid**   * **Website**: [www.nationalgrid.com](https://www.nationalgrid.com) * **Description**: The National Grid operates the UK's electricity and gas networks. Their website provides information about energy distribution, career opportunities in energy infrastructure, and the role of the National Grid in achieving net-zero carbon emissions.   **4. Renewable Energy Association (REA)**   * **Website**: [www.r-e-a.net](https://www.r-e-a.net) * **Description**: The REA is a trade association representing renewable energy companies in the UK. Their website provides resources and news on renewable energy sources like solar, wind, and biomass, as well as career advice for those interested in entering the renewable energy industry.   **5. The Carbon Trust**   * **Website**: [www.carbontrust.com](https://www.carbontrust.com) | [Topic-9-Consuming-Energy-Resources edit1.pdf](https://ormistonacademiestrust.sharepoint.com/:b:/r/sites/OMaA_Humanities/Shared%20Documents/Geography/Knowledge%20organisers/KS4%20Geography%20KO/Topic-9-Consuming-Energy-Resources%20edit1.pdf?csf=1&web=1&e=ROfT9o) |
| Term 6 | **Revision and Examinations.**  **1. Revision of Key Topics**   * Review of all core topics from the curriculum, such as physical geography (e.g., climate change, ecosystems, rivers), human geography (e.g., migration, urbanization, global development), and geographical skills (e.g., map interpretation, data analysis).   **2. Past Paper Practice**   * Completing past exam papers to familiarize students with the format, types of questions, and time management. Focus on both the multiple-choice and extended response questions.   **3. Mock Exams**   * Mock exams or timed practice sessions under exam conditions to build confidence and identify areas that need improvement.   **4. Focused Revision on Weak Areas**   * Review and reinforce weaker areas of understanding based on past paper performance, mock exams, and classroom assessments.   **5. Exam Technique Workshops**   * Workshops focusing on exam technique, such as how to structure extended response questions, how to analyse data effectively, and time management tips.   **6. Interactive Revision Sessions**   * Group discussions, quizzes, or online interactive resources to reinforce learning in a more dynamic and engaging way.   **7. Geographical Skills Practice**   * Practice questions and activities focusing on geographical skills like map reading, interpretation of graphs, and analysis of fieldwork data.   **8. Revision Guides and Resources**   * Distribute or utilize specific revision guides, flashcards, and websites (e.g., BBC Bitesize, Seneca Learning) to support independent study.   **9. Peer Revision Sessions**   * Students work in pairs or small groups to test each other, clarify doubts, and share revision tips for collaborative learning.   **10. Final Q&A Sessions**   * Offer opportunities for students to ask any last-minute questions about topics they feel unsure about or need clarification on before the exam.   **These preparations help students consolidate their knowledge, hone their exam techniques, and ensure they feel fully prepared for their Geography GCSE exam.** | **1. Edexcel - Pearson**   * **Website**: [www.edexcelonline.com](https://www.edexcelonline.com) * **Description**: The official Edexcel website offers revision resources specifically for GCSE Geography. It includes past papers, sample papers, mark schemes, and examiner reports, making it an essential tool for exam preparation.   **2. Seneca Learning**   * **Website**: [www.senecalearning.com](https://www.senecalearning.com) * **Description**: Seneca Learning provides free interactive revision resources for |  |