

Year 10 GEOGRAPHY Curriculum Map 2022-23

Term	Topic/Unit title	Essential knowledge (what students should know and understand by the end of the unit/topic)	Essential skills (what students should be able to do by the end of the unit/topic)
Autumn 1	<p>Edexcel Geography A: Topic 3</p> <p>Ecosystems, biodiversity and management</p>	<p>3.1 Large-scale ecosystems are found in different parts of the world and are important.</p> <p>3.2 The biosphere is a vital system.</p> <p>3.3 The UK has its own variety of distinctive ecosystems that it relies on.</p> <p>Tropical rainforests & Deciduous woodlands</p> <p>3.4 & 3.6 Tropical rainforests & Deciduous woodlands show a range of distinguishing features.</p> <p>3.5 & 3.7 Tropical rainforest & Deciduous woodlands ecosystems provide a range of goods and services some of which are under threat.</p>	<p>Use world maps to show the location of global biomes.</p> <p>Comparing climate graphs for different biomes.</p> <p>Interpret GIS maps.</p> <p>Use and interpretation of line graphs showing population projections in relation to likely available resources.</p> <p>Use and interpretation of nutrient cycle diagrams and food webs diagrams.</p> <p>Use of GIS to identify the pattern of forest loss.</p> <p>Use and interpretation of line graphs showing population projections in relation to likely available resources.</p> <p>Understand exam command words and how to apply them to 2-8mark questions.</p> <p>Know the glossary of key terms for this unit.</p>

<p>Autumn 2</p>	<p>Edexcel Geography A:</p> <p>Topic 5</p> <p>Global Development</p>	<p>5.1a - Contrasting ways of defining development, using economic criteria and broader social and political measures.</p> <p>5.1c - How development is measured in different ways.</p> <p>5.1b - Different factors contribute to the human development of a country.</p> <p>5.2a - Global pattern of development and its unevenness</p> <p>5.2b - Factors that have led to spatial variations in the level of development.</p> <p>5.3a - Impact of uneven development on the quality of life in different parts of the world.</p> <p>8.2a - UK Challenges (Topic 8: Paper 3) link:</p> <p>The 'two-speed economy' and options for bridging the gap between south east and the rest of the UK.</p> <p>5.4a - International strategies that attempt to reduce uneven development.</p> <p>5.4b – Study of top-down and bottom-up development projects.</p> <p>5.5a – 5.8b Case Study of a developing/emerging country</p>	<p>Comparing the relative ranking of countries using single versus composite (indices) development measures.</p> <p>Interpreting choropleth maps.</p> <p>Using numerical economic data to profile the chosen country.</p> <p>Interpreting population pyramids.</p> <p>Using socio-economic data to calculate difference from the mean, for core and periphery regions.</p> <p>Using proportional flow line maps to Visualise trade patterns and flows.</p> <p>Understand exam command words and how to apply them to 2-8mark questions.</p> <p>Know the glossary of key terms for this unit.</p>
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<p>Spring 1</p>	<p>Edexcel Geography A:</p> <p>Topic 1</p> <p>The changing landscapes of the UK</p>	<p>1.1a – Characteristics and distribution of the UK’s main rock types.</p> <p>1.1b – The role of geology and past tectonic processes in the development of upland and lowland landscapes.</p> <p>1.2a – How distinctive upland and lowland landscapes result from the interaction of physical processes and human activity over time.</p>	<p>Link OS Maps to landscapes</p> <p>Identify key characteristics of rocks and landscapes</p> <p>Analyse and interpret data mad maps</p> <p>Dartmoor (Upland)</p> <p>South Downs (Lowland)</p> <p>Integrated Skills:</p> <p>Using simple geological cross sections to show the relationship between geology and relief.</p> <p>Recognition of physical and human geography features on 1:25000 and 1:50000 OS maps.</p>
<p>Spring 2</p>	<p>Edexcel Geography A: Topic 6</p>	<p>6.1a - Natural resources can be defined and classified in different ways.</p> <p>6.2a - Global and UK variety and distribution of natural resources.</p>	<p>Opportunity to revise knowledge from the Ecosystems, biodiversity and</p>

	<p>Resource management</p>	<p>6.2b - Global patterns of usage and consumption of food, energy and water.</p> <p>6.1b - Ways in which people exploit environments in order to obtain water, food and energy.</p> <p>6.1c - How environments are changed by this exploitation.</p> <p>6B: Water resource management.</p> <p>6.8a - How and why the supply and demand for water has changed in the past 50 years.</p> <p>6.9a/b - The proportion of water used by agriculture, industry and domestic in developed countries and developing countries and why there are differences.</p>	<p>management. If necessary, content could be covered at home).</p> <p>Use and interpretation of UK and world maps showing the distribution of resources</p> <p>Using different choropleth maps and data visualisations such as Gapminder.</p> <p>Draw informed conclusions from numerical data</p> <p>Describe and interpret geo-spatial data presented in a GIS framework (e.g. analysis of flood hazard using the interactive maps).</p>
<p>Summer 1</p>	<p>Edexcel Geography A: Topic 7</p> <p>Geographical investigations – UK challenges</p>	<p>UK Challenges (Topic 8: Paper 3) link:</p> <p>8.2a - The 'two-speed economy' and options for bridging the gap between south east and the rest of the UK.</p> <p>4.5e – UK: The range of possible strategies aimed at making urban living more sustainable and improving quality of life (recycling, employment, education, health, transport, affordable and energy-efficient housing) for the chosen UK city.</p>	<p>Make synoptic links between units of study covered so far.</p>

		<p>UK Challenges (Topic 8: Paper 3) link:</p> <p>8.2b – Costs and benefits of greenfield development and the regeneration of brownfield sites.</p> <p>8.1c - Range of national sustainable transport options for the UK.</p> <p>4.8b – Developing/emerging: Advantages and disadvantages of both bottom-up and top-down approaches to solving the chosen city’s problems and improving the quality of life or its people.</p> <p>4.8c – Developing/emerging: The role of government policies in improving the quality of life (social, economic and environmental) within the chosen city.</p>	
Summer 2	Geographical investigations – Fieldwork	<p>One day coastal focused fieldwork and completion of investigation.</p> <p>Paper 3 analysis and completion</p>	<p>Identify issues for investigation and develop hypotheses / key questions.</p> <p>Devise appropriate collection techniques / sampling methods and undertake a risk assessment.</p> <p>collecting primary data</p>

			<p>(Post trip: evaluate method at home – write-up a review of the accuracy / reliability of your collected data).</p> <p>Use ICT and hand-drawn graphical skills to present primary information</p> <p>Use and review secondary data (Census Data – e.g. the Office for National Statistics (ONS) Neighbourhood Statistics + 1 one other source).</p> <p>Interpret primary and secondary data – Attempt to explain trends and outliers.</p> <p>Draw evidence based on conclusions for original posed hypotheses / key questions.</p> <p>GCSE style question requiring students to assess the overall reliability of their findings.</p>
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Year 11 GEOGRAPHY Curriculum Map 2022-23

Term	Topic/Unit title	Essential knowledge (what students should know and understand by the end of the unit/topic)	Essential skills (what students should be able to do by the end of the unit/topic)
Autumn 1	<p>Edexcel Geography A: Topic 4</p> <p>Changing Cities</p>	<p>4.1 Urbanisation is a global process</p> <p>4.1a – Contrasting trends in urbanisation over the last 50 years in different parts of the world.</p> <p>4.1b – How and why urbanisation has occurred at different times and rates in different parts of the world.</p> <p>4.2 The degree of urbanisation varies across the UK</p> <p>4.2a - Distribution of urban population in the UK and the location of its major urban centres.</p> <p>4.2b - Factors causing the rate and degree of urbanisation to differ between the regions of the UK.</p> <p>Case Study of a major UK city - Manchester</p>	<p>Study of a major UK city</p> <p>Study of a major city in a developing or an emerging country.</p> <p>Use and interpretation of line graphs and calculating of rate of change.</p> <p>Using Census output area data for 2011.</p> <p>Using quantitative and qualitative information to judge the scale of variations in quality of life.</p> <p>Using GIS/satellite images, historic images and maps to investigate spatial growth</p> <p>Using a combination of population pyramids, choropleth maps and GIS.</p> <p>Interpreting choropleth maps.</p>

		<p>4.3 The context of Manchester influences its functions and structure</p> <p>4.4 Manchester is being managed by movements of people, employment and services</p> <p>4.5 Globalisation and economic change create challenges for Manchester that require long-term solutions</p> <p>Case Study of a major city in a developing country or an emerging country – Mexico City</p> <p>4.6 The context Mexico City influences its functions and structure</p> <p>4.7 The character of Mexico City is influenced by its fast rate of growth</p> <p>4.8 Rapid growth within Mexico City results in a number of challenges that need to be managed</p>	
Autumn 2	Geographical investigations – Fieldwork	<p>One day of Urban focussed fieldwork and completion of investigation.</p> <p>Paper 3 analysis and completion</p>	<p>Identify issues for investigation and develop hypotheses / key questions.</p>

			<p>Devise appropriate collection techniques / sampling methods and undertake a risk assessment.</p> <p>collecting primary data</p> <p>(Post trip: evaluate method at home – write-up a review of the accuracy / reliability of your collected data).</p> <p>Use ICT and hand-drawn graphical skills to present primary information</p> <p>Use and review secondary data (Census Data – e.g. the Office for National Statistics (ONS) Neighbourhood Statistics + 1 one other source).</p> <p>Interpret primary and secondary data – Attempt to explain trends and outliers.</p> <p>Draw evidence based on conclusions for original posed hypotheses / key questions.</p> <p>GCSE style question requiring students to assess the overall reliability of their findings.</p>
<p>Spring 1</p>	<p>Edexcel Geography A:</p> <p>Topic 5</p> <p>Global Development</p>	<p>5.1a - Contrasting ways of defining development, using economic criteria and broader social and political measures.</p> <p>5.1c - How development is measured in different ways.</p>	<p>Comparing the relative ranking of countries using single versus composite (indices) development measures.</p> <p>Interpreting choropleth maps.</p>

		<p>5.1b - Different factors contribute to the human development of a country.</p> <p>5.2a - Global pattern of development and its unevenness</p> <p>5.2b - Factors that have led to spatial variations in the level of development.</p> <p>5.3a - Impact of uneven development on the quality of life in different parts of the world.</p> <p>8.2a - UK Challenges (Topic 8: Paper 3) link: The 'two-speed economy' and options for bridging the gap between south east and the rest of the UK.</p> <p>5.4a - International strategies that attempt to reduce uneven development.</p> <p>5.4b – Study of top-down and bottom-up development projects.</p> <p>5.5a – 5.8b Case Study of a developing/emerging country</p>	<p>Using numerical economic data to profile the chosen country.</p> <p>Interpreting population pyramids.</p> <p>Using socio-economic data to calculate difference from the mean, for core and periphery regions.</p> <p>Using proportional flow line maps to Visualise trade patterns and flows.</p> <p>Understand exam command words and how to apply them to 2-8mark questions.</p> <p>Know the glossary of key terms for this unit.</p>
<p>Spring 2</p>	<p>Edexcel Geography A: Topic 6</p> <p>Resource management</p>	<p>6.1a - Natural resources can be defined and classified in different ways.</p> <p>6.2a - Global and UK variety and distribution of natural resources.</p> <p>6.2b - Global patterns of usage and consumption of food, energy and water.</p>	<p>Opportunity to revise knowledge from the Ecosystems, biodiversity and management. If necessary, content could be covered at home).</p>

		<p>6.1b - Ways in which people exploit environments in order to obtain water, food and energy.</p> <p>6.1c - How environments are changed by this exploitation.</p> <p>6B: Water resource management.</p> <p>6.8a - How and why the supply and demand for water has changed in the past 50 years.</p> <p>6.9a/b - The proportion of water used by agriculture, industry and domestic in developed countries and developing countries and why there are differences</p>	<p>Use and interpretation of UK and world maps showing the distribution of resources</p> <p>Using different choropleth maps and data visualisations such as Gapminder.</p> <p>Draw informed conclusions from numerical data</p> <p>Describe and interpret geo-spatial data presented in a GIS framework (e.g. analysis of flood hazard using the interactive maps).</p>
<p>Summer 1</p>	<p>Edexcel Geography A: Topic 7</p> <p>Geographical investigations – UK challenges</p> <p>Revision</p>	<p>UK Challenges (Topic 8: Paper 3) link:</p> <p>8.2a - The ‘two-speed economy’ and options for bridging the gap between south east and the rest of the UK.</p> <p>4.5e – UK: The range of possible strategies aimed at making urban living more sustainable and improving quality of life (recycling, employment, education, health, transport, affordable and energy-efficient housing) for the chosen UK city.</p> <p>UK Challenges (Topic 8: Paper 3) link:</p>	<p>Make synoptic links between units of study covered so far.</p>

		<p>8.2b – Costs and benefits of greenfield development and the regeneration of brownfield sites.</p> <p>8.1c - Range of national sustainable transport options for the UK.</p> <p>4.8b – Developing/emerging: Advantages and disadvantages of both bottom-up and top-down approaches to solving the chosen city’s problems and improving the quality of life or its people.</p> <p>4.8c – Developing/emerging: The role of government policies in improving the quality of life (social, economic and environmental) within the chosen city.</p>	
Summer 2	Exams		

Year 11 GEOGRAPHY Curriculum Map 2023-24

Term	Topic/Unit title	Essential knowledge (what students should know and understand by the end of the unit/topic)	Essential skills (what students should be able to do by the end of the unit/topic)
Autumn 1	<p>Edexcel Geography A: Topic 4</p> <p>Changing Cities</p>	<p>Component 2</p> <p>Topic 4: Changing Cities</p> <p>Overview:</p> <p>4.1 Urbanisation is a global process</p> <p>4.1a – Contrasting trends in urbanisation over the last 50 years in different parts of the world.</p> <p>4.1b – How and why urbanisation has occurred at different times and rates in different parts of the world.</p> <p>4.2 The degree of urbanisation varies across the UK</p> <p>4.2a - Distribution of urban population in the UK and the location of its major urban centres.</p>	<p>Study of a major UK city</p> <p>Study of a major city in a developing or an emerging country.</p> <p>Use and interpretation of line graphs and calculating of rate of change.</p> <p>Using Census output area data for 2011.</p> <p>Using quantitative and qualitative information to judge the scale of variations in quality of life.</p> <p>Using GIS/satellite images, historic images and maps to investigate spatial growth</p> <p>Using a combination of population pyramids, choropleth maps and GIS.</p> <p>Interpreting choropleth maps.</p>

		<p>4.2b - Factors causing the rate and degree of urbanisation to differ between the regions of the UK.</p> <p>Case Study of a major UK city - Manchester</p> <p>4.3 The context of Manchester influences its functions and structure</p> <p>4.4 Manchester is being managed by movements of people, employment and services</p> <p>4.5 Globalisation and economic change create challenges for Manchester that require long-term solutions</p> <p>Case Study of a major city in a developing country or an emerging country – Mexico City</p> <p>4.6 The context Mexico City influences its functions and structure</p> <p>4.7 The character of Mexico City is influenced by its fast rate of growth</p> <p>4.8 Rapid growth within Mexico City results in a number of challenges that need to be managed</p>	
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<p>Autumn 2</p>	<p>Geographical investigations – Fieldwork</p>	<p>One day of Urban focussed fieldwork and completion of investigation.</p> <p>Paper 3 analysis and completion</p>	<p>Identify issues for investigation and develop hypotheses / key questions.</p> <p>Devise appropriate collection techniques / sampling methods and undertake a risk assessment.</p> <p>collecting primary data</p> <p>(Post trip: evaluate method at home – write-up a review of the accuracy / reliability of your collected data).</p> <p>Use ICT and hand-drawn graphical skills to present primary information</p> <p>Use and review secondary data (Census Data – e.g. the Office for National Statistics (ONS) Neighbourhood Statistics + 1 one other source).</p> <p>Interpret primary and secondary data – Attempt to explain trends and outliers.</p> <p>Draw evidence based on conclusions for original posed hypotheses / key questions.</p> <p>GCSE style question requiring students to assess the overall reliability of their findings.</p>
<p>Spring 1</p>	<p>Edexcel Geography A: Topic 2</p>	<p>2.1a - The features of the global atmospheric circulation.</p>	<p>Use and interpretation of line graphs/bar charts showing climate change.</p>

	<p>Weather Hazards and Climate Change</p>	<p>2.1b - How circulation cells and ocean currents transfer and redistribute heat energy across the Earth (NB: to include the significance of the UK's geographic location in relation to its climate 2.4c).</p> <p>2.2a - How climate has changed in the past (NB: to include changes in the UK's climate over the last 1000 years 2.4a).</p> <p>UK Challenges (Topic 8: Paper 3) link:</p> <p>8.4a - Uncertainties about how global climate change will impact on the UK's future climate.</p> <p>2.2b - Causes and evidence for natural climate change (NB: include frequency and strengths of tropical storms and droughts as evidence – linking to 2.4b and 2.8b).</p> <p>2.3a - How human activities produce greenhouse gases that cause the enhanced greenhouse effect.</p> <p>2.3b - Negative effects that climate change is having on the environment and people.</p> <p>UK Challenges (Topic 8: Paper 3) link:</p>	<p>Use of GIS to track the movement of tropical cyclones.</p> <p>Use of social media source, satellite images and socio-economic data to assess impact.</p> <p>Use of weather and storm surge data to calculate Saffir-Simpson magnitude.</p> <p>Use and interpretation of graphs showing medium term rainfall trends.</p> <p>Use and interpretation of socio-economic data.</p> <p>Detailed Case Study</p> <p>UK Climate</p>
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		<p>8.4b - Impacts of climate change on people and landscapes in UK.</p> <p>8.4c - Range of responses to climate change in the UK at a local and national scale.</p> <p>Tropical storms</p> <p>2.4a/b - The UK's climate today - Spatial variations in temperature, prevailing wind and rainfall within the UK.</p> <p>2.5a - How the global circulation of the atmosphere leads to tropical cyclones and the sequence of their formation.</p> <p>2.5b - Characteristics, frequency and geographical distribution</p> <p>2.6 — There are various impacts of and responses to natural hazards caused by tropical cyclones depending on a country's level of development.</p> <p>Lesson 1 - Comparison of impacts in a named developed and a named emerging or developing country.</p>	<p>Tropical Storms: Hurricane Sandy & Typhoon Haiyan</p> <p>Drought: California & Ethiopia</p>
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<p>Spring 2</p>	<p>Edexcel Geography A: Topic 8</p> <p>Geographical Investigations: UK Challenges – complete from Y10 content.</p>	<p>8.2a - The 'two-speed economy' and options for bridging the gap between south east and the rest of the UK.</p> <p>4.5e – UK: The range of possible strategies aimed at making urban living more sustainable and improving quality of life (recycling, employment, education, health, transport, affordable and energy-efficient housing) for the chosen UK city.</p> <p>UK Challenges (Topic 8: Paper 3) link:</p> <p>8.2b – Costs and benefits of greenfield development and the regeneration of brownfield sites.</p> <p>8.1c - Range of national sustainable transport options for the UK.</p> <p>4.8b – Developing/emerging: Advantages and disadvantages of both bottom-up and top-down approaches to solving the chosen city's problems and improving the quality of life or its people.</p> <p>4.8c – Developing/emerging: The role of government policies in improving the quality of life (social, economic and environmental) within the chosen city.</p>	<p>Make synoptic links between units of study covered so far.</p>
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Summer 1	Revision		