



Year 11 Geography Curriculum – AQA GCSE Geography specification						
	Autumn Term		Spring Term		Summer Term	
	HT 1	HT2	HT3	HT4	HT5	HT6
<b>Key Concepts</b>	<p><b><u>Paper 1 Section B: The living world</u></b></p> <p><b>Ecosystems</b></p> <p>Students will use a small scale UK example to revisit the components of an ecosystem as well as the impacts of human activity. The distribution and characteristics of key global biomes will also be investigated.</p> <p>Tropical rainforests and hot deserts will be explored in turn, including biodiversity, animal and plant adaptations and human activity. The Amazon rainforest and</p>	<p><b><u>Paper 2 Section C: The challenge of resource management</u></b></p> <p><b>Resource management and food option</b></p> <p>Global and national issues linked to food, water, energy will be investigated.</p> <p>Students will explore the various issues relating to food supply and production across the globe. This will include causes and consequences of limited food supply, the impacts of large-scale industrial farming and the opportunities for more sustainable food</p>	<p>Mock exams, pre-release practice and revision (16 week final countdown schedule)</p>	<p><b><u>Paper 3 Section A Issue evaluation</u></b></p> <p>Issue Evaluation pre-release booklet</p> <p>Students will be guided through content and concepts through activities and exam practice.</p> <p>Students will complete a paper 3 section A mock exam based on predicted questions for pre-release</p>	<p>Revision</p>	



	the Sahara Desert will be used to investigate the opportunities and challenges created by economic activity as well as sustainable methods of management.	production and consumption.				
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<b>Knowledge &amp; Understanding (National Curriculum)</b> <i>Skills are across the whole year.</i>	<u>Paper 1 Section B: The living world</u>  Ecosystems  Definition of ecosystems / biomes Ecosystem components Food chains / webs Characteristics of TRF / hot desert Causes of deforestation in TRF	<u>Paper 2 Section C: The challenge of resource management</u>  <b>Resource management and food option</b>  Definition of resources Global pattern of resource consumption Resource surplus/deficit Resource security/insecurity	<u>Mock exams and issue evaluation practice</u>	<u>Paper 3 Section A Issue evaluation</u>  Dependant on focus of pre-release	<u>Revision and paper 1 exam</u>	<u>Revision and paper 2 and Paper 3 exams</u>



	<p>Reasons TRFs should be protected</p> <p>Causes of desertification in hot deserts</p> <p>Distribution of biomes</p> <p>Plant and animal adaptations</p> <p>Impacts of deforestation</p> <p>Sustainable management of TRFs</p> <p>Opportunities/challenges in hot deserts</p> <p>Reducing desertification in hot deserts</p>	<p>Definition of agriculture</p> <p>Organic, high value and seasonal food</p> <p>Food miles and carbon footprint</p> <p>Agribusiness</p> <p>UK rainfall and population density</p> <p>Causes of increased water use</p> <p>Non-renewables (finite) FF inc fracking</p> <p>Renewables</p> <p>Changing UK energy mix</p> <p>Impact of access to resources on economic and social well being</p> <p>Impact of importing food</p> <p>Impact of local food</p> <p>Organic/local vs agribusiness</p> <p>Strategies to reduce food miles and carbon footprint</p>				
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		<p>Water pollution causes and strategies          Water transfer          Causes of changing UK energy mix          Environmental impacts of exploiting energy sources          Economic impacts of exploiting energy sources</p> <p>Pattern of global food supply and consumption          Reasons for increasing food consumption          Irrigation (3 types)          Appropriate technology          Physical and human factors affecting food supply          Impacts of food insecurity          Increasing food production          (Hydro/aero/biotech,</p>				
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		New Green Revolution) Impacts of irrigation schemes in LIC Sustainable agriculture Agroforestry in LICs				
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<b>Skills</b>	<b>R</b> <i>Develop</i> <b>RESILIENCE</b>	Tackling challenging extended writing tasks in a timely manner and incorporating complex subject specific vocabulary
	<b>A</b> <i>Possess</i> <b>AMBITION</b>	Regular use of curriculum checkpoints where students are expected to respond to feedback in a timely manner as well as responding to think pink boxes.
	<b>I</b> <i>Demonstrate</i> <b>INTEGRITY</b>	Taking responsibility for all work produced within lessons. Demonstrating and upholding strong moral and ethical values when learning about particular topics throughout the year.
	<b>S</b> <i>Embed</i> <b>Self-Discovery</b>	Regular 30 minute homework tasks which students are expected to engage in. As well as this, students have access to a wider reading list to further bolster their understanding of topics. 16 week Final Countdown revision schedule



	<b>E</b> Display <b>EMPATHY</b>					Understanding and having compassion when learning about more complex and ethically challenging topics.			
<b>Curriculum Links</b>								Develop revision skills/revision techniques applicable to History/EBacc and other subject situations.	
<b>Assessment</b>	Retrieval knowledge from previous topics  Curriculum checkpoint:  Paper 1 section B (30 mins)	Retrieval knowledge from previous topics  Curriculum checkpoint:  Paper 2 Section C (30 mins)	Mock exams Paper 1 full (90 mins) and paper 2 full (90 mins) and Paper 3 section B fieldwork (45 mins)	Paper 3 Section A (45 mins)					
<b>Aspirations &amp; Careers</b>	Ecotourism Conservation ist	Tertiary and quaternary jobs linked to resource use		Dependant on content of pre-release	.	.		Universally applicable to employment. Developing life skills of knowledge retention, recall and	

