

Year 11 Geography Curriculum Progression Map

	Term 1	Term 2	Term 3	Term 4	Term 5
Dates	4 th September – 20 th October	30 th October – 15 th December	2 nd January – 9 th February	19 th February – 23 rd March	9 th April – 25 th May
Weeks	7 Weeks	7 Weeks	6 Weeks	5 Weeks	5 Weeks
Lessons	21 Lessons	21 Lessons	18 Lessons	15 Lessons	15 Lessons
Inset	4 th September, 5 th September	-	2 nd January	-	-
Unit Title	*Changing Cities	*Changing Cities *Global Development	*Global Development	*Global Development *Human enquiry- urban * UK Challenges	*Resource Management w/water
Sequence	<p>*Contrasting trends in urbanisation over the last 50 years in different parts of the world (developed, emerging and developing countries). *How and why urbanisation has occurred at different times and rates in different parts of the world (developed, emerging and developing countries) and the effects. *Distribution of urban population in the UK and the location of its major urban centres. *Factors causing the rate and degree of urbanisation to differ between the regions of the UK.</p> <p>*Site, situation and connectivity of Liverpool in a national (cultural and environmental), regional and global context. *Liverpool's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe) in terms of its functions and building age. *The sequence of urbanisation, suburbanisation, counter urbanisation and re-urbanisation processes and their distinctive characteristics for Liverpool. *Causes of national and international migration and the impact on different parts of Liverpool city (age structure, ethnicity, housing, services). *Key population characteristics of the Liverpool that is available from the Census and reasons for population growth or decline. *Causes of deindustrialisation (globalisation, de-centralisation, technological advances and developments in transport) and impacts on Liverpool. *How economic change is increasing inequality in Liverpool and the differences in quality of life. *Recent changes in retailing and their impact on Liverpool: decline in the central business district (CBD), growth of edge- and out-of-town shopping and increasing popularity of internet shopping). *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 Liverpool.</p>	<p>*Site, situation and connectivity of Mexico City in a national (cultural and environmental), regional and global context. *Mexico City's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe) in terms of its functions and building age. *Reasons for past and present trends in population growth (rates of natural increase, national and international migration, economic investment and growth). *Causes of national and international migration and the impact on different parts of Mexico City (age structure, ethnicity, housing, services). *How the growth of Mexico City is accompanied by increasing inequality (areas of extreme wealth versus poverty) and reasons for differences in quality of life. *Effects resulting from the chosen city's rapid urbanisation: housing shortages, squatter settlements, under-employment employment, pollution and inadequate services. *Advantages and disadvantages of both bottom-up and top down approaches to solving Mexico City's problems and improving the quality of life or its people. *The role of government policies in improving the quality of life (social, economic and environmental) within Mexico City.</p> <p>*Contrasting ways of defining development, using economic criteria and broader social and political measures. *Different factors contribute to the human development of a country: economic, social, technological, cultural, as well as food and water security. *How development is measured in different ways: Gross Domestic Product (GDP) per capita, the Human Development Index, measures of inequality and indices of political corruption.</p>	<p>*Global pattern of development and its unevenness between and within countries, including the UK. *Factors (physical, historic and economic) that have led to spatial variations in the level of development globally and within the UK. *Impact of uneven development on the quality of life in different parts of the world: access to housing, health, education, employment, technology, and food and water security. *The range of international strategies (international aid and inter-governmental agreements) that attempt to reduce uneven development. *Difference between top-down (government or transnational corporation (TNC) led) and bottom-up development projects (community led). Their advantages and limitations in the promotion of development. *Location and position of India in its region and globally. *Broad political, social, cultural and environmental context of India in its region and globally. *Unevenness of development within the chosen country (core and periphery) and reasons why development does not take place at the same rate across all regions. *Positive and negative impacts of changes that have occurred in the sectors (primary, secondary, tertiary and quaternary) of India's economy. *Characteristics of international trade and aid and India's involvement in both. *Changing balance between public investment (by government) and private investment (by TNCs and smaller businesses) for India. *Changes in population structure and life expectancy that have occurred in the last 30 years in India. *Changing social factors (increased inequality, growing middle class and improved education) in the chosen country.</p>	<p>*How geopolitical relationships with other countries affect India's development: foreign policy, defence, military pacts, territorial disputes. *How technology and connectivity support development in different parts of India and for different groups of people. *How India's government and people are managing the impacts of its rapid development to improve quality of life and its global status.</p> <p>*Students must have an opportunity to develop understanding of the kinds of question that can be investigated through fieldwork in urban environments. Students must have an opportunity to develop a question(s) based on their location and the task. *Fieldwork data collection must include at least: ● one qualitative fieldwork method to record the quality of the urban environment ● one quantitative fieldwork method to measure land use function. Physical interaction: students must develop their understanding of the interaction between physical landscape features, the central/inner urban area and residents and visitors. *The use of at least two different secondary sources of data, including: ● Census data e.g. Office for National Statistics (ONS) Neighbourhood Statistics – neighbourhood summary report ● one other chosen by the centre.</p> <p>*Changes in the UK's population in the next 50 years and implications on resource consumption. b. Pressures of growing populations on the UK's ecosystems. c. Range of national sustainable transport options for the UK. *The 'two-speed economy' and options for bridging the gap between south east and the rest of the UK. b. Costs and benefits of greenfield development and the regeneration of brownfield sites. c. UK net migration statistics and their reliability and values and attitudes of different stakeholders towards migration. *Approaches to conservation and development of UK National Parks b. Approaches to managing river and coastal UK flood risk. *Uncertainties about how global climate change will impact on the UK's future climate. b. Impacts of climate change on people and landscapes in UK c. Range of responses to climate change in the UK at a local and national scale.</p>	<p>*Natural resources can be defined and classified in different ways (biotic, abiotic, renewable and non-renewable). *Ways in which people exploit environments in order to obtain water, food and energy (extraction of fossil fuels, fishing, farming and deforestation). *How environments are changed by this exploitation (reduced biodiversity, soil erosion and reduced water and air quality). *Global and UK variety and distribution of natural resources (soil and agriculture, forestry, fossil fuels, water supply, rock and minerals). *Global patterns of usage and consumption of food, energy and water. Global distribution of fresh water. *How the availability of fresh water varies on a global, national and local scale. *Why some parts of the world have a water surplus or a water deficit. *How and why the supply and demand for water has changed in the past 50 years due to human intervention. *The proportion of water used by agriculture, industry and domestic in developed countries and emerging or developing countries. *Why there are differences in water usage between developed and emerging or developing countries. *Why the UK has water-supply problems (imbalances of the supply and demand for rainfall, seasonal imbalances and an ageing infrastructure: sewage and water pipes). *Why emerging or developing countries have water-supply problems (access to only untreated water, pollution of water courses and low annual rainfall). *How attitudes to the exploitation and consumption of water resources vary with different stakeholders (individuals, organisations and governments). *How technology (desalination) can resolve water-resource shortages. *Why water resources require sustainable management. *Different views held by individuals, organisations and governments on the management and sustainable use of water resources. *How one developed country and one emerging or developing country have attempted to manage their water resources in a sustainable way.</p>

Rationale	The unit provides an introduction of how cities change with a focus on the UK building on work from Unit 1. Liverpool is utilised as an in-depth case study to help secure students knowledge of the local area.	The unit introduces an in-depth case studies- Mexico City utilising a land use model introduced for Liverpool.	This unit builds on factors introduced in changing cities- physical, economic etc. and aspects of aid introduced last year and builds on top down/bottom up policies introduced earlier in year 11.	This 2 nd practical unit is delivered here to build on changing cities and global development. The UK Challenges unit summarises aspects such as migration and transport which has been covered in previous units.	This final unit builds on units throughout the course such as weather & climate, UK Changing landscapes as the focus in part 2 is water resources.
Key Building Blocks	Trends on global, national and local scale- interaction and impacts in the built environment	Trends on global, national and local scale- interaction and impacts in the built environment	Trends on global, national and local scale- interaction and impacts in the built environment	Trends on global, national and local scale- interaction and impacts in the built environment	
Retrieval Practices	Low stakes quizzes Do Now activities e.g. card sorts Interleaved themes KO's- homework Dual coding	Low stakes quizzes Do Now activities e.g. card sorts Interleaved themes KO's- homework Dual coding	Low stakes quizzes Do Now activities e.g. card sorts Interleaved themes KO's- homework Dual coding	Low stakes quizzes Do Now activities e.g. card sorts Interleaved themes KO's- homework Dual coding	Low stakes quizzes Do Now activities e.g. card sorts Interleaved themes KO's- homework Dual coding
Key Skills	Developing vocabulary Written communication Analysis of a range of maps and sources Mathematical skills	Developing vocabulary Written communication Analysis of a range of maps and sources Mathematical skills	Developing vocabulary Written communication Analysis of a range of maps and sources Mathematical skills	Developing vocabulary Written communication Analysis of a range of maps and sources Mathematical skills	Developing vocabulary Written communication Analysis of a range of maps and sources Mathematical skills
Literacy	Written & Oral communication Tier 2 & 3 vocab development	Written & Oral communication Paragraph & Essay structure Tier 2 & 3 vocab development	Written & Oral communication Paragraph & Essay structure Tier 2 & 3 vocab development	Written & Oral communication Paragraph & Essay structure Tier 2 & 3 vocab development	Written & Oral communication Paragraph & Essay structure Tier 2 & 3 vocab development
Numeracy	Statistical Analysis	Statistical Analysis	Statistical Analysis	Statistical Analysis	Statistical Analysis
Formative Assessment	Peer & Self-Assessment Model answer comparison Low stakes quizzes Teacher feedback	Peer & Self-Assessment Model answer comparison Low stakes quizzes Teacher feedback	Peer & Self-Assessment Model answer comparison Low stakes quizzes Teacher feedback	Peer & Self-Assessment Model answer comparison Low stakes quizzes Teacher feedback	Peer & Self-Assessment Model answer comparison Low stakes quizzes Teacher feedback
Summative Assessment	End of unit knowledge test	Mocks 1 (Spaced)	End of unit knowledge test	Mocks 2 (Spaced)	End of unit knowledge test
SMSC	Migration, segregation and racism Sustainability Slave trade	Government policy- top down/bottom up Corruption inequality	Government policy Inequality Healthy living	Government policy Inequality Migration Climate change	Over use of resources
Linking curriculum to careers	Urban planning Retail Liverpool Council	Urban planning Non- governmental agencies Liverpool Council	Non-Governmental Agencies NHS	Retail Planning World Bank IMF	Non-Governmental Agencies United Utilities Shell/Esso