

Subject: Geography **Year** 11 **Ability** Mixed

Term / Date(s)	Term 1 (HT 1-2)	Term 1 (HT 2-3)	Term 2 (HT 3- 4)	Term 3 (HT 4- 5)
Topic	Changing Economic World	Urban Issues and Challenges	Challenges of Resource Management	Issue Evaluation, Fieldwork Skills, Revision and Exam Techniques
Topic overview Pupils will learn...	Students will gain an understanding that there are global variations in economic development and how this can create both opportunities and challenges.	That populations are distributed across the world in urban areas and how urban change has created both opportunities and challenges for both lower and higher income countries. Students will also study the concept of sustainable urban management.	Food, water and energy are all important resources which aid human survival and allow us to thrive. However, these resources are unequal across the world. Students will study the reasons for global resource inequality and strategies to resolve these issues.	Issue Evaluation: This element of paper 3 consists of an analysis of a topical resource booklet, provided by AQA 12 weeks before the date of the paper 3 exam. Students will answer questions relating to the content of the Issue Evaluation and apply their understanding of content already covered. Fieldwork: Students conduct fieldwork for both human and physical investigations (planned HT6 Y10). In lessons they will practice potential questions for both seen and unseen fieldwork skills. Revision and Exam techniques: Students will learn how to revise the geography content skilfully and effectively, in order to recall information with ease.
Components	Students will classify parts of the world, with the use of different measures of development, in order to be able to evaluate similarities and differences. Students will study factors varying causing and consequences of uneven development in order to apply this to examples and case studies. Students will understand the Demographic Transition Model in order analyse the historic development in a country. An overview of the strategies used to reduce the development gap in order to apply these to an example. Students study a case study an LIC in order to illustrate: <ul style="list-style-type: none"> Importance of the country The wider context within which the country is placed 	Students will define urbanisation in order to compare and contrast how levels of development change over time. Students will be aware of push and pull factors for migration between areas in order to establish reasons why urban areas grow. In addition students will recall information from the Demographic Transition Model in order to apply their understanding to natural population increase. Students study a UK city (London) case study to understand the opportunities and challenges presented with urban growth. They will also study sustainable strategies in London in order to demonstrate how cities of the future need to be managed. Students study an urban area in a developing country in order compare opportunities and challenges in a poor city. Students to evaluate how urban planning is improving the quality of life for the urban poor.	The students will learn an awareness of the significance of food, water and energy in order to understand their significance to human life and wellbeing. Students will study food, water and energy in relation to the UK in order to understand how it creates opportunities and challenges. In addition, students will become aware of how these challenges are managed sustainably. An understanding of how energy can be growing globally yet can be insecure, in order to understand the need to manage this in a sustainable way for the future, on a global scale. Students will explore a local renewable energy source in an LIC/ NEE, in order to apply their understanding of resource insecurity for those living in contrasting levels of wealth.	Issue Evaluation: Components will be dependent on the exam boards choosing, and differ from each year. Past examples have included: <ul style="list-style-type: none"> June 2018 – Managing water demand in the UK. Discussion over a new Oxfordshire reservoir development. June 2019- Tropical Rainforest deforestation and its effect on the environment. Should a road be built through the Peruvian Rainforest? June 2020 – Living in an increasing urban world poses challenges for LICs and NEEs. But, are slums areas of hope or despair? June 2021- Looking at the future of energy in the UK. Are projects such as the Isle of Lewis Wind farm always viewed so positively? Fieldwork Skills- Students will practice how to answer exam style questions relating to: <ul style="list-style-type: none"> Data collection methods: Primary and secondary using geographic sampling methods.

	<ul style="list-style-type: none"> The changing industrial structure and the role of TNC's Types of aid that can influence development The environmental impacts of development The effects of economic on quality of life for the population <p>Students will study how major changes in the economy of the UK have affected employment patterns and regional growth.</p>			<ul style="list-style-type: none"> Data analysis: Analyse data through number of presentation methods. Evaluation of results and methods: The ability to question ones results and find solutions for future samples.
<p>What pupils should already know (prior learning components)</p>	<ul style="list-style-type: none"> Understanding of GDP and national economies (HT4 Y7/8) Locational knowledge of UK cities, continents and oceans. (Y7 HT1) Understand the concept of development and the different levels of development (LIC/NEE/HIC) Awareness of the term aid and how this supports a countries ability to develop (KS3 HT4 Unequal World Unit) Understanding the difference between urban and rural areas. 	<ul style="list-style-type: none"> What is sustainable management (KS3 focus) Understanding of the different levels of economic development (HIC/NEE/LIC) Understand the concept of migration and reasons for this (Y8 HT4) Locational knowledge of UK cities, continents and oceans (Y7 HT1) Understanding of different geographical scales including local, national and global. Knowledge and awareness of push and pull factors (Y8 HT4) Understanding the difference between urban and rural areas. Demographic structures e.g. population pyramids (Y9 HT4) 	<ul style="list-style-type: none"> Humans have and will continue to exploit resources for our societal gain (KS3 HT5 Future World units) Exploitation of resources can further increase global warming and climate change. (KS3 HT5 Future World units) Globalisation and capitalist concepts (HIC's) (Y7 and Y8 HT1) Locational knowledge of continents, countries, oceans (Y7 HT1) Awareness of imports and exports (Y7 HT1) Understanding of the different levels of development. The interrelationship between humans and physical geography (Y7 HT1) 	<p>As the Issue evaluation is unseen and changes each exam season, there is no predicting what the theme will be. However, it is certain that it will be an applicational study of a component of learning already covered throughout the course. To prepare students for this, the department create a lot of our own resources which are in the style of issue evaluation figures. This is to help students feel comfortable with reading information, graphs, images and maps.</p> <p>Students will have acquired the fieldwork skills during the human and physical investigations in Bridlington. They will now practice applying their understanding of sampling methods to those of other geographical investigations (unseen fieldwork scenarios)</p>
<p>Transferrable knowledge (skills)</p>	<p>Content Skills:</p> <ul style="list-style-type: none"> Contrasting levels of wealth can lead to differences in impacts of geographical events and phenomena e.g. tectonic hazard effects and responses (Y10) Population pyramids can be matched to stages of the demographic transition model. The role of TNCs will be a stepping stone to understand the global systems and governance aspect of the A-level course. Understanding of colonialism (History KS3) applied to hindering a countries development. <p>Geographic, Cartographic and Fieldwork Skills:</p> <ul style="list-style-type: none"> Use of a variety of graphs, maps and charts to display development trends. Use a range of resources/ figures to interpret and infer and apply knowledge and understanding Use of data/evidence to develop a balanced judgment/evaluation. 	<p>Content Skills:</p> <ul style="list-style-type: none"> Identifying differences between contrasting levels of wealth through comparing and contrasting. Applying geographic phenomena to different scales e.g. local, regional, national and international. The understanding of how both physical and human factors can cause urban growth and over population through migration and natural increase. Making links between urban growth and resource demand. Making links between historical industrial growth and wealth of a country/ city, in terms of economic development being hindered. <p>Geographic, Cartographic and Fieldwork Skills:</p> <ul style="list-style-type: none"> Use of a variety of graphs, maps and charts to display urban trends. Use a range of resources/ figures to interpret and infer and apply knowledge and understanding Understanding of data collection methods suitable for a human fieldwork study within an urban area (unseen fieldwork skills). 	<p>Content Skills:</p> <ul style="list-style-type: none"> The ability to categorise information into social, economic and environment impacts. The understanding of how natural resources are exploited by humans and the impact of this on the environment, with a particular reference to climate change. Understanding resources of local, national and global scales. Consider how and why individual, local, national and global opinions may change over time and how these are formed. <p>Geographic, Cartographic and Fieldwork Skills:</p> <ul style="list-style-type: none"> Use of data/evidence to develop a balanced judgment/evaluation. Use of graphs, maps and charts to show an awareness of distribution and anomalies in resource management trends. Use a range of resources/ figures to interpret and infer and apply knowledge and understanding 	<p>Issue Evaluation:</p> <ul style="list-style-type: none"> Problem solving: Both teacher and student work out potential examination questions. Critical Thinking: Students need to apply their understanding of geographical concepts and theories to new scenarios, in order to make a judgement. Information Handling: Condensing and summarising. <p>Geographic and Cartographic:</p> <ul style="list-style-type: none"> Interpreting distribution of geographical patterns (Choropleth). Other graphs, maps and charts include: Bar graph, pie chart, line graph, proportional symbols, rose chart, dispersion graph, flowline map etc... Use of data and evidence to develop balanced arguments in geographical debates. Application of understanding to case studies and figures <p>Fieldwork Skills:</p> <ul style="list-style-type: none"> Data collection methods: Primary and secondary using geographic sampling methods.

				<ul style="list-style-type: none"> Data analysis: Analyse data through number of presentation methods. Evaluation of results and methods: The ability to question ones results and find solutions for future samples.
Key vocabulary pupil will know and learn	Birth rate, Death Rate, Demographic Transition Model, Development gap, Globalisation, Aid, Industrialisation, Transnational Corporation, Mortality.	Urban, Rural, Sustainability, LIC, NEE, HIC, Population, Natural Increase, Migration, Urban Planning, Redevelopment.	Resource, Security, Surplus, Deficit, Inequality, Agribusiness, Sustainable, Supply, Demand, Carbon Footprint, Food Miles.	Justify, Management, Data Collection, Presentation, Analysis, Evaluation, Method, Fieldwork.
Assessment activities	<ol style="list-style-type: none"> Do now/ Recap and Recall testing prior knowledge with an opportunity to top up learning. AFL and PIT time demonstration tasks. Low Stakes, multiple choice quiz Weekly homework revision sheets using Internet Geography and Bitesize. End of topic open book test Star Assessments and Formal Mocks 	<ol style="list-style-type: none"> Do now/ Recap and Recall testing prior knowledge with an opportunity to top up learning. AFL and PIT time demonstration tasks. Low Stakes, multiple choice quiz Weekly homework revision sheets using Internet Geography and Bitesize. End of topic open book test Star Assessments and Formal Mocks 	<ol style="list-style-type: none"> Do now/ Recap and Recall testing prior knowledge with an opportunity to top up learning. AFL and PIT time demonstration tasks. Low Stakes, multiple choice quiz Weekly homework revision sheets using Internet Geography and Bitesize. End of topic open book test Star Assessments and Formal Mocks 	<ol style="list-style-type: none"> Do now/ Recap and Recall testing prior knowledge with an opportunity to top up learning. AFL and PIT time demonstration tasks. Low Stakes, multiple choice quiz Weekly homework revision sheets using Internet Geography and Bitesize. End of topic open book test Examinations: Paper 1, 2 and 3.
Resources available	<p><u>Lesson Resources:</u> I:\Curriculum Folders\Humanities\Geography\1 GCSE AQA\Paper 2 Challenges Human Environment\3. Changing Economic World</p> <p><u>Webpages and Links:</u> Internet Geography – https://www.internetgeography.net/topics/the-changing-economic-world/ BBC Bitesize – https://www.bbc.co.uk/bitesize/topics/zg93ycw</p> <p><u>YouTube Links:</u> Changing Economic World Revision Blast – https://www.youtube.com/watch?v=PkHFmwmTgiw How did Britain Conquer India? – https://www.youtube.com/watch?v=DzDwz18ng7w UK's Industrial Revolution – https://www.youtube.com/watch?v=xLhNP0qp38Q Deindustrialisation in the UK- https://www.youtube.com/watch?v=C_hVpbn954U</p>	<p><u>Lesson Resources:</u> I:\Curriculum Folders\Humanities\Geography\1 GCSE AQA\Paper 2 Challenges Human Environment\2. Urban issues & challenges</p> <p><u>Webpages and Links:</u> Internet Geography - https://www.internetgeography.net/aqa-gcse-geography/urban-issues-and-challenges/ BBC Bitesize – https://www.bbc.co.uk/bitesize/topics/z9wgc82</p> <p><u>YouTube Links:</u> Urban Issues Full Unit Revision Blast- https://www.youtube.com/watch?v=qr0WPr_1XP4 London Growth Case Study – https://www.youtube.com/watch?v=sz_-wRlkdu Mumbai, Dharavi Informal Settlement – https://www.youtube.com/watch?v=lm0tHRs9Bng</p>	<p><u>Lesson Resources:</u> I:\Curriculum Folders\Humanities\Geography\1 GCSE AQA\Paper 2 Challenges Human Environment\1. Challenge of resource management</p> <p><u>Webpages and links:</u> Internet Geography – https://www.internetgeography.net/aqa-resource-management/ BBC Bitesize – https://www.bbc.co.uk/bitesize/topics/zybnhv4</p> <p><u>YouTube links:</u> Elan Valley Water Transfer Scheme – https://www.youtube.com/watch?v=Muii8MYROx4 UK Energy Crisis - https://www.youtube.com/watch?v=f37wJ93h8rE Making the home more energy efficient – https://www.youtube.com/watch?v=uZjwlvOzNEA</p>	<p><u>Lesson Resources:</u> I:\Curriculum Folders\Humanities\Geography\1 GCSE AQA\Paper 3 Fieldwork coasts GCSE</p> <p><u>Webpages and Links:</u> Internet Geography – https://www.internetgeography.net/geographical-skills/ BBC Bitesize – https://www.bbc.co.uk/bitesize/topics/zpf6mnb</p> <p><u>YouTube Links:</u> Coastal Fieldwork Overview - https://www.youtube.com/watch?v=J3w67MFeMuo Geographical Fieldwork - https://www.youtube.com/watch?v=nc9RVbg66Sw</p> <p>Graph and Map Skills Playlist: Climate graphs - How to draw and interpret - YouTube</p>
Notes	This topic is important as it is concerned with human processes, systems and outcomes and how these change both spatially and temporally.	This topic is important as both the global population and urban population growth enables students to identify future problems which may impact their lifestyles if they choose to move to a city e.g. during university.	This topic is important as it allows students to further develop their understanding of the need for resources and the effects of their exploitation for future generations.	This topic is important as it creates a basis for future studies in research methods. Students who choose further education, no matter what the field, will come across the skills of data collection, analysis and evaluation. Studying geography at GCSE provides students with the opportunity to acquire the foundations of these skills and feel comfortable in future investigations.
Why this topic is important...	This topic is important as students study processes in a variety of places and at a range of scales. It includes places in various states of development.	This topic is important because it allows students to understand the history of UK cities through industrial development, deindustrialisation and regeneration	This topic is important as it explores the dynamic interrelationship between the human and physical world.	

<p>It is important as the students develop an understanding of the factors that produce a diverse variety of human environments</p> <p><u>Links to British Value</u> Rule of Law – Policies in place to support economic development Moral – To understand if it is our moral duty to support economic development through aid and country to country support.</p> <p><u>Cultural Capital/ Careers</u> Learning about other countries at different stages of development.</p>	<p>schemes. They will be able to explain why these improvements are made and how they benefit the urban environment.</p> <p>To show the differences in how people live in different societies in areas with contrasting levels of development. Students will become more aware of their own advantages in life and lucky they are to have the facilities and services available to them like the NHS.</p> <p><u>Links to British Values:</u> Rule of Law – New laws and policies can be created to help reduce the challenges of overpopulated cities e.g. congestion charge zones in London. In addition, discussions around crime rates increasing with overpopulation and the struggles Police forces face when tackling these inner-city issues. Equality and Tolerance – Comparing both HIC and LIC cities is often humbling for students. They understand how lucky they are to have the facilities and services available to them. Other people live without basic human rights.</p> <p><u>Cultural Capital/ Careers:</u> Students will be more aware of the different sectors of industry and how a good education often leads to higher paid, tertiary and quaternary roles. They will also be more aware of how the future will create new job roles, while others disappear.</p>	<p>The topic also allows students to consider how resource management varies between countries of contrasting levels of wealth.</p> <p><u>Links to British Values:</u> Democracy – International agreements and targets are set to help reduce the rate of global warming as a result of excessive energy usage. World leaders debate, discuss and vote on best course of action. Rule of Law – National laws and limits around exploitation of energy e.g. banning the sale of petrol and diesel cars by 2030. Individual Liberty – Some human rights are removed when access to resources is unavailable e.g. not having a fresh water source.</p> <p><u>Cultural Capital/ Careers:</u> Students will discuss the various job roles associated with the exploitation and processing of resources, with links to sectors of industry, and contrasting levels of wealth.</p> <p>Students will become more aware of their own carbon footprints and the activities which increase this.</p>	<p>The Issue Evaluation proportion challenges students with applying their knowledge to new scenarios. It requires a degree of problem solving and prediction.</p> <p><u>Links to British Values:</u> Although not specifically linked, the issue evaluation often requires students to come to a judgement or conclusion on an issue with differing views. It teaches students the importance of evaluation, and respect of differing opinions.</p> <p><u>Cultural Capital/ Careers:</u> As mentioned above, the issue evaluation has many benefits in teaching transferable skills for the future, in further education or jobs in the research sector.</p>
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