



Curriculum Map Year 11 GEOGRAPHY AQA 8035

Curriculum Intent: To deliver an inclusive and comprehensive GCSE curriculum

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------|--|--|---|--|---|---|
| Unit of work | Physical - Section A: 3.1.1 The challenge of natural hazards (Natural Hazards + Tectonics) | The challenge of natural hazards (Weather + Climate change). Note: Mock 1 | Physical landscapes in the UK and UK Human Geography | Section A 3.1.1 Preparation for Pre-release Paper 3 Issue Evaluation/Revision. Note: Mock 2 | Targeted teaching to address ongoing areas of misconception from all curriculum topics | Exams |
| Core Skills | <ul style="list-style-type: none"> Enquiry Communication (literacy) Develop extended writing Critical thinking | <ul style="list-style-type: none"> Enquiry Communication (literacy) Develop extended writing Critical thinking | <ul style="list-style-type: none"> Enquiry Communication (literacy) Develop extended writing Critical thinking | <ul style="list-style-type: none"> Critical thinking Problem solving | <ul style="list-style-type: none"> Exam technique skills Enquiry Communication (literacy) Develop extended writing Critical thinking | |
| Core Knowledge | <ul style="list-style-type: none"> Natural hazards pose major risks to people and property. Earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Management can reduce the effects of a tectonic hazard. | <ul style="list-style-type: none"> Global atmospheric circulation helps to determine patterns of weather and climate Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Tropical storms have significant effects on people and the environment. The UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity. Climate change is the result of natural and human factors, and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). | <ul style="list-style-type: none"> Ice was a powerful force in shaping the physical landscape of the UK. Distinctive glacial landforms result from different physical processes. Glaciated upland areas provide opportunities for different economic activities, and management strategies can be used to reduce land use conflicts. | The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. | ALL | |
| Link to prior learning | Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | Geographical skills and fieldwork Use of maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Revision of all prior learning | |
| Assessment & Feedback | T1.1 Assessment of current c/w and h/w using Yellow form . Once per week Peer Assessment (PA) and Self Assessment (SA) using green pen . Next steps to be acted upon and monitored using Dedicated Improvement Reflection Time (DIRT) every second week | T1.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate GCSE grading system. | T2.1 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate GCSE grading system. | T2.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate GCSE grading system. | T3.1 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate GCSE grading system. | T3.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate GCSE grading system. |