Geography Department – Year 11 The Proficient Geographer

Shirley High Curriculum Map

Students complete Paper 2, Challenges in the human environment, carry out their two fieldwork enquiries at Seaford and in Shirley, and prepare for Paper 3, Geographical applications. They bring together their knowledge and skills from both years, practising exam technique and extended writing, so they are exam-ready for their GCSE and ready for the next step in their journey, whatever that might be. NB: units don't fall neatly into half terms so there is some crossover.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Urban issues and challenges	Urban issues and challenges (continued) The changing economic world PPE 3 (November)	The changing economic world (continued) Geographical applications: fieldwork PPE 4 (February)	The challenge of resource management (water) Fieldwork write-up Paper 3 pre-release booklet	Pre-release, revision and exams	Exams
Why Now?	Builds on Y8 Brazil (favelas), Y9 Populations (urbanisation and the Burgess model) and Y7 The UK (London boroughs and the Croydon transect). The unit starts with global urban trends and megacities, then uses Rio de Janeiro to give a holistic view of a growing city in a newly emerging economy: why it grew, the opportunities it creates and the challenges people face. Students then turn to London, a city they know, and use it to question and evaluate their own surroundings.	Completes the urban unit with London's challenges, its regeneration and sustainable urban living, focusing on Stratford and the Lower Lea Valley so that one place supports several exam questions. Students then turn to the development gap, building on Y9 Development and Y7 Economy: how development is measured, why it is uneven and how the gap can be reduced. PPE 3 (pre-public examination) in November is followed by question-level analysis so that gaps can be targeted.	The changing economic world moves from Nigeria's rapid growth as a newly emerging economy to the UK's move to a post-industrial economy and its changing rural areas. Both fieldwork enquiries are an exam board requirement and run now so the experience is fresh for Paper 3: the coastal enquiry at Seaford builds on the Year 10 coasts unit, and the housing enquiry in Shirley builds on urban change in London. PPE 4 in February gives a final full check before the spring revision.	Resource management completes the course content, building on Y7 Natural Resources (water scarcity and the UK energy mix). Students look at food, water and energy in the UK before focusing on water: why demand is rising, why some places are water insecure and how supply can be increased sustainably. The fieldwork is written up so that it is ready for revision. AQA releases the Paper 3 resources booklet 12 weeks before the exam, around mid-March, leaving time for full analysis of every figure.	Time to complete the pre-release preparation and targeted revision of Papers 1, 2 and 3. Revision is driven by personal learning checklists (PLCs) and PPE question-level analysis, so each student focuses on their own gaps, with regular practice of case studies, command words and extended answers under timed conditions.	Exams and leave.
Fundamental Concepts	**Key concepts:** Place · Space · Scale · Interdependence · Cultural diversity · Sustainable development **Disciplinary knowledge:** Describing location (continent, country, lines of latitude and compass directions); weighing opportunities against challenges; evaluating how far urban planning improves life for the urban poor. **Substantive concepts:** • Global patterns of urbanisation • Megacities • Causes of urban growth • Opportunities in a growing newly emerging economy (NEE) city • Challenges in a growing NEE city • Urban planning for the urban poor	**Key concepts:** Place · Scale · Cultural diversity · Sustainable development · Interdependence **Disciplinary knowledge:** Using data to compare inequality within a city; evaluating the success of regeneration and of sustainable urban living; judging how useful different measures of development are. **Substantive concepts:** • UK population and city distribution • Opportunities and challenges in a UK city: London • Urban regeneration • Sustainable urban living and transport • Measuring development • The development gap and how to reduce it	**Key concepts:** Interdependence · Scale · Place · Physical and human processes **Disciplinary knowledge:** The enquiry process: formulating an enquiry question or hypothesis, collecting primary and secondary data, processing and presenting it, analysing, concluding and evaluating. **Substantive concepts:** • Nigeria: a newly emerging economy • Aid, transnational corporations (TNCs) and quality of life • The changing UK economy • Rural change in the UK • The UK in the wider world • Fieldwork: one physical and one human enquiry	**Key concepts:** Environmental impact · Sustainable development · Scale · Interdependence **Disciplinary knowledge:** Interpreting maps of water surplus and deficit; evaluating large- and small-scale water schemes; analysing unseen resources to make and justify a decision. **Substantive concepts:** • Food, water and energy: global significance • Resources in the UK (overview) • Global water supply and demand • Water insecurity • Increasing water supply sustainably (department option: water; food and energy are not studied in depth) • Issue evaluation: the pre-release resources booklet	**Key concepts:** All key concepts revisited **Disciplinary knowledge:** Applying knowledge and skills to unfamiliar resources under exam conditions; answering every question for the options we study. **Substantive concepts:** • Paper 1: Living with the physical environment • Paper 2: Challenges in the human environment • Paper 3: Geographical applications	
Students will…	**Learn about:** • Global patterns of urban change, and how urbanisation differs between richer and poorer countries • The growth and distribution of megacities • The causes of urban growth: rural–urban migration (push and pull factors) and natural increase • Rio de Janeiro: its location and its regional, national and international importance • The causes of Rio's growth • Social opportunities in Rio: access to health care, education, water and energy • Economic opportunities in Rio: industry, employment and the multiplier effect • Social and economic challenges: favelas (such as Rocinha), unemployment, the informal economy and crime • Environmental challenges: waste disposal, water pollution in Guanabara Bay, air pollution and traffic congestion • The Favela Bairro Project: how urban planning can	**Learn about:** • The distribution of population and the major cities in the UK • London: its location, and its national and international importance • The impact of national and international migration on London's growth and character • Opportunities: cultural mix, recreation and entertainment, employment and an integrated transport system (Crossrail and the Elizabeth Line) • Urban greening: London as a National Park City and the value of local green space • Challenges: inequality between Kensington and Chelsea and Newham in housing, health, education and income • Challenges: dereliction, air pollution and waste disposal • The Lower Lea Valley: why it needed regeneration and the main features of the Olympic regeneration project • Sustainable urban living: the Olympic Village (East Village), Stratford – water, energy, green space and transport • Measuring development: economic and social indicators such as gross national income (GNI) per head and the Human Development Index (HDI) and their limitations; the Demographic Transition Model • The physical and human causes of uneven development, and its	**Learn about:** • Nigeria: its location and importance, and its wider political, social, cultural and environmental context • Nigeria's changing industrial structure and the role of transnational corporations (TNCs) • Nigeria's changing political and trading relationships with the wider world • International aid: types of aid and their impacts on Nigeria • The environmental impacts of economic development, and the effects of development on quality of life • The changing UK economy: de-industrialisation, globalisation and government policy, and the move to a post-industrial economy • Torr Quarry: UK industry and economic change • Rural change: South Cambridgeshire (population growth) and the Outer Hebrides (population decline) • Improvements to road, rail, ports and airports; the north–south divide; and the UK's place in the wider world **Fieldwork:** • Physical enquiry at Seaford: how effective are the coastal management strategies? • Human enquiry in Shirley and Fieldway: are there housing inequalities? • Planning an enquiry, and collecting primary data (groyne profiles,	**Learn about:** • Why food, water and energy are important to economic and social well-being • Global inequalities in the supply and consumption of food, water and energy • Food in the UK: rising demand, food miles and carbon footprints, organic produce and agribusiness • Water in the UK: changing demand, water quality and pollution, and areas of surplus and deficit • Energy in the UK: the changing energy mix, renewables and the issues of exploiting energy sources • Global water supply: areas of surplus and deficit, and why water consumption is rising • The factors affecting water availability: climate, geology, pollution, over-abstraction, infrastructure and poverty • The impacts of water insecurity: disease, food production, industry and conflict • Strategies to increase water supply: dams and reservoirs, water transfers and desalination • The Lesotho Highlands Water Project: a large-scale water transfer scheme, and its advantages and disadvantages • Sustainable water supplies: conservation, groundwater management, recycling and grey water, and a local scheme (PlayPumps) • Processing, presenting and analysing the fieldwork data, reaching conclusions and evaluating both enquiries	**Learn about:** • Analysing every figure in the pre-release booklet: maps, graphs, data and stakeholder views • Practising the issue evaluation: making and justifying a decision in a 9-mark answer • Revising the Paper 1 and Paper 2 case studies using PLCs and the case study list • Past-paper questions on every section, with a focus on command words and extended answers • Revising both fieldwork enquiries and practising unfamiliar fieldwork questions • Timed practice with feedback	GCSE examinations.

	improve the lives of the urban poor, and how successful it has been	consequences for wealth, health and migration • Strategies to reduce the development gap, including tourism in Jamaica	environmental quality surveys, field sketches, noise readings) and secondary data (2021 Census) • Assessing and managing risk on fieldwork	• Working through the pre-release resources booklet		
Language for Life (Key terms / Vocabulary)	Urbanisation, urban growth, megacity, rural–urban migration, push factor, pull factor, natural increase, low-income country (LIC), newly emerging economy (NEE), high-income country (HIC), favela, squatter settlement, informal economy, formal economy, multiplier effect, site and service scheme, sanitation, pollution, traffic congestion.	Cultural mix, integrated transport system, urban greening, deprivation, inequality, dereliction, brownfield site, urban regeneration, sustainable city, development, development gap, economic and social indicators, gross national income (GNI), Human Development Index (HDI), Demographic Transition Model, uneven development, aid, fair trade, debt relief, intermediate technology, tourism.	Newly emerging economy, transnational corporation (TNC), globalisation, manufacturing, international aid, quality of life, de-industrialisation, post-industrial economy, science park, business park, north–south divide, rural depopulation, enquiry question, hypothesis, primary data, secondary data, sampling, environmental quality survey, housing tenure, risk assessment.	Resource, food security, food miles, carbon footprint, agribusiness, organic produce, energy mix, renewable, non-renewable, energy security, water surplus, water deficit, water stress, water insecurity, over-abstraction, groundwater, water transfer, dam, reservoir, desalination, grey water, appropriate technology, sustainability.	Issue evaluation, resources booklet, stakeholder, sustainability, justification, command words (assess, evaluate, to what extent, justify), spelling, punctuation and grammar (SPaG).	
Extended writing Opportunities	6-mark: opportunities and challenges of urban growth in Rio; 6-mark: how the urban environment can be improved; evaluating the Favela Bairro Project.	9-mark + SPaG: social and economic opportunities in London (Stratford and the Lower Lea Valley); 6-mark: inequality in a HIC city; 6-mark: how successful the Lower Lea Valley regeneration has been; a letter to the Mayor of London on urban greening; newspaper articles on urban change.	6- and 9-mark questions on Nigeria and the changing UK economy; fieldwork 9-mark + SPaG evaluating an enquiry.	9-mark + SPaG: the Lesotho Highlands Water Project; 6-mark: a small-scale sustainable water scheme and quality of life; the fieldwork write-up.	9-mark + SPaG issue-evaluation decisions using the resources booklet.	
Maths Across the Curriculum	Describing population graphs using TEA (trend, evidence, anomaly); comparing health statistics within Rio; completing population pyramids.	Living graph of London's history; population pyramids; turning ethnicity data into a bar chart; deprivation data (Kensington and Chelsea and Newham); development indicators and the Demographic Transition Model.	Measures of central tendency (mean, median, mode) and range; divided bar graphs of 2021 Census tenure data; radar graphs of environmental quality scores; groyne profile bar graphs; risk assessment scoring.	Food miles and price-chain percentages; energy mix pie charts; water demand graphs; climate data for Lesotho (range and mean); budgeting for a water project; percentage change and grid references in the pre-release booklet.	TEA for all graphs; percentage change, mean, median and range with unseen data.	
Links to careers / aspirations	Urban planner; teachers and health workers in Rio's favelas; formal and informal jobs.	Town planner, transport planner (Transport for London); jobs created in Stratford (Here East, the International Quarter, Westfield); charity and aid worker.	Economist, aid and development worker; researcher (fieldwork).	Water engineer, Environment Agency, farming and agribusiness; hygiene educator and pump engineer (WaterAid).	Opportunity to reflect on next steps, including sixth form applications.	
Cultural Capital	Rio's Carnival, Christ the Redeemer and Sugarloaf Mountain; the 2014 World Cup and 2016 Olympics.	London's history through a living graph (the Great Fire, the Great Stink, the Blitz); London as a National Park City; Ella's story and the campaign for clean air; the 2012 Olympics and East Bank.	First-hand experience of the coast at Seaford and a study of our own local area, Shirley; considering next steps and the Shirley High School sixth form.	The charities Oxfam and WaterAid; how access to water affects girls' schooling; conflict over shared rivers (the Nile, the Jordan and the Ganges).	Using the news to add recent examples and knowledge; considering next steps after GCSE, including the Shirley High School sixth form.	
Practical Application of Skills	Describing location using continents, countries, lines of latitude and compass directions; annotating a map of Rio's zones; grading model answers.	Using a perception map of London; investigating green space in our local area (Shirley Park, Addington Park); predicting the impacts of the Elizabeth Line.	Groyne profiles, environmental quality surveys and field sketches at Seaford; environmental quality surveys, noise readings and photographs in Shirley and Fieldway; risk assessment.	Personal water-use audit; a village water-project decision-making exercise; presenting fieldwork data; Ordnance Survey (OS) map and resource analysis for the pre-release booklet.	In-house and commercial revision resources; timed past papers.	