The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	Geography
Year Group	Year 11
Intent	**Successful and resilient learners:** who are developing a,

	• broader and deeper understanding of locational contexts, including greater awareness of the importance of scale and the concept of global • growing awareness of the importance of theoretical perspectives and conceptual frameworks in geography **Confident individuals:** who are developing a, • deeper understanding of the processes that lead to geographical changes and the multivariate nature of human-physical relationships and interactions • stronger focus on forming valid generalisations and abstractions **Responsible citizens:** who develop and demonstrate, • lasting awareness of the world around us • sensitivity and empathy towards all others • tolerance and independent thinking • preparedness for an active citizen's role in a changing world				
Narrative	In Year 11 students complete the final units of Component 2 People and Society **('Dynamic Development', 'UK in the 21st Century', and 'Resource Reliance').** In Autumn 1 they complete the **Fieldwork** components of the course. In November they will complete their first Year 11 mock – the **'Geographical Exploration'** exam paper. In the early Summer Term, the focus will be on revision. In March students will complete their second mock exam – the **'Our Natural World'** and **'People and Society'** exam papers. Secondly, focusing on the final exams. During the year students will practise and complete a variety of exam questions as part of their assessments.				
Half term	Autumn 1	Autumn 2	Spring 1/2	Spring 2	Summer 1
Knowledge (topics studied)	**Dynamic Development**	**UK in the 21st Century**	**Resource Reliance**	**Revision**	**Revision**
Key skills	Select and **construct** maps, using appropriate scales	Select and **construct** maps, using appropriate scales	**Extract, interpret, analyse**, and **evaluate** information.	Revision skills. Exam techniques and question answering	Revision skills. Exam techniques and question answering

	and annotations, to present information. **Extract, interpret, analyse**, and **evaluate** information. **Describe, interpret,** and **analyse** geo-spatial data presented in a GIS framework. Study thematic maps. **Select** and **construct** appropriate graphs and charts, using appropriate scales and annotations to present information. **Study** bar graphs, line graphs, scatter graphs, pie charts, and proportional symbols.	and annotations, to present information. **Extract, interpret, analyse**, and **evaluate** information. **Study** atlas maps, OS maps, choropleth maps, thematic maps, and sketch maps. **Select** and **construct** appropriate graphs and charts, using appropriate scales and annotations to present information. Effectively **present** and **communicate** data through graphs and charts. **Study** bar graphs, line graphs, pie charts, pictograms, and population pyramids.	**Study** atlas maps, and thematic maps. Select and **construct** maps, using appropriate scales and annotations, to present information. **Study** bar graphs, line graphs, and scatter graphs. Demonstrate an understanding of **number, area and scale**. **Calculate** and understand percentages and percentiles. **Interpret** tables of data. Describe **relationships** of bivariate data.	and structuring skills. Revision and use of skills learnt during GCSE topics. Practise skills required for 'Geographical Exploration' exam.	and structuring skills. Revision and use of skills learnt during GCSE topics. Practise skills required for 'Geographical Exploration' exam.

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	Demonstrate an **understanding** of number, area, and scale. **Understand** and correctly use proportion, ratio, magnitude and frequency. **Calculate** and understand percentages and percentiles. **Interpret** tables of data. **Deconstruct, interpret, analyse**, and **evaluate** visual images including photos, pictures, and diagrams.	Demonstrate an **understanding** of number, area, and scale. **Understand** and correctly use proportion, ratio, magnitude and frequency. **Calculate** and understand percentages and percentiles. **Interpret** tables of data. **Draw** and **justify** conclusions from numerical and statistical data. **Deconstruct, interpret, analyse**, and **evaluate** visual images including	**Deconstruct, interpret, analyse**, and **evaluate** visual images including photos, pictures, and diagrams.		

		photos, pictures, and diagrams.			
Cultural capital	Investigate why some countries are richer than others including the global spread of ACs, EDCs and LIDCs, economic and social development, links between measures of development, how uneven development has come about and the obstacles to development for countries today. Investigate if low-income developing countries are likely to stay poor including Zambia as an example of a low-income developing country, how the country has	Investigate how the UK is changing in the 21st century including how the human and physical geography can affect us, how the population is changing, the challenge of an ageing population, the diversity of London's growing population, how the UK's economy has changed, the core economic hubs, the importance of London's economy, and the new industries drawn to economic hubs. Investigate the UK's global significance including the UK's	Opportunity to investigate natural resource use including reasons why resources are in short supply, approaches to providing more food, water and energy and the impact on the environment of trying to provide more resources. Opportunity to investigate humans can produce more food in the future including food security and how it is measured, parts of the world without food security, the link between population growth	Opportunity to revise all topics for mock exams (and final exams) including knowledge, understanding and skills and relevant exam practise. Opportunity to focus on relevant case studies for each topic including exam practise. Opportunity to revise relevant skills for 'Geographical Exploration' exam including exam practise.	Opportunity to revise all topics for mock exams (and final exams) including knowledge, understanding and skills and relevant exam practise. Opportunity to focus on relevant case studies for each topic including exam practise. Opportunity to revise relevant skills for 'Geographical Exploration' exam including exam practise.

	developed, if it has met its targets for development, trade, aid and investment, and the impact of development strategies in Zambia.	global role through international organisations, the UK's role in recent conflicts, the UK's global influence through film and television and the influence of the rest of the world through food.	and food security, food security in Tanzania, different approaches to food security and the sustainability of different approaches to food security.		
Careers Opportunities	Opportunity to discuss career opportunities in development.	Opportunity to discuss careers across many sectors of the UK. Opportunity to discuss changing career and job opportunities e.g., aging population, changing population in London, post-industrialisation, economic hubs, careers linked to the UK's global influence.	Opportunity to discuss career opportunities related to the provision of resources and changes in these sectors.		

Assessment	Five in five knowledge recall at start of each lesson. End of topic exam using full past paper.	Mock exam – **Geographical Exploration** Five in five knowledge recall at start of each lesson. End of topic exam using full past paper.	Mock exams – **Our Natural World** and **People and Society** Five in five knowledge recall at start of each lesson. End of topic exam using full past paper.		