

EMMANUEL COLLEGE

THE GEOGRAPHY DEPARTMENT

Year 11



| Year 11 | Autumn Half Term 1 | Autumn Half Term 2 | Spring Half Term 1 |
|---------------------------|--|--|---|
| Unit Title | The Challenge of Resource Management – Resource Management in the UK | The Challenge of Resource Management – Energy Management | The Changing Economic World |
| Key Question(s)? | How are global resources distributed and managed? | How are global resources distributed and managed? | Why are there global variations in levels of development? |
| Threshold Concepts | <p>Resources are things that people use. Some resources are essential for survival, whilst others are needed to maintain a standard of living. Food, water and energy are resources that help maintain social and economic wellbeing. Their production/consumption isn't equally spread between countries.</p> <p>There are inequalities in the global distribution of resources. The balance between the supply and demand for resources affects a country's wealth and security.</p> <p>High income countries (HICs) and new emerging economies (NEEs) consume a lot of energy. The people living in these countries are usually linked to a national electricity grid. They use a lot of technology in their lives and have a high standard of living. Factories in NEEs also use energy to manufacture products.</p> <p>There is enough food to feed everyone on the planet, but globally there are still 1 billion people experiencing food</p> | <p>Global energy supply and consumption are unequal. There's a need to manage energy supplies and there are strategies that can be put in place to achieve this. Energy sustainability is a global concern.</p> <p>The potential to generate renewable energy is determined by a country's location. Islands have the potential for wave power and tidal power, windy places can generate wind power, sunny countries can generate solar power, wet places with steep relief can generate hydroelectric power (HEP) and countries close to plate boundaries can generate geothermal power.</p> <p>There are several reasons why global energy supply is not even, including physical factors, technology, political factors and the costs of exploitation and destruction. Places that have less energy are disadvantaged as a result.</p> <p>Renewable technologies offer a way to increase energy supplies, however they are often more expensive or less efficient at producing energy than fossil fuels. Therefore, they often require government subsidies.</p> | <p>Development can be measured using a range of measures, including:</p> <ul style="list-style-type: none"> • Gross National Income (GNI) • Human Development Indicator (HDI) • Birth Rate • Death Rate • Infant Mortality • Access to Clean Water <p>Uneven development has also led to increased migration, particularly from the Middle East where there is a refugee crisis and the EU where migrants are moving for a better economic income.</p> <p>The UK's economy has rapidly changed over time. Primary industries have declined rapidly. Secondary industries experienced a period of growth during the industrial revolution and have been in decline since the turn of WWII. The service industries have grown massively in importance and are the dominant industries in the UK economy today.</p> <p>The UK's changing economy has given the set of countries a clear place in the wider</p> |

| | | | |
|---------------------------|--|---|--|
| | <p>insecurity. Food supply and food consumption are not evenly distributed.</p> <p>The UK has been reliant on fossil fuels for many years. Global supplies of fossil fuels were once thought to be running out.</p> | <p>Carbon footprint is the term used to describe the measurement of the greenhouse gases individuals produce, through burning fossil fuels.</p> <p>Energy conservation is the term used to describe reducing energy consumption by using less energy and existing sources more efficiently. Tools like smart metres and improving technology help this process.</p> | <p>world as one of the global influencers.</p> |
| Link to Prior Learning | <p>This unit links to work students have done previously on development; urban issues and settlements; biomes; and rocks and resources. It allows students to build on their knowledge in these key areas by understanding how the use of resources can help urbanisation and development through time with a focus on the UK.</p> | <p>This unit has a focus on energy supply and demand across the world. In the previous unit students were able to look at how energy as well as other resources such as food and water are used and distributed across the UK.</p> | <p>This unit builds on previous work students have studied on urbanisation, population growth and development. Here the key focus is on the economy of two contrasting countries, namely Nigeria and the UK.</p> |
| Year 11 | Spring Half Term 2 | Summer Term, Half Term 1 | Spring Term, Half Term 2 |
| Unit Title | The Challenge of Natural Hazards | | |
| Key Question(s)? | What is the impact of natural hazards? | | |
| Threshold Concepts | <p>A natural disaster is when a natural event such as an earthquake has an impact on people and human activities.</p> <p>Earthquakes can have devastating impacts socially, economically, environmentally and politically.</p> <p>Natural hazards can also come in the form of weather hazards. Global atmospheric circulation can affect weather hazards.</p> <p>Alternative energy will often be referred to as renewable energy sources. These are sources of energy that can quickly replenish themselves and can be used again and again.</p> | | |

| | | | |
|---|---|--|--|
| | <p>Forests play an important role in climate change. The destruction of forests contributes to the problem through the release of CO₂. But the planting of new forests can help mitigate against climate change by removing CO₂ from the atmosphere.</p> | | |
| Link to Prior Learning | <p>Students have prior knowledge of hazardous environments from their KS2 and KS3 lessons. Students will also have studied climate change and global warming in a variety of earlier units as well as in some Science lessons.</p> | | |
| <p>Knowledge and Sequencing Rationale</p> | <p>The Emmanuel Year 11 course sees our students complete their studies at GCSE level. During their time in Year 11, our students become ready for their futures. Completion of the GCSE course enables exam success and students are then ready for their next steps, whether that be continued study of geography at Advanced Level or other career and/or study choices.</p> <p>The main focus for this year is studying 'The Challenge of Natural Hazards' and 'The Changing Economic World' GCSE units as well as revisiting previous work studied. In addition to choosing case studies within topics that are appropriate for our students, it is also essential that within this year of study, what we learn is aiding their choice of career path in the future. Throughout both of the topics our students study, we allow them opportunities to discuss the jobs that are involved within them. This allows us within our Year 11 curriculum to start to advise students on how geography can help them in their chosen career path or help them with future study.</p> | | |