

## GCSE GEOGRAPHY CURRICULUM OVERVIEW 2023 24 YEAR 11 AUTUMN TERM

UNIT 2 CHALLENGES IN THE HUMAN ENVIRONMENT: CHALLENGE OF RESOURCE MANAGEMENT					
No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
<p><b>Food, water and energy are fundamental to human development</b></p> <p>2 HOURS</p>	<ul style="list-style-type: none"> <li>The significance of food, water and energy to economic and social well-being</li> <li>An overview of global inequalities in the supply and consumption of resources</li> </ul>	<p><a href="#">Lesson resources</a></p>		<ul style="list-style-type: none"> <li>Discuss the importance of food, water and energy in relation to socio-economic development (reflect back to development unit) and wellbeing.</li> <li>Could include info on importance of food in different cultures (eg Iftar in Islam).</li> <li>Develop an understanding of how three resources are linked (Water to grow food; energy required for farming machinery). Group work to identify as many links and possible and report back.</li> <li>Identify areas of low consumption/resource security across the world and suggest why.</li> </ul>	<p>KITS tests at start of every lesson</p>
<p><b>The changing demand and provision of resources in the UK creates opportunities and challenges</b></p> <p>6 HOURS</p>	<p>An overview of resources in relation to the UK</p> <p><b>Food:</b></p> <ul style="list-style-type: none"> <li>the growing demand for high value food exports from low income countries and all year demand for seasonal food and organic produce;</li> <li>larger carbon footprints due to the increasing</li> </ul>	<p><a href="#">Lesson resources</a></p>	<p><b>Opportunities for fieldwork</b></p> <ul style="list-style-type: none"> <li>Globalisation of Agriculture. Identify the origin of fruit/vegetables in a supermarket (map)</li> <li>Questionnaire: shopping habits</li> <li>Interview supermarket managers: 'To what extent is food shopping</li> </ul>	<p>The importance of food, water and energy in relation to socio-economic development. (Reflect back to development data unit).</p> <ul style="list-style-type: none"> <li>Develop an understanding of how three resources are linked <ul style="list-style-type: none"> <li>Water to grow food</li> <li>Energy required for farming machinery.</li> </ul> </li> </ul>	<p>KITS tests at start of every lesson</p>

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	<p>number of 'food miles' travelled and moves towards local sourcing of food;</p> <ul style="list-style-type: none"> <li>the trend towards agribusiness</li> </ul> <p><b>Water:</b></p> <ul style="list-style-type: none"> <li>the changing demand for water</li> <li>water quality and pollution management;</li> <li>matching supply and demand, areas of deficit and surplus;</li> <li>the need for transfer to maintain supplies</li> </ul> <p><b>Energy:</b></p> <ul style="list-style-type: none"> <li>the changing energy mix: reliance on fossil fuels, growing significance of renewables;</li> <li>reduced domestic supplies of coal, gas and oil;</li> <li>economic and environmental issues associated with exploitation of energy sources</li> </ul>		<p>an example of globalisation'?</p> <ul style="list-style-type: none"> <li>Use of renewable energy</li> <li>Survey of local use (wind farms/solar farms/solar panels on housing)</li> <li>Questionnaire of residential use/extent of energy conservation measures</li> </ul>	<ul style="list-style-type: none"> <li>Group work: identify as many links and possible and report back.</li> <li>Idea of global inequalities. Identify areas of low consumption/resource security and suggest why.</li> </ul> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>Agribusiness: define and suggest reasons for growth</li> <li>Globalisation: shopping basket exercise. Identify the origin of food products and put on world map             <ul style="list-style-type: none"> <li>Link to idea of food miles</li> <li>Discussion, 'How could food miles be reduced'?</li> </ul> </li> </ul> <p><b>Water</b></p> <ul style="list-style-type: none"> <li>Group discussion: identify the uses of water using a spider diagram</li> <li>Managing supply/demand. Atlas maps showing pattern of rainfall and major areas of demand.             <ul style="list-style-type: none"> <li>Link to the need for water transfer (visual)</li> </ul> </li> <li>Annotated diagram to show water quality management works (sanitation systems) and how grey water can be re-used (link to sustainable urban areas)</li> </ul> <p><b>Energy</b></p> <ul style="list-style-type: none"> <li>Introduce the idea of energy mix (pie charts to show change)</li> <li>'What about the future'? (film 'Powering the future'/Bang goes the Theory, energy')</li> </ul>	
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				<ul style="list-style-type: none"> <li>An appreciation that all types of energy generation may create issues/challenges (use of photographs/energy company websites)</li> </ul> <p><b>Opportunities for Issue evaluation</b> Investigation into a local issue (development of wind farms/fracking etc)</p>	
<p><b>Demand for food resources is rising globally but supply can be insecure, which may lead to conflict; Different strategies can be used to increase food supply</b></p> <p>8 HOURS</p>	<ul style="list-style-type: none"> <li>Areas of surplus (security) and deficit (insecurity):</li> <li>global patterns of calorie intake and food supply</li> <li>reasons for increasing food consumption: economic development, rising population</li> <li>factors affecting food supply: climate, technology, pests and disease, water stress, conflict, poverty</li> <li>Impacts of food insecurity: famine, under nutrition, soil erosion, rising prices, social unrest</li> <li>overview of strategies to increase food supply:</li> <li>irrigation, aeroponics and hydroponics, the new Green Revolution and use of biotechnology, appropriate technology one example of a large-scale agricultural</li> </ul>	<p><a href="#">Lesson resources</a></p>	<ul style="list-style-type: none"> <li>Read this article on <a href="#">The State of Food Security and Nutrition in the World 2021</a> by FAO.</li> <li>To help look at food insecurity on different scales read the Government report <a href="#">UK food security report at household level 2021 report.</a></li> <li>Read this article by Oxfam <a href="#">Impacts of food insecurity in Yemen</a> (5 minutes).</li> <li>Watch a clip on YouTube about: <a href="#">Impacts of food insecurity in Yemen during Ramadan</a> (2 minutes).</li> <li>A link to the RS scheme here, read <a href="#">Islamic Relief support for Yemen.</a></li> <li>Identify difficult methods that can be used to increase food supply. Overview: use of photographs to identify and briefly describe different methods (as listed in specification)</li> </ul>	<ul style="list-style-type: none"> <li>Opening discussion: “Why is the global demand for food increasing?’ (Draw out from discussion the links to population growth, urbanization, increasing wealth)</li> <li>Use of atlas/gapminder to show:             <ul style="list-style-type: none"> <li>link between calorie intake/wealth</li> <li>global distribution of supply (identify areas of food insecurity).</li> </ul> </li> <li>Take conscious approach to visual representations of food in/security. Ensure a range of images are used to prevent negative representations of the global south.</li> <li>Causes of food insecurity: group work/report back. (Identify key ideas from specification).</li> <li>Impacts of food insecurity (link back to development gap ideas).</li> <li>An example of one large scale agricultural development scheme, considering advantages/disadvantages.</li> </ul>	<p>KITS tests at start of every lesson</p> <p>Resource management summative assessment</p>

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	<p>development to show how it has both advantages and disadvantages</p> <ul style="list-style-type: none"> <li>• Moving towards a sustainable resource future:</li> <li>• the potential for sustainable food supplies: organic farming, permaculture, urban farming initiatives, fish and meat from sustainable sources, seasonal food consumption, reduced waste and losses</li> <li>• an example of a local scheme in an LIC or NEE to increase sustainable supplies of food.</li> </ul>		<ul style="list-style-type: none"> <li>○ Use this booklet <a href="#">Nile Basin Initiative increasing supplies of food</a> to explore efforts to increase food supply</li> <li>○ Use this booklet <a href="#">Changing Lives in the Nile Basin</a> to explore poverty and development in the Nile basin.</li> </ul>	<ul style="list-style-type: none"> <li>• Class work/group work (research and presentation) or individual research.</li> <li>• Moving towards a sustainable resource future. Identify different methods (photographs and brief explanation) as listed in the specification.</li> <li>• Identify one example from the list above (LIC/NEE) and develop it by describing it and suggesting why it might be considered sustainable.             <ul style="list-style-type: none"> <li>○ Read an article about <a href="#">Urban farms in South Africa</a> (5 minutes)</li> <li>○ Use this booklet <a href="#">Changing Lives in the Nile Basin</a> to explore poverty and development in the Nile basin.</li> </ul> </li> </ul> <p><b>Opportunities for Issue evaluation</b> Investigate a large scale agricultural development scheme</p> <ul style="list-style-type: none"> <li>• Describe the scheme</li> <li>• Consider the advantages/disadvantages</li> </ul> <p>Evaluate the scheme in relation to the original objectives.</p>	
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