

## Class - Navigator Curriculum - Geography/4 Lessons weekly

Year	2025 – 2026 Autumn 1 Unit 1	2025 – 2026 Autumn 2 Unit 2	2025 – 2026 Spring 1 Unit 3	2025 – 2026 Spring 2 Unit 4	2025 – 2026 Summer 1 Unit 5	2025 – 2026 Summer 2 Unit 6
<b>Year 11</b>  <b>Paper 2 Challenges in the human environment</b>	<p>Topic: <b>Section B The changing economic world</b> – 17 Nigeria a newly emerging economy.</p> <p><b>Key Questions:</b></p> <p><b>Key skills and knowledge:</b></p> <p>17.1 Exploring Nigeria (1).</p> <ul style="list-style-type: none"> <li>describe the location of Nigeria in Africa</li> <li>understand the global importance of Nigeria, both economically and politically</li> <li>describe the development of Nigeria since 1990</li> <li>understand the regional importance of Nigeria within Africa.</li> </ul> <p>17.2 Exploring Nigeria (2).</p>	<p>Topic: <b>Section B The changing economic world</b> – 18 The changing UK economy.</p> <p><b>Key Questions:</b></p> <p><b>Key skills and knowledge:</b></p> <p>18.1 Changes in the UK economy.</p> <ul style="list-style-type: none"> <li>describe the changes in the UK’s economy since 1800</li> <li>explain why deindustrialisation and the decline of traditional industries has led to a decline in manufacturing</li> <li>understand the role of globalisation and government policies.</li> </ul> <p>18.2 A post-industrial economy.</p>	<p>Topic: <b>Section C The challenge of resource management</b> – 19 Resource management</p> <p><b>Key Questions:</b></p> <p><b>Key skills and knowledge:</b></p> <p>19.1 The global distribution of resources.</p> <ul style="list-style-type: none"> <li>understand that resources are unevenly distributed across the world.</li> <li>describe the significance of food resources.</li> <li>describe and suggest reasons for global patterns of water scarcity.</li> <li>describe and explain global inequalities in energy use.</li> </ul>	<p>Topic: <b>Section C The challenge of resource management</b> - 20 Food management.</p> <p><b>Key Questions:</b></p> <p><b>Key skills and knowledge:</b></p> <p><b>20.1 Global food supply.</b></p> <ul style="list-style-type: none"> <li>describe global patterns of food calorie intake (food consumption).</li> <li>explain why food consumption is rising.</li> <li>describe global patterns of food supply.</li> <li>understand the concept and describe the global pattern of food security.</li> </ul>	<p>Topic: <b>Revision</b></p> <p><b>Key Questions:</b></p> <p><b>Key skills and knowledge:</b></p> <p><b>Revision to cover the previous topics.</b></p> <p><b>Exam Preparation.</b></p> <p><b>Assessment outcome:</b> <b>Completion of exams.</b></p>	<p>Topic: <b>Revision</b></p> <p><b>Key Questions:</b></p> <p><b>Key skills and knowledge:</b></p> <p><b>Revision to cover the previous topics.</b></p> <p><b>Exam Preparation.</b></p> <p><b>Assessment outcome:</b> <b>Completion of exams.</b></p>

**Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

<ul style="list-style-type: none"> <li>• explain how the colonial and post-colonial eras have affected Nigeria's development</li> <li>• describe Nigeria's multi-ethnic and multifaith social diversity and explain how it has led to conflicts</li> <li>• describe Nigeria's rich and varied culture</li> <li>• describe Nigeria's natural environments and assess their impact on the country's development.</li> </ul> <p>17.3 Balancing a changing industrial structure.</p> <ul style="list-style-type: none"> <li>• describe the changes in Nigeria's sources of income</li> <li>• describe the changes in Nigeria's industrial structure and assess whether it has a balanced economy</li> <li>• explain how Nigeria's growing manufacturing sector is stimulating economic development.</li> </ul>	<ul style="list-style-type: none"> <li>• describe the development of the UK's post-industrial economy</li> <li>• describe the development of information technology and explain its impact on the UK economy</li> <li>• outline the growth of the service sector and finance</li> <li>• describe the expansion of research activities in the UK.</li> </ul> <p>18.3 UK science and business parks.</p> <ul style="list-style-type: none"> <li>• explain the location of science and business parks</li> <li>• describe the characteristics and locational factors associated with the Southampton Science Park and the Cobalt Business Park</li> <li>• use evidence from an OS map to identify and describe the layout and locational factors associated with the Cobalt Business Park.</li> </ul>	<p>19.2 Provision of food in the UK (1).</p> <ul style="list-style-type: none"> <li>• explain how the changing demand for food has affected food supply.</li> <li>• describe the sourcing of high-value food from LICs.</li> <li>• explain how seasonal food can be made available throughout the year.</li> <li>• describe the growing demand for organic produce.</li> </ul> <p>19.3 Provision of food in the UK (2).</p> <ul style="list-style-type: none"> <li>• understand how 'food miles' contribute to the UK's carbon footprint.</li> <li>• compare 'food miles' and greenhouse gas emissions between different foods.</li> <li>• describe options for local sourcing of food.</li> <li>• describe the characteristics of</li> </ul>	<p>20.2 Factors affecting food supply.</p> <ul style="list-style-type: none"> <li>• identify and describe the factors affecting food supply.</li> <li>• suggest reasons why physical and human factors may affect food supply in the future.</li> <li>• present data describing percentage change in the form of a bar chart.</li> </ul> <p>20.3 Impacts of food insecurity.</p> <ul style="list-style-type: none"> <li>• describe and explain how famines can result from food insecurity.</li> <li>• outline the causes of undernutrition.</li> <li>• explain how food insecurity can lead to soil erosion.</li> <li>• describe and explain how price rises may result from food insecurity.</li> </ul>		
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<p>17.4 The impacts of transnational corporations.</p> <ul style="list-style-type: none"> <li>• describe the characteristics of TNCs and explain why they often choose to locate in LICs and NEEs</li> <li>• understand the advantages and disadvantages of TNCs for Nigeria</li> <li>• describe the industrial operations of Shell in Nigeria and evaluate the advantages and disadvantages.</li> </ul> <p>17.5 Nigeria in the wider world.</p> <ul style="list-style-type: none"> <li>• describe how Nigeria’s political links have changed since independence</li> <li>• identify Nigeria’s links with political and economic groups</li> <li>• describe and explain Nigeria’s global trading relationships.</li> </ul> <p>17.6 The impacts of international aid.</p> <ul style="list-style-type: none"> <li>• describe different types of aid</li> </ul>	<p>18.4 Environmental impacts of industry.</p> <ul style="list-style-type: none"> <li>• describe and explain the potential impacts of extraction and manufacturing industries on the environment</li> <li>• understand how industrial developments can be more sustainable</li> <li>• describe the characteristics of quarrying, with particular reference to Torr Quarry, Somerset</li> <li>• explain how quarrying at Torr Quarry aims to be environmentally sustainable.</li> </ul> <p>18.5 Changing rural landscapes in the UK.</p> <ul style="list-style-type: none"> <li>• locate South Cambridgeshire and the Outer Hebrides on a UK map</li> <li>• contrast the population characteristics of South Cambridgeshire and the Outer Hebrides</li> </ul>	<p>agribusiness and explain their growth.</p> <p>19.4 Provision of water in the UK (1).</p> <ul style="list-style-type: none"> <li>• explain the reasons for increasing water demand in the UK.</li> <li>• describe the areas of water surplus, water deficit and water stress in the UK.</li> <li>• evaluate the role of water transfer schemes in addressing water deficit.</li> </ul> <p>19.5 Provision of water in the UK (2).</p> <ul style="list-style-type: none"> <li>• describe water quality in the UK and the processes of water treatment and management.</li> <li>• explain how agricultural practices, urban activities and industry can result in water pollution.</li> <li>• outline the management practices aimed at</li> </ul>	<ul style="list-style-type: none"> <li>• explain the links between food prices and social unrest.</li> </ul> <p>20.4 Increasing food supply.</p> <ul style="list-style-type: none"> <li>• explain why irrigation can increase food supply.</li> <li>• describe how aeroponics and hydroponics can increase food production.</li> <li>• outline the characteristics of the new green revolution.</li> <li>• describe how biotechnology has the potential to increase food supply.</li> <li>• explain why appropriate technology can increase food supply in poor countries.</li> </ul> <p>20.5 The Indus Basin Irrigation System.</p>		
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<ul style="list-style-type: none"> <li>• explain why Nigeria receives aid</li> <li>• outline the positive impacts of aid in Nigeria</li> <li>• explain why aid is not always used effectively.</li> </ul> <p>17.7 Managing environmental issues.</p> <ul style="list-style-type: none"> <li>• understand how rapid industrial growth can harm the environment</li> <li>• explain why urban growth causes environmental issues such as waste disposal and traffic congestion</li> <li>• describe how commercial farming and deforestation can harm the environment</li> <li>• explain how mining and oil extraction can damage ecosystems.</li> </ul> <p>17.8 Quality of life in Nigeria.</p> <ul style="list-style-type: none"> <li>• describe improvements in people's quality of life</li> <li>• explain how changes in development</li> </ul>	<ul style="list-style-type: none"> <li>• explain population change in South Cambridgeshire and the Outer Hebrides</li> <li>• describe the social and economic changes in South Cambridgeshire (population growth) and the Outer Hebrides (population decline).</li> </ul> <p>18.6 The UK's changing transport infrastructure (1).</p> <ul style="list-style-type: none"> <li>• outline recent government schemes to improve road and rail transport</li> <li>• describe and explain how new road and rail schemes boost local and regional economies</li> <li>• explain the benefits of new road and rail schemes (such as the Southwest 'super highway' and London's Crossrail).</li> </ul> <p>18.7 The UK's changing transport infrastructure (2).</p> <ul style="list-style-type: none"> <li>• explain why the UK's port industry is</li> </ul>	<p>reducing water pollution.</p> <p><b>19.6 Provision of energy in the UK (1).</b></p> <ul style="list-style-type: none"> <li>• describe the trends in the UK's energy mix.</li> <li>• outline recent trends in electricity production.</li> <li>• describe and explain recent trends in the UK's energy sector.</li> <li>• explain why the UK is no longer self-sufficient in energy.</li> </ul> <p><b>19.7 Provision of energy in the UK (2).</b></p> <ul style="list-style-type: none"> <li>• understand the economic and environmental impacts associated with the development of fossil fuels, nuclear and renewables.</li> <li>• explain why the further development of fossil fuels – fracking and the extraction of coal – is very controversial.</li> </ul>	<ul style="list-style-type: none"> <li>• describe the location of the Indus River.</li> <li>• describe the IBIS and understand its representation as a topological map.</li> <li>• evaluate the advantages and disadvantages of the irrigation scheme.</li> </ul> <p>20.6 Sustainable food production (1).</p> <ul style="list-style-type: none"> <li>• understand how organic farming can contribute towards sustainable food production.</li> <li>• describe the characteristics of permaculture.</li> <li>• explain the recent popularity of urban farming initiatives.</li> <li>• understand the benefits of obtaining fish and meat from sustainable sources.</li> </ul> <p>20.8 Sustainable food production (2).</p>		
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	<p>indicators (such as HDI) suggest an improvement in people’s quality of life</p> <ul style="list-style-type: none"> <li>• understand that, despite some improvements, many people in Nigeria still live in poverty</li> <li>• understand that improvements in the lives of the poor in Nigeria depend upon the country tackling its political, environmental, and social challenges.</li> </ul> <p>17.9 Graphs and statistical skills</p> <ul style="list-style-type: none"> <li>• construct a scattergraph and draw a line of best fit; construct a dispersion graph and a bar chart</li> <li>• calculate percentage change, mean, median, upper quartile and lower quartile, range and inter-quartile range</li> <li>• construct an appropriate graph/chart to represent data describing</li> </ul>	<p>the largest in Europe</p> <ul style="list-style-type: none"> <li>• use examples to outline a range of recent port developments</li> <li>• explain the importance of airports to the UK’s economy</li> <li>• evaluate the plans to develop London’s Heathrow airport.</li> </ul> <p>18.8 The north–south divide.</p> <ul style="list-style-type: none"> <li>• understand the concept of the north–south divide in the UK</li> <li>• explain the causes of the north–south divide</li> <li>• outline the government’s regional strategies attempting to reduce the divide.</li> </ul> <p>18.9 The UK in the wider world (1).</p> <ul style="list-style-type: none"> <li>• describe the UK’s trading links</li> <li>• explain why the UK has strong cultural connections</li> <li>• outline the UK’s global transport connections</li> </ul>	<ul style="list-style-type: none"> <li>• describe and explain the economic and environmental issues associated with developing carbon-neutral energy sources.</li> </ul> <p>19.7 OS map and decision-making exercise.</p> <ul style="list-style-type: none"> <li>• describe the location of Havant and Portsmouth in southern England.</li> <li>• understand the causes of increased water stress in the region.</li> <li>• use a map to describe the location of the proposed reservoir at Havant Thicket.</li> <li>• use a variety of OS map skills including grid references.</li> <li>• calculate percentage change.</li> <li>• interpret a climate graph and evaluate its validity in representing rainfall variability.</li> <li>• evaluate the arguments for and</li> </ul>	<ul style="list-style-type: none"> <li>• explain why seasonal food is more sustainable.</li> <li>• suggest strategies for reducing food loss and waste.</li> <li>• describe the location of Makueni and outline the challenges faced in food production.</li> <li>• describe the Makueni Food and Water Security Programme and evaluate its success.</li> </ul> <p><b>Assessment outcome:</b></p> <p><b>Practice exam question.</b></p>		
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	<p>emigration from Nigeria (e.g., pie chart or divided bar chart)</p> <ul style="list-style-type: none"> <li>• extrapolate trends in international migration.</li> </ul> <p><b>Assessment outcome:</b></p> <p><b>Practice exam question.</b></p>	<ul style="list-style-type: none"> <li>• explain the importance of the UK in the global communications network.</li> </ul> <p>18.10 The UK in the wider world (2).</p> <ul style="list-style-type: none"> <li>• understand that the UK was a member of the EU from 1973 to 2020</li> <li>• describe the economic and political links with the EU before and after 2020</li> <li>• describe the UK’s economic and political links with the Commonwealth.</li> </ul> <p>18.11 OS map skills and aerial photo interpretation.</p> <ul style="list-style-type: none"> <li>• describe the location of Liverpool in the north-west of the UK</li> <li>• use a map to identify and describe significant features of Liverpool’s port operations</li> <li>• use a vertical aerial photo in association with a map</li> </ul>	<p>against the construction of the new reservoir.</p> <p><b>Assessment outcome:</b></p> <p><b>Practice exam question.</b></p> <p><b>Mocks</b></p>			
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		<ul style="list-style-type: none"> <li>•use a variety of OS map skills including grid references; construct a sketch map from an OS map</li> <li>•evaluate the use of old maps, aerial photos, and sketch maps in geographical enquiry.</li> </ul> <p><b>Assessment outcome:</b></p> <p><b>Practice exam question.</b></p>				
Links to Gatsby Benchmarks:	<p><b>Gatsby Benchmark</b> 4. Linking curriculum learning to careers.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b> 3. Addressing the needs of each pupil.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b> 4. Linking curriculum learning to careers.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b> 3. Addressing the needs of each pupil.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b> 5. Encounters with employers and employees.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b> 6. Experiences of workplaces.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>