

KS4: Geography Curriculum Overview

Rationale: In KS4, we follow the AQA GCSE specification for Geography. This course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will explore case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Throughout the course, students practice using their knowledge and skills to answer GCSE style exam practice questions. Students also carry out fieldwork which is examined in Paper 3 and analyse pre-release material for the Issues Evaluation section of the exam.

Term / Length of Unit	Outline	Assessment	Home Learning	Knowledge/Skills End Points	Literacy
<p>Year 10 Term 1 and 2:</p> <p>Physical Landscapes: Rivers and Coasts</p>	<p><i>Understand physical processes (weathering, erosion, transportation and deposition) and the interaction between humans and coastal and river environments.</i> <i>Apply understanding to places in the UK.</i></p> <p><i>LINKS: Builds on physical landscapes learning from Y7-9</i></p>	<p>End of topic test. Total 30 marks</p> <p>And exam question practice in lessons, combination of skills, content and 6 mark case study practice.</p>	<p>Set by class teacher for individual classes</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Coastal processes and the landforms created by them Coastal management strategies <i>Landforms along a UK stretch of coastline – Holderness</i> <i>Coastal Management – Holderness</i> <p><u>Skills</u></p> <ul style="list-style-type: none"> OS Map skills - Interpreting physical and human features Picture interpretation Research Graphical skills 	<ul style="list-style-type: none"> Guided Reading using Geofiles, academic magazines and books to support wider knowledge Key term list for topic
<p>Year 10 Term 3 and 4:</p> <p>Economic World</p>	<p><i>Understand the complexities of the development of countries. Alternating to a human geography topic – interest and change for students.</i> <i>Apply understanding to UK and Nigeria (NEE)</i></p> <p><i>LINKS: Idea of LIC/HIC/NEE development at end of Y8.</i> <i>This topic requires a foundation of skills and broad understanding students have developed so far.</i> <i>Links to GCSE Resource Management, A Level Globalisation and Changing Places.</i></p>	<p>End of topic test. Total 30 marks</p> <p>And exam question practice in lessons, combination of skills, content and 9 mark case study practice.</p>	<p>Set by class teacher for individual classes</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Global variations in development and quality of life Strategies to reduce the development gap Changes due to rapid economic development (Nigeria) Employment patterns and regional growth of the UK from major changes in the economy <i>Tourism to reduce the development gap – Kenya</i> <i>LIC/NEE Development – Nigeria</i> <i>Environmental sustainability of a modern industrial development – Cambridge Business Park</i> <p><u>Skills</u></p> <ul style="list-style-type: none"> Range of graphs – DTM, population pyramids, compound graphs Map skills Research Numerical data manipulation and analysis 	<ul style="list-style-type: none"> Guided Reading using Geofiles, academic magazines and books to support wider knowledge Use of literature such as “Factfulness” to challenge misconceptions on the development gap Key term list for topic
<p>Year 10 Term 5 and 6:</p> <p>Natural Hazards</p>	<p><i>Understand the physical processes of tectonic and weather hazards and the impacts on people, as well as the influence of humans on hazards themselves.</i></p> <p><i>LINKS: Builds on tectonic and weather hazard learning at KS3. Already have a basic understanding of processes and LIC/HIC impacts.</i></p>	<p>End of topic test. Total 33 marks</p> <p>And exam question practice in lessons, combination of skills, content and 9 mark case study practice.</p>	<p>Set by class teacher for individual classes</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Concept of a hazard Tectonic hazards – physical processes and impacts on humans, management in areas of contrasting levels of wealth Tropical storms – physical processes and impacts on humans and management. UK weather hazards <i>LIC Earthquake – Nepal, 2015</i> 	<ul style="list-style-type: none"> Guided Reading using Geofiles, academic magazines and books to support wider knowledge Use of articles from National Geographical Association magazine

	Revisit GAC (from Living World Y9) in the context of tropical storms Prepares students for Hazards topic at A Level.			<ul style="list-style-type: none"> HIC Earthquake – Kaikoura, NZ 2016 Tropical Storm – Hurricane Katrina, 2005 UK extreme weather – 2018 – Beast from the East <p><u>Skills</u></p> <ul style="list-style-type: none"> Graphical skills Map skills – interpretation of range of maps Research Numerical data interpretation Diagram annotation 	<ul style="list-style-type: none"> on recent earthquakes and strategies Key term list for topic
Year 10 Term 6: Fieldwork skills and data collection	Fieldwork skills and geographical skills. Write up of human and physical fieldwork and application of this to Paper 3 exam questions. LINKS: Develops enquiry skills and fieldwork from KS3. Prepares students for NEA aspect of A Level.	PPEs	Set by class teacher for individual classes	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> The process of a geographical investigation Types of sampling How successful regeneration has been in Hull The impact of coastal management on Hornsea <p><u>Skills</u></p> <ul style="list-style-type: none"> Fieldwork skills Data collection skills OS map skills 	<ul style="list-style-type: none"> Bradshaw Model Geofiles Key term list

Year 11 Curriculum Overview: Geography

Rationale:

- To know the key concepts, key words, and case studies for Resource Management, Living World, Urban Issues and Physical Landscapes
 - To understand how to use geographical skills in the context of the above topics
 - To apply academic literature to their learning to enhance their knowledge
- To be able to apply their knowledge and understanding to GCSE exam questions from across all GCSE topics for Paper 1, 2 and 3.

Term / Length of Unit	Outline	Assessment	Home Learning	Knowledge/Skills End Points	Literacy
Year 11 Term 1: Fieldwork and geographical skills	Complete in person fieldwork at Carding Mill Valley for Paper 3. Complete lessons revising unseen fieldwork. Complex geographical skills and statistical tests are revisited or learnt at this point and applied to exam questions. LINKS: Rivers revision for Physical Landscapes in the UK (fieldwork) and skills (whole curriculum)	Fieldwork section of Paper 3 end of topic mock Paper 3 PPE	Set by class teacher for individual classes	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> River long profile characteristics Transportation <p><u>Skills</u></p> <ul style="list-style-type: none"> Data presentation Data interpretation and analysis Fieldwork skills OS map skills Statistical tests Graphical skills 	<ul style="list-style-type: none"> Bradshaw Model applied to the Long Mynd to show predictions in the changes Geofiles
Year 11 Term 1 and 2: Resource management	Students examine the global distribution of food, water and energy and explore the management of each of these in the UK. They then study water resources across the world in detail, with a particular focus on demand and supply.	End of topic test November PPEs	Set by class teacher for individual classes	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Food, water and energy provision around the world and fundamental to development Changing demand and provision of resources in the UK Global demand for water – insecurity and conflicts Small-scale sustainable water – Wakel River basin 	<ul style="list-style-type: none"> Guided Reading using Geofiles, academic magazines and books to support wider knowledge “When the river runs dry” as extra source material for water management as a case study Key term list for topic

	<i>LINKS: Water conflicts (Y8), Skills (Y8) and Climate Change (Y7). Building on terminology used and knowledge gained from these KS3 topics.</i>			<ul style="list-style-type: none"> Large scale water transfer scheme – Lesotho Highland Dam <u>Skills</u> <ul style="list-style-type: none"> Map skills – choropleths, dot maps Graphical skills – line graphs, bar charts, pie charts – producing an analysing OS Map skills Decision making skills 	
Year 11 Term 2: Issues Evaluation Practice	<p><i>Practice Issues Evaluation based on a previous year's Paper 3 to be issued in the last lesson before Christmas, for the February PPEs to emulate the 12 weeks students will have for the real exam. This also provides the opportunity for students to revise a particular topic and the synoptic links between them.</i></p> <p><i>LINKS: Synoptic links between topics in Issues Evaluation, skills incorporated into lessons. Revision of topic the Issues Evaluation is based on</i></p>	Paper 3 PPE (Feb)	Set by class teacher for individual classes	<u>Knowledge</u> <ul style="list-style-type: none"> Synoptic – will cover a number of GCSE topics and dependent on Issues Evaluation chosen <u>Skills</u> <ul style="list-style-type: none"> Map skills Graphical skills OS Map skills Decision making skills 	<ul style="list-style-type: none"> Reading and annotating the issue evaluation booklet and applying knowledge of higher terminology to this Interpretation of phrases and sources (written)
Year 11 Term 2 and 3: Living World	<i>Embed understanding of ecosystem characteristics, interactions between parts of rainforest and hot desert ecosystems, as well as the challenges and opportunities for humans and how these areas are sustainably managed.</i>	Retrieval quizzes November and February PPEs	Set by class teacher for individual classes	<u>Knowledge</u> <ul style="list-style-type: none"> Concept of an ecosystem at different scales Characteristics of tropical rainforests Deforestation – causes, impacts, sustainable management. The Amazon Rainforest Characteristics of hot deserts Opportunities and challenges of hot deserts The Sahara Desert Risks on the fringe of hot deserts and management of desertification. The Sahel <u>Skills</u> <ul style="list-style-type: none"> Photo interpretation Climate graphs Biome mapping Graph interpretation and analysis 	<ul style="list-style-type: none"> Guided Reading using Geofiles, academic magazines and books to support wider knowledge Articles from the Geographical Association magazine discussing current issues (students to analyse key parts) Key term list for topic
Year 11 Term 3: Urban Issues	<i>Consolidate understanding of urbanisation processes and patterns and how urbanisation can lead to urban opportunities and challenges in HICs and LIC. Students also examine the possibilities of sustainable urban environments.</i>	Retrieval quizzes November and February PPEs	Set by class teacher for individual classes	<u>Knowledge</u> <ul style="list-style-type: none"> Global patterns of urbanisation Opportunities and challenges in LIC and HIC cities Rio De Janeiro and Bristol Contrasting slums and future planning Urban transport Urban sustainability – Frieburg, Bedzed <u>Skills</u> <ul style="list-style-type: none"> Geospatial data and mapping Interpretation of statistical data 	<ul style="list-style-type: none"> Guided Reading using Geofiles, academic magazines and books to support wider knowledge. Key term list for topic

				<ul style="list-style-type: none"> • Photograph interpretation • Interpretation and analysis of various types of maps and graphs 	
<p>Year 11 Term 4: Issues Evaluation</p>	<p><i>AQA release an unseen booklet of material based on one of the compulsory parts of the specification (as well as synoptic elements to the material) 12 weeks before the exam. Teachers put together 6-7 lessons to guide students through interpreting the material, drawing out patterns, analysing specific images and figures within the material and prepare students for the types of questions that could be asked based on this in Paper 3.</i></p>	<p><i>Predicted practice questions</i></p>	<p>Set by class teacher for individual classes and dynamically decided upon as this is planned based on the pre-release material each year</p>	<p><u>Knowledge and Skills</u></p> <ul style="list-style-type: none"> • Dependent on topic of pre-release material. • Regardless of the topic, all students will develop interpretation skills and synoptically link their learning in Geography. 	<ul style="list-style-type: none"> • Reading and annotating the issue evaluation booklet and applying knowledge of higher terminology to this • Interpretation of phrases and sources (written) • Extended writing