

KS4 Geography Curriculum Map

Curriculum Aim Year 10	Curriculum Aim: By the end of the year 10 students will continue and further development of skills and knowledge from year 9. Students will understand the causes and effects of climate change and ways in which it can be managed. They will understand climate systems and their influence on the world's biomes and will know how and why these environments are being threatened, how they are being sustainably managed and why they are important. Students will know that the UK's landscapes are shaped by a range of physical processes and be able to identify the global pattern of urban change and the factors that affect the rate of urbanisation.					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment 1	Assessment 1					
Assessment 2	Assessment 2					
Topic	Extreme Weather and Climate Change (Paper 1)	Ecosystems: Rainforests and hot deserts (Paper 1)	UK Landscapes: Rivers and coasts (Paper 1)	UK Landscapes: Rivers and coasts (Paper 1)	Urban Issues (Paper 2)	Complete Urban Issues (Paper 2) Fieldwork (Paper 3)
Powerful Knowledge/skills	<ul style="list-style-type: none"> • Extreme weather in the UK • Example of a recent extreme weather event in the UK. • Causes of climate change • Impacts of climate change • Management of climate change • UK small scale ecosystem – interactions between different elements. • Distribution of ecosystems 	<ul style="list-style-type: none"> • Characteristics of Tropical Rainforest (TRF): Location, structure, importance, Plant and animal adaptation. • Case study of causes and impacts of deforestation in TRF • Management of TRF • Location of either Hot deserts/Cold environments • Climate of Hot Desert (HD) • Animal and plant adaptation in HD • Causes, impacts and management 	<ul style="list-style-type: none"> • UK Landscapes – location of major upland/lowland areas and river systems. <p>Coasts:</p> <ul style="list-style-type: none"> • Wave types and characteristics • Coastal processes – weathering, mass movement, erosion, transportation, deposition • Coastal landforms resulting from different rock types, structures and physical processes. 	<p>Rivers:</p> <ul style="list-style-type: none"> • Long profile and changing cross-profile • Fluvial processes – erosion, transportation, deposition. • Fluvial landform creation • Human and physical influences on flooding. • Use of hydrographs • Management of flood risk- costs and benefits, • Example of a river management scheme. 	<ul style="list-style-type: none"> • Global patterns of urban change • Urban trends in HICs and LICs • Factors affecting urbanisation rates – migration, natural increase • Emergence of mega-cities • Differences between HICs, LICs and NEEs <p>Case study of one LIC/NEE city:</p> <ul style="list-style-type: none"> • Location and importance of the city • Zones within the city • Causes of growth of the city • Opportunities and challenges created by urban growth 	<ul style="list-style-type: none"> • Population change in the UK and a named city • Location and importance of a named UK city • Cultural change in a named UK city • Urban regeneration in a named UK city • Environmental challenges in a named UK city • Rural/urban differences in UK • Features of urban sustainability <p>Completion of at least one day of fieldwork (2nd to be completed at suitable time during the course)</p> <ul style="list-style-type: none"> • How to structure an enquiry. • How to collect data. • How to manage risks. • How to present data.

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		<ul style="list-style-type: none"> of climate change in HD Economic development in HD 	<ul style="list-style-type: none"> Management strategies used to protect coastlines Example of UK coastline 		<ul style="list-style-type: none"> Inequality within the city Strategies to improve QOL within the city 	<ul style="list-style-type: none"> Evaluate the whole fieldwork process.
Useful online resources	<p>BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc Seneca: https://app.senecalearning.com/classroom/course/7cd34fca-4b86-48ad-a1d0-e093a6f2b66a/section/78b38a2f-3894-4a2f-9afd-38b5d07b53e0/session Internet Geography: https://www.internetgeography.net/ Cool Geography: https://www.coolgeography.co.uk/ TED talks: https://www.ted.com/search?q=Geography OS Mapzone: https://www.ordnancesurvey.co.uk/mapzone/ Royal Geographical Society: https://www.rgs.org/</p>					
Sequenced from	Year 7 Weather and climate Year 8 Climate change Year 7 Resources Year 7 Africa Year 8 Asia Year 9 Middle East Year 10 Tropical storms	Year 7 Weather and climate Year 7 Resources Year 7 Africa Year 8 Climate change Year 8 Asia Year 9 Middle East Year 9 Sustainability Year 10 Climate change	Year 7 UK Year 7 Resources/rocks Year 8 Climate change Year 8 Glaciers Year 8 Coasts Year 9 Sustainability Year 9 Hazards Year 9 Tropical storms Year 10 Climate change	Year 7 Mapskills Year 7 UK Year 7 Africa Year 8 Asia Year 9 Sustainability Year 9 Hazards Year 9 Tropical Storms Year 10 Climate change Year 10 UK Landscapes / coasts	Year 7 Mapskills Year 7 UK Year 7 Urbanisation Year 7 Africa Year 8 Population Year 8 Asia Year 9 Sustainability	Year 7 UK Year 8 Population Year 9 Sustainability Year 7 Climate fieldwork Year 8 Urban fieldwork
Sequenced to	Year 11 Revision (P1) Year 11 Issue Evaluation (P3) Year 12 CUE Year 13 Tectonics	Year 11 Revision (P1) Year 11 Issues evaluation (P3)	Year 10 Rivers (P1) Year 11 Revision (P1) Year 11 Issue evaluation (P3) Year 12 Coasts	Year 11 Revision (P1) Year 12 CUE Year 13 Water and carbon	Year 11 Revision (P2) Year 12 CUE Year 12 Changing places	Year 11 Revision (P2) Year 12 CUE Year 12 Changing places A Level NEA

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Year 13 Water and carbon						
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Curriculum Aim Year 11	Curriculum Aim: <i>By the end of year 11 students will continue and further develop their skills and knowledge from year 10. They will know the features of sustainable urban living. Students will be able to identify the global variations in economic development and quality of life using a range of economic and social measures. They will know the impacts of aid and economic development on the environment and quality of life, and identify and explain changes to the UK's economy over time and the UK's place within the wider world. Students will know that food, water, and energy are fundamental to human development and that global inequalities exist in the supply and consumption of resources. They will identify different strategies that can be used to increase resource supply. The issues evaluation will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. A resource booklet will be available twelve weeks before the date of the exam so that students can work through the resources, enabling them to become familiar with the material.</i>					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment 1	Assessment 1 - Mock					
Assessment 2	Assessment 2 - Mock					
Assessment 3	Final exam					
Topic	The Changing Economic World (Paper 2)	The Changing Economic World (Paper 2)	Resource Management (Paper 2)	Issue Evaluation (Paper 3) / Revision	Issue Evaluation (Paper 3) / Revision Exams begin	Revision / Exam
Powerful Knowledge/skills	<ul style="list-style-type: none"> Development indicators (economic and social) and their use/usefulness. DTM Causes and consequences of uneven development. Disparities between global health and wealth. Solutions to uneven development. 	<ul style="list-style-type: none"> Causes of economic change in the UK Post Industrial Society - UK. Employment sectors in UK (change over time). Science and business parks. Environmental impacts of industry. 	<ul style="list-style-type: none"> Distribution of food, water and energy at both global and national scale (UK). Global supply of water. Factors that affect water supply. Impacts of water insecurity. 	<ul style="list-style-type: none"> Issue evaluation: Pre-release material sent to schools 12 weeks before the exam. Utilise knowledge from the whole GCSE course and apply it to the scenario of the pre-release. Combine both human and physical geography. 	<ul style="list-style-type: none"> Still working through the issue evaluation: Utilise knowledge from the whole GCSE course and apply it to the scenario of the pre-release. Be able to apply geographical skills from the whole course. Combine both human and physical geography. 	<ul style="list-style-type: none"> Revision of Paper 1, 2 and 3.

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	<ul style="list-style-type: none"> Tourism as a way of closing the development gap. Case study of LIC/NEE - Industrial development and TNCs - social, economic and environmental change. 	<ul style="list-style-type: none"> Population growth/decline in rural areas. North/South divide. Changing infrastructure in UK. UK in the wider world 	<ul style="list-style-type: none"> Strategies to increase water security/supply. Case study example of a water strategy. Sustainable approaches. 	<ul style="list-style-type: none"> Consider different stakeholder opinions Revision of Paper 1, 2 and 3. 	<ul style="list-style-type: none"> Consider different stakeholder opinions. Revision of Paper 1, 2 and 3. 	
Useful online resources	<p>BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc Seneca: https://app.senecalearning.com/classroom/course/7cd34fca-4b86-48ad-a1d0-e093a6f2b66a/section/78b38a2f-3894-4a2f-9afd-38b5d07b53e0/session Internet Geography: https://www.internetgeography.net/ Cool Geography: https://www.coolgeography.co.uk/ TED talks: https://www.ted.com/search?q=Geography OS Mapzone: https://www.ordnancesurvey.co.uk/mapzone/ Royal Geographical Society: https://www.rgs.org/</p>					
Sequenced from	Year 7 UK Year 7 Africa Year 8 Population Year 8 Asia Year 9 Middle East Year 9 Globalisation Year 10 Urban issues (P2)	Year 7 UK Year 7 Africa Year 8 Population Year 8 Asia Year 9 Globalisation Year 9 Sustainability Year 10 Economic world (P2)	Year 7 UK Year 7 Resources Year 7 Africa Year 8 Climate change Year 8 Asia Year 9 Middle East Year 9 Sustainability Year 10 Climate change (P1) Year 10 Rivers (P1)	The issues evaluation can make links to the whole of the GCSE course but is unknown until the paper is released. Many of the skills developed across the whole of KS3 and KS4 will be required for the problem solving issue. Revision will cover all GCSE topics covered.	The issues evaluation can make links to the whole of the GCSE course but is unknown until the paper is released. Many of the skills developed across the whole of KS3 and KS4 will be required for the problem solving issue.	Revision will cover all GCSE topics covered.
Sequenced to	Year 11 Revision (P2) Year 13 Global governance	Year 11 Revision (P2) Year 13 Global Governance	Year 11 Revision (P2) Year 12 CUE Year 13 Water and carbon cycles	Year 11 Exams	Year 11 Exams	Year 11 Exams

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