

## Key Stage Four Curriculum Overview for Geography

### Curriculum Intent and Rationale for Exam Boards (for examined subjects)

By the end of Year 11, students will have developed their Geographical knowledge of natural processes and the ways in which humans interact with the physical world. The curriculum is relevant and current, including the study of climate change, poverty and resource use in order to prepare students for the biggest contemporary issues facing our planet so that students become well rounded, global citizens. By the end of Year 11 students will:

- Be able to identify and explain key processes and features of the physical landscape.
- Have knowledge regarding interactions between the physical and human world.
- Be confident in using a range of fieldwork methods and techniques.
- Be able to analyse a range of types of data to draw conclusions.
- Be able to understand and explain their role in society.
- Be able to consider different viewpoints, values and attitudes.

### How does the KS4 curriculum build on that from KS3?

At KS3 students learn core geographical knowledge of space and place through map skills, data analysis, geographical enquiries, physical and human processes, how these are managed and sustainability. At KS4 students build on prior knowledge developing connections between human and physical environments. At KS4 students are expected to use knowledge to interpret a range of geographical sources to draw conclusions and make judgements based on a variety of opinions.

### What do students do with their acquired knowledge and skills?

Students use their understanding of physical and human Geography to develop powerful knowledge of place and use this knowledge to interpret and question a range of data. Students are able to communicate Geographical knowledge clearly and accurately, using a range of specialist terminology. Students are able to ask questions about physical processes and human interactions and begin to investigate Geographical issues making informed judgements about relevant Geographical events.

## How does the KS4 curriculum align to and go beyond the National Curriculum?

At KS4 the curriculum follows the AQA GCSE Geography specification. This specification covers a broad range of topics that are outlined below. This ensures our students are taught a rich and diverse Geographical curriculum developing their Geographical knowledge about the world around them and their place within it.

## What new knowledge are students taught?

Term	Year 10	Year 11
Autumn	<p><b>Natural Hazards</b> – Tectonic hazards effects and responses in HICs and LICs, weather hazards including an LIC case study and the causes and effects of climate change.</p>	<p><b>Urban Issues and Challenges</b> – The global pattern of urban change, trends in HICs and LICs, factors affecting urbanisation and a case study of a major city in an LIC which illustrates its importance, causes of growth, opportunities and challenges.</p> <p><b>The Changing Economic World</b> – Variations in economic development on a global scale, development indicators, causes and consequences of uneven development. Strategies for reducing the development gap, a case study of a NEE to illustrate its importance, changing industrial structure, TNCs and the impacts of development.</p>
Spring	<p><b>Living World</b> – large scale ecosystems, food chains, food webs, small scale ecosystems, case study of UK woodland ecosystem. Threats to and management of tropical rainforests in Malaysia, opportunities and challenges for development in the Thar Desert</p>	<p><b>Resource Management</b> – The significance of food, water and energy to social and economic well-being, an overview of resources in relation to the UK with a specific focus on food.</p> <p><b>Issue Evaluation</b> – Critical thinking and problem solving, requiring students to apply their geographical knowledge and understanding of physical and human interrelationships to a real world issue.</p>
Summer	<p><b>Physical Landscapes in the UK</b> – Coasts and Rivers, Processes, landforms and management techniques with specific examples from the UK.</p> <p><b>Fieldwork and Skills</b> – Preparation for two geographical enquiries to collect primary data including the selection and use of fieldwork and analytical methods.</p>	<p>Revision and consolidation</p>

## How and where do students build knowledge through KS4?

Beginning with Natural Hazards is an appropriate introduction to the lesson because it explores key themes of physical and human causes, effects and responses. This enables students to identify and explain links between the physical and human environment throughout the course.

Living world extends students knowledge of biomes at KS3 and builds on this by exploring the connections between biotic and abiotic components of ecosystems. This builds on understanding from the Hazards unit, linking with an understanding of the global atmospheric circulation model which is key in understanding weather events and the location of our world's ecosystems. Students develop knowledge of the interconnected nature of the physical and human world by investigating the opportunities, challenges and threats in a range of large scale ecosystems.

Physical Landscapes in the UK draws on students prior knowledge of natural processes and requires students to be able to make connections between these processes and human actions. The Coasts and Rivers units provide students with the knowledge and understanding that they require to undertake their GCSE fieldwork. Fieldwork and skills are at the end of the year because students will have gained the necessary understanding of geographical processes and human interactions throughout their study. The unit is in this part of the course because students can use their understanding of coastal landscapes to conduct a geographical inquiry.

Urbanisation introduces a human focus to students. This unit explores the reasons for urban growth and addresses the challenges and opportunities of rapid urban growth across the world. This topic introduces human geography and the key concepts of urbanisation, development and population which students will require knowledge of for other aspects of this course. Economic Development builds on the learning of Living World and enables students to explain the reasons for development inequalities.

Economic development builds students knowledge as it develops an understanding of changes over time and place in the human world, the current and future challenges for these environments and sustainable strategies to cope with these changes. With this knowledge students are able to give reasons for development inequalities. The study of places provides students with powerful geographical knowledge of place and their own position in society. It develops their knowledge of the systems which govern our society.

Resource Management draws on Geographical knowledge as it includes interconnected aspects of Living World, Urban and Economic Development in order for students to explain the key issues surrounding resources and their impact upon our planet. We choose to focus on food as a resource since it is extremely relevant in our school's rural location and the topic draws on knowledge of economic and environmental factors learned throughout the course.

Issue Evaluation is taught in the Spring/ Summer term because this section of the course could draw on any other topic from GCSE Geography and the pre release element of this is released by the exam board 12 weeks prior to the exam. Furthermore, students have developed their critical thinking skills through the rest of the units alongside developing the necessary Geographical knowledge required to undertake the decision making tasks included in the issue evaluation. This prepares students for applying their understanding to real world scenarios.

