



KS4 Geography Curriculum

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	How hazardous is our world? What are natural hazards and how do tectonic hazards impact people?	Are all cities the same? An exploration of changing urban environments using Rio de Janeiro as a focus.		How does our living world work? What are tropical rainforests and cold environments like? What issues are these environments facing?		Is tourism the best way to develop Bali? An issues evaluation exercise.
Content: what will students know?	<ol style="list-style-type: none"> 1. What natural hazards are and how they can be categorised. 2. The factors affecting hazard risk. 3. Plate tectonics theory; earth's structure, convection currents, slab push and ridge pull. 4. The relationship between plate margins and the distribution of earthquakes and volcanoes. 5. The physical processes taking place at each plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity. 6. Named examples in LIC and HIC locations to show the effects and responses to a tectonic hazard. 7. Reasons why people continue to live in areas at risk from tectonic hazards. 8. How monitoring, prediction, protection and planning can reduce the risks from tectonic hazards. 	<ol style="list-style-type: none"> 1. The global pattern of urban change and trends in different parts of the world. 2. The factors affecting urbanisation (migration and natural increase). 3. The emergence of megacities. 4. The location and importance of Rio. 5. The causes of growth in Rio. 6. How urban growth has created social and economic opportunities as well as challenges; managing urban growth, providing clean water, sanitation, energy, access to services, reducing crime and unemployment, managing environmental issues. 7. How urban planning is improving the life of the urban poor. 		<ol style="list-style-type: none"> 1. How ecosystems work; producers, consumers, decomposers, food chains, food webs, nutrient cycles, interrelationships between components, impact of changes. 2. The distribution and characteristics of biomes around the world. 3. The physical characteristics of tropical rainforests (TRFs). 4. The interdependence of climate, soils, water, plants, animals and people. 5. How plants and animals adapt to the physical conditions in TRFs. 6. Issues related to biodiversity in TRFs. 7. Deforestation; changing rates, causes, impacts (including the value of TRFs to both people and the environment), strategies to sustainably manage the TRFs. 8. The physical characteristics of cold environments. 9. How plants and animals adapt to the physical conditions in cold environments. 10. Issues related to biodiversity in cold environments. 11. Opportunities and challenges in an identified cold environment. 12. The value of cold environments and why they should be protected. 13. Strategies used to balance the needs of economic development and conservation in cold environments. 14. The interdependence of climate, permafrost, soils, plants, animals and people. 		<ol style="list-style-type: none"> 1. What the development gap is. 2. How to measure development and compare countries. 3. Methods of reducing the development gap. 4. The physical attractions of Bali as a tourist destination. 5. The impacts of tourism in Bali and how they can be reduced.
Skills: What will students be able to do?	<ol style="list-style-type: none"> 1. Understand basics of GIS. 2. Mapping and describing distributions. 	<ol style="list-style-type: none"> 1. Mapping and describing distributions 2. Line graphs 3. Analysing images 		<ol style="list-style-type: none"> 1. Describe distributions 2. Recognise and assess interdependence 		<ol style="list-style-type: none"> 1. Assess strengths and weaknesses 2. Evaluation 3. Decision-making
Other: Literacy, numeracy, ethos etc.	Literacy Numeracy	Literacy Numeracy		Literacy Numeracy		Literacy Numeracy Empathy
Assessment	<ul style="list-style-type: none"> • Written assessment • HW project 	Written assessment		<ul style="list-style-type: none"> • Biome in a box project • Written assessment x 2 (TRF & Cold Environments) 		Presentation



Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Are all cities the same? An exploration of changing urban environments using London as a focus.		How can we manage our resource use?		How has the UK's physical landscape been shaped?	
Content: what will students know?	<ol style="list-style-type: none"> The location and importance of London. The impacts of national and international migration on the growth and character of the city. How urban change has created opportunities: Social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems. Environmental: urban greening. How urban change has created challenges: Social and economic: urban deprivation, inequalities in housing, education, health and employment. Environmental: dereliction, building on brownfield and greenfield sites, waste disposal. The impact of urban sprawl on the rural-urban fringe, and the growth of commuter settlements. Urban regeneration project London – Olympic Site: Why the area needed regeneration. The main features of the project. Sustainable urban living (Bedzed): Water and energy conservation Waste recycling Creating green space. How urban transport strategies are used to reduce traffic congestion. 		<ol style="list-style-type: none"> Significance of food, water and energy to our economic and social wellbeing. Global inequalities in the supply and consumption of resources. <ol style="list-style-type: none"> That there is a growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce. Carbon footprints - what they are and why they are getting larger due to the increasing number of 'food miles' travelled and moves towards local sourcing of food. Agribusiness – what it is and why there is a trend towards it in the UK. Energy mix - what it is and why the UK energy mix is changing. Why there are reduced domestic supplies of coal, gas and oil Economic and environmental issues associated with exploitation of energy sources. How the demand for water has changed in the UK. The importance of water quality and pollution management. Areas of water deficit and surplus and the need for transfer to maintain supplies. Global patterns of water surplus (water security) and deficit (water insecurity). Reasons for increasing water consumption: economic development and rising population. Factors affecting water availability: climate, geology, pollution of supply, over-abstraction, limited infrastructure and poverty. Impacts of water insecurity – waterborne disease and water pollution, food production, industrial output and the potential for conflict where demand exceeds supply. 		<p>Rivers</p> <ol style="list-style-type: none"> The features of a drainage basin and processes that operate within the basin. The long and cross profiles of a river and its valley. Define and explain fluvial processes: Erosion, Transportation, and Deposition. The characteristics and formation of landforms resulting from erosion and deposition; Waterfalls and gorges, meanders and ox-bow lakes, levees and floodplains and, estuaries. How physical and human factors affect flood risk; precipitation, geology, relief and land use. How to use a hydrograph to show the relationship between precipitation and discharge. The costs and benefits of the following management strategies: hard engineering and soft engineering. An example of a flood management scheme in the UK – River Tees. <p>Coasts</p> <ol style="list-style-type: none"> To identify and describe wave types and characteristics Define and explain mechanical and chemical weathering processes Explain processes of mass movement; sliding, slumping and rock falls. Define and explain the processes of erosion; hydraulic power, abrasion and attrition. Explain coastal transportation by longshore drift Explain why sediment is deposited in coastal areas. Explain how geological structure and rock type influence coastal forms Identify characteristics of, and explain the formation of, landforms resulting from erosion. 	



		<p>14. How diverting supplies and increasing storage, building dams and reservoirs, water transfer schemes and desalination plants can increase water supply.</p> <p>15. An example of a large scale water transfer scheme to show how its development has both advantages and disadvantages.</p> <p>16. How water conservation, groundwater management, recycling and using 'grey' water are sustainable.</p> <p>17. An example of a local scheme in an LIC or NEE to increase sustainable supplies of water – Wakel River Basin.</p>	<p>17. Identify characteristics of, and explain the formation of, landforms resulting from deposition.</p> <p>18. An example of a section of coastline in the UK to identify its major landforms of erosion and deposition</p> <p>19. Different management strategies used to protect coastlines from the effects of physical processes</p> <p>20. Assess the costs and benefits of hard and soft engineering management strategies.</p> <p>21. An example of a coastal management scheme in the UK to show – Sheringham.</p>
Skills: What will students be able to do?	<ol style="list-style-type: none"> 1. Mapping and describing distributions 2. Line graphs 3. Cartographic skills 	<ol style="list-style-type: none"> 1. Proportional graphs 2. Pie charts 	<ol style="list-style-type: none"> 1. Mapping and describing distributions 2. Line graphs 3. Analysing images
Other: Literacy, numeracy, ethos etc.	Literacy Numeracy	Literacy Numeracy	Literacy Numeracy
Assessment	Written Assessment	Written Assessment	Written Assessment



Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Topic	Fieldwork Students will work on the practical part of paper 3 and visit Sheringham to learn and apply fieldwork skills.	How hazardous is our world? What is climate change and how do weather hazards impact people?	How developed is our world? What differences are there between Nigeria and the UK?		Issue Evaluation Exercise This forms part of paper 3 and the topic is released in the April of the exam year.
Content: what will students know?	<ol style="list-style-type: none"> How to select suitable questions for geographical enquiry How to select, measure and record data appropriate to the chosen enquiry How to select appropriate ways of processing and presenting fieldwork data How to describe, analyse and explain fieldwork data How to reach conclusions How to evaluate geographical enquiries 	Weather Hazards <ol style="list-style-type: none"> Explain the general atmospheric circulation model: pressure belts and surface winds. Explain how tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Describe the global distribution of tropical storms (hurricanes, cyclones, typhoons). Understand the relationship between tropical storms and general atmospheric circulation. Explain causes of tropical storms and the sequence of their formation and development. Describe the structure and features of a tropical storm. Explain how climate change might affect the distribution, frequency and intensity of tropical storms. Understand that tropical storms have significant effects on people and the environment (primary and secondary effects). Explain the immediate and long-term responses to tropical storms. Give an example of a tropical storm to show its effects and responses. Explain how monitoring, prediction, protection and planning can reduce the effects of tropical storms. Describe types of weather hazard experienced in the UK. Explain how extreme weather events in the UK have impacts on human activity. Give an example of a recent extreme weather event (its causes, impacts and how management strategies can reduce risk). Give evidence that weather is becoming more extreme in the UK. 	<ol style="list-style-type: none"> Describe different ways of classifying parts of the world according to their level of economic development and quality of life. Describe different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). Recognise limitations of economic and social measures. Describe links between stages of the Demographic Transition Model and the level of development. Explain causes of uneven development: physical, economic and historical. Explain consequences of uneven development: disparities in wealth and health, international migration. Explain strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans. Give an example of how the growth of tourism in an LIC or NEE helps to reduce the development gap. Give a case study of one LIC or NEE to illustrate: <ol style="list-style-type: none"> the location and importance of the country, regionally and globally the wider political, social, cultural and environmental context within which the country is placed the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development 		<p>This is an opportunity to develop knowledge from one of the core topics in the GCSE and apply it to a novel situation.</p>



		<p>Climate Change</p> <ol style="list-style-type: none"> 1. Describe evidence for climate change from the beginning of the Quaternary period to the present day. 2. Explain possible causes of climate change: natural factors – orbital changes, volcanic activity and solar output; human factors – use of fossil fuels, agriculture and deforestation. 3. Give an overview of the effects of climate change on people and the environment. 4. Explain ways of managing climate change: mitigation – alternative energy production, carbon capture, planting trees, international agreements; adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels. 	<ol style="list-style-type: none"> d. the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country e. the changing political and trading relationships with the wider world f. international aid: types of aid, impacts of aid on the receiving country g. the environmental impacts of economic development h. the effects of economic development on quality of life for the population. <p>10. Economic futures in the UK:</p> <ol style="list-style-type: none"> a. causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation and government policies b. moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks c. impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable d. social and economic changes in the rural landscape in one area of population growth and one area of population decline e. improvements and new developments in road and rail infrastructure, port and airport capacity f. the north–south divide. Strategies used in an attempt to resolve regional differences g. the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth. 	
<p>Skills: What will students be able to do?</p>	<ol style="list-style-type: none"> 1. Setting geographical questions 2. Investigative techniques 	<ol style="list-style-type: none"> 1. Line graphs 	<ol style="list-style-type: none"> 1. Statistical skills 2. Use of qualitative and quantitative data 	<p>Dependent upon the context chosen, but application of skills learned through the course.</p>
<p>Other: Literacy,</p>	<p>Synopticity Application</p>	<p>Literacy Numeracy</p>	<p>Literacy Numeracy</p>	<p>Literacy Numeracy</p>



numeracy, ethos etc.	Evaluation			Decision making Empathy
Assessment	Written Assessment	Written Assessment	Written Assessment	AQA Geography Paper 3