



## KS4 Geography Curriculum

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



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

		<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>
<b>Skills:</b> What will students be able to do?	<p>1. Mapping and describing distributions</p> <p>2. Line graphs</p> <p>3. Cartographic skills</p>	<p>1. Proportional graphs</p> <p>2. Pie charts</p>	<p>1. Mapping and describing distributions</p> <p>2. Line graphs</p> <p>3. Analysing images</p>
<b>Other:</b> Literacy, numeracy, ethos etc.	Literacy Numeracy	Literacy Numeracy	Literacy Numeracy
<b>Assessment</b>	Written Assessment	Written Assessment	Written Assessment



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



		<p><b>Climate Change</b></p> <ol style="list-style-type: none"> <li>1. Describe evidence for climate change from the beginning of the Quaternary period to the present day.</li> <li>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.</li> <li>3. Give an overview of the effects of climate change on people and the environment.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>d. the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country</li> <li>e. the changing political and trading relationships with the wider world</li> <li>f. international aid: types of aid, impacts of aid on the receiving country</li> <li>g. the environmental impacts of economic development</li> <li>h. the effects of economic development on quality of life for the population.</li> </ol> <p>10. Economic futures in the UK:</p> <ol style="list-style-type: none"> <li>a. causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation and government policies</li> <li>b. moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks</li> <li>c. impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable</li> <li>d. social and economic changes in the rural landscape in one area of population growth and one area of population decline</li> <li>e. improvements and new developments in road and rail infrastructure, port and airport capacity</li> <li>f. the north–south divide. Strategies used in an attempt to resolve regional differences</li> <li>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.</li> </ol>	
<p><b>Skills:</b> What will students be able to do?</p>	<ol style="list-style-type: none"> <li>1. Setting geographical questions</li> <li>2. Investigative techniques</li> </ol>	<ol style="list-style-type: none"> <li>1. Line graphs</li> </ol>	<ol style="list-style-type: none"> <li>1. Statistical skills</li> <li>2. Use of qualitative and quantitative data</li> </ol>	<p>Dependent upon the context chosen, but application of skills learned through the course.</p>
<p><b>Other:</b> 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
<b>Assessment</b>	Written Assessment	Written Assessment	Written Assessment	AQA Geography Paper 3