



Geography Key Stage 4 Curriculum Overview

Key Stage 4 Curriculum Journey: Geography Year 10

	Week 1 ← → Week 39					
	Paper 1 Section A -Challenge of natural hazards. Tectonics	Paper 1 Section A -Challenge of natural hazards. Weather hazards & climate change	Paper 2 – Section A – Urban issues and challenges. Manchester including human geography fieldwork (to be completed July).	Paper 2 – Section A – Urban issues and challenges. Mumbai.	Paper 1 – Section C - Physical landscapes in the UK – Coasts including physical fieldwork (to be completed July).	Paper 1 – Section B - Living World including hot deserts.
Key content (know that... Know how...)	This unit investigates the types of natural hazards and the affect that these hazards have on people and places. Students look at the Global distribution of tectonic hazards and learn about the physical processes that lead to earthquakes and volcanic activity. Students study the primary and secondary effects of these hazards focusing on a named example of effects and responses to tectonic activity in two different areas with contrasting economic wealth. Students also learn about the reasons why people chose to live in these areas and learn how monitoring and planning can reduce the risk from tectonic hazards.	This unit investigates how global atmospheric circulation helps to determine the patterns of weather and climate change. Students learn about the distribution of tropical storms through a named example looking at the causes and effects of these storms and how people respond to these storms through monitoring and preparing. Students learn about the types of weather hazards experienced by the UK and study examples of extreme weather events by looking at the causes, impact and strategies to reduce rick. Within the unit students will learn how to construct and interpret a range of different data presentation techniques and use a range of	This unit investigate the global pattern of urban change. Students study the factors that affect the rate of urbanisation. There is a focus on a named example showing the importance of the area locally and globally and how this area has an abundance of social and economic challenges and opportunities. We also investigate how urban planning is improving the quality of life for the urban poor. Closer to home we investigate the influence of migration on the culture of Manchester and develop and understanding of social backgrounds and different levels of deprivation. Students also study an example of urban regeneration	This unit investigate the global pattern of urban change. Students study the factors that affect the rate of urbanisation. There is a focus on a named example showing the importance of the area locally and globally and how this area has an abundance of social and economic challenges and opportunities. We also investigate how urban planning is improving the quality of life for the urban poor. Within each unit students will know how to construct and interpret a range of different data presentation techniques. Within each unit students will know how to use a range of statistical tools from mean, mode, medium and range.	This unit investigates how the coastline has been shaped by a number of physical processes. Students learn how distinctive coastal landforms are a result of rock type, structure and physical processes such as erosion, transportation, weathering, mass movement and deposition. Students will also develop an understanding of the geological structure and rock types that may influence coastal forms such as headlands and bays, cliffs, caves, arches etc. Students investigate coastal management schemes through a named place looking at the reasons for management, the strategy implemented	In this unit students are required to study ecosystems, tropical rainforests. Students learn about small-scale ecosystems in the UK and large-scale ecosystems such as Tropical Rainforests. There is a focus on biodiversity, interdependence and adaptation of plants and animals to the environment. A focus on a named place students learn about deforestation particularly the causes and impacts of deforestation. Students study the characteristics of a hot desert and investigate the challenges and opportunities in this environment. Within each unit students will know how


	<p>Within the unit students will learn how to construct and interpret a range of different data presentation techniques and use a range of statistical tools from mean, mode, medium and range.</p>	<p>statistical tools from mean, mode, medium and range.</p>	<p>to show why the area needed regeneration and how sustainable management supported the project.</p> <p>This unit investigates human fieldwork. They will investigate the effectiveness of urban regeneration at Salford Quays. Students also analyse risk and complete risk assessments. On arrival at the site students examine and gain an understanding of the urban quality of the area and complete land use surveys to understand what the buildings are used for. Students will be expected to describe, analyse and explain fieldwork data and come to conclusions.</p>		<p>and the costs and effects of the strategy. Within each unit students will know how to construct and interpret a range of different data presentation techniques.</p> <p>Pupils will also investigate how effective the coastal defences are at Cleveleys. Using the data, students present their findings through a variety of data presentation techniques. Students will be expected to describe, analyse and explain fieldwork data and come to conclusions.</p>	<p>to construct and interpret a range of different data presentation techniques. Within each unit students will know how to use a range of statistical tools from mean, mode, medium and range.</p>
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Prior Knowledge	During key stage 3 students will have already learnt about locations of places and map skills, had a brief introduction to volcanoes and tectonic processes and learnt about the effects and responses of earthquakes in areas of contrasting wealth.	During key stage 3 students will have already learnt about locations of places and map skills, had an introduction to weather and climate, studied Storm Ciara effects and responses and consider the impacts of flooding. Students will already have an idea of climate change and its impact on global weather systems and had an introduction to a range of weather hazards.	During key stage 3 students will have already learnt about locations of places and map skills. They will have completed several small scale geographical enquires. Students will have studied several urban environments and the issues they face. They will have had an introduction to population and migration on a range of scales.	During key stage 3 students will have already learnt about locations of places and map skills. They will have completed several small scale geographical enquires. Students will have studied several urban environments and the issues they face. They will have had an introduction to population and migration on a range of scales.	During key stage 3 students will have already learnt about locations of places and map skills. They will have been introduced to the major processes and landforms found at the coast. They will have completed several small scale geographical enquires.	During key stage 3 students will have already learnt about locations of places and map skills. They will have been introduced to the major biomes and focused on the challenges facing rainforests and how they can be managed sustainably.
Assessment objectives	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.</p>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes..</p>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes..</p>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes..</p>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes..</p>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes..</p>

	<p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>
Assessments	<p>Diagnostic feedback on 9 marker: Assess the extent to which primary effects are more significant than secondary effects (9).</p> <p>End of unit topic test on tectonics assessing:</p> <ol style="list-style-type: none"> Types of plate margins- processes and associated hazards Global distribution of earthquakes Constructing and interpreting bar chart 	<p>Diagnostic feedback on 9 marker linked to tropical storms or climate change.</p> <p>End of unit topic test on tropical storms and climate change assessing:</p> <ol style="list-style-type: none"> Structure and formation of a tropical storm. Immediate responses of a tropical storm. Primary and secondary effects of a tropical storm. Evidence of climate change. 	<p>Diagnostic feedback on 9 marker linked to Manchester – opportunities and challenges.</p>	<p>Diagnostic feedback on 9 marker linked to Mumbai: Evaluate the effectiveness of an urban planning strategy in helping to improve the quality of life for the urban poor (9).</p> <p>End of unit topic test on urban environments assessing:</p> <ol style="list-style-type: none"> Megacities Push and pull theory Challenges of urban growth in LIC/NEE Urban sustainability 	<p>Diagnostic feedback on a coast 6 marker – erosional landforms.</p> <p>End of unit topic text on coast assessing:</p> <ol style="list-style-type: none"> Erosional landforms Depositional landforms Hard and soft engineering. 	<p>End of Year 10 mock.</p>

	4. Immediate and long term responses	5. Effects of climate change. 6. Causes of climate change.		5. Urban regeneration.		
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Key Stage 4 Curriculum Journey: Geography Year 11

	<p>Week 1 </p>					Week 39
	Paper 2 Section B -The changing economic world (Global).	Paper 1 Section C – Rivers	Paper 2 – Section B – The changing economic world (UK).	Paper 2 – Section C – Resource management (Energy).	Paper 3 – Section A – Pre release	
Key content (know that...Know how...)	<p>This unit investigates the development gap between the rich and the poor. Students will study the differences in development This will outline the reasons for uneven development but also allows students to recognise that some low-income countries are recognised as powerful nations. Students will gain an understanding of the relationships between different countries (geopolitics) with the appreciation of past and present influences on development. Students also study the UK's changing economy and infrastructure enabling the to see how infrastructure has an impact on natural habitats and green spaces.</p>	<p>This unit investigates the shape of rivers and how it changes. Students investigate physical processes such as erosion, transportation and deposition and how these processes influence the changes in the river. Students study a variety of characteristics and formations along the rivers course such as waterfalls, V-shape valleys, meanders and ox bow lakes, levees, floodplains and estuaries all through a named example of a UK river. There is a focus on different management strategies that can be used to protect river landscape's from flooding. A named UK example is used to show how management strategies are implemented and</p>	<p>This unit investigates how the UK has changed post industrialisation. Students study the UK's changing economy and infrastructure enabling them to see how infrastructure has an impact on natural habitats and green spaces and how we can close the north/south divide. Within each unit students will know how to construct and interpret a range of different data presentation techniques. Within each unit students will know how to use a range of statistical tools from mean, mode, medium and range.</p>	<p>This unit investigates general management of resources such as food, water, energy and social well-being. There is an overview of the global inequalities of the supply and consumption of these resources. Our key focus is on the management of energy and how energy resources are rising globally but supply can be insecure and this may lead to conflict. Students study different strategies to increase energy supply and look at a range of renewable energy sources. Students also learn about sustainability through a named example of a local scheme in an LIC or NEE to move to more renewable energy sources. Within each unit students will know how</p>	<p>This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment 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 have the opportunity to work through the resources, enabling them to become familiar with the material. A copy of this booklet will be available to them. Pupils will be given the opportunity to revisit many areas of</p>	

	<p>Within each unit students will know how to construct and interpret a range of different data presentation techniques. Within each unit students will know how to use a range of statistical tools from mean, mode, medium and range.</p>	<p>students study its coasts and benefits. Within each unit students will know how to construct and interpret a range of different data presentation techniques. Within each unit students will know how to use a range of statistical tools from mean, mode, medium and range.</p>		<p>to construct and interpret a range of different data presentation techniques. Within each unit students will know how to use a range of statistical tools from mean, mode, medium and range.</p>	<p>the course whilst also taking time to work on exam technique through exam style questions.</p>	
Prior Knowledge	<p>During key stage 3 students will have already learnt about locations of places and map skills. They will have an introduction to classification of industry and how it links to UK. They will have an understanding of development indicators and the impact of economic development on a country.</p>	<p>During key stage 3 students will have already learnt about locations of places and map skills. They will have an understanding of the water cycle, processes in a river and landforms associated with a river system. They will have studied Storm Ciara and how we can respond to flood events.</p>	<p>During key stage 3 students will have already learnt about locations of places and map skills. They will have an introduction to classification of industry and how it links to UK. They have studied how Wigan's industry has changed overtime.</p>	<p>During key stage 3 students will have already learnt about locations of places and map skills. They have studied different places linked to resource issues such as Las Vegas on a range of scales. They have an understand of the UK's changing energy mix.</p>	<p>The topic of the pre-release is unknown until 12 weeks before the exam series.</p>	
Assessment objectives	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>AO2: Demonstrate geographical</p>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>AO2: Demonstrate geographical</p>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>AO2: Demonstrate geographical</p>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>AO2: Demonstrate geographical</p>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>AO2: Demonstrate geographical</p>	

	<p>understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	
Assessments	<p>Year 11 mock all content taught to date.</p> <p>Paper 1 – section A Challenges of natural hazards.</p> <p>Paper 2 – section A Challenges of urban environment.</p> <p>Paper 3 – Section B Fieldwork</p>	<p>Diagnostic feedback on 6 marker from rivers – formation of a meander.</p> <p>End of unit topic test on rivers assessing:</p> <ol style="list-style-type: none"> 1. Features of river valley. 2. Impacts of flooding. 3. Features of a waterfall. 	<p>Diagnostic feedback on 9 marker linked to India. Evaluate the success or likely success of one or more strategies to resolve regional differences in the UK (9).</p> <p>End of unit test on Economic geography assessing:</p>	<p>Diagnostic feedback on 6 marker linked to resource management.</p>		

		4. Formation of a waterfall.	<ol style="list-style-type: none">1. Development indicators.2. Strategies to close the development gap.3. Impacts of TNC to host country.			
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