

## Key Stage 4: Geography – Curriculum Intent.

Our vision is for pupils to appreciate and marvel at the rich diversity that surrounds them. We encourage them to play an active part in the world they live in and we endeavour to foster curiosity in the ever-changing human and physical landscape. The wide ranging and ambitious curriculum develops an understanding of the processes that have shaped and continue to shape our contested planet. Geographers are taught to appreciate and empathise with the varied cultures that make up their local and global communities. Geography is more than just a study of space and place over time – it is about instilling a love of the world that we live in and seeing ourselves as stakeholders who will influence the future.

		Year 10	Year 11
<b>Half term 1</b>	<b>Subject area</b>	<b>Ecosystems &amp; Climate Change</b>	<b>Coastal landscapes</b>
	<b>Core content</b>	<p>What is the evidence to suggest that the climate is changing and what are the human and natural causes of it? What effects does it have for people and the environment? How can we learn to cope with climate change or do we need to mitigate against it?</p> <p>What is an ecosystem and what are their characteristics? What are biomes and why are they found in certain places? What is the tropical rainforest like and how have plants and animals adapted to live there? What are the threats to the rainforest and why should we care? How can we manage the threats?</p>	<p>What are the processes that are driving change at the coast? What are the key features at the coast, how have they formed and how are they changing over time? What hard and soft engineering methods can we use to protect the coast from falling into the sea? How effective is it?</p>
	<b>Place &amp; skills</b>	<p>Dalby Forest Malaysia</p> <p>Percentage change calculations Plotting distribution Latitude and longitude</p>	<p>Holderness coast</p> <p>Decision making skills – which place should we protect? Map skills – grid references, distance, scale Sketch drawing</p>
	<b>How can I help my child?</b>	<p><a href="https://www.bbc.co.uk/bitesize/guides/zx234j6/revision/1">https://www.bbc.co.uk/bitesize/guides/zx234j6/revision/1</a> <a href="https://www.internetgeography.net/topics/climate-change/">https://www.internetgeography.net/topics/climate-change/</a> <a href="https://www.bbc.co.uk/bitesize/guides/zwh9j6f/revision/1">https://www.bbc.co.uk/bitesize/guides/zwh9j6f/revision/1</a> <a href="https://www.internetgeography.net/topics/ecosystems/">https://www.internetgeography.net/topics/ecosystems/</a></p>	<p><a href="https://www.internetgeography.net/topics/coasts/">https://www.internetgeography.net/topics/coasts/</a> <a href="https://www.bbc.co.uk/bitesize/guides/zsfwcwx/revision/1">https://www.bbc.co.uk/bitesize/guides/zsfwcwx/revision/1</a> <a href="https://www.internetgeography.net/fieldwork/">https://www.internetgeography.net/fieldwork/</a></p>
	<b>Subject area</b>	<b>The changing economic world</b>	<b>Physical fieldwork investigation</b>
	<b>Core content</b>	<p>Not all countries are equal – what are the causes and consequences of this and how do we measure it? What is the development gap and how might we be able to close it? How effective is tourism at closing the gap?</p>	<p>Fieldwork on the Holderness coast – assessed in Paper 3 “How effective is coastal management in Hornsea?”</p>
<b>Place &amp; skills</b>	<p>Jamaica Population pyramids Demographic transition model</p>	<p>Hornsea</p>	

		Planning and carrying our fieldwork techniques to assess the effectiveness of coastal management on the Holderness coast. Evaluating effective techniques for presenting field data and evaluating findings.
How can I help my child?	<a href="https://www.bbc.co.uk/bitesize/guides/zwhgwxs/revision/1">https://www.bbc.co.uk/bitesize/guides/zwhgwxs/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/topics/zykmhyc">https://www.bbc.co.uk/bitesize/topics/zykmhyc</a> <a href="https://www.bbc.co.uk/bitesize/guides/zs7wrdm/revision/1">https://www.bbc.co.uk/bitesize/guides/zs7wrdm/revision/1</a> <a href="https://www.internetgeography.net/topics/the-changing-economic-world/">https://www.internetgeography.net/topics/the-changing-economic-world/</a>	<a href="#">Coastal Fieldwork - Internet Geography</a>

		<b>Year 10</b>	<b>Year 11</b>
<b>Half term 2</b>	<b>Subject area</b>	<b>Development - India</b>	<b>Resource Management &amp; water</b>
	<b>Core content</b>	How has India changed over time? How is rapid economic development having an impact on people and the environment in India? How has Coca-Cola had an impact on the development of India? Should we always give aid to help another country?	How significant are energy, food and water to well-being? What are the inequalities of distribution? How is our energy mix changing in the UK? What are the implications? Do we have enough food and water? What is the difference between a carbon footprint and food miles? What challenges are we facing in terms of resources and how can we overcome them?  Why do some parts of the world face water insecurity and why does this lead to conflict? What problems does water insecurity lead to? What strategies are there to increase supply?
	<b>Place &amp; skills</b>	India  Plotting proportional line maps Drawing and interpreting stacked bar graphs Interpreting infographs	UK  Three Gorges Dam, China Wakel River Basin, India Interpreting graphs and maps
	<b>How can I help my child?</b>	<a href="https://www.bbc.co.uk/bitesize/guides/zwf92p3/test">https://www.bbc.co.uk/bitesize/guides/zwf92p3/test</a> <a href="https://www.bbc.co.uk/bitesize/guides/zc72frd/revision/1">https://www.bbc.co.uk/bitesize/guides/zc72frd/revision/1</a>	<a href="https://www.internetgeography.net/aqa-resource-management/">https://www.internetgeography.net/aqa-resource-management/</a> <a href="https://www.bbc.co.uk/bitesize/topics/zybnhv4">https://www.bbc.co.uk/bitesize/topics/zybnhv4</a> <a href="https://www.bbc.co.uk/bitesize/guides/zywpg82/revision/1">https://www.bbc.co.uk/bitesize/guides/zywpg82/revision/1</a>
	<b>Subject area</b>		<b>Cold environments</b>
<b>Core content</b>		What are the conditions like in a cold environment like Alaska? What are the challenges that face the people living there? How have plants and animals adapted to survive there? What adaptations can be made so that people can survive there? What are the opportunities for development and to what extent is it possible to exploit the natural resources without causing damage to this wilderness?	

Place & skills		Alaska
How can I help my child?		<a href="https://www.internetgeography.net/topics/alaska-case-study/">https://www.internetgeography.net/topics/alaska-case-study/</a> <a href="https://www.bbc.co.uk/bitesize/guides/zp37hv4/revision/1">https://www.bbc.co.uk/bitesize/guides/zp37hv4/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zp37hv4/test">https://www.bbc.co.uk/bitesize/guides/zp37hv4/test</a>

		Year 10	Year 11
Half term 3	<b>Subject area</b>	Tectonic Hazards	UK Economic futures
	<b>Core content</b>	What processes lead to the development of earthquakes and volcanoes? What are the different effects of tectonic hazards and to what extent can we limit them? How does development have an impact on the effects and responses of earthquakes? Why do people choose to live near these areas? How can planning, preparation and monitoring help to reduce the effects of the hazard?	How have changes in the UK economy had an impact on people? What is deindustrialisation and why has it happened? What does the post industrial economy look like? What is the north-south divide and how can it be resolved? What is the UK's place in the wider world?
	<b>Place &amp; skills</b>	Haiti Christchurch, New Zealand  Plotting using latitude and longitude Interpreting development data and relating to place	Rural Cambridgeshire Outer Hebrides York Science Park
	<b>How can I help my child?</b>	<a href="https://www.bbc.co.uk/bitesize/guides/zxh4wxs/revision/2">https://www.bbc.co.uk/bitesize/guides/zxh4wxs/revision/2</a> <a href="https://www.bbc.co.uk/bitesize/guides/zwcfxsg/revision/1">https://www.bbc.co.uk/bitesize/guides/zwcfxsg/revision/1</a> <a href="https://www.internetgeography.net/topics/plate-tectonics/">https://www.internetgeography.net/topics/plate-tectonics/</a>	<a href="https://www.bbc.co.uk/bitesize/guides/z332sg8/revision/1">https://www.bbc.co.uk/bitesize/guides/z332sg8/revision/1</a> <a href="https://www.internetgeography.net/topics/economic-change-in-the-uk/">https://www.internetgeography.net/topics/economic-change-in-the-uk/</a>
	<b>Subject area</b>		Weather hazards
	<b>Core content</b>		What is the pattern of global distribution of weather systems? Why and where do tropical storms form and is this changing as a result of a warming planet? How do tropical storms have an impact on people and the environment? How can monitoring and planning reduce the impact of storms? Is the UK's weather becoming more extreme? Can we do anything to manage it?
<b>Place &amp; skills</b>		The Beast from the East Typhoon Haiyan  Plotting using latitude and longitude	
			<a href="https://www.bbc.co.uk/bitesize/topics/zcdrbk7">https://www.bbc.co.uk/bitesize/topics/zcdrbk7</a> <a href="https://www.bbc.co.uk/bitesize/guides/zgvjxsg/revision/1">https://www.bbc.co.uk/bitesize/guides/zgvjxsg/revision/1</a>

			<a href="https://www.internetgeography.net/topics/weather-hazards-in-the-uk/">https://www.internetgeography.net/topics/weather-hazards-in-the-uk/</a> <a href="https://www.internetgeography.net/aqa-gcse-geography/the-challenge-of-natural-hazards/">https://www.internetgeography.net/aqa-gcse-geography/the-challenge-of-natural-hazards/</a>
		<b>Year 10</b>	<b>Year 11</b>
Half term 4	<b>Subject area</b>	<b>Urbanisation issues and challenges</b>	<b>Issues evaluation &amp; mock exams</b>
	<b>Core content</b>	<p>What is the global pattern of urban change and what is causing urban areas to grow and change? Why are all countries not urbanising at the same rate? What factors lead to migration?</p> <p>Why is Rio an important city in an NEE? What has caused it to grow and has the growth led to opportunities? What challenges has the growth created and how successfully are they being managed?</p> <p>Why is Leeds an important city in the UK? What impact has migration had on the city? How has deindustrialisation created both opportunities and challenges? How has the south Bank Waterfront area been regenerated and how successful has it been?</p> <p>What is a sustainable city and what are its key features? How are the problems of transport being solved?</p>	Critical thinking and problem solving focussing on one area of the specification to demonstrate geographical skills and applied knowledge and understanding using supplied secondary sources. Students are taught how to make links between different parts of the course to analyse a geographical issue. They will learn how to evaluate information provided, to consider an option and to justify their decision.
	<b>Place &amp; skills</b>	<p>UK city – Leeds</p> <p>LIC/NEE city – Rio</p> <p>Sustainable city - Freiburg</p>	All skills and places could be tested
	<b>How can I help my child?</b>	<p><a href="https://www.bbc.co.uk/bitesize/topics/z9wcg82">https://www.bbc.co.uk/bitesize/topics/z9wcg82</a></p> <p><a href="https://www.internetgeography.net/aqa-gcse-geography/urban-issues-and-challenges/">https://www.internetgeography.net/aqa-gcse-geography/urban-issues-and-challenges/</a></p>	Read the issues evaluation booklet that they have been given with them. Encourage them to look up unfamiliar words.
	<b>Subject area</b>	<b>Human fieldwork investigation</b>	
	<b>Core content</b>	How successful has the regeneration of the South Bank in Leeds been? Select and measure data in the field then construct graphs and interpret them to determine the level of success of the scheme.	
	<b>Place &amp; skills</b>	<p>Leeds South Bank</p> <p>Collecting data in the field. Use measures of standard frequency to analyse data (mean, median mode) Draw bar graphs, pie charts and create word clouds. Make links between data sets to arrive at a conclusion. Evaluate the methods and validity of the conclusion.</p>	

How can I help my child?	<a href="#">Leeds South Bank Project – A Decade on - CityRise</a>	
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		Year 10	Year 11
Half term 5	Subject area	Rivers	Revision & final GCSE exams
	Core content	How does the shape of a river change as it moves downstream? What are the landforms are found at each stage of the river and how have the formed? What are the human and physical factors that lead to flooding in York? How can hard and soft engineering methods be used effectively to reduce the risk of flooding?	
	Place & skills	River Tees York – River Ouse flooding Flood hydrographs Sketch drawings	
	How can I help my child?	<a href="https://www.bbc.co.uk/bitesize/topics/zpypgdm">https://www.bbc.co.uk/bitesize/topics/zpypgdm</a> <a href="https://www.internetgeography.net/aqa-gcse-geography/physical-landscapes-in-the-uk/">https://www.internetgeography.net/aqa-gcse-geography/physical-landscapes-in-the-uk/</a>	<a href="https://www.internetgeography.net/geographical-skills-2">https://www.internetgeography.net/geographical-skills-2</a> <a href="https://www.bbc.co.uk/bitesize/guides/zqk7nbk/revision/2">/https://www.bbc.co.uk/bitesize/guides/zqk7nbk/revision/2</a> Look on Teams page for additional resources which you can use to help your child

		Year 10	Year 11
Half term 6	Subject area	Exams & Issues evaluation practice	
	Core content	Critical thinking and problem solving focussing on one area of the specification to demonstrate geographical skills and applied knowledge and understanding using supplied secondary sources. Students are taught how to make links between different parts of the course to analyse a geographical issue. They will learn how to evaluate information provided, to consider an option and to justify their decision.	
	Place & skills	Read the issues evaluation booklet that they have been given with them. Encourage them to look up unfamiliar words. Create flash cards and use them to test knowledge and understanding Practice past papers	

## Homework policy

Homeoek tasks will be set at least once a week:

- Key geographical words and examination command words – definition, spelling and application
- Building on skills learnt in lesson e.g. practice map, graphical, resource interpretation and mathematical skills
- Researching information that extends learning from lessons and to prepare for upcoming lessons e.g. researching and keeping up to date with current geographical news events
- Applying classroom learning through a different format e.g. writing an evaluative statement from a range of different resources related to a geographical issue
- DIRT- correct mistakes and act on feedback
- Revision – e.g. Completing topic summaries and case studies or completing quiz work set on Teams
- Exam style questions – e.g. practising questions, applying knowledge and understanding from the lessons
- Consolidation of fieldwork e.g. presentation, analysis and evaluation of data

## Assessment

Students are assessed using past papers at the end of each unit to enable them to apply learned content to unseen questions. At the end of Year 10 students will be assessed in all three disciplines: Physical, Human and Fieldwork. One of the assessments in Year 11 will focus on the issues evaluation from paper 3. The Year 11 mock exam will assess over two disciplines: Physical and human and will include elements from all topics taught.

## Feedback policy

### Verbal:

- This will be ongoing throughout lessons and immediate for individuals, pairs or groups according to the set tasks. Students will be expected to act positively on the feedback given and to improve or refine their work.

### Written:

- Students may be asked to complete formative assessments on Teams which will be assessed either automatically to check knowledge and understanding or marked manually by the teacher where feedback may be given electronically.
- 2. Star and wish marking will take place on two specified pieces of work each term, one of which will be an assessment piece, usually in the form of past exam questions. Detailed written feedback will be given on exam questions and longer answers either on paper, in booklets or on Teams in the form of 2 stars and a wish. This may be presented throughout the body of work. Feedback lessons will follow these pieces to allow students to improve their work in DIRT based on the guidance given.
- 3. There is an assessment each term for example the end of year exam in Year 10 and a mock paper in November of Y11. These are marked by the teacher using GCSE mark schemes and feedback lessons follow all of these. The feedback lessons give students DIRT in order to improve and refine their exam answers (to be done in red).