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GEOGRAPHY DEPARTMENT KEY STAGE 4 CURRICULUM OVERVIEW

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The Geography department key stage 4 curriculum is designed to implement the Academy’s vision of “Deepening Learning, Raising Aspiration”, in line with the OAT curriculum strategy of “Teach, Develop, Change”. Our curriculum is carefully designed to build resilience, aspiration and independence in our learners. We carefully design the KS4 curriculum to further develop and build upon prior learning at KS3.

Our high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

#### Aims

Our geography curriculum aims to ensure that all pupils:

- A. Develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management and strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.
- B. Develop an understanding of human processes, systems and outcomes and how these change both spatially and temporally, through an analysis of places at various ranges- including various states of development, such as high income countries, low income countries and newly emerging economies-; Understand the factors that produce a diverse variety of human environments; the dynamic nature of these environments and how places change over time; the need for sustainable management; and the areas of current and future challenge and opportunities for these environments.
- C. Are competent in the geographical skills needed to:

Interpret, analyse and evaluate information and issues related to geographical enquiry that deepen their understanding of geographical processes.

Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry

Develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification.

Demonstrate the ability to communicate their ideas effectively through an extended written argument.

Draw well-evidenced and informed conclusions about geographical questions and issues, through written communication that raises the importance of literary skills.

In practice this can be seen to permeate throughout all aspects of our Geography learning journey.

Year  
10

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<b>Changing Economic World: Why is global development uneven?</b> <span style="background-color: #800080; color: white; padding: 2px;">Diversity</span>						<b>Changing Economic World: Economic development- Nigeria VS UK</b> <span style="background-color: #800080; color: white; padding: 2px;">Diversity</span>					
	<b>Global inequality in development</b> <ul style="list-style-type: none"> <li>Measuring Development</li> <li>Demographic transition model</li> <li>Causes and consequences of development</li> </ul>			<b>Reducing the development gap</b> <ul style="list-style-type: none"> <li>Investment and Industrial development</li> <li>Tourism</li> <li>Aid and Fairtrade</li> <li>Debt relief and Microfinance Loans</li> </ul>			<b>Nigeria</b> <ul style="list-style-type: none"> <li>Location and importance</li> <li>Changing economic structure</li> <li>Economic, environmental and cultural change</li> </ul>			<b>UK Economy</b> <ul style="list-style-type: none"> <li>Impact of the post industrial economy</li> <li>Impact of changes in the economic structure on employment and regional growth</li> <li>UK in the wider world</li> </ul>		
Spring	<b>UK Physical Landscapes: Retreating coastal edges</b>						<b>How do rivers shape our landscapes?</b>					
	<b>Landscapes and coastal processes</b> <ul style="list-style-type: none"> <li>UK uplands and low lands</li> <li>Wave types and coastal processes</li> </ul>		<b>Coastal landforms</b> <ul style="list-style-type: none"> <li>Factors influencing land forms</li> <li>Erosional and depositional landforms</li> </ul>		<b>Coastal management</b> <ul style="list-style-type: none"> <li>Hard and soft engineering</li> <li>Examination of a Coastline in the UK</li> </ul>		<b>Fluvial processes and landforms</b> <ul style="list-style-type: none"> <li>Changes in the River from the source to the Mouth</li> <li>Processes at work in the river</li> <li>Landforms of erosion and deposition</li> </ul>		<b>River flooding and management</b> <ul style="list-style-type: none"> <li>Factors affecting flood risk</li> <li>Storm Hydrographs</li> <li>Hard and Soft Engineering</li> <li>An example of a River Valley in the UK.</li> </ul>			
Summer	<b>The challenge of resource management and skills</b> <span style="background-color: #800080; color: white; padding: 2px;">Diversity</span>						<b>Geographical Applications: Young Explorers</b>					
	<b>Resource management</b> <ul style="list-style-type: none"> <li>Food, energy and water in the UK</li> <li>Impact of rising demand for food globally</li> </ul>				Map skills and Exam Practise		<ul style="list-style-type: none"> <li>Evaluative Skills</li> <li>Fieldwork</li> <li>Geographical skills</li> </ul>					

**Autumn Half Term 1**

**Global inequality in development – Weeks 1 to 3**

- Explain the concept of development and how it is measured
- Describe the demographic transition model as it relates to population change
- Apply geographical skills in assessing population demography and indicators of development
- Describe the causes and consequences of the development gap

**Reducing the development gap – Weeks 4 to 6**

- An overview of the strategies used to reduce the development gap
- An evaluation of an example of an LIC/NEE and how tourism reduces the development gap.

**Notes/Links/Interleaving**

- Use of statistical test to determine the relationship between indicators of development.
- Links to KS3 development SOW. Show an appreciation for diversity that exist global and to examine the impact of inequalities in wealth.

**Additional Higher Content**

- Research project
- Using statistical skills to measure economic development.
- Using the command words 'Assess' and 'Evaluate' to access Level three marks in exam questions.

**Autumn Half Term 2**

**Nigeria – Weeks 7 to 9**

- Describe the location and importance of Nigeria
- Describe the geographical aspect of Nigeria
- Explain the impact that manufacturing has had on the quality of life and standard of living.
- Evaluate the role of TNC'S on the economic development of Nigeria.
- Nigeria in the wider world.
- Aid in Nigeria
- Impact of economic development on the environment and quality of life.

**UK Economy- Weeks 10 to 12**

- Describe the changing economic structure of the UK economy
- Describe the characteristics of the post industrial economy
- Describe the impacts of the industry on the environment.
- Explain the social and economic impacts of population growth and decline in rural UK areas.
- Evaluate the development of Infrastructure in the UK.
- Assess the strategies used in an attempt to resolve regional differences.
- Examine how beneficial the UK's connections with the world, EU and Commonwealth are.

**Notes/Links/Interleaving**

- Students are using previous knowledge and information from the changing economic world scheme to show how the changing economic structure of a country can produce a diverse human and physical environment.

**Additional Higher Content**

- Apply case study information to Exam questions
- Deconstruct exam questions to access level three marks for 9 mark questions.

**Spring Half Term 1**

**Coastal processes and Landforms – Weeks 1 to 4**

- Describe the distribution of highlands, low lands and river systems in the UK.
- Describe the types and characteristics of waves
- Explain how coastal processes affects coastal landscapes
- What is the relationship between geology and features formed on a coastline?
- Describe the formation of landforms of erosion and deposition

**Landforms and coastal management – Weeks 5 to 6**

- Evaluate the effectiveness of hard and soft engineering strategy
- Evaluate the effectiveness of a coastal management scheme in the UK to show the benefits of scheme.

**Notes/Links/Interleaving**

- Links to introduction to coast and weathering of rocks taught at KS3.
- Students will have to use previous knowledge to determine how rock types and geological processes such as weathering and mass wasting changes the shape of a coastline.

**Additional Higher Content**

- Apply theory to topographic maps (interpreting coastal features on a map)
- Exam practice questions where students evaluate the effectiveness of strategies implemented
- Using graphical data and photographs
- Use extended written to justify which factors are dominant in altering coastal landscapes.

**Spring Half Term 2**

**Fluvial processes and landforms – Weeks 7 to 9**

- Describe the Fluvial processes
- The long profile and changing cross profile of a river and its valley.
- Explain the characteristics and formation of Landforms in the upper, middle and Lower course of a river

**River flooding and management - Weeks 10 to 12**

- How physical and human factors affect the flood risk – precipitation, geology, relief and land use.
- Use of hydrographs to show how fast it takes for a river to flood.
- The costs and benefits of soft and hard engineering flood management strategies: ( dams and reservoirs, embankments, channel straightening, flood relief channel, flood plain zoning, afforestation, river restoration and flood warnings and preparation)
- Examine a river valley in the UK.

**Notes/Links/Interleaving**

- In KS3, students’ explored rivers in UK, this laid the foundation for understanding how fluvial processes alter river channels.
- Low stake quizzing, Memory retrieval grids

**Additional Higher Content**

- Virtual examination of river channel identifying depositional and erosional landforms.
- Apply theory to topographic maps, identifying rivers on OS and GIS maps. Through map examination infer the impact of the river on the physical and human landscape

**Summer Half Term 1**

**Resource management – Weeks 1 to 4**

- Describe the Global distribution of resources (food, water and energy)
- An overview of food water and energy resources in the UK
- Describe the global patterns of food supply and the factors affecting food supply
- Describe the Impact of food insecurity
- Explain how food supplies can be increased
- Explain using an example, how sustainable food supplies can be achieved
- Evaluate the effectiveness of a large scale scheme and a small scale scheme in providing food resources.

**Exam skills– Weeks 5 to 6**

- Revision of content using past paper questions
- Application of exam techniques
- End of Year Exam

**Notes/Links/Interleaving**

- Students should demonstrate the ability to communicate ideas effectively. The scheme of work will build on knowledge taught in KS3. Apply critical thinking by evaluating secondary sources explaining issues of resource management in the UK.

**Additional Higher Content**

- Students will develop extended written arguments and draw well-evidenced and informed conclusions about geographical questions and issues.
- Evaluate place specific data and draw inferences and conclusion

**Summer Half Term 2**

**Evaluative skills and field work – Weeks 7 to 9**

- Analysing secondary sources and applying knowledge and understanding to specific geographical issues.
- Selecting, measuring and recording data appropriate to the chosen enquiry
- Selecting appropriate ways of processing and presenting fieldwork data
- Analysing , interpreting and evaluating data collected in a field enquiry

**Geographical skills - Weeks 10 to 12**

- Use a range of geographical skills including cartographic, graphical, numerical and statistical skills.

**Notes/Links/Interleaving**

- Application of critical thinking and problem solving, this involves students showing an understanding of the depth and interrelationship between the different aspects of geographical study. Applying knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry.

**Additional Higher Content**

- Students will have to select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to a geographical area.

Year 11		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12										
Autumn	<b>The challenge of natural hazards: Tectonic Hazards</b>						<b>The challenge of natural hazards: Weather Hazards</b>																
	<b>Natural hazards and Plate Tectonics</b> <ul style="list-style-type: none"> <li>Risk of natural hazard</li> <li>Plate Tectonics</li> <li>Benefit of hazards</li> </ul>						<b>Volcanoes and Earthquakes :</b> <ul style="list-style-type: none"> <li>Effects and response to hazards in a LIC and HIC country</li> <li>Reduction of hazards</li> </ul>						<b>Weather hazards</b> <ul style="list-style-type: none"> <li>Global circulation model</li> <li>Development of tropical storms</li> <li>Extreme Weather in the UK</li> </ul>						<b>Climate change</b> <ul style="list-style-type: none"> <li>Causes of climate change</li> <li>Effects of climate change</li> <li>Managing climate change</li> </ul>				
Spring	<b>The Living World: Tropical Rainforest and Hot Deserts</b>						<b>Urban Issues and Challenges Revision</b>																
	<b>Ecosystems and tropical rainforest</b> <ul style="list-style-type: none"> <li>Small and large scale biomes</li> <li>Characteristics and adaptation of Tropical rainforest</li> <li>Deforestation</li> </ul>						<b>Hot deserts</b> <ul style="list-style-type: none"> <li>Characteristics and adaptation of hot deserts</li> <li>Development of hot deserts</li> <li>Desertification</li> </ul>						<b>Urban changes in a LIC</b> <ul style="list-style-type: none"> <li>Global urban change</li> <li>Opportunities and challenges in a LIC/NEE city</li> <li>Urban planning in LIC cities</li> </ul>						<b>Urbanization in the UK</b> <ul style="list-style-type: none"> <li>Distribution of population and cities in the UK</li> <li>Opportunities and challenges in the UK</li> <li>Urban regeneration</li> </ul>				

**Autumn Half Term 1**

**Natural hazards and Plate Tectonics – Weeks 1 to 3**

- Distinguish between hazards and disaster
- Describe types of hazards
- Explain the factors affecting hazards
- Describe the structure of the earth
- Explain the theory of Plate tectonics and process taking place at each plate margin
- Evaluate the value of living in Tectonic places

**Volcanoes and Earthquakes – Weeks 5-6**

- Define and explain the causes volcanoes and earthquakes.
- Describe the global distribution of earthquakes and volcanoes
- Compare the effects and responses of a tectonic hazard in an LIC and a HIC country on life and property.
- Evaluate the effectiveness of management strategies in reducing tectonic hazards

**Notes/Links/Interleaving**

- To show an understanding of the risk hazard shows to people by building on knowledge from KS3. To enhance students appreciation of the value of the natural environment. Memory recall through low stakes quiz and memory retrieval grids.

**Additional Higher Content**

- Assess the role of wealth in reducing the impacts of tectonic hazard on life and property in countries of varied economic development.
- Justify in extended writing whether primary effects are more significant than secondary effects in altering physical and human environments.

**Autumn Half Term 2**

**Weather hazards – Weeks 7-9**

- General atmospheric circulation model: pressure belts and surface winds and an understanding of the relationship between tropical storms and general atmospheric circulation.
- An evaluation of the global distribution, development, effects and management of Tropical storms
- How climate change might affect the distribution, frequency and intensity of tropical storms
- Analysis of a specific storm event
- Describe the variety of weather hazards experienced in the UK
- Evaluate the impact of an extreme weather event in the UK.
- Apply geographical skills to topographic maps to show the impact of flooding on an area in the UK

**Climate change - Weeks 10-12**

- Describe the evidence for climate change
- Explain the natural and human causes of climate change
- Describe the effects of climate change on varying countries
- Evaluate the effectiveness of adaptation and mitigation strategies used in reducing climate change.

**Notes/Links/Interleaving**

- Demonstrate an understanding of the relationship between climate change and weather events in the UK and tropical regions. Links to topics taught throughout KS3. Recall and memory retrieval quiz used to remember key terms and concepts related to weathering.

**Additional Higher Content**

- Apply geographical skills to topographic maps to show the impact of flooding on an area in the UK.
- Students will communicate using extended writing essays the significance of human factors versus natural factors in causing climate change.

**Spring Half Term 1**

**Ecosystems and tropical rainforest – Weeks 1-3**

- Define the concept of the interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain and food web
- Show knowledge and understanding of ecosystems at varied range of scales and the interaction that exist between biotic and abiotic components
- Describe the physical characteristics of a tropical rainforest
- Explain how plants and animals adapt to the physical conditions of a Rainforest Biome
- Evaluation of a case study to show the causes, consequences of deforestation
- Assess the effectiveness of different management strategies in reducing deforestation.

**Hot deserts – Weeks 4-6**

- Describe the physical characteristics of a hot desert
- Explain how plants and animals adapt to the physical conditions of the desert
- Evaluate a case study to show the opportunities and challenges of a hot desert.
- Discuss causes and impact of desertification
- Evaluate the effectiveness of strategies used in reducing desertification.

**Notes/Links/Interleaving**

- Links to introduction to biomes taught in KS3. Also links to weather and climate scheme as students have to show an understanding of how weather conditions influences the characteristics of a Biome.

**Additional Higher Content**

- Students will be required to use the atmospheric circulation model to account for global weather patterns and the formation of hot deserts and rainforest in specific latitudinal areas.
- Compare vegetation in contrasting physical environments.
- Research how these environments provides opportunities for communities.
- Students will explain the interrelationship between the development of plants, animals and soil in the biome to climatic conditions, using command phrases such as 'To what extent'.

**Spring Half Term 2**

**Urban changes in a LIC – Weeks 7-9**

- Describe the global pattern of urban change comparing LIC and HIC countries
- Discuss the factors influencing urbanisation
- Evaluate the emergence of megacities
- A case study analysis of a NEE/LIC city and the challenges and opportunities created by urban growth

**Urbanization in a HIC – Weeks 10-12**

- Overview of the distribution of population and the major cities in the UK.
- Analysis of how urban changes in a UK city leads to a variety of social, economic, and environmental challenges and opportunities
- Evaluate the significance of an urban regeneration scheme.
- Describe the features of sustainable living in a city.
- Assess the importance of transport strategies in reducing traffic congestion.

**Notes/Links/Interleaving**

- Topic was taught in year 9. Here the students will use exam questions and low stake quizzing to recall content. Students were also introduced to key terms related to urbanization throughout KS3.

**Additional Higher Content**

- Effectively answer 12 mark exam questions with the command words 'Assess' and 'Evaluate', using accurate SPAG.
- Use geographical skills to evaluate information and draw conclusions.