

## **KS4 Curriculum Overview Geography**

### **Year 10**

Physical Landscapes in the UK – Coasts

Urban issues and Challenges

Natural Hazards

Fieldwork

### **Year 11**

Rivers

Changing economic world.

Pre-release material

## **Summary of reasoning behind and sequencing of the curriculum**

### **Year 10**

The start of Year 10 sees the continuation of the GCSE content with the topic *Physical Landscapes in the UK – Coasts*. This builds on the processes that they cover in rivers in KS3. This then branches out to look at the different landforms that are created by the 3 processes; erosion, transportation and deposition. The topic finishes off by looking at the management of coastal areas and what can be done to reduce the impacts of erosion. The next topic is from the human side of the exam which is Urban issues and Challenges. This topic takes a look at two main case studies – One in a NEE (Rio de Janeiro) and a HIC (Bristol). These topics look at the opportunities and challenges that occur in the city and what can be done to tackle the challenges. After this we look at another human topic to make sure we have a balance for exam practice in Summer term and Year 11. The topic of; Natural Hazards is then explored allowing students the opportunity to tackle key theory relating to plate boundaries but also understanding the impacts on people and the environment. Management strategies are explored and students are given the opportunity to get creative and design their own Earthquake proof building. Finally, the students look at the fieldwork section where the practice both human and physical skills in a local destination. The fieldwork is assessed as part of Paper 3.

### **Year 11**

Year 11 begins with retrieval practice on topics that have been studied at the end of Year 10, this will embed key knowledge and understanding from earlier in the year. The first topic studied in Year 11 is Rivers, students will learn key knowledge of profiles, processes and landforms. The topic allows students to consider their prior learning on Coasts and apply this to differences and similarities in Rivers. Once this short segment of learning has been completed, we move onto the final human topic of Changing Economic World. This topic is left till last as it is the most challenging but also provides students an opportunity to use prior learning to make synoptic links between topics. The case studies studied are Nigeria and how that has developed as an important nation in Africa and the UK as it has changed as an important economic nation. There will be a series of mock examinations in December/January where

students will attempt 3 separate papers collating the human, physical and skills topics. There will be time set aside to prepare for this but the 3 papers, allow for students to understand what is expected of them in the Summer. In the final term of Year 11, a pre-release booklet is issued to the school from AQA which is analysed by staff and students. The booklet is analysed to help students understand what may be asked of them in the Summer Paper 3 exam.

## **Overall Summary**

The intent of the KS4 curriculum is to provide a broad and balanced study of a number of key concepts that are crucial to the study of Geography at KS4 and beyond – while also ensuring that students have the knowledge and understanding required for their GCSE examinations. The study also equips those who are not interested with further study, the skills to understand the world they live in and beyond.

## **Key knowledge, understanding, skills and concepts in each module**

### Year 10

#### Physical landscapes in the UK – Coasts

##### **Key knowledge**

Wave type and characteristics. Weathering processes, mass movement, erosion, transportation and deposition. Characteristics and formation of landforms resulting in erosion and deposition. Case Study of Swanage to identify major landforms. Hard and soft engineering techniques. Case study of Lyme Regis – A coastal management scheme.

##### **Key understanding**

How do waves form? What happens when waves reach the coast? What causes cliffs to collapse? What are the processes of mass movement? What is a landform? What factors influence coastal landforms? How Geological structure and rock type can influence coastal forms? Why do coasts need to be managed? What are the coastal management options? How does soft engineering protect the coast? What are the issues at Lyme Regis? How has the coastline been managed? How successful has the management scheme been?

##### **Key skills**

4 and 6 figure grid references. Scale. Ability to draw simple diagrams and field sketches. Basic numeracy. Direction. Ability to evaluate, compare and contrast leading to a reasoned conclusion.

##### **Key discussion question**

Explain the formation of... (landforms)

To what extent can the coastal management at Lyme Regis be considered a success?

## Urban Issues and Challenges

### **Key knowledge**

HICs, LICs and NEEs. Key terms e.g. urbanisation and megacity. Case Study Rio de Janeiro (NEE) and Bristol (HIC). Sustainability. Case Study Freiburg.

### **Key understanding**

What is Urbanisation? How does urbanisation vary around the world? Why do cities grow? What are megacities? Where is Rio and what is it like? How and why has Rio grown? Why is Rio important regionally, nationally and internationally? What are the social and economic opportunities in Rio? What are the social, economic and environmental challenges in Rio? How has urban planning improved the quality of life in Rio? How is the population distributed and how might this change? What makes Bristol a major UK city? What are the social, environmental and economic opportunities in Bristol? What are the social, economic and environmental challenges? Why regenerate run-down urban areas? How successful has the Temple Quarter regeneration project been? How has Freiburg sustainably planned for social, economic and environmental opportunities? Why is there a need to reduce traffic congestion and how has this been executed?

### **Key skills**

Graph and data analysis. Basic numeracy. Ability to evaluate, compare and contrast leading to a reasoned conclusion.

### **Key discussion question**

To what extent does an NEE you have studied provide opportunities for people that live there.

## Natural Hazards

### **Key knowledge**

The definition of a hazard. Structure of the Earth. The four different types of plate boundaries. Location of plate boundaries. Earthquakes effects and responses and named case study example. Risk management. Global atmospheric circulation model. Tropical storms – location, formation, structure and frequency. Named case study example – effects and responses. PPPM. Extreme weather in the UK and named case study with effects and responses. Climatic evidence of UK's climate change over time. Causes of climate change. Effects of climate change. Mitigation and adaptation of climate change.

### **Key understanding**

What is a hazard? What are the four layers of the Earth? What are the different types of plate boundary and how are they different? Where are plate margins located? What are the effects and responses to an earthquake and how do they effect people and the environment? Why do people live in dangerous places? How does weather vary across the globe? Where are tropical storms located and how do they form? What is the structure of a Tropical storm and how frequent are they? What are the effects and responses to a named example? How do protection, prediction, planning and management reduce the impacts of a tropical storm? Is the UK's weather becoming more extreme? What were the effects of extreme weather in the UK and what were the responses? What evidence is there for climate change and how accurate is it? What are the natural and human causes of climate change? What are the impacts of climate change on the UK and the world? How can we reduce the impact of climate change?

### **Key skills**

Exam practice. Climate graphs. Map skills. Line graphs/Bar charts.

### **Key discussion question**

Why do people live near hazards?

Tectonic hazards have the greatest impact on the world's poorest people. To what extent do you agree with this statement?

To what extent can you protect against a Tropical Storm?

### Fieldwork

#### **Key knowledge**

Titles of projects. Data presentation. Data analysis. Methods of collection. Conclusions and Evaluation.

#### **Key understanding**

What are the advantages and disadvantages of presentation, analysis and methods? What do the results of the project show? How does what you have learnt link to prior learning? How could the project be improved if conducted again in the future?

#### **Key skills**

Planning. Health and Safety awareness. Communication. Time keeping. Organization. Basic numeracy. Data presentation. Data analysis. Ability to evaluate, compare and contrast leading to a reasoned conclusion. ICT skills.

#### **Key discussion question**

To what extent was your investigation successful in meeting the desired aims?

### Year 11

#### Rivers

#### **Key knowledge**

The long and cross profile in a river and their characteristics. The fluvial processes of erosion, transportation and deposition. The characteristics and formation of landforms resulting from erosion (waterfall and gorges), erosion and deposition (meanders and ox-bow lakes) and deposition (estuary, levees and floodplains). A case study of river valley in the UK to identify its major landforms of erosion and deposition. The human and physical factors that affect the flood risk. The characteristic of a hydro graph and how they show the relationship between precipitation and discharge. Hard and soft engineering techniques. Case study of Banbury – A river management scheme.

#### **Key understanding**

What are the long and cross profile of rivers? What are the fluvial processes that occur in a river? (link to coasts) What landforms are created by erosion? What landforms are created by erosion and deposition? What landforms are created by deposition? What key features does the river Tees have? What are the factors that affect the risk of a flood? What are the characteristics of a hydrograph? What are the hard and soft techniques to manage flooding? How has Banbury reduced flooding?

### **Key skills**

4 and 6 figure grid references. Scale. Ability to draw simple diagrams and field sketches. Basic numeracy. Direction. Ability to evaluate, compare and contrast leading to a reasoned conclusion.

### **Key discussion question**

Explain the formation of... (landforms)

To what extent does a flood management scheme benefit the locals and environment?

## Changing economic world

### **Key knowledge**

Different ways of classifying parts of the world according to their level of economic development and quality of life. Different economic and social measures of development: gross national income (GNI) per head, birth and death rates etc. Limitations of economic and social measures.

Link between stages of the Demographic Transition Model and the level of development and population pyramids.

Causes of uneven development and consequences of uneven development. The strategies used to reduce the development gap. An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap.

A case study of Nigeria to know the following: the location and importance of the country, regionally and globally and the wider political, social, cultural and environmental context. The changing industrial structure of Nigeria looking at the balance between different sectors of the economy and how manufacturing industry can stimulate economic development.

The role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country. The changing political and trading relationships with the wider world; international aid: types of aid, impacts of aid on the receiving country, the environmental impacts of economic development. The effects of economic development on quality of life for the population.

The economic futures in the UK: causes of economic change: deindustrialisation and decline of traditional industrial base, globalisation and government policies and moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks. The impacts of industry on the physical environment.

An example of how modern industrial development can be more environmentally sustainable.

Social and economic changes in the rural landscape in one area of population growth and one area of population decline.

Improvements and new developments in road and rail infrastructure, port and airport capacity

The north–south divide and strategies used in an attempt to resolve regional differences.

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.

## **Key understanding**

How do we classify parts of the world by economic development? How do we measure Q of L and development? What is the DTM and how does it show development? What are the causes and consequences of uneven development? How can we reduce the development gap, including the use of tourism? Where is Nigeria and why is it important? How has Nigeria's economy changed? How can manufacturing stimulate economic development? How do TNC(s) impact on Nigeria? How is Nigeria's place in the world changing? What are the effects of economic development on quality of life for the population?

How has the UK economy changed? Why has the economy of the UK changed? What is a post-industrial economy? What is a science park? What is a business park? What are the impacts of industry on the physical environment? How can industrial development be more sustainable? How is the UK's rural landscape changing? How is the UK improving transport? What is the north – south divide? Why is there a north – south divide? How can regional strategies reduce the north- south divide? What are the UK's links with the wider world? What are UK's links with the EU? What are UK's links with the Commonwealth?

## **Key skills**

Graph and data analysis (population pyramids and DTM). Basic numeracy. Ability to evaluate, compare and contrast leading to a reasoned conclusion. Basic map skills. Photo analysis.

## **Key discussion question**

To what extent are TNC(s) a positive impact on a country.

## Pre-release

## **Key knowledge**

Key facts and figures from the pre-release (TBC).

## **Key understanding**

TBC.

## **Key skills**

Ability to draw simple diagrams and field sketches. Basic numeracy. Basic map skills. Ability to evaluate, compare and contrast leading to a reasoned conclusion.

## **Key discussion question**

TBC.