

Key Stage 4 Curriculum Journey: Geography

The curriculum in Geography will inspire our pupils to become active citizens of a rapidly changing world. They will become curious and fascinated by the world and people around them and this will cause them to be lifelong advocates for Geography. Our curriculum will equip 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.

Earth's key physical and numan processes.										
	YEAR 10 CURRICULUM JOURNEY Half Term 1 Half Term 2 Half Term 3 Half Term 4 Half Term 5 Half Term 6									
Topic	Weather Hazards and Climate	Half Term 2		Half Term 4 Urban Fieldwork						
10	change	River and Coastal Landscapes	Changing Economic World	Orban Fieldwork	Urban Issues and Challenges	River Fieldwork				
Key Knowledge, Skills & Understanding	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, impacts and strategies to reduce risk.	This unit investigates how the landscapes of the UK have been shaped by river and coastal processes. Students study a variety of river 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. 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. There is a focus on management strategies for both rivers and coasts through named locations	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.	They will investigate how zones of deprivation have been identified as an area in need of investment. Students use data to understand the demographic of an area. In order to carry out the investigation 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.	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 Liverpool and develop and understanding of social backgrounds and different levels of deprivation. Students also study an example of urban regeneration to show why the area needed regeneration and how sustainable management supported the project.	Pupils will also investigate how rivers change. Students gather information on different parts of the river and attempt to link these changes to the Bradshaw model, which represents changes in all UK rivers. Students use the data that they have gathered from the river to show an appreciation of how the river has changed from source to mouth and how these changes may impact people's lives. Using the data, students present their findings through a variety of data presentation techniques. This visual data then allows them to draw conclusions over the changes in the river and to identify any anomalies. Students will be expected to describe, analyse and explain fieldwork data and come to conclusions.				
GCSE Assessment Objectives	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales 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 AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales 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 AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales 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 AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales 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 AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales 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 AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales 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 AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings				
MAPs	GCSE style exam questions with elements of previous topics to consolidate learning,	GCSE style exam questions with elements of previous topics to consolidate learning,	GCSE style exam questions with elements of previous topics to consolidate learning,	GCSE style exam questions with elements of previous topics to consolidate learning,	GCSE style exam questions with elements of previous topics to consolidate learning,	GCSE style exam questions with elements of previous topics to consolidate learning,				



Key Stage 4 Curriculum Journey: Geography

The curriculum in Geography will inspire our pupils to become active citizens of a rapidly changing world. They will become curious and fascinated by the world and people around them and this will cause them to be lifelong advocates for Geography. Our curriculum will equip 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.

YEAR 11 CURRICULUM JOURNEY									
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6			
Topic			01-10						
	The Living World – Tropical Rainforests and Hot Deserts	The Living World – Tropical Rainforests and Hot Deserts	Resource Management	Issue Evaluation	Revision and Exam Practice				
Key Knowledge, Skills & Understanding	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.	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	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 water and how water resources are rising globally but supply can be insecure and this may lead to conflict. Students study different strategies to increase water supply and look at large scale water transfer schemes through a named example.	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.	Pupils will be given the opportunity to revisit many areas of the course whilst also taking time to work on exam technique through exam style questions.				
GCSE Assessment Objectives	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales 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 AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales 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 AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales 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 AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales 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 AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales 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 AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings				
MAPs	GCSE style exam questions with elements of previous topics to consolidate learning.	GCSE style exam questions with elements of previous topics to consolidate learning.	GCSE style exam questions with elements of previous topics to consolidate learning.	GCSE style exam questions with elements of previous topics to consolidate learning.	GCSE style exam questions with elements of previous topics to consolidate learning.				