Carmel College Curriculum Implementation **– KS4 Long Term Plan** Subject: **Geography**

**KS4 Geography Curriculum**

**Students study the AQA specification:** [**https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance**](https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance)

The cohort sitting external examinations in Summer 2023 have studied the units in the order of the specification. This has been amended for future cohorts so that there is a mix of human and physical geography units to encourage synopticity.

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|  | **Year 10** |
| Autumn half term 1  Sequential knowledge and skills | * **Basic overview of continents/oceans/use of geographical language.** * General atmospheric circulation model: pressure belts and surface winds.   **The Living World**   * Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. * Tropical rainforest ecosystems have a range of distinctive characteristics. * Deforestation has economic and environmental impacts. * Tropical rainforests need to be managed to be sustainable. |
| Assessment Content and methods used to judge learning | Exam practice including 4, 6 and 9 mark questions.  Mixture of peer and self-assessment to develop knowledge of exam rubrics.  ‘I do, we do, you do’ modelling of exam questions.  Assessment paper including retrieval element. |
| Autumn half term 2  Sequential knowledge and skills | **The Living World**   * Hot desert ecosystems have a range of distinctive characteristics. * Development of hot desert environments creates opportunities and challenges. * Areas on the fringe of hot deserts are at risk of desertification.   **Urban Issues and Challenges**   * A growing percentage of the world’s population lives in urban areas. * Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. * Urban sustainability requires management of resources and transport. * Urban growth creates opportunities and challenges for cities in LICs and NEEs. |
| Assessment Content and methods used to judge learning | Exam practice including 4, 6 and 9 mark questions.  Mixture of peer and self-assessment to develop knowledge of exam rubrics.  ‘I do, we do, you do’ modelling of exam questions.  Assessment paper including retrieval element. |
| Spring half term 1  Sequential knowledge and skills | **Urban Issues and Challenges**   * Urban growth creates opportunities and challenges for cities in LICs and NEEs.   **Natural Hazards**   * Natural hazards pose major risks to people and property. * Earthquakes and volcanic eruptions are the result of physical processes. * The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. * Management can reduce the effects of a tectonic hazard. |
| Assessment Content and methods used to judge learning | Exam practice including 4, 6 and 9 mark questions.  Mixture of peer and self-assessment to develop knowledge of exam rubrics.  ‘I do, we do, you do’ modelling of exam questions.  Assessment paper including retrieval element. |
| Spring half term 2  Sequential knowledge and skills | **Natural Hazards**   * Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. * Tropical storms have significant effects on people and the environment. * The UK is affected by a number of weather hazards. * Extreme weather events in the UK have impacts on human activity. |
| Assessment Content and methods used to judge learning | Exam practice including 4, 6 and 9 mark questions.  Mixture of peer and self-assessment to develop knowledge of exam rubrics.  ‘I do, we do, you do’ modelling of exam questions.  Assessment paper including retrieval element. |
| Summer half term 1  Sequential knowledge and skills | **Natural Hazards**   * Climate change is the result of natural and human factors and has a range of effects. * Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).   **Pupils will start the Physical Landscapes in the UK unit. They will study:**   * The UK has a range of diverse landscapes. * The coast is shaped by a number of physical processes. * Distinctive coastal landforms are the result of rock type, structure and physical processes. * Different management strategies can be used to protect coastlines from the effects of physical processes. |
| Assessment Content and methods used to judge learning | End of unit test  Exam practice including 4, 6- and 9-mark questions.  Mixture of peer and self-assessment to develop knowledge of exam rubrics.  ‘I do, we do, you do’ modelling of exam questions.  Assessment paper including retrieval element. |
| Summer half term 2  Sequential knowledge and skills | Following the end of year tests we turn our attention to fieldwork: students must have two contrasting fieldwork experiences. Therefore, we take them to Redcar beach to examine the role of longshore drift and the impact of human activity in the form of groynes. In addition, we take students to Redcar town centre to do an enquiry to see if environmental quality changes with distance from the CBD.  **Students will learn how to:**   * 1. Select a suitable question for geographical enquiry.   2. Select, measure and record data appropriate to the chosen enquiry.   3. Select appropriate ways of processing and presenting fieldwork data.   4. Describe, analyse and explain fieldwork data.   5. Reach a conclusion.   6. Evaluate a geographical enquiry. |
| Assessment Content and methods used to judge learning | Exam practice including 4, 6 and 9 mark questions.  Mixture of peer and self-assessment to develop knowledge of exam rubrics.  ‘I do, we do, you do’ modelling of exam questions.  Assessment paper including retrieval element. |
| **Year 11** | |
| Autumn half term 1  Sequential knowledge and skills | **Mop up of content from natural hazards/coasts.**  **Changing Economic World**   * There are global variations in economic development and quality of life. * Various strategies exist for reducing the global development gap. * Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. * Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. |
| Assessment Content and methods used to judge learning | Exam practice including 4, 6 and 9 mark questions.  Mixture of peer and self-assessment to develop knowledge of exam rubrics.  ‘I do, we do, you do’ modelling of exam questions.  Assessment paper including retrieval element. |
| Autumn half term 2  Sequential knowledge and skills | **Changing Economic World**   * There are global variations in economic development and quality of life. * Various strategies exist for reducing the global development gap. * Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.   Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. |
| Assessment Content and methods used to judge learning | Exam practice including 4, 6 and 9 mark questions.  Mixture of peer and self-assessment to develop knowledge of exam rubrics.  ‘I do, we do, you do’ modelling of exam questions.  Assessment paper including retrieval element. |
| Spring half term 1  Sequential knowledge and skills | **Mop up of content from Changing Economic World.**  **Rivers**   * The shape of river valleys changes as rivers flow downstream. * Distinctive fluvial landforms result from different physical processes. * Different management strategies can be used to protect river landscapes from the effects of flooding. |
| Assessment Content and methods used to judge learning | Exam practice including 4, 6 and 9 mark questions.  Mixture of peer and self-assessment to develop knowledge of exam rubrics.  ‘I do, we do, you do’ modelling of exam questions.  Assessment paper including retrieval element. |
| Spring half term 2  Sequential knowledge and skills | **Resource Management**   * Food, water and energy are fundamental to human development. * The changing demand and provision of resources in the UK create opportunities and challenges. * *Food option:* Demand for food resources is rising globally but supply can be insecure, which may lead to conflict. * *Food option:* Different strategies can be used to increase food supply.   Pre-release booklet for paper 3 is released in March. Pupils will examine the booklet in class using critical thinking and problem-solving skills. Paper 3 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.  Pupils will revise all of the core content.  There will be extensive practice of exam questions and frequent modelling of best practice so that students are confident in approaching higher tariff command words. |
| **EXTERNAL EXAMINATIONS IN MAY/JUNE** | |