KS4 Geography Curriculum Mapping

Year 10						
Term	**Autumn (1)**	**Autumn (2)**	**Spring (1)**	**Spring (2)**	**Summer (1)**	**Summer (2)**
Topic(s)/ Subjects(s)	**Urban Issues- AQA GCSE**	**UK Physical Landscapes Rivers**	**UK Physical Landscapes Coasts**	**Resource Management**		**Fieldwork Human and Physical**
Knowledge and skills (Content)	Global patterns of urban change. Factors affecting urbanisation Megacities Case study of an LIC city- Lagos, Nigeria- characteristics, opportunities and challenges, urban planning. Case study of a UK city- Birmingham, location and importance, impacts of migration, opportunities and challenges. An example of an urban regeneration project- Longbridge. Sustainable urban living.	The long profile and cross profile of a river and its valley. Processes of erosion, transportation, and deposition. **Fluvial landforms.** Landforms of erosion – interlocking spurs, waterfalls and gorges. Landforms of erosion and deposition – meanders and ox-bow lakes. Landforms of deposition– levées, flood plains and estuaries. UK river valley landforms. **Management of river landscapes** How physical and human causes of flood risk – The use of hydrographs. The costs and benefits of: • hard engineering • soft engineering A UK flood management scheme.	Wave types and characteristics. Coastal processes: weathering, mass movement erosion, transportation, deposition. **Distinctive coastal landforms** Geological structure and rock type. Landforms of erosion Landforms of deposition An example of a coastline in the UK. Management strategies used to protect coastlines The costs and benefits of: • hard engineering • soft engineering An example of a coastal management scheme in the UK	• the changing demand for water • water quality and pollution management • matching supply and demand – areas of deficit and surplus • the need for transfer to maintain supplies. **Energy**: • the changing energy mix • reduced domestic supplies of coal, gas and oil • economic and environmental issues with exploitation. **Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.** Areas of surplus (security) and deficit (insecurity): • global distribution of energy consumption and supply. • reasons for increasing energy consumption. • factors affecting energy supply. Impacts of energy insecurity. **Different strategies can be used to increase energy supply.** Overview of strategies to increase energy supply: • renewable and non-renewable. • an example of the extraction of a fossil fuel. Sustainable resource use: individual energy use and carbon footprints. Energy conservation: designing homes, workplaces and transport for sustainability, demand reduction, use of technology to increase efficiency in the use of fossil fuels • an example of a local renewable energy scheme in an LIC (Nepal).		1. Suitable question for geographical enquiry. The factors that need to be considered when selecting suitable questions / hypotheses for geographical enquiry. The geographical theory/concept underpinning the enquiry. Appropriate sources of primary and secondary evidence, including locations for fieldwork. The potential risks of both human and physical fieldwork and how these risks might be reduced. 2. Selecting, measuring and recording data appropriate to the chosen enquiry Difference between primary and secondary data. Identification and selection of appropriate physical and human data. Measuring and recording data using different sampling methods. Description and justification of data collection methods. 3. Selecting appropriate ways of processing and presenting fieldwork data. Appreciation that a range of visual, graphical and cartographic methods is available. Selection and accurate use of appropriate presentation methods. Description, explanation and adaptation of presentation methods. 4. Describing, analysing and explaining fieldwork data. Description, analysis and explanation of the results of fieldwork data. Establish links between data sets. Use appropriate statistical techniques. Identification of anomalies in fieldwork data. 5. Reaching conclusions Draw evidenced conclusions in relation to original aims of the enquiry. 6. Evaluation of geographical

						Enquiry. Identification of problems of data collection methods. Identification of limitations of data collected. Suggestions for other data that might be useful. Extent to which conclusions were reliable.
Assessment	Short exam end of Y9 with earlier topics included. Larger exam once the unit is complete in Year 10.	End of unit exam, online quiz	End of unit exam, online quiz	End of unit exam, online quiz	Trial exam on all year 10 units.	
Cross Curricular Links		Science- Y8 rocks and weathering	Science- Y8 rocks and weathering	Science- Using resources.		
SMSC, British Values, Cultural Capital	Spiritual-learning about the surrounding world. Moral- recognise right and wrong, offer reasoned views, understand consequences. Social appreciate diverse viewpoints, tolerance. Cultural- understand, accept, respect and celebrate diversity.	Spiritual-learning about the surrounding world Moral offer reasoned views, understand consequences. Social appreciate diverse viewpoints	Spiritual-learning about the surrounding world. Moral offer reasoned views, understand consequences. Social appreciate diverse viewpoints	Spiritual-learning about the surrounding world. Moral- recognise right and wrong offer reasoned views, understand consequences. Social appreciate diverse viewpoints		
CEIAG	Urban Planner, transport planner, sustainability. Architecture. Recognise the moral and ethical issues. Understand principles of sustainability. Urban design. Evaluation. Mapping.	Conservationist, hydrologist, flood manager, water company. Planning and problem-solving. Graphicacy. Cartography, use of data, construct an argument.	Conservationist, geoscientist. planning and problem-solving.	Natural resources manager, mining and extraction, sustainability. Agriculture. Critical thinking, problem solving, mapping and data analysis. Graphicacy.		Researcher, data analyst, GIS/cartography. Surveyor. work independently and also in a team, written and oral communications skills, including report writing and data presentation.
Learning outside the classroom	Regular examination questions and online quizzes set as homework.	Construct a hydrograph, reading on the River Tees. Revision techniques using knowledge organiser.	Photo analysis, comprehension and literacy task on Walton on the Naze. Past questions. Fieldwork on sand dunes in Summer of Y10.	Carbon footprint research, past questions		Fieldwork Manchester and North Wales.
Additional Subject Specific Information						

Year 11						
Term	**Autumn (1)**	**Autumn (2)**	**Spring (1)**	**Spring (2)**	**Summer (1)**	**Summer (2)**
Topic(s)/ Subjects(s)	**Economic World**		**Living world with cold environments**	**The Challenge of Natural Hazards**	**Issue Evaluation**	
Knowledge and skills (Content)	Ways of classifying the world by economic development. Economic and social measures of development. Limitations of economic and social measures. Demographic Transition Model. Causes and consequences of uneven development. **Strategies for reducing the development gap.** Strategies used to reduce the development gap. An example of how tourism in an LIC reduces the development gap. Tunisia. **Rapid economic development leads to significant social, environmental and cultural change.** A case study of Nigeria: • the location and importance of the country. • the wider political, social, cultural and environmental context. • the changing industrial structure. • the role of transnational corporations (TNCs) in relation to industrial development. • the changing political and trading relationships • international aid: types and impacts of aid. • the environmental impacts of economic development • the effects of economic development on quality of life. **UK Economy** Economic futures in the UK: • causes of economic change. • moving towards a post-industrial economy. • impacts of industry on the physical environment. An example of how modern industry can be more sustainable. • Rural change in one area of population growth and one area of population decline		An example of a small scale UK ecosystem to illustrate the concept of interrelationships. The balance between components. The impact on the ecosystem of changing one component. Distribution and characteristics of large scale natural global ecosystems. **Tropical rainforest** The physical characteristics of a tropical rainforest. The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt. Issues related to biodiversity. **Deforestation has economic and environmental impacts.** Changing rates of deforestation. A case study of a tropical rainforest to illustrate: • causes and impacts of deforestation. **Sustainable Management of Tropical Rainforests** Value of tropical rainforests to people and the environment. Strategies used to manage the rainforest sustainably. **Cold environments have distinctive characteristics.** The physical characteristics of a cold environment. The interdependence of climate, permafrost, soils, plants, animals and people. How plants and animals adapt to the physical conditions. Issues related to biodiversity **Development of cold environments creates opportunities and challenges.** A case study of a cold environment to illustrate: • development opportunities and challenges. **Cold environments are at risk.** The value of cold environments as wilderness areas. Strategies used to balance the needs of economic development and conservation.	**Natural hazards** Definition and types of natural hazard. Factors affecting hazard risk. **Tectonic hazards** Plate tectonics theory. Global distribution of earthquakes and volcanoes, their relationship to plate margins. Physical processes at different plate margins. Primary and secondary effects of a tectonic hazard. Immediate and long-term responses to a tectonic hazard. How the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. Reasons why people live in tectonic areas. Reducing the risks from a tectonic hazard. **Weather hazards** General atmospheric circulation model. Global distribution of tropical storms. Relationship between tropical storms and atmospheric circulation. Causes and formation of tropical storms. The structure and features of a tropical storm. Effect of climate change on tropical storms. Primary and secondary effects of tropical storms. Immediate and long-term responses to tropical storms. Effects and responses to a named example of a tropical storm. Reducing the effects of tropical storms. An overview of types of weather hazard experienced in the UK. Impacts of extreme weather on humans. A recent extreme weather event in the UK to illustrate:	Apply knowledge and understanding to interpret, analyse and evaluate the information in the pre-release resources booklet. Use geographical skills to set the issue in context and to examine conflicting viewpoints.	

	•improvements and developments in road/rail infrastructure, port & airport capacity. •the north–south divide. Strategies used to resolve differences. • the place of the UK in the wider world.			• causes, impacts, how management strategies can reduce risk. Evidence that weather is becoming more extreme in the UK. Evidence for climate change from the Quaternary period to the present day. Natural and human causes of climate change. Overview of the effects of climate change on people and the environment. Managing climate change.		
Assessment	End of unit exam, online quiz		End of unit exam. Trial exam with several units. online quiz	End of unit exam, online quiz, revision booklet		
Cross Curricular Links			Science- energy and environment, Y9 ecology.	Science- climate change End of Y11.		
SMSC, British Values, Cultural Capital	Spiritual-learning about the surrounding world. Moral- recognise right and wrong, offer reasoned views, understand consequences. Social appreciate diverse viewpoints, tolerance. Cultural- understand, accept, respect and celebrate diversity.		Spiritual-learning about the surrounding world. Moral offer reasoned views, understand consequences. Social appreciate diverse viewpoints, Cultural- understand, accept, respect and celebrate diversity.	Spiritual-learning about the surrounding world, use imagination. Moral -offer reasoned views, understand consequences. Social appreciate diverse viewpoints.		
CEIAG	Aid worker, logistics and distribution, politics/government. planning and problem-solving, recognise the moral and ethical issues, written and oral communications skills, including report writing and data presentation. Critical thinking, mapping and data analysis. Graphicacy.		Conservation, zoology, National park Ranger. planning and problem-solving, written and oral communications skills, including report writing and data presentation. Critical thinking, mapping and data analysis.	Emergency Management, climatology, seismologist. planning and problem-solving, written and oral communications skills, including report writing and data presentation. Critical thinking, mapping and data analysis. Graphicacy.		
Learning outside the classroom	Past questions on uneven development, UK north south divide, research knowledge of topical issues such as HS2.		Watching videos on animal adaptations. Past questions.	Flipped learning on climate change.		
Additional Subject Specific Information						

Year						
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Topic(s)/ Subjects(s)						
Knowledge and skills (Content)						
Assessment						
Cross Curricular Links						
SMSC, British Values, Cultural Capital						
CEIAG						
Learning outside the classroom						
Additional Subject Specific Information						