Key Stage 4

Year group:	Topics covered:
Year 10	**What will students learn during each year?** 1. **What knowledge and skills do** you want pupils to learn? (Components and Composites) – Outline knowledge which students will receive across the topics taught in each year to ensure pupils to make progress. Which skills will be developed to support knowledge acquisition/application? Content selection: • does the subject curriculum emphasise 'enabling knowledge' and ensure that it is remembered? • Substantive knowledge ▪ Knowledge which enables subsequent learning ▪ Knowledge which enables a desired complex (skilled) performance 2. **How is learning sequenced effectively over time?** Sequencing: • What must students have already been taught in order to begin to learn this topic? (Prior learning) • Where are the opportunities to address knowledge gaps? The course starts with the topic Urban Issues and Challenges. Students revisit previous learning at KS3 on global population but examine how it has changed over time. Students become accustomed to the keywords HIC, LIC and NEE, looking at how countries in these categories are affected by urbanisation and counter-urbanisation. Students learn about how increasing urbanisation is leading to an increase in the number of global megacities. Students study Rio de Janeiro as their NEE case study in particular the challenges faced e.g. growth of favelas and what the government introduced as solutions. Students study how projects that have been implemented in Rio to aid the urban poor and evaluate their success. As part of this topic, students also look at population changes that have occurred in the UK over time. Students are able to explain why communities reside where they do. Students study Birmingham as their HIC case study. Here they look at how Birmingham has changed over time, what the challenges have been/are and what solutions have been implemented to tackle them. Students conclude this topic by learning about sustainable urban developments. Students study the example of Greenwich Millennium Village (GMV). Students follow this topic up with The Changing Economic World. This builds on the knowledge that they have already acquired in the initial topic but also delves into reasons the causes of uneven development. Students identify ways of measuring a country's development and are introduced to the Demographic Transition Model (DTM) showing how countries progress though the stages of development over time. They then examine the population structure of a HIC, NEE and LIC country using population pyramids. Students make predictions based on what these models show. Students then investigate the strategies that have been used to aid in the closure of the development gap, such as fairtrade, investment, tourism and debt relief. Students study India as their case study. Students then learn about how the UK economy has changed over time as a result of deindustrialisation. They examine what is meant by a post-industrial economy and the development of science parks and business parks. They look at the environmental impacts that previous industry has had and also the country's landscape is changing in terms of areas of population growth and decline. Students also look at how transport infrastructure has changed over time and what the future will look like. Students examine the north-south divide and look at the problems that this has created. Lastly students look at the placing of the UK in the world and its relationship with Europe and the wider world. The third topic that students cover is The Living World. This is a topic which builds on student knowledge from KS3. It begins by examining a small scale ecosystem and then develops to a global ecosystem, in particular the Tropical Rainforest. Students examine the characteristics of the

	rainforest including the climate, vegetation and soils and also explain why rainforests are so vital to the rest of the world. Students look Malaysia as their case study, its location, causes of deforestation and how this deforestation is being managed.
	Students than learn about Hot Deserts through a case study of the Thar. Students look at opportunities for development in the hot desert and also problems that are associated with this development. Students discuss the issue of desertification and salinisation and why it is a growing problem on fringes of deserts around the world. Throughout this topic students draw on their knowledge and keywords that they have learnt in the previous two topics.
	The fourth topic is River Landscapes. Students learn about rivers and how they change moving downstream from source to mouth. They examine the processes that occur in river and how they shape the landscape to create the features that we see today such a waterfalls, meanders and floodplains. They learn about hydrographs and the conditions that are associated with flashy and damped hydrographs. They investigate Boscastle as their case study and the flash flood that occurred in 2004. Students draw on their knowledge of hydrographs to explain why Boscastle was particularly vulnerable to flooding. Students conclude this topic by investigating how river flooding can be managed. Students evaluate the different strategies and argue which one they think would be most effective at Boscastle through a Decision Making Exercise (DME) before revealing what was actually implemented.
	The final topic that is covered in Year 10 is Resource Management. Here students investigate the provision of food, water and energy in the UK. The main focus is food. Students learn about global patterns of food supply, the impact of food insecurity and strategies of increasing food supply artificially. The case study that students cover is Thanet Earth in Kent. Students also learn about how food can be produced sustainably. This topic builds on knowledge gained in Year 8.
	Although much of the content for Paper 1 and Paper 2 is covered in Year 10, students also get the opportunity to put their theory into practice by attending two fieldwork trips. The human fieldwork is conducted in Birmingham city centre. This links in with the topic of Urban Issues and Challenges and looks at how Birmingham has changed over time as a result of regeneration and redevelopment. Students look at the impact that this regeneration is having on areas of the city centre.
	Students then draw on their knowledge of rivers to complete their physical fieldwork. This is done at Carding Mill Valley. Here students get the opportunity to don their wellingtons and get into the river to measure its velocity and sediment size and shape. Students gain experience in using equipment such as stop watches, callipers, quadrats, tape measures and skills such as collecting and recording data.
Year 11	Year 11 commences by studying Coastal Landscapes. Students revisit processes learnt about at KS3 but also through the topic of River Landscapes at KS4. Students learn about how these processes shape the coastline and create the landforms that they see today. Students learn about the increasing issue of coastal erosion by looking at Hemsby. They identify strategies of coastal management and complete a decision making exercise (DME) based on the strategy that they feel would benefit Hemsby most. Students are then introduced to the plan that Hemsby has for the future. The case study for this section is Lyme Regis. Student look at the location of Lyme Regis, give reasons why Lyme Regis has grown over time, why and how it has been protected. Students look at the success of these protection methods. There is a focus on map skills in this topic which builds on what students did in KS3, however, this is a theme that runs throughout the entire GCSE course.
	The final topic that is covered in Year 11 is Natural Hazards. Students build on knowledge gained at KS3 recapping what hazards are, where tectonic hazards occur and why they occur where they do. Students look at the case studies of New Zealand and Nepal before identifying how people live with the risk of tectonic hazards.
	Students then follow this by examining weather hazards. Students look in depth at tropical storms, what they are, where they occur and why they occur. Students learn about Typhoon Haiyan as their case study before learning about the greenhouse effect, global warming and climate change

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	and the effect that this is having on weather hazards. Students learn about an extreme weather event in the UK: Beast from the East and identify strategies of mitigating and managing climate change. Throughout GCSE students practice key Geographical skills such as map skills and analysing, interpreting and completing graphs, maps and photos. This prepares them for this section of the course.
Assessment:	**How Will I be assessed at Key Stage 4?**
	Assessment at GCSE is obviously focused around exam questions and mark schemes. Each topic has formative assessment opportunities to practice the question types that will be in the final examinations. At the end of each topic there is a summative assessment to check skill application, knowledge and understanding. These are improved by students through 'Going Green' lessons to correct misconceptions and further develop knowledge and skills. The revision programme SENECA is used to support homework. Assessments are also set as part of this revision programme. Student progress in these assessments is monitored and then reported back to teachers to allow intervention where necessary. There is an end of year summative assessment in the form of mock exams in both Year 10 and Year 11.

	Year 7			Year 8			Year 9		
	Geographical skills	The People Problem	Exceptional Ecosystems	Global concerns in the 21st Century	Food Security	Wicked Weather	Frozen Planet	Explosive Earth	Urbanisation
Topic	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Case Study/Example	The UK	One Child Policy (China)	Tropical Rainforest (Brazil) Taiga Forest (Russia)	Bushfires (Australia) Plastic (Pacific ocean and Norway)	Famine (Ethiopia)	Hail (Leicester, England)	The Lake District, (England)	Mount Nyiragongo (Rep. of Congo, Africa)	Rio de Janeiro (Brazil)
Multiple choice	Parts of the UK	Interpreting population pyramid data	Global ecosystems	Australian bushfires	Causes of uneven global distribution of food	Climatic zones	Examples of the cryosphere Global extent of ice coverage during the LGM Glacial processes	Structure of the Earth	Megacities

Mathematical/ Graphical/ models		Line graphs (global population) Population pyramids	Climate graphs		Choropleth maps Flow lines	Climate graphs	Cross sections – drumlins	N/A	Changing global populations – line graph
Map skills	Direction/ map symbols/ scale/4 & 6 figure rid references/ mountain ranges/ cities/ countries	Global population density and distribution Place knowledge – China	Location of the Taiga (Russia) and coral reef (Australia) ecosystems	Place knowledge – seas and oceans	Place knowledge – Ethiopia Global distribution of food. Countries that are food secure/insecure	Climatic zones Place knowledge – UK, Midlands, Tamworth and Leicester	Place knowledge – extent of ice cover Europe/World UK mountain ranges shaped through glaciation Glacial landforms	Plate boundaries Place knowledge - Montserrat	Place knowledge – Rio de Janeiro, Brazil, Rocinha and Pavao-Pavaozinho favelas Lines of latitude
Describe	Photographs/ maps	Global population density and distribution – sparse and dense	Global distribution of Taiga and coral reef ecosystems	Global distribution of plastic gyres Ways of mitigating climate change	Global resource distribution Ways of increasing food supply	Describing the weather Rainfall types Microclimate study	The extent of ice cover in Europe/World Glacier formation Glacial processes and landforms	Volcano types Structure of the Earth	Favelas What Rio de Janeiro is like Challenges and solution in Rio de Janeiro How authorities have improved Complexo dos Alemao
Explain	Photographs	Reasons for population distribution and density – sparse and dense	Reasons why the Taiga and the coral reef is under threat Reasons why these environments are so valuable	Why there is a global plastic problem/why climate change is such as problem Microplastics	Reasons for unequal distribution of food How the problems of supply and demand can be overcome	Reasons why places receive the weather they do Reasons for different types of rainfall	What causes ice ages and how do they affect the climate Glacier formation	Convection currents Plate boundaries	Challenges and solutions in Rio de Janeiro Causes of urbanisation and counterurbanisation

				Design a plant to live in the Taiga	Reducing the plastic problem The Greenhouse Effect Ways of mitigating climate change	Problems associated with food supply Problems with food insecurity	Microclimate study	Glacial processes and landforms		
Analyse/use figures	Photographs	Newspaper article – China's one child policy	Deforestation economic v's environmental	Global recycling rates Ways of mitigating climate change	Food mileage Calorie content in different food types	Microclimate study Climate graphs Climatic data	The Earth's geological timeline Glacial landforms - Corries	Structure of the Earth Plate boundaries 3 P's	Changes in global population Challenges in Rio de Janeiro
SDME /Evaluate/ Assess	N/A	'China's one child policy was a success.'	N/A	'The UK should adopt Norway's bottle recycling scheme' Evaluating the effects of climate change – social, economic and environmental 'The Australian bushfires were caused as a result of anthropogenic climate change'	N/A	Microclimate study	'The LDNPA has decided to allow the development of the Lake District' 'The growing number of visitors to glaciated areas can only bring advantages'.	N/A	Success of Complexo dos Alemao

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				'Electric cars are the solution to climate change'					
Fieldwork	Orienteering/ Geocaching		The Botanical Gardens, Birmingham	Litter pick in the local community	N/A	Microclimate study	The Lake District	N/A	N/A
Key concepts	Reading and interpreting maps Place knowledge – global and local Basic skills – describe and explain Spatial awareness	Increasing populations Impacts of overpopulation – economic, social and environmental Managing population	Unique environments – Taiga and coral reef Place knowledge – global Value of ecosystems and why they require protection What we can do to protect ecosystems	Place knowledge – global Plastics that can and cannot be recycled How students can reduce their carbon footprint and become greener	Uneven development/ distribution of resources Technology available to cope with food supply problems Place knowledge - Ethiopia	The weather and the effect it has on day to day activities Place knowledge – global, regional and local	Appreciation and ability to recognise processes and landforms formed through glaciation – global and national Place knowledge – glaciated areas/ mountain ranges in the UK Raise awareness of the opportunities and challenges of tourism on glacial landforms	Structure of the Earth Plate boundaries Place knowledge – areas vulnerable to tectonic activity (global) Effects and responses to tectonic hazards Ways of mitigating the effects of tectonic hazards	Increasing populations Urban growth Migration – social, economic and environmental Opportunities and challenges in urban areas Development Cultural change Sustainable urban development Sustainable traffic management
Wider cultural capital	Spatial awareness	Government control of populations Fieldwork – teamwork,	Trade and development Responsible global citizens	Responsible global citizens Helping in the community	Empathy Measures taken to increase food supply	Fieldwork – teamwork, data collection, health and safety	Responsible global citizens Tourism and its place in	Ways to mitigate the effects from natural hazards	Government decisions surrounding climate change

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		data collection, health and safety Decision making		Decision making		Spatial awareness	the UK economy Decision making	Empathy Problem solving	Respect for different cultures

Topic	Urban Issues and Challenge	Changing Economic World	The Living World	River Landscapes	Resource Management	Coastal Landscapes	The Challenge of Natural Hazards
Case study/ Example	Rio de Janeiro, Brazil Birmingham, UK	India UK	Malaysia Thar	River Tees Boscastle, Cornwall, UK	Thanet Earth, Kent, UK	Holderness coastline, East Riding of Yorkshire, UK Lyme Regis, Dorset, UK	Chrirstchurch, New Zealand Nepal
Multiple choice	X	X	X	X	X	X	X
Mathematical/ Graphical / models	X	X	X	X	X	X	X
Map skills	X	X	X	X	X	X	X
Describe	X	X	X	X	X	X	X
Explain	X	X	X	X	X	X	X
Analysing / using figures	X	X	X	X	X	X	X
SDME/ Evaluate / Assess				X		X	X
Fieldwork	X			X			
Key concepts	Increasing populations Urbanisation	Development Causes and consequences of	Small scale ecosystems	Features of erosion and deposition	Energy provision Food provision	Features of erosion and deposition	Tectonic hazards - causes, effects and management

	Megacities Migration Problems and solution to urbanisation - Economic, social and environmental Favelas Regeneration Sustainable urban living	the development gap Strategies to reduce the development gap Migration Deindustrialisation Post-industrial economy Changing transport infrastructure North south divide Environmental impact of industry UK's placing in the world - Europe and wider world	Value of the tropical rainforest Deforestation Management strategies Development Desertification Salinisation	Processes - erosion, transportation and deposition Flooding Strategies for managing flooding	Water provision Strategies for increasing food supply	Processes - erosion, transportation and deposition Strategies for managing coastal erosion	Weather hazards - causes, effects and management Extreme weather events - causes, effects and management Climate change Strategies for mitigating and managing climate change
Wide cultural capital	Health and safety Teamwork Data collection Using specialist equipment Data analysis Data presentation Purpose of education	Purpose of education Taxation Trade and development	Value of ecosystems Climate change Trade and development Taxation	Health and safety Teamwork Data collection Using specialist equipment Data analysis Data presentation Flood management	Managing resources Strategies for increasing food provision	Coastal management	Hazard management Climate change Development Taxation

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	Taxation						