

Key Stage 4 Geography Curriculum Overview 2024 – 2025 Big Ideas/concepts: knowledge of place, physical and human processes, cartographic skills, geographical enquiry, the ability to reach conclusions, synoptic skills.

	Paper 1_Section A_The Challenge of Natural Hazards	Paper 1_Section B_The Living World	Paper 1_Section Physical Landscapes in the UK	Paper 3 – Section B_ Geographical Fieldwork
Year 10	<p>Overview: Students will study how tectonic, and climate hazards occur and the effects they have on people and environments. They will study how people respond to such hazards utilising several case studies to support their learning. They will develop their learning around climate changes including both the natural and human causes and then subsequently understand how climate change can be managed through mitigation and adaptation. Students will continue to use and develop numerical, graphical and cartographic skills to underpin their learning of the topic.</p>	<p>Overview: Students will study ecosystems at a variety of scale and begin to understand how change affects those ecosystems. They will focus learning on hot deserts and Tropical Rainforests where they will develop knowledge on the threats and opportunities within these ecosystems. They will study underlining causes of deforestation in Tropical Rainforests and desertification in hot deserts and then learn how plants and animals adapt within their ecosystem because of change. Students will learn how to reduce the risk of desertification and how to sustainably manage the Tropical Rainforest. Students will continue to use and develop numerical, graphical and cartographic skills to underpin their learning of the topic.</p>	<p>Overview: Students will explore the physical landscapes of the UK, namely those of coastal landscapes and river landscapes. They will develop understanding of how those landscapes are changed through geomorphic processes and how humans have decided to manage these landscapes because of change. They will develop knowledge on the causes of river flooding and then the impacts of flooding in a social, environmental and economic aspect. For both coastal and river landscapes students will develop understanding around the impacts of implementing coastal and river protection against erosion and flooding and how these engineering strategies may present conflict. Students will continue to use and develop numerical, graphical and cartographic skills to underpin their learning of the topic.</p>	<p>Overview: Students will build and develop from their previous fieldwork in Key Stage 3, further knowledge and understanding on how to complete geographical fieldwork. They will be required to conduct two fieldwork enquires in unfamiliar locations. These enquires will develop the student's ability to select, adapt and use a variety skills and techniques to interpret, analysis and communicate their findings. Students will continue to use and develop numerical, graphical and cartographic skills to underpin their learning of the topic.</p>
	<p>Content:</p> <ul style="list-style-type: none"> • What are natural hazards • Tectonic Hazards • Case Study: Japan 2011 earthquake • Case Study: Nepal 2015 earthquake • Climatic Hazards • Case Study: Cyclone Idai • Case Study: Somerset Levels 2014 flooding • Climate Change evidence and causes • Climate Change mitigation and adaptation 	<p>Content:</p> <ul style="list-style-type: none"> • Small scale ecosystem and how they change • Introduction to global ecosystems. • Tropical Rainforests physical characteristics • Tropical Rainforest adaptations, • Causes and impacts of deforestation • Sustainable management of Tropical Rainforests • Case Study: Malaysia Tropical Rainforest • Hot deserts physical characteristics • Hot deserts adaptations, opportunities and challenges • Hot desert causes of desertification and reduction of risk of desertification • Case Study: Thar Desert 	<p>Content:</p> <ul style="list-style-type: none"> • UK distinctive landscapes • Waves type and characteristics • Coastal processes leading to formation of distinct and changing landscapes • Managing Coastal landscapes through different strategies. • Case Study: Lyme Regis • Changes in river and river valleys • River processes leading to the formation of distinct and changing landscapes • Managing river landscapes through different strategies. • Case Study: River Tees 	<p>Content:</p> <ul style="list-style-type: none"> • Fieldwork Theory • Conduct physical fieldwork at a coastal location (Walton-on-Naze) • Conduct human fieldwork at an urban area (Cambridge) • Utilise statistical analysis to understand the result of their data collection. • Complete conclusions, analysis and evaluations of findings. • Present findings in a suitably chosen method.
	Paper 2_Section A_Challenges in the human environment	Paper 2_Section B_The Changing economic world	Paper 2_Section C_The Challenge of resource management	Paper 3_Part B_Issue Evaluation
Year 11	<p>Overview: Students will develop knowledge and understanding of how urban issues and challenges arising from an increasing urbanised world population are affecting the growth of settlements and its people. They will focus on contrasting those issues and challenges for a city in a Newly Emerging Economy country against that of a city in High Income country. Students will specifically develop knowledge on how managing the issues and challenges in a social, economic and environmental aspect is challenging. In contrast, they will develop understanding of how urban growth is affecting change in the UK and how a UK city has issues and challenges due to urban growth before learning how opportunities in a UK can occur because of urbanisation. Students will continue to use and develop numerical, graphical and cartographic skills to underpin their learning of the topic.</p>	<p>Overview: Students will explore the causes of uneven development globally and how our world has become increasing unequal. They will link this changing population patterns and resulting impact of such changes for a country. Students will develop understanding of how this unequal world has created a development gap and then learn strategies to reduce the development gap. Utilising a city in a Newly Emerging Economy country they will study how economic change is presents social, economic and environmental costs and benefits and how these affect the country and its people. Students will then explore in contrast how economic change has and is affecting a High-Income country and will begin to understand how economic investment strategies can drive growth whilst presenting challenges and opportunities at a social, economic and environmental aspects. Students will continue to use and develop numerical, graphical and cartographic skills to underpin their learning of the topic.</p>	<p>Overview: Students will study aspects of resource management in an increasingly populated world. They will learn how the provision of food, water and energy is a challenge within the UK but that it also presents opportunities for various stakeholders whilst developing conflict. Students will then focus their learning on the specific management of water supply at a global scale by understanding issues around the supply of water and then how supplies can be increased. They will explore water supply challenges and opportunities for a Low-Income country. Students will continue to use and develop numerical, graphical and cartographic skills to underpin their learning of the topic.</p>	<p>Overview: In readiness for their GCSE paper 3 students will receive a Pre-release resource booklet comprising of information on a particular geographical issue linked to eh core specification. This booklet will form a marked part of their paper 3 GCSE, and they will begin to study and analysis the issue in advance of their GCSE. Previous examples include; building of roads through Tropical Rainforests, the building of a reservoir near Oxford or the building of a waste incinerator near Cambridge. Students will need to apply their learning from the specification to understand the Pre-release issue prior to applying their learning in the exam.</p>
	<p>Content:</p> <ul style="list-style-type: none"> • Urbanisation and factors affecting the rate of urbanisation • Managing the issues and challenges of urban growth for a city in an Emerging and Developing Country • Social and economic opportunities because of urban growth • How to plan for urban growth. • Case Study: Rio De Janeiro, Brazil • Managing the issues and challenges of urban growth for a city in an Advanced Country. • Social, economic and environmental opportunities because of urban growth • Regeneration in an Advanced Country city. • Case Study: Bristol, UK • Planning for sustainability and effective traffic management strategies. 	<p>Content:</p> <ul style="list-style-type: none"> • The causes of uneven development and how to measure it • Population structures and the Demographic Transition model • What impacts does uneven development present • The development gap and strategies to reduce the gap • How does economic change affect a Newly Emerging Economy Country regionally and globally • Case Study: Nigeria • How has economic change affected a High-Income country and how will this continued change affect the country regionally and globally. • Case Study: United Kingdom 	<p>Content:</p> <ul style="list-style-type: none"> • Global Distribution of resources • Provision of food, water and energy within the UK by understanding the challenges and opportunities of these resources • Global water supply and the factors affecting supply • How to increase water supplies and how to manage water sustainably • Case Study: The Lesotho Highland Water Supply 	<p>Content:</p> <ul style="list-style-type: none"> • Pre-release topic will be 'unknown' until approximately Easter of Yr11. • Previous examples for student to analysis are whether we should we allow the building of roads in Tropical Rainforests, reservoirs in Oxford or incinerators in Cambridgeshire.