

**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.

	Part 1 (1.1) Landscapes of the UK	Part 1 (1.2) People of the UK	Part 2 (2.1) Ecosystems of the Planet	Part 2 (2.2) People of the Planet	Part 3 – Section A Geographical Skills	Part 3 – Section B Geographical Fieldwork
<b>Year 10</b>	<p><b>Overview:</b> Students will study landscapes of the UK where they will develop knowledge on the characteristics and distribution of upland, glaciated and lowland landscapes. They will study how geomorphic processes shape our landscapes including those of rivers and coastal environments and how those landforms formations.</p>	<p><b>Overview:</b> Students will study the how trade with the UK has changed and how its relationships have altered. They will explore diversity across the UK and the causes and consequences of development. Students will explore economic decline and growth and its role with urban trends within the UK. They will develop knowledge on contemporary modern challenges in a major UK city and the character of a city and how ways of life are influenced.</p>	<p><b>Overview:</b> Students will develop further knowledge on the components, distribution and character of ecosystems. They will cover Tropical Rainforests and Coral reefs, exploring interdependence within each and how they are under threat.</p>	<p><b>Overview:</b> Students will explore the theme that the world is an uneven world and that there are many causes and consequences as a result. They will explore economic decline and growth as a country scale and understand the consequences of the decline and growth. Students will gain further knowledge on urbanisation and the challenges and ways of life in a LIDC or EDC city.</p>	<p><b>Overview:</b> Students will continue to develop cartographic, graphical, numeracy and statistical skills. They will develop knowledge on how to complete synoptic questions from other parts of the course.</p>	<p><b>Overview:</b> Students will build and develop 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.</p>
	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Physical Landscapes of the UK</li> <li>Geomorphic processes</li> <li>River landforms</li> <li>River Tees Case Study</li> <li>Coastal landforms</li> <li>North Norfolk Case Study</li> </ul>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>The UK's major trading partners</li> <li>Diversity in the UK</li> <li>Causes and consequences of development within the UK</li> <li>Salford Keys Case Study</li> <li>The UKs changing population</li> <li>Causes and consequences of urban trends in the UK</li> <li>Challenges and ways of life in UK cities.</li> <li>Leeds Case Study</li> </ul>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>The components of an ecosystem</li> <li>The distribution and character of ecosystems</li> <li>Tropical Rainforests</li> <li>Peruvian Rainforest Case Study</li> <li>Coral Reefs</li> <li>Andros Reef Case Study</li> <li>Biodiverse ecosystems under threat from human activity</li> </ul>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>The world developing unevenly</li> <li>Causes of uneven development</li> <li>Ethiopia Case Study</li> <li>Urbanisation</li> <li>Causes and consequences of rapid urbanisation</li> <li>Challenges and ways of life in cities in LIDC's and EDC's</li> <li>Lagos/Rosario Case Study</li> </ul>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Types of maps</li> <li>Types of graphs</li> <li>Analysis and extract information from sources.</li> <li>Interpret tables and data.</li> <li>Develop statistical skills across the specification.</li> </ul>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Fieldwork Theory</li> <li>Conduct physical fieldwork at a coastal location (Walton-on-Naze)</li> <li>Conduct human fieldwork at an urban area (Cambridge)</li> <li>Complete conclusions, analysis and evaluations of findings.</li> <li>Present findings in a suitably chosen method.</li> </ul>
	<b>Part 1 (1.3) UK Environmental Challenges</b>		<b>2.3 Environmental threats to our planet</b>		<b>Revision</b>	
<b>Year 11</b>	<p><b>Overview:</b> Students will develop knowledge and understanding of how the UK is affected by various air mass and that these systems can contribute to extreme weather with social, economic and environmental consequences. They will explore how the UK landscape and ecosystems have been modified to provide water, food and energy, and develop an understanding of result impacts. Students will study energy source in the UK, how usage and technology has changed and how the management of energy is critical for a sustainable future.</p>		<p><b>Overview:</b> Student will explore recent climate change, its causes and its consequences at various scales, local and globally. They will develop knowledge on the Global Circulation Model, its processes and how these lead to defined climate zones across the globe. Students will develop knowledge on tropical storms covering causes, locations and frequency. They will investigate extreme weather conditions around the world and how they can cause natural hazards. Students will investigate the El Nino effect and its correlation with extreme drought conditions in Australia.</p>		<p><b>Overview:</b> Students will have completed a specific year group external revision strategies programme and will apply their theory to different revision strategies. All end of unit assessments and mock exams will have revision material provided online to support pupils. Teachers will provide scaffolding of revision strategies by exploring various methods imbedded across the year into lessons.</p>	
	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Extreme weather in the UK</li> <li>Extreme flooding events in the UK</li> <li>Somerset Levels flooding case study</li> <li>Using and modifying environments and ecosystems</li> <li>Energy sources in the UK</li> <li>Energy management in the UK</li> </ul>		<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>The Climate changes from the start of the Quaternary period</li> <li>The causes of Climate Change</li> <li>The global circulation of the atmosphere</li> <li>Extreme weather conditions causing natural weather hazards</li> <li>Droughts can be devastating for people and the environment</li> <li>The Big Dry case study</li> </ul>		<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Retrieval activities in lessons</li> <li>Use of online platforms such as Seneca learning</li> <li>Dedicated revision lessons</li> <li>All PowerPoints from each topic taught to be accessible from MS teams.</li> <li>Student revision guides available to purchase via school website</li> <li>How to revise in geography poster issued online and observable on department notice boards.</li> </ul>	