DOWNHAM MARKET ACADEMY

KS4 Curriculum Overview

Geography

Curriculum Intent

By the end of Year 11, students will have developed their understanding of natural processes and the ways in which humans interact with the physical world. The curriculum is relevant and current, including the study of climate change, poverty and resource use in order to prepare students for the biggest contemporary issues facing our planet so that students become well rounded, global citizens. By the end of Year 11 students will:

- Be able to identify and explain key processes and features of the physical landscape.
- Have an understanding of interactions between the physical and human world.
- Be confident in using a range of fieldwork methods and techniques.
- Be able to analyse a range of types of data to draw conclusions.
- Be able to understand and explain their role in society.
- Be able to consider different viewpoints, values and attitudes.

How does the KS4 curriculum build on that from KS3?

At KS3, students learn core geographical skills of map reading, data analysis, fieldwork and investigation. Additionally, they develop an understanding of processes, landforms, places and people. KS4 builds upon this learning by guiding students to make connections between the physical and human world. At KS4, students are expected to use their knowledge and understanding to interpret a range of geographical sources to draw conclusions and make decisions.

What do students *do* with this knowledge or these skills?

Students use their understanding of physical and human Geography to develop a deeper understanding of place and the ability to interpret and question a range of data. Students are able to communicate clearly and accurately, using a range of specialist terminology. Students are able to ask questions about physical processes and human interactions and begin to investigate

How does the KS4 curriculum align to the National Curriculum?

EASTERN LEARNING ALLIANCE

The KS4 curriculum follows the GCSE AQA specification and covers the broad range of topics that are outlined. This ensures that our students study a rich and divers range of topics, enabling them to develop an informed view of the world and their place in it.

What new knowledge or skills are students taught?		
Term	**Year 10**	**Year 11**
Autumn	• **Natural Hazards** – Tectonic hazards effects and responses in HICs and LICs, weather hazards including an LIC case study and the causes and effects of climate change. • **Living World -**Threats to and management of tropical rainforests in Malaysia, opportunities and challenges for development in the Thar Desert.	• **Urban Issues and Challenges –** An overview of population across the UK including a case study of a major UK city and its importance, opportunities and challenges. Features of sustainable urban living and transport strategies to reduce congestion. • **The Changing Economic World –** Variations in economic develop on a global scale, development indicators, causes and consequences of uneven development. Strategies for reducing the development gap, a case study of a NEE to illustrate its importance, changing industrial structure, TNCs and the impacts of development.
Spring	• **Living World -**Threats to and management of tropical rainforests in Malaysia, opportunities and challenges for development in the Thar Desert. • **Physical Landscapes in the UK –** Processes, landforms and management techniques with specific examples from the UK.	• **Resource Management –** The significance of food, water and energy to social and economic well-being, an overview of resources in relation to the UK with a specific focus on food. • **Issue Evaluation –** Critical thinking and problem solving, requiring students to apply their geographical knowledge and understanding of physical and human interrelationships to a real world issue.
Summer	• **Fieldwork and Skills** – Preparation for two geographical enquiries to collect primary data including the selection and use of fieldwork and analytical methods. • **Urban Issues and Challenges –** The global pattern of urban change, trends in HICs and LICS, factors affecting urbanisation and a case study of a major city in an LIC which illustrates its importance, causes of growth, opportunities and challenges.	• **Consolidation**
Rationale for this sequencing	Beginning with Natural Hazards is an appropriate introduction to the lesson because it explores key themes of physical and human causes, effects and responses. This enables students to identify and explain links between the physical and human environment throughout the course. Living world extends students understanding of biomes and builds on this by exploring the connections between biotic and abiotic components of ecosystems. This builds on understanding from the Hazards unit, linking with an understanding of the global atmospheric circulation model, which is key in understanding weather events and the location of our world's ecosystems. Students develop their understanding of the interconnected nature of the physical and human world by investigating the opportunities, challenges and threats in a	Urbanisation introduces a human focus to students. This unit explores the reasons for urban growth and addresses the challenges and opportunities of rapid urban growth across the world. This topic introduces human geography and the key concepts of urbanisation, development and population which students will require knowledge of in the latter topics of the course. Economic Development builds on the learning of Living World and enables students to explain the reasons for development inequalities. The unit develops an understanding of changes over time and place in the human world, the current and future challenges for these environments and sustainable strategies to cope with these changes. The study of places gives students a better understanding of their own position in society and develops their knowledge of the systems which govern our society.

	range of large-scale ecosystems. Students use their knowledge and understanding to explain the interrelationships between the human and physical world. Physical Landscapes in the UK draws on the understanding of natural processes and requires students to be able to make connections between these processes and human actions. Rivers and Coasts are selected as options for the GCSE course because rivers and coasts hold direct relevance to pupils' lives. The issues surrounding coasts are of key importance to the North Norfolk coastline and can directly affect students. Furthermore, the Coasts and Rivers units provide students with the knowledge and understanding that they require to undertake their GCSE fieldwork. Fieldwork and skills are at the end of the year because students will have gained the necessary understanding of geographical processes and human interactions throughout their study. The unit is in this part of the course because students can use their understanding of coastal landscapes to conduct a geographical inquiry.	Resource Management draws on knowledge and understanding from aspects of Living World, Urban and Economic Development in order for students to explain the key issues surrounding resources and their impact upon our planet. We choose to focus on food as a resource since it is extremely relevant in our school's rural location and the topic draws on the understanding of economic and environmental factors learned throughout the course. Issue Evaluation is taught in the Spring term because this section of the course could draw on any other topic from GCSE Geography. Furthermore, students have developed their critical thinking skills through the rest of the units alongside developing the necessary geographical understanding required to undertake the decision making tasks included in the issue evaluation. This prepares students for applying their understanding to real world scenarios.