# KS4 Curriculum Overview

# GEOGRAPHY

## AQA GCSE GEOGRAPHY (8035)

### Curriculum Intent

We aim for all students to understand the geographical context in which they live, explaining the many human and physical processes that connect the local to the global, expanding their horizons in the process. Through the development of powerful geographical knowledge, students will be able to consider the world in new ways, describing, explaining and evaluating a range of geographical issues, providing them with the skills to make sense of the geographically awe-inspiring, complex, contested and ever-changing world they experience, both now and in the future.

### How does the KS4 curriculum build on that from KS3?

KS4 extends students' knowledge – of places and environments at a range of scales, the connections between them, processes and sustainable management – by including similar or related topics in greater depth. There are key themes and concepts, introduced in KS3, which are foundational for GCSE geography, such as Development, Climate change and Sustainability, which run through many of the KS4 topics, but through which students build and enhance their geographical connections in Years 10 and 11.

There are also many processes, introduced at KS3, but which are explored in different contexts at KS4. For example, students learn erosion, transportation and deposition processes in the contexts of rivers (Y7) and coasts (Y8). Students recall and apply this knowledge in Year 10 by linking it to new knowledge about wave-cut platforms and levees – landforms not seen before – to explain their formation. This means that students are challenged by extending their prior knowledge and applying it to different contexts. Similarly, students recall and apply knowledge of development learned in Year 9 to a completely different geographical context – cities – in Year 11. This engages students with local manifestations of development, enriching their conception of it in preparation for the Changing Economic World topic later in Year 11.

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

Over time, students should become more proficient at the following:

- Describing and explaining geographical sources, such as maps, graphs and data
- Making connections between specific places around the world, examining the similarities and differences between locations
- Applying detailed locational knowledge to understand the varied outcomes of geographical processes in different locational contexts
- Applying their understanding of geographical processes to assess the role we play in the world

Making nuanced, justified, decisions about geographical issues

## How does the KS4 curriculum align to the National Curriculum?

Throughout KS4, students broaden and deepen their locational and place knowledge, learning about a wider range of places around the world. They also continue to learn about both human and physical processes, again applying these in a wider range of contexts to consider how they shape human and physical environments and landscapes. Fieldwork and geographical skills are woven throughout the KS4 geography course, building upon the foundational geographical skills established at KS3.

## What new knowledge or skills are students taught?

| Term | Year 10 | Year 11 |
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| **Autumn** | **Natural Hazards**<br>• Describe what is meant by 'natural hazard'<br><br>**Tectonic Hazards**<br>• Explain why earthquakes and volcanoes happen in different locations<br>• Assess how the effects of, and responses to, the Gorkha and Chile earthquakes are affected by wealth<br>• Explain how the risk of tectonic hazards can be reduced for people living in hazard zones<br><br>**Climate Change**<br>• Explain the causes of climate change<br>• Describe a range of global impacts of climate change<br>• Explain how climate change can be managed<br><br>**Atmospheric Hazards**<br>• Explain how the Global Atmospheric Circulation works<br>• Describe the key features of tropical storms<br>• Explain the processes affecting tropical storm formation and features<br>• Describe the impacts of, and responses to, Typhoon Haiyan<br>• Explain how the risk of tropical storms can be reduced<br>• Identify the different types of weather hazard the UK experiences<br>• Describe the causes and impacts of the Somerset Floods<br>• Assess the evidence for the UK's weather becoming more extreme | **Urban Issues**<br>• Explain the processes of urbanisation around the world<br>• Explain how urban growth has created opportunities in Rio<br>• Explain how urban growth has created challenges in Rio<br>• Describe how urban planning is improving the lives of the urban poor<br>• Describe population distribution in the UK<br>• Explain how urban change has created opportunities in Cambridge<br>• Explain how urban change has created challenges in Cambridge<br>• Explain the reasons for, and impacts of the CB1 regeneration<br>• Describe the features of sustainable urban living<br>• Explain how transport systems can make urban areas more sustainable<br><br>**Urban Fieldwork**<br>• Accurately interpret a range of maps and graphs<br>• Judge the appropriateness of different forms of data presentation for a data set<br>• Explain the criteria required for the successful collection of fieldwork data<br>• Describe relationships in data<br>• Identify limitations in the presentation of data<br>• Construct a geographical enquiry<br>• Make well-evidenced and informed, geographical conclusions |

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| **Spring** | **Ecosystems**<br>• Describe the distribution of biomes<br>• Describe the key components and interrelationships within Wicken Fen<br><br>**Tropical Rainforests**<br>• Describe the characteristics of tropical rainforests that make them distinct<br>• Explain the causes and impacts of deforestation in the Malaysian Rainforest<br>• Explain how rainforests can be sustainably managed to make use of their value<br><br>**Hot Deserts**<br>• Describe the characteristics of hot deserts that make them distinct<br>• Explain the opportunities and challenges of developing the Thar Desert<br>• Explain the causes of and solutions to desertification | **Economic Change**<br>• Assess a range of ways in which development can be measured<br>• Explain the links between population change and development<br>• Explain the causes and consequences of the development gap<br>• Explain a range of strategies for closing the development gap<br>• Describe how Nigeria's economy is developing<br>• Explain why Nigeria's economy is developing rapidly<br>• Explain the impacts of rapid economic growth in Nigeria<br>• Describe and explain how the UK's economy has changed<br>• Describe the characteristics of the UK's post-industrial economy<br>• Explain regional patterns in the UK's economy<br>• Suggest potential impacts of economic change in the UK<br><br>**Resources**<br>• Explain the link between resources and well-being at the global scale<br>• Describe issues surrounding the supply and demand of food in the UK<br>• Describe issues surrounding the supply and demand of water in the UK<br>• Describe issues surrounding the supply and demand of energy in the UK<br>• Explain global patterns of energy supply and consumption<br>• Explain the impacts of energy insecurity<br>• Explain the role of different strategies in making energy supplies more sustainable |
| **Summer** | **Coasts**<br>• Describe a range of coastal processes<br>• Explain why different coastal landforms are created<br>• Explain how coastlines can be managed to deal with coastal processes<br><br>**Rivers**<br>• Describe how a river changes along its profile<br>• Explain why different fluvial landforms are created<br>• Explain how river landscapes can be managed to deal with flooding<br><br>**Physical Fieldwork**<br>• Accurately interpret a range of maps and graphs<br>• Judge the appropriateness of different forms of data presentation for a data set<br>• Explain the criteria required for the successful collection of fieldwork data<br>• Describe relationships in data<br>• Identify limitations in the presentation of data<br>• Construct a geographical enquiry<br>• Make well-evidenced and informed, geographical conclusions | **Pre-release** |

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| **Rationale for this sequencing** | This curriculum allows students to learn the required knowledge for AQA GCSE Geography by extending their powerful knowledge from KS3 and applying it to new contexts. It is a **spiral curriculum** in that retrieval practice is embedded throughout, knowledge is recontextualised across topics, and explicit links are made between knowledge in different topics.<br>Unit 1 is studied in Year 10 as it builds upon locational and process knowledge learnt at KS3, helping with retrieval and committing to long term memory. It also provides a better way into GCSE exam expectations, following on KS3. Topic-wise, the concept of Natural Hazards underpins much of Unit 1, so needs to be the first content studied. Climate change is also dealt with early in Year 10 as it is a key concept that relates to many of the other topics in Unit 1 (e.g. Weather hazards, Section B and Coasts). UK physical landscapes are taught in the Summer term to tie in with carrying out physical fieldwork in one of these landscapes. Unit 2 contains more conceptual ideas (e.g. Development, sustainability and the economy) so is taught in Year 11. Fieldwork is located alongside the urban topic to tie in with the underpinning theory. |

| **Additional support at home** | |
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| **Additional reading**<br>for enjoyment, enhancement and extension | • Factfulness<br>• Prisoners of Geography<br>• Population 10 Billion<br>• The Almighty Dollar<br>• Adventures in the Anthropocene<br>• Disaster by Choice<br>• When the Rivers Run Dry<br>• The Looting Machine<br>• Mountains of the Mind |
| **Online resources**<br>to practice, consolidate and revise | • BBC Bitesize<br>• Educake<br>• Seneca<br>• Internet Geography |
| **Workbooks & revision guides**<br>to practice, consolidate and revise | • CGP Revision Guide and Practice<br>• My Revision Notes: AQA GCSE Geography<br>• GCSE Geography Workbook |