



Geography Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids KS4



Year 10	Physical: Topic 1 (Weeks 1 – 8)	Physical: Topic 2 (Weeks 9 – 16)	Physical: Topic 3 (Weeks 17 – 25)	Human Topic 1: (Weeks 26 – 34)	Fieldwork: (Weeks 35 – 39)
Unit(s) – As outlined in 39 week plans	The Challenge of Natural Hazards	The Living World: <i>Tropical Rainforests and Hot Environments</i>	Physical Landscapes in the UK: <i>Coasts and Rivers</i>	Urban Issues and Challenges	Fieldwork: Peak District and Manvers
Key Retainable Knowledge & Skills	<p>Natural Hazards: Natural hazards pose major risks to people, the economy and the environment.</p> <p>Tectonic Hazards: Earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth (Haiti and New Zealand) Management can reduce the effects of a tectonic hazard.</p> <p>Weather Hazards: Global atmospheric circulation helps to determine patterns of weather and climate. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Tropical storms have significant effects on people and the environment. (Typhoon Haiyan) The UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity. (Beast from the East)</p>	<p>Ecosystems: Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.</p> <p>Tropical Rainforests: Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable. A case study of a tropical rainforest to illustrate: causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth impacts of deforestation – economic development, soil erosion, contribution to climate change.</p> <p>Hot Desert Environments: The physical characteristics of a hot desert environment. The interdependence of climate, soils, plants, animals and people.</p>	<p>Physical Landscapes in the UK: The UK has a range of diverse landscapes (uplands, lowland and UK rivers)</p> <p>Coasts: The coast is shaped by a number of physical processes. (weathering, mass movement, erosion, deposition and transportation). Distinctive coastal landforms are the result of rock type, structure and physical processes. (example of the Holderness Coast) Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars Different management strategies can be used to protect coastlines from the effects of physical processes.</p> <p>Rivers: The shape of river valleys changes as rivers flow downstream. Distinctive fluvial landforms result from different physical processes. Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges.</p>	<p>Urban Issues and Urbanisation: The global pattern of urban change. Urban trends in different parts of the world including HICs and LICs. Factors affecting the rate of urbanisation – migration (push-pull theory), natural increase. The emergence of megacities, reasons for their growth and importance.</p> <p>Urbanisation in LICs/NEEs (Case Study Mumbai, India): The location and importance of the city, regionally, nationally and internationally Causes of growth: natural increase and migration How urban growth and economic change has created opportunities (environmentally, economically and socially). How urban growth has created challenges (environmentally, socially and economically).</p> <p>Urbanisation in HICs (Case Study London, UK) A case study of a major city in the UK to illustrate the location and importance of the city in the UK and the wider world, the impacts of national and international</p>	<p>1. Suitable question for geographical enquiry: The factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry. The geographical theory/concept underpinning the enquiry. Appropriate sources of primary and secondary evidence.</p> <p>2. Selecting, measuring and recording data appropriate to the chosen enquiry: Difference between primary and secondary data. Identification and selection of appropriate physical and human data. Measuring and recording data using different sampling methods. Description and justification of data collection methods</p> <p>3. Selecting appropriate ways of processing and presenting fieldwork data: Appreciation that a range of visual, graphical and cartographic methods is available. Selection and accurate use of appropriate presentation methods. Description, explanation and adaptation of presentation methods</p> <p>4. Describing, analysing and explaining fieldwork data:</p>



Geography Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids KS4



	<p>Climate Change:</p> <p>Climate change is the result of natural and human factors, and has a range of effects.</p> <p>Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</p>	<p>How plants and animals adapt to the physical conditions.</p> <p>A case study of a hot desert environment (Western Desert, USA) to illustrate: development opportunities in cold environments: mineral extraction, energy, fishing and tourism</p> <p>Challenges to development in hot desert environments: extreme temperature, inaccessibility, provision of buildings and infrastructure.</p> <p>The value hot desert environments as wilderness areas and why these fragile environments should be protected.</p>	<p>Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes.</p> <p>Characteristics and formation of landforms resulting from deposition – levees, flood plains and estuaries.</p> <p>Different management strategies can be used to protect river landscapes from the effects of flooding.</p>	<p>migration on the growth and character of the city.</p> <p>How urban change has created social, economic and environmental challenges and opportunities in London.</p> <p>Urban sustainability requires management of resources and transport</p> <p>London Olympic Regeneration 2012 – reasons for choosing the Lea Valley, the positive and negative impacts of regeneration and evaluating the success of the project.</p> <p>Curitiba, Brazil – an example of a sustainable city. Assessing the success of the strategies implemented in Curitiba, including transport, waste and green spaces.</p>	<p>Description, analysis and explanation of the results of fieldwork data. Establish links between data sets. Use appropriate statistical techniques. Identification of anomalies in fieldwork data</p> <p>5. Reaching conclusions:</p> <p>Draw evidenced conclusions in relation to original aims of the enquiry</p> <p>6. Evaluation of geographical enquiry:</p> <p>Identification of problems of data collection methods. Identification of limitations of data collected. Suggestions for other data that might be useful. Extent to which conclusions were reliable.</p>
	<p>Expected standard:</p> <p>Students to be able to explain the process at plate boundaries and give examples for Case Studies of Earthquakes (Haiti and Kobe). Students will be able to evaluate effect and responses.</p> <p>In addition, students will be able to confidently explain the process of tropical storm formation and climate change.</p> <p>Students will be expected to evaluate the effects and responses of Storm Haiyan in the Philippines (LIC).</p> <p>Students will be able to identify and assess the effectiveness of mitigation and adaptation strategies for climate change.</p>	<p>Expected standard:</p> <p>Students are expected to know the role of different components in the ecosystem, using a small-scale example of a pond.</p> <p>Students are expected to know the distribution of the different biomes in relation to the global atmospheric circulation model.</p> <p>For tropical rainforests, students are expected to explain the uniqueness of the ecosystem and explain adaptations and threats in detail. Students will need to explain how the ecosystem can be managed.</p> <p>For hot desert environments, students need to explain the adaptations of plants and animals and evaluate the opportunities and challenges in the ecosystem.</p>	<p>Expected standard:</p> <p>Students are expected to know and understand processes of erosion, deposition and transportation in both coastal and river environments.</p> <p>In rivers, it is expected that students can identify and explain the formation of features in the upper, middle and lower course of the river. Students will understand flooding, its causes and evaluate methods of management.</p> <p>For coasts, using a case study of the Holderness Coast, students are expected to explain the formation of erosional and depositional landforms.</p> <p>Students will need to evaluate hard and soft engineering in managing the coastline.</p>	<p>Expected standard:</p> <p>Students are expected to explain the reasons for growth in cities (push and pull).</p> <p>For Mumbai, students are expected to evaluate the opportunities and challenges associated with urbanisation.</p> <p>For London, students are expected to evaluate the opportunities and challenges associated with urban change.</p> <p>Students must be able to present solutions to urban issues in London and Mumbai.</p> <p>Students are expected to explain how cities can be more sustainable and evaluate the effectiveness of strategies used in Curitiba, Brazil.</p>	<p>Expected standard:</p> <p>Students are expected to know and understand their hypothesis, know why it is useful and how it can be measured.</p> <p>Students are expected to justify their data collection methods and presentation techniques.</p> <p>Students are also required to evaluate their fieldwork conclusions (validity of conclusion). Although this is the expected standard, the quality and detail of evaluation will vary.</p>



Geography Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids KS4



Key Technical Vocabulary	Tectonic, constructive, destructive, conservative, volcano, earthquake, seismic, tropical storm, pressure, hurricane, typhoon, cyclone, climate change, mitigation, adaptation, global atmospheric circulation model.	Producer, consumer, decomposer, primary, secondary, tertiary, adaptation, rainforest, desert, temperate, tundra, taiga, Tropic of Cancer, Tropic of Capricorn, equator, adaptation, epiphyte, buttress, nutrient, deforestation.	Erosion, transportation, deposition, hydraulic action, attrition, solution, abrasion, waterfall, gorge, meander, oxbow lake, levee, floodplain, coast, bar, spit, tombolo, sand dune, arch, cave, stack, stump and wave cut platform.	Urbanisation, urban, rural, sprawl, growth, migration, push factors, pull factors, transport, decline, deindustrialisation, opportunity, challenge, natural change, congestion, economic, social and environmental.	Hypothesis, method, data, primary, secondary, justify, graph, annotation, conclusion, evaluation
Opportunities for Reading	Newspaper articles and readings on current hazards in the news.	There are a range of articles and texts provided by the Geographical Association, as we have a School Membership. These articles are used for homework and reading in class.	Online reading material from Geography.org.uk and NationalGeographic.Com	Online reading material from Geography.org.uk and NationalGeographic.Com	Reading in relation to history in the local area and how it has changed (focus on industrial change in Manvers)
Developing Cultural Capital	A range of tectonic landscapes are studied, developing knowledge of natural features and landscapes. We look at fascinating events and landscapes, such as the San Andreas fault and the 2010 Haiti earthquake.	Ecosystems and their uniqueness are studied where students will develop an awareness of important landscapes that are under threat from human activity.	Students will explore and appreciate a range of unique coastal landforms with a focus on the UK. This includes impressive and protected features such as Spurn Point and Flamborough Cliffs.	Appreciation of cities around the world and their cultural differences, including studies of London, Curitiba (Brazil) and Mumbai (India).	Studying places of awe and wonder in the Peak District – Burbage Brook. Students to explore Manvers Lake and appreciate the environmental change in their locality.
Cross Curricular Links (Authentic Connections)	This unit has strong and relevant links to science and geology. For example, plate boundaries, rocks and the forces / pressures in relation to storms. Numeracy: graphing distribution and frequencies of storms.	There is a strong and relevant link to biology in terms of ecosystems (decomposers, producers and consumers). We also explore the role and biotic and abiotic components of ecosystems and interdependencies. Numeracy: graphs, bar charts, pie charts are used for deforestation rates.	This unit has strong and relevant links to science and geology. Erosion and weathering are processes with a strong link to the science curriculum.	SMSC and links with how people live in different areas of the world, including religion and culture.	There are links with science such as investigating the factors influencing access to resources, for example geology and storage of water. There is a close link with History, investigating the industrial change which has occurred in the local area.

Assessment 1:	Assessment 2:	Assessment 3 (trial):
Nov 2021 – Paper 1 Living with the Physical Environment	Jun 2018 – Paper Living with the Physical Environment	Nov 2020 – Paper 1 Living with the Physical Environment
Section A: The challenge of natural hazards 35 mins	Section A: The challenge of natural hazards Section B: The living world 60 mins	Section A: The challenge of natural hazards Section B: The living world Section C: Physical landscapes of the UK (rivers and coasts options) 90 mins



Geography Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids KS4



Year 11	Human: Topic 2 (Weeks 1 – 8)	Human: Topic 3 (Weeks 9 – 16)	Revision (Weeks 17 – 23)	Geographical Applications: (Weeks 24 – 27)
Unit(s) – As outlined in 39-week plans	The Challenge of Resource Management	The Changing Economic World	Revision: Paper 1 and Paper 2	Pre-Release Booklet
Key Retainable Knowledge & Skills	<p>Resource Management</p> <p>Food, water and energy are fundamental to human development</p> <p>Food:</p> <p>the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce</p> <p>larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food</p> <p>the trend towards agribusiness.</p> <p>Water:</p> <p>the changing demand for water</p> <p>water quality and pollution management • matching supply and demand – areas of deficit and surplus</p> <p>the need for transfer to maintain supplies.</p> <p>Energy:</p> <p>the changing energy mix – reliance on fossil fuels, growing significance of renewables</p> <p>reduced domestic supplies of coal, gas and oil</p> <p>economic and environmental issues associated with exploitation of energy sources.</p> <p>Energy</p> <p>Areas of surplus (security) and deficit (insecurity):</p>	<p>There are global variations in economic development and quality of life</p> <p>Different ways of classifying parts of the world according to their level of economic development and quality of life.</p> <p>Different economic and social measures of development</p> <p>Limitations of economic and social measures. Link between stages of the Demographic Transition Model and the level of development.</p> <p>Causes of uneven development</p> <p>Consequences of uneven development</p> <p>Various strategies exist for reducing the global development gap.</p> <p>An overview of the strategies used to reduce the development gap</p> <p>An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap. (Tunisia)</p> <p>Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. (Nigeria)</p> <p>A case study of one LIC or NEE to illustrate:</p> <ul style="list-style-type: none"> the location and importance of the country, regionally and globally 	<p>During the Revision and Consolidation, students will complete Physical and Human revision, with a focus on Case Studies.</p> <p>Physical Geography Case Studies and Examples:</p> <p>Earthquake HIC: New Zealand 2015</p> <p>Earthquake LIC: Haiti 2010</p> <p>Tropical Storm: Typhoon Haiyan 2013</p> <p>UK Weather Example: Beast from the East 2015</p> <p>Example of a UK system: Pond environment</p> <p>Tropical Rainforest: Amazon Rainforest, South America</p> <p>Hot Desert Environment: Western Desert Region, USA</p> <p>Desertification: Sahel Region, Africa</p> <p>Coastline in the UK: Holderness Coast</p> <p>River in the UK: River Tees</p> <p>River Management: River Banbury</p>	<p>This section contributes a critical thinking and problem-solving element to the assessment structure.</p> <p>The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources.</p> <p>The issue(s) will arise from any aspect of the compulsory sections of the subject content.</p> <p>A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material.</p> <p>Assessment will consist of a series of questions related to a contemporary geographical issue(s), leading to a more extended piece of writing which will involve an evaluative judgement. Students will apply knowledge and understanding to interpret, analyse and evaluate the information and issue(s) in the pre-release resources booklet and the question paper.</p>



Geography Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids KS4



<p>global distribution of energy consumption and supply</p> <ul style="list-style-type: none"> reasons for increasing energy consumption: economic development, rising population, technology factors affecting energy supply: physical factors, cost of exploitation and production, technology and political factors. <p>Impacts of energy insecurity</p> <p>Overview of strategies to increase energy supply:</p> <p>renewable (biomass, wind, hydro, tidal, geothermal, wave and solar) and non-renewable (fossil fuels and nuclear power) sources of energy</p> <p>an example to show how the extraction of a fossil fuel has both advantages and disadvantages.</p> <p>Moving towards a sustainable resource future:</p> <p>Individual energy use and carbon footprints. Energy conservation: designing homes, workplaces and transport for sustainability, demand reduction, use of technology to increase efficiency in the use of fossil fuels</p> <p>An example of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy. Bihar, India (rice husk biomass plant).</p>	<ul style="list-style-type: none"> the wider political, social, cultural and environmental context within which the country is placed the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country the changing political and trading relationships with the wider world international aid: types of aid, impacts of aid on the receiving country the environmental impacts of economic development the effects of economic development on quality of life for the population. <p>Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth</p> <p>Causes of economic change: deindustrialisation and decline of traditional industrial base, globalisation and government policies. Including: moving towards a post-industrial economy, impacts of industry on the physical environment, social and economic change, improvements and new developments in road and rail infrastructure, port and airport capacity, the north–south divide. Strategies used in an attempt to resolve regional differences and the place of the UK in the wider world.</p>	<p>Human Geography Case Studies and Examples:</p> <p>Urbanisation in LICs/NEEs: Mumbai, India</p> <p>Slum NEE: Dharavi</p> <p>Slum regeneration: Dharavi</p> <p>Urbanisation in HICs: London</p> <p>Sustainable Cities: Curitiba</p> <p>Energy in the UK: Fracking in the North</p> <p>Energy scheme in an LIC/NEE: Bihar, India</p> <p>Uneven Development: Haiti and the Sahel Region</p> <p>Tourism Development: Jamaica</p> <p>Economic Change NEE: Nigeria</p> <p>Economic Change HIC: London</p> <p>Modern Industry UK: AMRC, Sheffield</p>	<p>They will also use geographical skills to set the issue(s) in context and to examine conflicting viewpoints about the issue(s). Students will develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives.</p> <p>The exam will also require students to consider physical and human interrelationships and to make reasoned justifications for proposed solutions in terms of their likely impact on both people and the physical environment.</p> <p>In previous years, the booklet has been on the following topics:</p> <ul style="list-style-type: none"> Should a new reservoir be built to strengthen and further meet the growing demand for water in the UK? Should a road be built through the Peruvian Amazon to increase levels of economic development in South America? Should an incinerator be built near Cambridge? 	<p>Expected standard:</p> <p>Students are expected to know and understand the importance of a resource and link this to well-being. Students to know and explain that resources are not distributed evenly and this leads to inequalities.</p> <p>Students will be expected to know the distribution of food, water and energy and how it is used in the UK.</p>
<p>Expected standard:</p> <p>Students are expected to know and understand the importance of a resource and link this to well-being. Students to know and explain that resources are not distributed evenly and this leads to inequalities.</p> <p>Students will be expected to know the distribution of food, water and energy and how it is used in the UK.</p>	<p>Expected standard:</p> <p>Students are expected to understand how the economy has changed and how it can be measured using a series of indicators. Students to apply these to decide if countries are LIC/NEE/HIC.</p> <p>Students to know and fully explain the features of the Nigeria and UK economy and how these have changed overtime. Students will also be expected to evaluate the impact of these changes.</p>	<p>Expected standard:</p> <p>At this point, we will now expect students to apply knowledge and understanding to examination questions in preparation for the exam.</p> <p>We will expect students to see the different links between the course and be able to apply knowledge, understanding and skills to answer a range of different questions.</p>	<p>Expected standard:</p> <p>Students are expected to understand the pre-release material and be able to analyse graphs and items within in. Students will be expected to give their justification (evidence-based) when deciding if the scheme and/or issue should go ahead (decision making)</p>	<p>Expected standard:</p> <p>Students are expected to understand the pre-release material and be able to analyse graphs and items within in. Students will be expected to give their justification (evidence-based) when deciding if the scheme and/or issue should go ahead (decision making)</p>



Geography Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids KS4



	Students to be expected to evaluate the use of fossil fuels and renewables and give a detailed example for each.	Students to recognise and evaluate the importance of transport improvements to the UK economy.		
Key Technical Vocabulary	Resource, coal, oil, gas, bio fuel, Hydro-electric power, biomass, nuclear, wind, wave, solar, inequality, well-being, renewable, non-renewable, distribution, security, depletion.	High income country, low income country, newly emerging economy, life expectancy, death rate, birth rate, gross national income, gross domestic income, adult literacy, child mortality, infant mortality, primary, secondary, tertiary, quaternary.	Students to cover and consolidate the key words used across the GCSE curriculum during this revision slot.	Depending on the topic selected by the examination board. However, we would expect students to understand all key terms studied across the GCSE course as these will be relevant to the examination.
Opportunities for Reading	Online reading material from Geography.org.uk and NationalGeographic.Com	Online reading material from Geography.org.uk and NationalGeographic.Com	All Geography students are provided with a CGP Revision Guide. Student will be focusing on reading a summary of their case studies and applying these to examination questions. Students are given a Work Book to go with this.	Students will be sent a Pre-release booklet for the examination 12 weeks before the exam. Reading and understanding of this text will be fundamental to this topic. (Topic not known until 12 weeks before)
Developing Cultural Capital	Students will be studying places around the world and examining their access to resources. They will understand and develop the need to increase green energy to preserve places of awe and wonder.	Students will be studying different cities and understand how their global significance is changing and the reasons for this.	Students will recap and explore places of Awe and Wonder when we revise the different Case Studies in the Key Retainable Knowledge Section	Depending on the topic / study area of the pre-release, we expect we will cover cultural aware and capital opportunity. We will not know the area until 12 weeks before the examination.
Cross Curricular Links (Authentic Connections)	There are links with science, investigating the factors influencing access to resources, for example geology and storage of water. The provision, demand and supply of energy (renewable and non-renewable) also have significant links with the science curriculum.	Students will explore a range of different global issues development which builds on a number of SMSC strands. Also, we assess the historical reasons for uneven development which links to the history curriculum.	There are a range of cross-curriculum links by this time in Year 11. Students will 'think like geographers' and understand how different areas of geography and interrelated and link to multiple areas of the school curriculum.	Depending on the topic, there is a potential overlap with numerous areas of the curriculum. However, more significantly are the core skills in analysis, evaluation, literacy and numeracy.

Assessment 1:	Assessment 2 (trial):	Assessment 3 (trial):
<p>Nov 2021 – Paper 1 Living with the Physical Environment 2 Challenges in the Human Environment</p> <p>Paper 1 Section C: Physical landscapes of the UK (coasts and rivers option) Paper 2 Section A: Urban issues and challenges</p> <p>65 mins</p>	<p>Jun 2019 – Paper 1 Living with the Physical Environment</p> <p>Paper 1: Section A: The challenge of natural hazards Section B: The living world Section C: Physical landscapes of the UK (rivers and coasts options)</p> <p>Paper 2: Section A: Urban issues and challenges</p> <p>90 mins + 35mins</p>	<p>Jun 2022 – Paper 1 Living with the Physical Environment and Paper 2 Challenges in the Human Environment</p> <p>Paper 1: Section A: The challenge of natural hazards Section B: The living world Section C: Physical landscapes of the UK (rivers and coasts options)</p> <p>Paper 2: Section A: Urban issues and challenges Section B: The changing economic world Section C: The challenge of resource management (energy option)</p> <p>90 mins per paper</p>