Curriculum Plans: KS4 GCSE Geography (Years 10-11)

YEAR 10	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Term 1a	Rivers Theory Recap (Paper 2: UK Issues)	**Key questions:** Why is there a variety of river landscapes in the UK and what are the processes that shape them? What are the challenges for river landscapes, people and property and how can they be managed? Landforms of the upper, middle and lower course of a river – waterfalls, meanders and levees Processes of erosion (hydraulic action, abrasion, attrition, solution) and sub-aerial / weathering processes (physical, biological, chemical) Human and physical causes of flooding Flood hydrographs Different approaches to flood management Example of a river flood and river management in the UK – River Don, Sheffield	Hydrographs Interpretation of diagrams Annotation of maps and diagrams OS map skills (scale, direction, relief) Photograph and satellite image interpretation Climate graphs Interpreting aerial photos Analysis of data Decision making • Ability to work in pairs/groups • Team work – flood management decisions • Enquiry based learning	<u>Rivers Theory</u> Drainage Basin Tributary Mouth Source Watershed Meander Oxbow Lakes Flood Plains Hydraulic Action Abrasion Attrition Solution Deposition	2 x Mid-Point Assessments – 4m explain & 8m Ass. (levelled) Questions Topic Microsoft Knowledge Test End-Topic Assessment (including 8m Assess Question)
Term 1a	Rivers Fieldwork (Paper 2: UK Issues)	**Key questions:** Investigating how and why drainage basin and channel characteristics influence flood risk for people and property along a river in the UK?	Enquiry sequence Annotation of maps and diagrams OS map skills (scale, direction, relief)	<u>Rivers Fieldwork</u> River Discharge Cross-Sectional Area Velocity Hydraulic Radius	Complete write-up booklet with Practice Exam Questions Topic Microsoft Knowledge Test

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		Setting up an enquiry question – comparing to Bradshaw Model theory Methods used to collect primary data – quantitative and qualitative techniques Finding good secondary sources – flood risk map (gov. website) Using different methods (maps, graphs etc) to present data – dispersion & bar graphs, photo analysis Analysing data and drawing conclusions – mean, medians, range, anomalies, patterns Evaluating and reflecting on the enquiry – accuracy, reliability, suitability of sites, credibility of data	Photograph and satellite image interpretation Interpreting flood risk maps Analysis of data • Ability to work in pairs/groups • Team work – gather data	Wetted Perimeter Load Channel Morphology River Gradient Measuring Velocity Measuring Depth Sediment Analysis River Width	End-Topic Assessment (including 8m Evaluate Question)
Term 1a-2a	Coasts Theory (Paper 2: UK Issues)	**Key questions:** Why is there a variety of distinctive coastal landscapes in the UK and what are the processes that shape them? What are the challenges for coastal landscapes and communities and why is there conflict about how to manage them? Concordant and discordant coasts	Hydrographs Interpretation of diagrams Annotation of maps and diagrams OS map skills (scale, direction, relief) Photograph and satellite image interpretation Climate graphs Interpreting aerial photos Analysis of data Decision making	<u>Coasts</u> Hydraulic action Abrasion Attrition Solution Longshore drift Traction Saltation Suspension Solution Deposition Headlands and bays	2 x Mid-Point Assessments – 4m explain & 8m Ass. (levelled) Questions Topic Microsoft Knowledge Test End-Topic Assessment (including 8m Assess Question)

		Landforms of resistant coastlines – headland (crack-cave-arch-stack-stump), coves, shoreline platform Landforms of less resistant coastlines – bays, slumping cliffs Processes of erosion (hydraulic action, abrasion, attrition, solution) and sub-aerial / weathering processes (physical, biological, chemical) Human activities at the coast Different approaches to coastal management – managed retreat, hold or even advance the line, do nothing Hard and soft coastal management Sustainable coastal management Example of a vulnerable coastline to rapid erosions and coastal management in the UK – Holderness Coast, East Yorkshire	• Ability to work in pairs/groups • Team work – flood management decisions Enquiry based learning	Cliffs Wave-cut platform Beaches Spit Bar Tombolo Wave refraction Swash Backwash Constructive waves Destructive waves Hard engineering Soft engineering Sustainable coastal management Isostatic change Eustatic change	
Term 2a-2b	Development (Paper 1: Global Issues)	**Key question:** What is the scale of global inequality and how can it be reduced? How is ONE of the world's emerging countries managing to develop? How are there different ways of defining and measuring development. Global inequality in development and different theories in how it can be reduced. Approaches to development vary in type and success.	Graphacy – line graphs, flow lines, stacked & composite bar graphs Population pyramids Atlas skills Interpretation of diagrams Annotation of maps, choropleth maps and diagrams Photograph and satellite image interpretation	<u>Development</u> Development Development Gap Human Development Index (HDI) Gross Domestic Product (GDP) Gross National Income (GNI) Quality of Life	2 x Mid-Point Assessments – 4m explain & 8m Ass. (levelled) Questions Topic Microsoft Knowledge Test End-Topic Assessment (including 8m Assess Question)

		Location and context of ONE emerging country case study, India Growth of India results in positive and negative impacts on people and environment How economic development has changed the international role of India Opportunities and challenges for people living in the India Contrasting quality of life in India and how this can be improved by different strategies	Interpreting aerial photos Analysis of data Decision making • Ability to work in pairs/groups • Team work – flood management decisions Enquiry based learning	Sustainable Development Globalisation Foreign Direct Investment (FDI) Debt Relief Trade Deficit Non-Governmental Organization (NGO) Infrastructure	
Term 2b	Urbanisation (Paper 1: Global Issues)	**Key question:** What are the causes and challenges of rapid urban change? Why does quality of life vary so much within ONE megacity in an emerging country? How the world is becoming increasingly urbanised Urbanisation resulting from socio-economic processes and change How cities change over time Changing land use Location and context of ONE megacity case study Mumbai, central western India Growth of Mumbai, its changing function, growth, function and structure. Opportunities and challenges for people living in the Mumbai	Graphacy – line graphs, flow lines, stacked & composite bar graphs Population pyramids Atlas skills Interpretation of diagrams Annotation of maps, choropleth maps and diagrams Photograph and satellite image interpretation Interpreting aerial photos Analysis of data Decision making • Ability to work in pairs/groups • Team work – flood management decisions Enquiry based learning	Urbanisation Rural-Urban Migration Megacity Push Factors Pull Factors Suburbanisation Counter-Urbanisation Urban Sprawl Informal Settlement (Shanty Towns) Sustainable Urban Development Brownfield Site Greenfield Site Urban Regeneration Gentrification Deindustrialisation Conurbation	2 x Mid-Point Assessments – 4m explain & 8m Ass. (levelled) Questions Topic Microsoft Knowledge Test End-Topic Assessment (including 8m Assess Question)

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		Contrasting quality of life in Mumbai and how this can be improved by different strategies			
Term 3a	EoY Mock Exam – ALL Year 10 content UK Urban fieldwork (Paper 2: UK Issues)	**ALL Year 10 Content** Paper 1 topics Urbanisation, Development Paper 2 topics) Rivers, Coasts, Rivers fieldwork Key question: Investigate how and why quality of life varies within Manchester, in the UK? Complete fieldwork	Application of understanding to Year 10 Mock Exam	State Suggest Explain Assess Evaluate	8m. Levelled Ques Topic Microsoft Knowledge Test
Term 3b	UK Urban fieldwork (Paper 2: UK Issues)	**Key question:** Investigate how and why quality of life varies within Manchester, in the UK? Complete fieldwork	Enquiry sequence Annotation of maps and diagrams OS map skills (scale, direction, relief) Photograph and satellite image interpretation Interpreting secondary data – Census data and IMD maps Analysis of data • Ability to work in pairs/groups • Team work – gather data	<u>Urban Fieldwork</u> Urbanisation Population Density Land Use Site Situation Central Business District (CBD) Urban Regeneration Quality of Life Urban Decay Sustainable Urban Development Environmental Quality Surveys (EQS)	Complete write-up booklet with Practice Exam Questions Topic Microsoft Knowledge Test

				Index of Multiple Deprivation (IMD): Gentrification Field Sketch Transect Pedestrian Count	

YEAR 11	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?

Curriculum Plans: KS4 GCSE Geography (Years 10-11)

Term 1a	UK Urban fieldwork (Paper 2: UK Issues)	**Key question:** Investigate how and why quality of life varies within Manchester, in the UK? Complete fieldwork	Enquiry sequence Annotation of maps and diagrams OS map skills (scale, direction, relief) Photograph and satellite image interpretation Interpreting secondary data – Census data and IMD maps Analysis of data • Ability to work in pairs/groups • Team work – gather data	<u>Urban Fieldwork</u> Urbanisation Population Density Land Use Site Situation Central Business District (CBD) Urban Regeneration Quality of Life Urban Decay Sustainable Urban Development Environmental Quality Surveys (EQS) Index of Multiple Deprivation (IMD): Gentrification Field Sketch Transect Pedestrian Count	Topic Microsoft Knowledge Test End-Topic Assessment (including 8m Evaluate Question)
	UK Human Landscape (Paper 2: UK Issues)	**Key question:** Why are places and people changing in the UK? How is ONE major UK city changing? Population, economic activities and settlements vary in the UK UK's economy and society increasingly linked and shaped by the wider world	Annotation of maps and diagrams OS map skills (scale, direction, relief) Photograph and satellite image interpretation Interpreting secondary data – Census data and IMD maps Analysis of data	<u>UK's Human Landscape</u> Urban Core Rural Periphery Population Density Age Structure Economic Activity Settlement	Topic Microsoft Knowledge Test

		London's influences, function and structure London's change through employment, services and the movement of people	• Ability to work in pairs/groups • Team work – gather data	Disparity Accessibility Marginal Areas Enterprise Zones Decentralisation Employment Structure Primary Industry Secondary Industry Tertiary Industry Quaternary Industry Globalisation Free Trade Privatization Foreign Direct Investment (FDI) Transnational Corporation (TNC) Global Shift Land Use Zones Urban Model	
Term 1a	UK Human Landscape (Paper 2: UK Issues)	**Key question:** Why are places and people changing in the UK? How is ONE major UK city changing? Changing London creates challenges and opportunities Life in London can be improved by different strategies Cities and rural areas are interdependent, resulting in changes to rural areas	Annotation of maps and diagrams OS map skills (scale, direction, relief) Photograph and satellite image interpretation Interpreting secondary data – Census data and IMD maps Analysis of data • Ability to work in pairs/groups	<u>UK's Human Landscape</u> Urban Core Rural Periphery Population Density Age Structure Economic Activity Settlement Disparity	2 x Mid-Point Assessments – 4m explain & 8m Ass. (levelled) Questions Topic Microsoft Knowledge Test End-Topic Assessment (including 8m Assess Question)

Curriculum Plans: KS4 GCSE Geography (Years 10-11)

		Changing rural area creates challenges and opportunities.	• Team work – gather data	Accessibility Foreign Direct Investment (FDI) Transnational Corporation (TNC) Global Shift Land Use Zones Urban Model	
	Revision Focus – Paper 2: UK Issues	**Paper 2: UK Issues content** Physical Landscape, Rivers, Coasts, Rivers fieldwork Human Landscape, Urban and Rural UK Fieldwork options: Rivers and Urban (familiar and unfamiliar fieldwork questions)	Application of Paper 2 topic knowledge and understanding with core graphicacy, maps and maths skills	State Suggest Explain Assess Evaluate	Topic Microsoft Knowledge Test per topic Year 11 December Mock Exam
Term 2a	Hazardous Earth (Paper 1: Global Issues)	**Key question:** How does the world's climate system function, why does it change and how can this be hazardous for people? How are extreme weather events increasingly hazardous for people? How the atmosphere operates as a global system which transfers heat around the Earth. Past climate change – long and short term natural causes Climate change caused by human activity	Graphacy – line graphs, flow lines, stacked & composite bar graphs Atlas skills Interpretation of diagrams Annotation of maps, choropleth maps and diagrams Photograph and satellite image interpretation Interpreting aerial photos Analysis of data Decision making	<u>Hazardous Earth</u> Tropical Cyclone Eye of the Storm Storm Surge Coriolis Effect Hazard Vulnerability Preparedness Mitigation	2 x Mid-Point Assessments – 4m explain & 8m Ass. (levelled) Questions Topic Microsoft Knowledge Test

		Uncertain future about climate change How tropical cyclones are caused. How tropical cyclones present major natural hazards to people and places. The impacts of tropical cyclones for contrasting countries How contrasting countries prepare and respond to them	• Ability to work in pairs/groups • Team work – flood management decisions Enquiry based learning		
Term 2b	Hazardous Earth (Paper 1: Global Issues)	**Key question:** Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location? The Earth's layered structure and properties Characteristics of hazards at different plate boundaries Risks of tectonic activity Risk of earthquake and associated hazards at contrasting locations at Haiti and Japan Risk of volcanoes and associated hazards at contrasting locations at Mt. Sakurajima, Japan and Mt. Nyiragongo, DRC Impacts of tectonic hazards Management of tectonic hazards (predicted, planned and prepared for) at contrasting locations	Annotation of maps and diagrams Map skills (scale, direction, relief) Photograph and satellite image interpretation Interpreting secondary data – Census data and IMD maps Analysis of data • Ability to work in pairs/groups • Team work – gather data	<u>Hazardous Earth</u> Tectonic Plates Plate Boundaries Convergent Boundary Divergent Boundary Conservative Boundary Earthquake Epicentre Focus (Hypocentre) Magnitude Seismic Waves Volcano Magma Lava Shield Volcano Composite Volcano (Stratovolcano) Tsunami Ring of Fire Tropical	2 x Mid-Point Assessments – 4m explain & 8m Ass. (levelled) Questions Topic Microsoft Knowledge Test End-Topic Assessment (including 8m Assess Question)

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Term 2b	Revision Focus – Paper 1: Global Issues	**Paper 1: Global Issues content** Hazardous Earth Development Urbanisation	Application of Paper 1 topic knowledge and understanding with core graphicacy, maps and maths skills	State Suggest Explain Assess Evaluate	Topic Microsoft Knowledge Tests per topic Year 11 April Practice Paper in-class
Term 3a	Revision Focus – Paper 3: Synoptic	**Paper 3 Synoptic: People, Biosphere and the Environment content** Ecosystems theory Energy sources and usage issues Exploitation of resources	Application of Paper 3 Synoptic knowledge and understanding with core graphicacy, maps and maths skills	State Suggest Explain Assess Evaluate	Topic Microsoft Knowledge Tests per topic Year 11 May Practice Paper in-class
Term 3b	EXTERNAL EXAMS				