



# Curriculum Intent Plan



**Subject:** Geography KS4

GCSE geography gives students the opportunity to understand more about the world, the challenges it faces and their place within it. The GCSE course will deepen understanding of geographic processes, illuminate the impact of change and of complex people- environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

The aims and objectives of the Edexcel B GCSE geography course are to enable students to build on their Key Stage 3 knowledge and skills to:

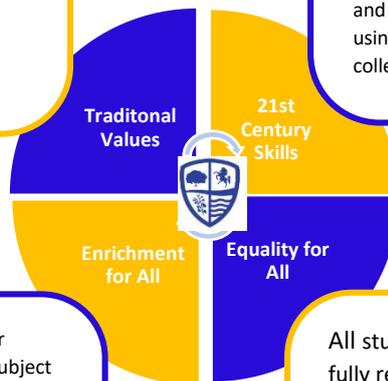
- Know geographical material- Develop and extend their knowledge of locations, places, environments and processes, and of different scales, including global; and of social, political and cultural contexts.
- Think like a geographer- Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts.
- Study like a geographer- Develop and extend their competence in a range of skills, including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses.
- Applying geography- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real-world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments, drawing on their geographical knowledge and understanding.

## How the course will be examined:

- Paper 1- Global Geographical Issues
  - Topic 1- Hazardous Earth
  - Topic 2- Development dynamics
  - Challenges of an urbanising world
- Paper 2- UK Geographical Issue
  - Topic 4- The UK's evolving physical landscape
    - 4a- Coastal change and conflict
    - 4b- River processes and pressures
  - Topic 5- The UK's evolving human landscape
  - Topic 6- Geographical Investigations
- Paper 3- People and Environment Issues- Making Geographical Decisions
  - Topic 7- People and the biosphere
  - Topic 8- Forests under threat
  - Topic 9- Consuming energy resources

Students will demonstrate the 5rs throughout a challenging SOL. Accepted values will be demonstrated by regular discussion-based lessons, sharing opinions and having mutual respect for the places and people we study. We will debate various topical issues and will do regular class-based votes. We will also challenge behaviours and examples from within geography of when accepted values have not been upheld.

Students will be exploring geographic content through enquiry-based learning. There are also many opportunities built into the topics for collaborative learning. Students will be working towards developing their digital literacy in their geographic independent learning tasks. They will be conducting online research, analysing data sets and using electronic graphs and charts to present data. There will also be opportunities to develop cutting edge GIS and mapping skills. Within fieldwork, students will be using the latest equipment and fieldwork apps to collect and record their data.



A Geography Ambassadors club is available for students to deepen their engagement in the subject and work on whole school and local projects. There will be trips/ fieldwork opportunities for each year group. This ranges from a residential trip to Iceland to local fieldwork. The department have strong links with the Geographic Association and the Royal Geographic Society- this provides us with opportunities to invite students to attend lectures delivered by world experts in the field of geography.

All students will be receiving high quality and fully resourced lessons. They will all have access to fully resourced libraries and computer facilities to help support with their geographic independent learning. Lunchtime catch up sessions are always available for students who may have missed a lesson or just want to go over the content again. Free/low expense school trips and fieldwork will also be offered to each year group.

### **Geographical skills**

Students are required to develop a range of geographical skills throughout their course of study. These skills may be assessed across any of the examined components.

- Atlas and map skills
  - Recognise and describe distributions and patterns of both human and physical features at a range of scales using a variety of maps and atlases
  - Draw, label, annotate, understand and interpret sketch maps
  - Recognise and describe patterns of human and physical landscapes
  - Describe and identify the site, situation and shape of settlements
  - Understand gradient, contour and spot height on OS maps
  - Understand scale, coordinates and distance
  - Interpret population pyramids, choropleth maps and flow-line maps
- Graphical skills
  - Label and annotate and interpret different diagrams, maps, graphs, sketches and photographs
  - Construct graphs and charts to present data- bar charts, pie charts, pictograms, line charts and histograms
  - Use and interpret aerial, oblique, group and satellite photographs from a range of different landscapes
  - Use maps in association with photographs and sketches and understand links to directions
- Data and information research skills
  - Use online sources to obtain secondary data
- Investigative skills
  - Identify questions for investigation and develop a hypothesis
  - Consider appropriate sampling procedures and sample size
  - Consider health and safety and undertake risk assessments
  - Select data collection methods and equipment to ensure accuracy and reliability
  - Use of ICT to manage, collate, process and present information

## **Numeracy:**

Math based questions now make up nearly 15 % of the marks on the GCSE specification.

Students will need to:

- Demonstrate an understanding of number, area and scale and the quantitative relationships between units
- Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability
- Understand and correctly use proportion and ratio, magnitude and frequency
- Draw informed conclusions from numerical data
- Use measures of central tendency, spread and cumulative frequency- median, mean, range, quartiles and inter-quartile range, mode and modal class
- Calculate percentage increase or decrease and understand the use of percentiles
- Describe relationships in data- sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions and interpolate and extrapolate trends

## **Literacy:**

Extended writing features throughout the geography GCSE.

Throughout the GCSE course students will need to write descriptively, analytically and critically.

They will need to build balanced arguments when tackling the command words 'assess' and 'evaluate.'

Students will need to develop extended written arguments, drawing well evidenced and informed conclusions about geographical questions and issues.



# Curriculum

## Outline of Content

### Year 10



## Assessment

### Autumn Term

#### Development dynamics

Measuring development  
 Development and population  
 Global inequality  
 Theories on development  
 Globalisation  
 Case study- India  
 India's significance  
 India's economic trends  
 India and globalisation  
 India and change  
 India's role internationally

### Spring Term

#### Hazardous Earth

Global circulation  
 Past climate change- causes and evidence  
 The enhanced greenhouse effect  
 Consequences of climate change  
 Tropical cyclones- distribution and casues  
 Tropical cyclones- predicition, preparation and response  
 Tropical cyclone case studies  
 The Earth's structure  
 Plate tectonics  
 Earthquake case studies  
 Tectonic hazards- prediction, preparation and response

### Summer Term

#### The UK's evolving physical landscape

Geology  
 Coastal process and landforms  
 Coastal management  
 River processes and landforms  
 Causes, impacts and responses to flooding

#### The UK's evolving human landscape

Migration  
 Economic changes  
 London- function and structure  
 London- challenges and opportunities  
 Rural areas

Autumn Term

- 100% term 1 material

Spring Term

- 50% term 1
- 50% term 2-

Summer Term

- 25% term 1, 25% term 2
- 50% term 3

End of Year Grade

- Based upon summer term exam result



# Curriculum Outline of Content Year 11



## Assessment

Autumn Term

### Fieldwork

Coastal and urban fieldwork:  
Planning, data collection, data presentation, analysis, conclusion and evaluation

### Challenges of an urbanising world

Megacities  
Urbanisation  
Socio-economic change  
Case study- Mumbai  
Mumbai- growth  
Mumbai- challenges and opportunities  
Top-down development strategies  
Bottom- up development strategies

Spring Term

### People and the biosphere

Distribution of biomes  
Biosphere as a life-support system  
Resource demand

### Forests under threat

Tropical rainforest- characteristics, threats and management

Taiga- characteristics, threats and management

### Consuming energy resources

Distribution and access to energy resources  
Demand for oil  
Reducing reliance on fossil fuels  
Changing attitudes towards energy use

Summer Term

Revisiting the fieldwork sites.

Revision across all year 10 and year 11 content.

Autumn Term

- All content covered so in year 10 and 11

Spring Term

- All content covered in year 10 and 11

Summer Term

- Formal GCSE assessments

End of Year Grade

- Based upon official GCSE assessments