Ashby School
Empowered to Learn

Curriculum Information

Key Stage 4

Geography

" Shaping engaged global citizens who will protect the world environmentally and contribute economically"

For yourself & for others

LIFE
Inspiration Innovation Integrity

Ashby School
Empowered to Learn

Curriculum Intent

Geography at Ashby School is about real issues, real people and the real natural world.

In Geography, our intent is to promote a curiosity about the world and allow all students to formulate a holistic knowledge of the subject that builds key geographical skills in order to help them to reach advanced levels of geographical understanding. Teaching will equip students with knowledge about diverse natural and human environments, together with a deep understanding of the Earth's key processes and the links between them. It is through these skills that the department aims to develop geographers capable of describing, explaining and evaluating the changing relationship between the natural and human world.

The aims of the Geography curriculum at Ashby School

To ensure that we introduce and develop the essential knowledge that allows our students to become educated global citizens by ensuring they are aware of real global issues and how the UKs and the world's population is affected in different ways.

- To ensure that we provide opportunities for the students of Ashby School to experience Geography outside of the taught environment.

- To ensure we build on the aims of the KS2 National Curriculum with a KS3, 4 and 5 curriculum that incorporates and develops all aims of the Geography National Curriculum. Specifically:
    - Developing a deep contextual knowledge of globally significant places and spaces.
    - Developing a sophisticated understanding of the processes that have led to the creation of the key physical and human features of the world.
    - Developing relevant Geographical skills that can be used to help students in their future careers and lives.

- To ensure that students have the opportunity to experience a 7-year Geography curriculum that is designed with common intent, aims and implementation strategies.

The importance of Geography in the school curriculum
As the Royal Geographical Society states

"There has never been a better or more important time to study geography"

"With the growing importance of issues such as climate change, migration, environmental degradation, spatial epidemiology and inequalities, geography is one of the most relevant courses you could choose to study. Geography courses are popular, demonstrated by strong completion rates and positive student feedback. Geographers are also highly employable and collectively receive competitive graduate salaries. Above all, geographers have potential to be well-informed global citizens, using their unique combinations of knowledge and skills to make a positive difference in the world."

Key Stage 4 Geography
Specification link:
https://www.aqa.org.uk/subjects/geography/gcse/geography-8035.

When / Unit	Themes	Knowledge and skills
Year 10 – Autumn Term The Challenge of Natural Hazards	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. Management can reduce the effects of a tectonic hazard. 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. The UK is affected by a number of weather hazards Extreme weather events in the UK have impacts on human activity. Climate change Climate change is the result of natural and human factors, and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).	Tectonic hazards • Theory of plate tectonics • Plate boundaries and their relationship to the distribution of earthquakes and volcanoes • Primary and secondary impacts of 2 earthquakes • Responses to these earthquakes. • Reasons for living in areas of tectonic activity. • Reducing the impact of tectonic activity. Weather hazards • The GACM • The distribution of tropical storms • The formation of tropical storms • How climate change affects the distribution and frequency of tropical storms • Primary and secondary impacts of a tropical storm • Responses to this tropical storm • UK weather hazards • A case study of a UK based extreme weather event. Climate change • Evidence for climate change from the beginning of the Quaternary period to the present day. • Physical and human causes of climate change • Effects of climate change • Managing climate change.

Year 10 - Autumn / Spring term <u>The Living World</u>	<u>The Living World</u> Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable. Cold environments (polar and tundra) have a range of distinctive characteristics. Development of cold environments creates opportunities and challenges. Cold environments are at risk from economic development.	<u>The Living World</u> • An example of a small scale UK ecosystem to illustrate the concept of interrelationships within a natural system. • An overview of the distribution and characteristics of large scale natural global ecosystems. • The physical characteristics of a tropical rainforest. • The interdependence of climate, water, soils, plants, animals and people. • Changing rates of deforestation. • A case study of a tropical rainforest to illustrate causes and impacts of deforestation. • Strategies used to manage the rainforest sustainably. • The physical characteristics of a cold environment. • How plants and animals adapt to the physical conditions • A case study of a cold environment to illustrate the opportunities and challenges of economic development.

Year 10 – Spring / Summer term UK Landscapes	UK Landscapes Coastal landscapes The UK has a range of diverse landscapes. The coast is shaped by a number of physical processes. Distinctive coastal landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the effects of physical processes. River landscapes The shape of river valleys changes as rivers flow downstream. Distinctive fluvial landforms result from different physical processes. Different management strategies can be used to protect river landscapes from the effects of flooding.	UK Landscapes Coastal landscapes • Wave types and characteristics • Coastal processes • How geological structure and rock type influence coastal forms • Characteristics and formation of landforms resulting from erosion. • Characteristics and formation of landforms resulting from deposition. • An example of a section of coastline in the UK to identify its major landforms of erosion and deposition. • The costs and benefits of management strategies. • An example of a coastal management scheme in the UK. River landscapes • The long profile and changing cross profile of a river and its valley • Fluvial processes • Characteristics and formation of landforms resulting from erosion. • Characteristics and formation of landforms resulting from deposition. • Characteristics and formation of landforms resulting from erosion and deposition • An example of a river valley in the UK to identify its major landforms of erosion and deposition. • How physical and human factors affect the flood risk. • The use of hydrographs to show the relationship between precipitation and discharge. • The costs and benefits of hard and soft management strategies. • An example of a flood management scheme in the UK.

Year 11 Autumn Term <u>Urban Issues and Challenges</u>	<u>Urban Issues and Challenges</u> A growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEEs. Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges Urban sustainability requires management of resources and transport.	<u>Urban Issues and Challenges</u> • The global pattern of urban change. • Urban trends in different parts of the world including HICs and LICs. • Factors affecting the rate of urbanisation. • The emergence of megacities. • A case study of a major city in an LIC or NEE. • An example of how urban planning is improving the quality of life for the urban poor • Overview of the distribution of population and the major cities in the UK • A case study of a major city in the UK. • An example of an urban regeneration project • Features of sustainable urban living. • How urban transport strategies are used to reduce traffic congestion.
Year 11 Autumn Term <u>The Challenge of resource management</u>	<u>The Challenge of resource management</u> Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK create opportunities and challenges. Demand for food resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase food supply.	<u>The Challenge of resource management</u> • The significance of food, water and energy to economic and social well-being. • An overview of global inequalities in the supply and consumption of resources • Areas of food surplus (security) and deficit (insecurity). • Impacts of food insecurity. • Overview of strategies to increase food supply. • Moving towards a sustainable resource future.

Year 11 Spring Term <u>The Changing Economic World</u>	<u>The Changing Economic World</u> There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap. Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth	<u>The Changing Economic World</u> • Different ways of classifying parts of the world according to their level of economic development and quality of life. • Different economic and social measures of development. • Limitations of economic and social measures. • Link between stages of the Demographic Transition Model and the level of development. • Causes of uneven development. • Consequences of uneven development. • An overview of the strategies used to reduce the development gap. • An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap. • A case study of one LIC or NEE. • Economic futures in the UK.
Year 11 Spring / Summer term <u>Geographical applications</u> <u>Issue evaluation and fieldwork</u>	The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study. This section contributes a critical thinking and problem-solving element to the assessment structure. 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. Students will undertake two geographical enquiries, each of which will include the use of primary data, collected as part of a fieldwork exercise. Students will be expected to: 1. Apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry. 2. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry.	

Throughout the GCSE course. Geographical skills	Students will develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the course.

Key Stage 4 Geography

Assessment within the Geography Curriculum

Assessment is important both of and for learning.

Assessment of learning takes place with assessments at the end of discrete units and in-line with the whole school assessment strategy (Mock exams etc).

Assessment for learning takes place every lesson in Geography with specific retrieval practice and other strategies designed to embed key knowledge into the long-term memory of students.

Recommended textbooks:
Course Book: GCSE 9-1 Geography AQA 2016 Oxford University Press IBSN - 978-0-19-836661-4
Course Book Link: https://www.amazon.co.uk/GCSE-Geography-AQA-Student-Book/dp/0198366612/ref=sr_1_4?crid=7KZT622VP5VJ&keywords=aqa+gcse+geography&qid=1642252425&sprefix=aqa+gcse+geography%2Caps%2C89&sr=8-4