

# Key Stage 4 Geography – Year 10



## 10.1 Topic 1: Climate Change

- This topic introduces the fundamental concepts behind climate change. Students begin learning about climate change by exploring the climatic history of our planet (quaternary period – last 2.6 million years).
- Students explore the natural and human related causes behind climate change.
- Students explore the evidences behind climate change. They also use the skill of evaluation as a way of exploring the reliability and validity of each piece of evidence.
- Students explore the impacts of climate change on two spatial scales (global and national). They look at UK impacts and globally located impacts.

- This topic allows learners to develop an understanding of a variety of hazards that impact human lives within the UK and worldwide.
- Learners investigate how weather can be hazardous, gaining knowledge of the major processes (weather and tectonic). For example, the physical processes within the atmosphere and their impact in creating extreme weather.
- Students also explore the tectonic processes that result in the formation of earthquakes and volcanoes.
- We explore all these processes with an in-depth insight into the Nepal earthquake (2015) and the UK heatwave (2018).



## 10.2 Topic 2: Global Hazards



## 10.3 Topic 3: Distinctive Landscapes

- This topic gives a chance for students to explore the diverse and distinct range of landscapes (coasts and rivers) that the UK contains.
- Students gather a deeper understanding of the geomorphic processes that shape river and coastal landscapes by investigating erosion, transportation and deposition.
- Human activities and their impact on the landscape along with river/coastal management is crucial in understanding the human influence.
- Students explore two place specific landscapes in detail. Firstly, the River Eden and secondly the Jurassic coastline.

- This topic explores how life on Earth is supported by global ecosystems and how vital the link between human wellbeing and ecosystem is.
- Students explore ecosystems on a variety of spatial scales and in doing so explore the concept of global biomes and localised ecosystems.
- Learners investigate two contrasting place specific contrasting ecosystems. When investigating the rainforest they look at the Samasati Nature retreat. When looking at polar environments, they investigate Canada, Norway and the Antarctic treaty.



## 10.4 Topic 2: Sustaining Ecosystems

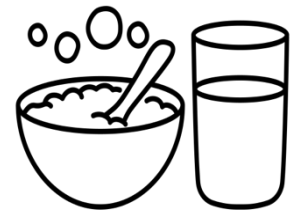
# Key Stage 4 Geography – Year 11



## 11.1 Topic 1: Urban Futures

- This topic explores the causes, consequences and responses to the ever growing issue around urbanisation. Cities are growing at unprecedented rates around the world. Therefore, this topic has an emphasis in exploring the why behind this event.
- Students will be exploring how the global pattern of urbanisation is changing, how urban challenges and opportunities are varied and explore the concepts of megacities and world cities.
- Rapid urbanisation in LIDCs will also be explored along with urban trends in ACs such as suburbanisation, counter-urbanisation and re-urbanisation.
- This topic will explore two place specific areas: Birmingham, UK (AC) and Rosario, Argentina (EDC)

- Supplies of food, energy and water are three of the most challenging issues the world faces. Significant numbers of people are resource poor, whilst others consume more than their fair share.
- This topic investigates emerging patterns where demand is outstripping supply, before taking the issue of food security and considering the question “can we feed nine billion people?”.
- Learners will investigate what it means to be food secure and how countries try to achieve this.
- The place specific strategies revolve around Goat aid in Tanzania, SAGCOT in Tanzania and a number of small scale strategies as a way of exploring the sustainability of these for food security.



## 11.2 Topic 2: Resource Reliance



## 11.3 Topic 3: Dynamic Development

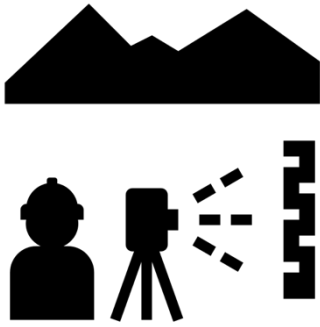
- We live in an unequal world, where the gap between prosperity and poverty is widening. This topic asks learners to consider the changing nature and distribution of countries along the development spectrum.
- This topic seeks to explore the causes and consequences behind inequality by looking at the complex sub topic around global uneven development.
- The future for LIDCs is uncertain and will be investigated through an in-depth study of Ethiopia.
- We will look at the development journey and how far global connections will influence the future of Ethiopia along with possible alternative development strategies.

- This topic introduced the diverse range of cultures, identities and economies that make up the patchwork of the UK.
- The UK in the 21<sup>st</sup> Century topic poses questions about the changing nature of people’s lives and work in the 21<sup>st</sup> Century. It asks learners to consider some of the drivers for this change.
- We look at the concept of economic hubs and in doing so investigate Cambridge City as a dynamic and ever growing hub for the UK.
- We investigate the UK’s global significance by looking at the UK’s political and cultural connections with the rest of the world.



## 11.4 Topic 2: UK in the 21<sup>st</sup> Century

# Key Stage 4 Geography – Year 10 and Year 11



## Paper 1 Section B (Physical Fieldwork)

## Paper 2 Section B (Human Fieldwork)



- Students for Paper 1 and 2 Section B will be exploring a number of fieldwork related skills.
- Geographical fieldwork may be defined as the experience of understanding and applying specific geographical knowledge, understanding and skills to a particular and real out-of-classroom context.
- In undertaking fieldwork, learners practise a range of skills, gain new geographical insights and begin to appreciate different perspectives on the world around them. Fieldwork adds 'geographical value' to study, allowing learners to 'anchor' their studies within a real world context.
- Understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate these.
- Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.
- Processing and presenting fieldwork data in various ways including maps, graphs and diagrams.
- Analysing and explaining data collected in the field using knowledge of relevant geographical case studies and theories.
- Drawing evidenced conclusions and summaries from fieldwork transcripts and data.
- Reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained.
- Therefore, students will explore these skills above by undertaking fieldwork through a day trip that has usually been to Walton-on-the-Naze.

- The assessment of this component will be fully synoptic and will draw on both the Our Natural World (Paper 1) and People and Society (Paper 2).
- Although there is no specific content prescribed with the assessment of this component, it is anticipated that content from a range of topics within both paper 1 and paper 2 will be applied, as appropriate, in relation to a specific unseen country context.
- The synoptic nature of bringing together ideas from different topics will allow learners to 'think like a geographer'.
- There will also be a 12 mark (+3 SPAG) question on a decision making exercise revolving around a country and specific topic.



## Paper 3 Geographical Explorations