KS4 Geography Curriculum Overview:

1. Why have we chosen OCR B Geography?

The course is structured through enquiry questions within the topics which allows learners to be engaged in the subject matter and understand how the content is relevant to them. This structure also mirrors our OCR A Level specification. Therefore, we thought it only made sense to have a GCSE structure that introduces how A level is at our sixth form. The use of an enquiry approach also ensures learners are discovering something about the nature of geographical knowledge and how the scope of the subject is changed by the questions which are asked. We also liked how the enquiry question is sequenced in an order that was logical which allowed us to plan lessons through the specific sequenced spec points. For example, the spec points for Global Hazards start with learning content such as the Earth's structure with a move towards learning about plate boundaries. This is logical and is reflective in our planning. Finally, the interconnections between topics and papers is reflective of the A-level course and allows higher level thinking to be established which was another reason behind the choice of this exam board.

2. Course structure and how will students be assessed in their GCSE exams?

GCSE (9–1) in Geography B (Geography for Enquiring Minds) (J384)	
(Component 01) Our Natural World	
35% of the GCSE (9–1) 1 hour 15 minutes Written paper 70 marks*	This question paper has **two** sections: • Section A: Questions on all individual topic areas (Global Hazards, Changing Climate, Distinctive Landscapes and Sustaining Ecosystems) • Section B: Physical Geography Fieldwork. There will be questions on **all** topics. Learners answer **all** questions. A separate Resource Booklet is provided with the question paper. The unit is externally assessed. Marks associated with geographical skills will be assessed within this component. *There will be 3 marks for SPaG included in the marks for this component.
(Component 02) People and Society	
35% of the GCSE (9–1) 1 hour 15 minutes Written paper 70 marks*	This question paper has **two** sections: • Section A: Questions on **all** individual topic areas (Urban Futures, Dynamic Development, UK in the 21st Century and Resource Reliance) • Section B: Human Geography Fieldwork. There will be questions on **all** topics. Learners answer **all** questions. A separate Resource Booklet is provided with the question paper. The unit is externally assessed. Marks associated with geographical skills will be assessed within this component. *There will be 3 marks for SPaG included in the marks for this component.
(Component 03) Geographical Exploration	
30% of the GCSE (9–1) 1 hour 30 minutes Written paper 60 marks*	This question paper has a series of questions focusing on synoptic assessment of material from a range of topics across both Our Natural World (01) and People and Society (02) and will feature a decision-making exercise. Learners answer **all** questions. A separate Resource Booklet is provided with the question paper. The unit is externally assessed. Marks associated with geographical skills will be assessed within this component. *There will be 3 marks for SPaG included in the marks for this component.

*Worth noting that we aim to do both fieldwork together now in term 3 summer (year 10).

Year 10 and 11 teaching (year

Topic name	When we teach the topic?
Climate Change (Paper 1 Section A – Physical Geography)	Year 10 (Term 1 – first half)
Global Hazards (Paper 1 Section A – Physical Geography)	Year 10 (Term 1 – second half)
Distinctive Landscapes (Paper 1 Section A – Physical Geography)	Year 10 (Term 2 – first half)
Sustaining Ecosystems (Paper 1 Section A – Physical Geography)	Year 10 (Term 2 – second half)
Fieldwork (Paper 1 Section B – Physical Geography*	Year 10 (Term 3 – first half)
Urban Futures (Paper 2 Section A – Human Geography)	Year 10 (Term 3 – second half)
Resource Reliance (Paper 2 Section A – Human Geography)	Year 11 (Term 1 – first half)
Dynamic Development (Paper 2 Section A – Human Geography)	Year 11 (Term 1 – second half)
UK in 21st Century (Paper 2 Section A – Human Geography)	Year 11 (Term 2 – first half)
Fieldwork (Paper 2 Section B – Physical Geography*	Year 11 (Term 2 – second half)
Paper 3 skills (direct teaching) and also integrated teaching throughout two years.	Year 11 (Term 2 – during exam revision time)

Firstly, it is worth noting that all topic and content at GCSE are compulsory. We can justify the order of our teaching plan in an overall sense. We have decided to teach physical geography in one go through paper 1 and then teach human geography through paper 2 content. We felt that it was important for student understanding as a lot of connections can be made through the topics for each paper. For example, students can look at the impact of climate change in the Antarctic/Arctic when looking at sustaining ecosystems. Therefore, it makes sense to do physical geography topics together as oppose to hopping in and out of paper 1 and paper 2 content. Fieldwork is done after the content is complete in the entirety. This allows students to apply the skills and concepts they have gained in physical and human geography to real world situations. Paper 3 is a paper that is taught in directly due to the nature of the paper. The skills and concepts that students are exposed to indirectly tick off the requirements for this paper. Since this is also a decision making exercise (DME) paper, students also have the opportunity to the learn the requirements of the 12 mark DME question after finishing fieldwork content for paper 2 in year 11 term 2.

We can also use the content of the topic to justify why we have chosen this exam board and to also justify the timeline of these topics. Please see the justification section in the table below (section 5) for a greater insight.

4. What are the specialised concepts in geography that we have extracted from the A-level curriculum and embedded into KS3 and KS4?

- ***Causality –*** The idea that everything has been caused by something and the connection between that cause and the consequent effect.
- ***Systems –*** A group of interconnected parts that often work together to form a process; for example, an ecosystem. (closed/open systems).
- Equilibrium – This is a state of balance within a system. At the point of equilibrium, inputs are equal to outputs; for example, mass balance in glacial systems.
- ***Feedback-*** Feedback is the response to a change within a system. Feedback can either be positive or negative. Positive feedback pushes the system further away from the equilibrium. Negative feedback brings the system back towards the equilibrium. For example, as climate changes increases temp. of the Earth, ice will continue to melt. As the ice melts, it reveals the earth or sea beneath it which has a low albedo. This means it absorbs more of the sun's energy and heat than it reflect which in turn melts more ice This is an example of a positive feedback loop as the system is moving away from equilibrium.
- ***Inequality –*** When resources and wealth are not evenly distributed across the world and within countries, making some areas more vulnerable than others.
- ***Representation –*** The way the world and the meaning of the world are presented by individuals, groups or media. Our representation can be influenced by many factors eg. Age, location and ethnicity.
- ***Identity –*** The way of describing and understand self. This is important as many aspects of place are shaped by identity and also shape people's identity.
- ***Globalisation –*** Refers to the interconnections between people, places and economies due to increase trade, technologies and interchanging of cultures.
- ***Interdependence –*** Refers to the links and connections between two or more countries or regions of the world to the extent they become dependent on one and other.
- ***Sustainability –*** This means meeting the needs of today without comprising the needs of tomorrow. It is a very important concept within geography and is increasingly relevant today as the world's population continues to grow. This concept has a social, economic and environmental element to it.

- ***Mitigation –*** This means reducing the effects of a disaster (human or man made). For example, constructing strong, earthquake resistant buildings or zoning land use based on hazard risk.
- ***Adaptation –*** This means changing ways of living to cope with the effects of a problem but may not actually address the cause of the problem. For example, changing farming practices as climate changes.
- ***Risk –*** This is the likelihood of a negative consequence occurring due to a particular event. This could range from economic risk or technological risk from a natural hazard. Risk is calculated through an understanding of the likelihood of an event occurring and the scale of the event's effects.
- ***Resilience –*** The ability for a system or a community to return to normal after a traumatic event. This can refer to an ecosystem's resilience to a flood or the resilience of a community facing natural or political turmoil.
- ***Threshold –*** The topping point which it is difficult to recover from once reached and where significant detriment will occur, for example, the maximum level of disruption that a population can withstand before damage cannot be repaired (resilience threshold).
- ***Spatial –*** The geographic location at varying scales. This ranges from global to regional to national to local.
- ***Temporal –*** The concept of time at various timescales. For example, short term and long term.

5. Year 10 and Year 11 Topic outlines with justifications.

Topic name	Essential knowledge/concepts/skills	Justification?	Assessment
Climate Change	**Knowledge:** In this topic learners will analyse patterns of climate change from the start of the Quaternary period to the present day, considering the reliability of a range of evidence for the changes. Learners will study the theories relating to natural climate change and consider the influence of humans on the greenhouse effect. Social, economic and environmental impacts of climate change at both local and global scales will be examined. **Specialised Concepts:** Causality, Systems, Feedback, Interdependence, Sustainability, Adaptation, Spatial and Temporal **Skills:** Bar graphs, Pie charts, Climate graphs, Describing trends, interpret tables of data, make predictions, deconstruct, interpret, analyse and evaluate visual images, analyse and evaluate information.	Students start with this topic due to the following reasons: • It is the shortest content related topic from Section A of the paper. After completing this topic, there is a feel good factor for students realising that ¼ topics for year 10 have been complete. • Climate change is an issue that is increasing in terms of its coverage and attention globally. Therefore, it makes sense to introduce the subject of geography at GCSE with this topic first. • The concepts and knowledge explored in this topic can be very useful to extend understanding in future topics such as Distinctive landscapes (eg. impact of climate change on coastal landscapes) and Sustaining ecosystems (eg. impact of climate change in the Arctic and Antarctic	See Assessment Plan for more information
Global Hazards	**Knowledge:** This topic allows learners to develop an understanding of a variety of hazards that impact human lives both within the UK and worldwide. Learners	• This topic builds upon the content that students explored in year 9 where they explored key concepts around earthquakes and volcanoes.	See Assessment Plan for more information

	investigate how weather can be hazardous, gaining knowledge of the major processes within the atmosphere and their impact in creating extreme weather. This is contextualised through two case studies of natural weather hazard events. Earthquakes and volcanic eruptions are just some of the deadly hazards we face on Earth. Not only do they impact humans but they also shape our land. An understanding of tectonic hazards is developed; exploring the causes, consequences and responses to a tectonic event of choice. **Specialised Concepts:** Sustainability, risk, spatial, temporal, mitigation, adaptation, resilience and threshold. **Skills:** Bar graphs, Pie charts, Climate graphs, choropleth maps, proportional symbols and graphs, Describing trends, interpret tables of data, make predictions, deconstruct, interpret, interpret data tables, central tendency, magnitude and frequency calculations, analyse and evaluate visual images, analyse and evaluate information.	• Students are also drawing their knowledge from year 7 weather/climate topic as a way of exploring concepts around weather hazards. This has been reinforced through the exploration of year 8 Asia and Africa topics which explore their respective climates and weather systems/patterns. • This topic allows learners to develop an understanding of a variety of hazards that impact human lives both within the UK and worldwide.	
Distinctive Landscapes	**Knowledge:** The UK contains a diverse and distinct range of landscapes. This topic gives learners the opportunity to unravel the geographical processes that make them distinctive. A deeper understanding of the geomorphic processes (eg. erosion, weathering, deposition and transportation) that shape river and coastal landscapes is developed and consideration of the human influence on these. **Specialised Concepts:** Systems, Feedback, Sustainability, temporal, causality and risk. **Skills:** Bar graphs, Pie charts, Describing trends, interpret tables of data, make predictions, deconstruct, interpret, calculating central tendency aspects, interpret tables of data, analyse and evaluate visual images, analyse and evaluate information.	• Students are able to draw their knowledge around rivers and coasts from their year 8 topic on these themes. They have explored UK landscapes in this topic and therefore have the foundational knowledge to access this topic. • This topic gives learners the opportunity to unravel the geographical processes that make them distinctive.	See Assessment Plan for more information
Sustaining Ecosystems	**Knowledge:** This topic seeks to explore the distribution and characteristics of the Earth's ecological wonders. Learners investigate the two contrasting ecosystems of tropical rainforests and polar environments, exploring physical cycles	• Students are able to access this topic by having gained foundational knowledge around ecosystems in many KS3 topics such as Yr8 Africa, Yr8 Asia and Yr7 Antarctica. In doing so, students	See Assessment Plan for more information

	and processes that make these ecosystems distinctive, the threats posed to their existence and how humans are attempting to manage them for a more sustainable future. **Specialised Concepts:** Causality, systems, feedback, interdependence, sustainability, mitigation, resilience, adaptation, threshold, spatial and temporal. **Skills:** Bar graphs, Pie charts, Climate graphs, choropleth maps, proportional symbols and graphs, Describing trends, interpret tables of data, make predictions, deconstruct, interpret, interpret data tables, scatter graph analysis, climate graphs, central tendency, magnitude and frequency calculations, analyse and evaluate visual images, analyse and evaluate information.	have got a good understanding of biomes/ecosystems. They have explored the challenges these ecosystems have faced and the components that underpin these systems. • Life on Earth is supported by global ecosystems and the link between human wellbeing and ecosystem wellbeing is vital.	
Urban Futures	**Knowledge:** Cities are growing at unprecedented rates. This topic seeks to explore why, and consider how the global pattern of urbanisation is changing. Urban challenges and opportunities are varied and unique and learners will examine these through studying two cities, one from an advanced country (AC) and one from either an emerging and developing country (EDC) or a low-income developing country (LIDC). Within each city, contrasting ways of life, geographical processes, problems and solutions will be studied in order to gain a holistic understanding of what makes up the urban fabric of each place. **Specialised Concepts:** Sustainability, spatial, temporal, identity, representation, globalisation and inequality. **Skills:** Calculate and understand percentages and percentiles, calculate percentage increase/decrease, Bar graphs, Pie charts, Climate graphs, choropleth maps, proportional symbols and graphs, Describing trends, interpret tables of data, make predictions, deconstruct, interpret, interpret data tables, central tendency, magnitude and frequency calculations, analyse and evaluate visual images, analyse and evaluate information.	• Students are taught this topic towards the end of year 10 as a way of kick starting the year 11 content (paper 2). We do this in booklet form because it allows students to fully explore all the key terms in this topic (quite heavy on key terms) and also on the many short style questions options that this topic has. • This topic seeks to explore why, and consider how the global pattern of urbanisation is changing. • Urban challenges and opportunities are varied and unique and learners will examine these through studying two cities, one from an advanced country (AC) and one from either an emerging and developing country (EDC) or a low-income developing country (LIDC). • Within each city, contrasting ways of life, geographical processes, problems and solutions will be studied in order to gain a holistic understanding of what makes up the urban fabric of each place.	See Assessment Plan for more information

Resource Reliance	**Knowledge:** 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, how countries try to achieve this and reflect upon the sustainability of strategies to increase food security. **Specialised Concepts:** Sustainability, spatial, resilience, threshold, systems, temporal, identity, representation, globalisation and inequality. **Skills:** Bar graphs, Pie charts, Climate graphs, choropleth maps, proportional symbols and graphs, Describing trends, interpret tables of data, choropleth map analysis, make predictions, deconstruct, interpret, interpret data tables, central tendency, magnitude and frequency calculations, analyse and evaluate visual images, analyse and evaluate information.	• We look at a variety of different resources in our year 9 topic on natural resources. Therefore, students have a strong foundational knowledge for this topic having already looked at renewable and non renewable sources among other aspects around this theme. • 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?'. • This topic also has strong links to our A level spec content (paper 3 A level topic for future of food).	See Assessment Plan for more information
Dynamic Development	**Knowledge:** This topic asks learners to consider the changing nature and distribution of countries along the development spectrum before examining the complex causes of uneven development. The future for LIDCs is uncertain and will be investigated through an in-depth study of one country, considering its development journey so far, how its global connections may influence the future and possible alternative development strategies. **Specialised Concepts:** Sustainability, spatial, temporal, identity, representation, globalisation and inequality. **Skills:** Bar graphs, Pie charts, Climate graphs, choropleth maps, proportional symbols and graphs, Describing trends, interpret tables of data, choropleth map analysis, make predictions, deconstruct, interpret, interpret data tables, central tendency, magnitude and frequency calculations,	• Students have explored many development themes around many countries and region within KS3. For example, students have explored development related themes for countries such as Malawi, Nigeria, Antarctica, USA and UK. In doing so, students are very equipped to explore the dynamic development of Ethiopia (our chosen case study). We feel this case study is presented well in the OCR Hodder textbook which allows it to be a great case study choice. • 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	See Assessment Plan for more information

	analyse and evaluate visual images, analyse and evaluate information.	development spectrum before examining the complex causes of uneven development. • It is crucial to explore how global connections shape the development characteristics of a country.	
UK in the 21st Century	**Knowledge:** A diverse range of cultures, identities and economies make up the patchwork of the UK. This topic poses questions about the changing nature of people's lives and work in the UK in the 21st century. It asks learners to consider some of the drivers for this change. As new economic superpowers emerge, questions have been posed about the global significance of the UK. This will be investigated through a study of the UK's political and cultural connections with the rest of the world. **Specialised Concepts:** Sustainability, spatial, temporal, identity, representation, globalisation and inequality. **Skills:** Bar graphs, Pie charts, Climate graphs, choropleth maps, proportional symbols and graphs, Describing trends, interpret tables of data, choropleth map analysis, make predictions, deconstruct, interpret, interpret data tables, central tendency, magnitude and frequency calculations, analyse and evaluate visual images, analyse and evaluate information.	• Students already have a strong foundational knowledge for the UK having explored the human and physical geography of the UK in a specific year 7 topic and have also seen the UK embedded through a number of UK related topics. • A diverse range of cultures, identities and economies make up the patchwork of the UK. This topic poses questions about the changing nature of people's lives and work in the UK in the 21st century.	See Assessment Plan for more information