



Curriculum Overview



SUBJECT:	GEOGRAPHY	YEAR:	10
INTENT:	The Key Stage 4 curriculum aims to utilise the skills and knowledge that students have built upon during three years of studying geography at Key Stage 3. Geography at Key Stage 4 also aims to stimulate an interest in the world we live in through engaging lessons where students apply the range of skills they have acquired since year 7. Both human and physical paper themes are studied interchangeably in order to prepare students for the exploration paper. Year 10 curriculum follows the OCR B GCSE Geography syllabus.		

UNITS OF WORK

1 Global Hazards: Tectonics + Weather	2 Dynamic Development	3 Distinctive Landscapes
3 UK in the 21 st Century	5 Changing Climate	6 Fieldwork Investigation – River Cole

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> Types of tectonic hazards Predict, Plan, Prepare – Mitigation Geology – types of plates and crust + rock types Formation of tropical storms Types of climate zones Types of physical processes Human interaction with the physical environment Responses to threats Success of initiatives How the UK is developing Changing urban environments Case studies of tectonic events, weather events, an LIDC, a coastal area, a river basin. Climate change evidence, causes, and impacts 	<ul style="list-style-type: none"> Connecting geographical themes – how do the different aspects of the physical environment complement each other? Investigating interdependence Evaluation of responses Assessment of effectiveness Problem solving Engagement with geographical issues. Graphs Numeracy Reading skills 	<ul style="list-style-type: none"> The assessment at GCSE level reflects the preparation we are making for students to sit their exams. Each unit of work will be followed by a short examination. This will comprise of a range of questions that are taken from past exam papers. In addition to this, in class assessments will take place with teaching staff helping students to develop the most demanding exam skills – extended writing and out of context geographical skills. Students will also have basic knowledge tests. Students also sit a PPE using exam questions from papers 1, 2 and 3. Informally, we expect that students will take part in in-class knowledge retrieval, spelling tests and quizzes.
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> Hazards in EDC/LIDCs – how do they cope and become resilient as communities? Urban issues in EDC/LIDCs – how do they cope and become resilient as communities? Caring for our planet – focus on destruction of the rainforest and the Arctic region. What can we do to counter the issues? Are we to blame? Geographical investigation – transferable skills to the workplace UK in 21 century – the contribution and impact of different ethnic groups to culture and way of life. 	<ul style="list-style-type: none"> Extended writing developed at GCSE level Geographical data Use of development indicators and how they link to geographical issues Reading comprehension Articles 	<ul style="list-style-type: none"> Fieldwork to a physical environment. Coleshill National Trust Estate - we will investigate the physical processes at the River Cole. This will help students to appreciate the landscape of the area and the work of the NT in managing it.



Curriculum Overview



SUBJECT:	GEOGRAPHY	YEAR:	11
INTENT:	The Key Stage 4 curriculum aims to utilise the skills and knowledge that students have built upon during three years of studying geography at Key Stage 3. Geography at Key Stage 4 also aims to stimulate an interest in the world we live in through engaging lessons where students apply the range of skills they have acquired since year 7. Both human and physical paper themes are studied interchangeably in order to prepare students for the exploration paper. Year 10 curriculum follows the OCR B GCSE Geography syllabus.		

UNITS OF WORK

1 Urban Futures	2 Human Fieldwork	3 Resource Reliance
4 Sustaining Ecosystems	5 Revision – Recap – Exam Skills	

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> Case study investigations Cities – location and change Cities - challenges and opportunities Resource types and usage Sustainability Future of our human environments Issues surrounding resources Conflict and geography Spatial variations at a variety of levels. Environmental exploitation Human Fieldwork skills – Cabot Circus Future of our planet 	<ul style="list-style-type: none"> Connecting geographical themes – how do the different aspects of the human environment complement each other? Evaluation of responses Assessment of effectiveness Problem solving Engagement with geographical issues. Graphs Numeracy Reading skills Interpreting spatial patterns 	<ul style="list-style-type: none"> The assessment at GCSE level reflects the preparation we are making for students to sit their exams. Each unit of work will be followed by a short examination.. This will comprise of a set off questions that are taken from past exam papers. In addition to this, in class assessments will take place with teaching staff helping students to develop the most demanding exam skills – extended essay writing and out of context geographical skills. Students will also have basic knowledge tests. Students also sit a PPE. This will be a mixture of papers 1 2 and 3 Informally, we expect that students will take part in in-class knowledge checks, spelling tests and quizzes.
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> Urban issues in EDC/LIDCs – how do they cope and become resilient as communities? Caring for our planet – focus on the sustainable nature of cities and our resource consumption What can we do to counter the issues? Moral issues surrounding unequal access to vital resources. UK today – Our evolving country Urban Futures – students develop understanding of the significance of multicultural societies in cities. Resource Reliance- explore the work of female academic Esther Boserup in the 1960s 	<ul style="list-style-type: none"> Extended writing developed at GCSE level Geographical data Use of development indicators and how they link to geographical issues Reading comprehension Articles 	<ul style="list-style-type: none"> Fieldwork to a human environment. We visit Bristol and students carry out an investigation into how sustainable Cabot Circus is.

