



KS4 Curriculum: Geography, AQA

Curriculum Vision

Enabling the global citizens of the future to critically consider their changing world through a geographical lens.

The aim of the CCHS Geography Department and the curriculum we deliver is to allow students to develop a well-rounded knowledge and understanding of the world in which they live and to understand how current actions and processes will have implications for our global future. In addition to this, the department aims to provide students with the opportunity to explore and discover different cultures and environments, which will serve to broaden their spiritual, moral, social and cultural understanding of the world in which they live.

Through the teaching of the AQA GCSE Geography specification we aim to build on the knowledge and understanding developed by our students during Key Stage 3, whilst also enabling our students to engage in previously unfamiliar geographical content to develop a greater breadth and depth of knowledge and understanding. Simultaneously, we aim to further develop our students' skill set, providing frequent opportunities for engaging with more complex geographical media as well as enabling participation in all stages of fieldwork enquiry. Through the teaching of the AQA specification our students are able to engage with case study examples from a variety of different countries – LIC, NEE and HIC – giving them a more varied insight into the workings of our modern world.

Curriculum Profile

Year 10

Autumn Term 1:	Autumn Term 2:
<p>Unit 1: Section B, Living World</p> <p>Key Ideas</p> <ul style="list-style-type: none"> 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. 	<p>Unit 3: Geographical Applications, fieldwork</p> <ul style="list-style-type: none"> Write up of Epping Forest Fieldwork Investigation. <p>Unit 1: Section B, Living World</p> <p>Key Ideas</p> <ul style="list-style-type: none"> Hot desert ecosystems have a range of distinctive characteristics. Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification.

Spring Term 1	Spring Term 2
<p>Unit 2: Section A, Urban Issues and Challenges</p> <p>Key Ideas</p> <ul style="list-style-type: none"> • A growing percentage of the world’s population lives in urban areas. • Urban trends in different parts of the world including HICs and LICs. • Factors affecting the rate of urbanisation – migration (push-pull theory), natural increase. • The emergence of megacities. • A case study of a major city in an LIC or NEE to illustrate opportunities and challenges created by urban change. 	<p>Unit 2: Section A, Urban Issues and Challenges</p> <p>Key Ideas</p> <ul style="list-style-type: none"> • Overview of the distribution of population and the major cities in the UK. • A case study of a major city in the UK to illustrate how urban change has led to a variety of social, economic and environmental opportunities and challenges.

Summer Term 1	Summer Term 2
<p>Unit 2: Section A, Urban Issues and Challenges</p> <p>Key Ideas</p> <ul style="list-style-type: none"> • Urban sustainability requires management of resources and transport <p>Features of sustainable urban living:</p> <ul style="list-style-type: none"> • water and energy conservation. • waste recycling. • creating green space. <p>Unit 1: Section C, Physical Landscapes of the UK (River Landscapes and Glaciated Landscapes)</p> <p>Key ideas</p> <ul style="list-style-type: none"> • The UK has a range of diverse landscapes. 	<p>Unit 1: Section C, Physical Landscapes of the UK (River Landscapes and Glaciated Landscapes)</p> <p>Key ideas- River Landscapes</p> <ul style="list-style-type: none"> • 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. <p>Key ideas- Glacial Landscapes</p> <ul style="list-style-type: none"> • Ice was a powerful force in shaping the physical landscape of the UK, Glacial processes.

Year 11

Autumn Term 1	Autumn Term 2
<p>Unit 1: Section C, Physical Landscapes of the UK (River Landscapes and Glaciated Landscapes)</p> <p>Key ideas- Glacial Landscapes</p> <ul style="list-style-type: none"> • Distinctive glacial landforms result from different physical processes. • Glaciated upland areas provide opportunities for different economic activities, and management strategies can be used to reduce land use conflicts. 	<p>Unit 2: Section C, Changing Economic World</p> <p>Key ideas</p> <ul style="list-style-type: none"> • Global variations in economic development and quality of life. • 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.

<p>Unit 3: Geographical Applications, fieldwork</p> <ul style="list-style-type: none"> • Write up of Snowdonia Fieldwork Investigations. 	<ul style="list-style-type: none"> • A Case Study of an LIC or NEE to illustrate how they are experiencing rapid economic development which leads to significant social, environmental and cultural change.
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Spring Term 1	Spring Term 2
<p>Unit 2: Section C, Changing Economic World</p> <p>Key ideas</p> <ul style="list-style-type: none"> • Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. <p>Unit 1: Section A, The Challenge of Natural Hazards</p> <p>Key ideas</p> <ul style="list-style-type: none"> • Natural hazards pose major risks to people and property. • Tectonic Hazards: <ul style="list-style-type: none"> - Earthquakes and volcanic eruptions. - The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. - How management can reduce the effects of tectonic hazards. 	<p>Unit 1: Section A, The Challenge of Natural Hazards</p> <p>Key ideas</p> <ul style="list-style-type: none"> • Weather hazards: <ul style="list-style-type: none"> - Global atmospheric circulation - Tropical storms – formation, impacts and management. - Weather hazards in the UK including an example of a recent extreme weather event. • Climate change: <ul style="list-style-type: none"> - Causes and effects of Climate change. - The role of mitigation (reducing causes) and adaptation (responding to change).

Summer Term 1	Summer Term 2
<p>Unit 3: Section A, Issue evaluation</p> <ul style="list-style-type: none"> • Students are asked to analyse a geographical issue, selecting a possible option and justifying their decision. • A resource booklet is made available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material and the issue prior to the examination. <p>Revision and Examination technique</p>	<p>Public Examinations</p>

Please note that this timeline may be subject to change.

Assessment and Feedback

All students will:

- Have at least one piece of assessed work reviewed by their teacher per half-term (this increases to two pieces of assessed work if students receive five or more taught hours per fortnight). This will include end of unit assessments for each section of the GCSE.
- Receive feedback which outlines how they should develop their learning. This feedback should be summative, highlighting both key strengths and key areas for development in students' work.
- Be given the opportunity to act upon their feedback in a structured task. This task should then be reviewed again by the subject teacher. A review of this task can act as the second assessed task.

Resources to support learning beyond the classroom

[AQA | GCSE | Geography | Specification at a glance](#)

[GCSE Learning and Revision | GCSEPod](#)

[Time for Geography | Home](#)

[GCSE Geography - AQA - BBC Bitesize](#)

[AQA GCSE Geography - Internet Geography](#)