

# KS4 Geography Curriculum

“Geography is the key to understanding our world.”



Year 10	<b>Natural Hazards</b> earthquakes, storms, climate change	<b>Living World</b> biomes, tropical rainforests, hot deserts	<b>UK Landscapes</b> coasts, rivers	<b>Fieldwork</b> Coldham's Brook
Year 11	<b>Urban Issues</b> Rio de Janeiro, Cambridge	<b>Economic Change</b> Development, Nigeria, UK	<b>Fieldwork</b> Grafton Centre	<b>Resources</b> UK resources, global food

## How will you be assessed?

- **Knowledge** of locations, places, processes, and environments. (15%)
- **Understanding** of processes and interactions between places, processes, and environments. (25%)
- **Application** of knowledge and understanding to interpret, analyse and evaluate geographical issues to make and justify decisions. (35%)
- **Geographical Skills**, such as interpreting maps and photos, drawing and interpreting graphs, and relevant maths skills. (25%)



<b>Paper 1 (35%)</b> Physical geography topics	<b>Paper 2 (35%)</b> Human geography topics	<b>Paper 3 (30%)</b> Issue evaluation, fieldwork
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# KS4 Geography Curriculum Intent

By the end of KS4, a Chesterton Geography student will...	AQA GCSE Geography	What new knowledge do students learn?		The Chesterton Geography curriculum goes beyond the specification by...
		Year 10	Year 11	
<p>Have a thorough and extended substantive locational knowledge of places and environments at a range of scales, and the connections between them.</p> <p>Be able to reason with their new substantive knowledge to explain physical and human processes, interactions between them, and how and why they can be managed sustainably.</p> <p>Be able to apply their knowledge and reasoning to evaluate geographical issues which link physical and human geography.</p> <p>Be equipped with writing skills to confidently and effectively express their geographical knowledge and reasoning in writing.</p>		<p><b>Section A: Natural Hazards</b> Tectonic Hazards Weather Hazards Climate Change</p>	<p><b>Section A: Urban Issues</b> LIC / NEE City: Rio de Janeiro HIC City: Cambridge</p>	<p><b>Specification</b> AQA GCSE Geography was chosen because:</p> <p>(1) It requires students to learn economic geography in the most depth. Other specifications situate economic geography only in the context of development, while the AQA specification includes development and UK economic change. Students at Chesterton have expressed particular interest in economic geography, so this specification best satisfies their desire for knowledge.</p> <p>(2) It offers flexibility for fieldwork. The impact of fieldwork is maximised when it is embedded in a context that is meaningful to students, such as new knowledge and familiar places. Other GCSE Geography specifications restrict fieldwork opportunities to particular topics. The AQA specification allows fieldwork that can be thoroughly embedded in context.</p> <p><b>Topics</b> Coastal landscapes, river landscapes, and global food have been chosen because these topics form part of the KS3 Geography Curriculum. This means that students are able to extend their existing knowledge and apply existing and new knowledge to new contexts. This means that students can be challenged beyond the specification requirements.</p> <p>Hot deserts has been chosen so students are able to learn about an environment which is not part of the KS3 Geography Curriculum. This means that KS4 Geography at Chesterton is able to offer challenge in terms of depth and breadth.</p> <p><b>Case Studies</b> Cambridge has been chosen as the case study for a HIC city because it is students' local city. This means that their conception of Cambridge is broadened by exposure to the city from different perspectives. Therefore, students develop a deeper sense of place for their home city.</p> <p>Rio de Janeiro has been chosen as the case study for a LIC city because it contrasts Cambridge not just in terms of wealth. For example, both cities have significantly different scales, topography, and contributions to the global economy and culture. Therefore, students are exposed to the diversity of cities beyond just differences in wealth.</p> <p>Nigeria has been chosen as the case study for development of a NEE because it is visited in in the KS3 Geography Curriculum. This means that students conceptions of Nigeria are recalled and enhanced over time. This is important because it exposes students to the diversity of countries, including those within Africa, resisting the misconception that the continent is homogenous.</p>
		<p><b>Section B: Living World</b> Biomes and Small-Scale Ecosystems Tropical Rainforests Hot Deserts</p>	<p><b>Section B: Changing Economic World</b> Development NEE Development: Nigeria UK Economic Change</p> <p><b>Human Fieldwork: Regeneration</b></p>	
		<p><b>Section C: UK Landscapes</b> Coastal Landscapes River Landscapes</p> <p><b>Physical Fieldwork: Rivers</b></p>	<p><b>Section C: Resource Management</b> UK Food, Water, and Energy Global Food</p>	
	<b>Overall Rationale</b>	<p>This curriculum allows students to learn the required knowledge for AQA GCSE Geography by extending their powerful knowledge from KS3 and applying it to new contexts. It is a <b>spiral curriculum</b> in that retrieval practice is embedded throughout, knowledge is recontextualised across topics, and explicit links are made between knowledge in different topics. This curriculum guides students to confidently and effectively express their reasoned geographical knowledge in writing by using scaffolding, modelling, and feedback.</p>		
	<b>Sequencing Rationale</b>	<p>Year 10 students learn the knowledge required for Paper 1 by focusing on physical geography. This allows core knowledge to be thoroughly embedded by ongoing retrieval practice, as well as students' application of knowledge to improve. For example, the rule that hot fluids rise is recalled from KS3 for Tectonic Hazards (1), when students learn about convection currents in the mantle. This knowledge is again recalled for Weather Hazards (2), when it is applied to challenging learning about global atmospheric circulation. Students are then prompted to apply the same knowledge to tropical and arid climates during Tropical Rainforests (5) and Hot Deserts (6). Therefore, the risk of cognitive overload – significant when learning the knowledge for an extensive specification – is reduced while students' recall and application skills improve.</p> <p>Physical geography fieldwork on changing river characteristics is completed at the end of Year 10. This is because fieldwork is most impactful when it is embedded in context that is meaningful to students, such as new knowledge of rivers.</p>	<p>Year 11 students learn the knowledge required for Paper 2 by focusing on human geography. This is because students have been already improved their written communication through practice and feedback in Year 10. This is important because knowledge in human geography is more likely to be complexly linked to other pieces of knowledge than physical geography knowledge, meaning it is more difficult to clearly express in writing. For example, explaining the formation of headlands and bays requires a linear sequencing of knowledge. However, explaining the causes of urban growth or approaches to managing UK water supplies are more multifaceted. Therefore, students need to have ample opportunity to become used to knowledge retrieval, linking, and expression in written form before attempting use these skills in the context of human geography.</p> <p>Human geography fieldwork on regeneration is completed during Year 11 as fieldwork is most impactful when embedded in a context meaningful to students, like new knowledge of urban change.</p>	
	<b>How does KS4 build on KS3?</b>	<p>KS4 extends students' knowledge – of places and environments at a range of scales, the connections between them, processes and sustainable management – by including similar or related topics in greater depth. For example, students learn erosion, transportation and deposition processes in the contexts of rivers (Y7) and coasts (Y8). Students recall and apply this knowledge in Year 10 by linking it to new knowledge about wave-cut platforms and levees – landforms not seen before – to explain their formation. This means that students are challenged by extending their prior knowledge and applying it to different contexts. Similarly, students recall and apply knowledge of development learned in Year 9 to a completely different geographical context – cities – in Year 11. This engages students with local manifestations of development, enriching their conception of it in preparation for the Changing Economic World topic later in Year 11.</p>		