Key Stage 4 Curriculum Overview – Key Stage 4

Geography curriculum intent

Geography is no longer about knowing your capital cities and country names, it is a discipline that is about understanding the world we live in, its interconnectedness and how our experience and positionality relates within the world. We encourage students to look upon the world with curiosity helping them grow and succeed as individuals. We encourage students to be ambitious in their learning by drawing together physical and human elements and taking inspiration from themes which allows for our curriculum to be progressive in fields such as economics, space, climate change, inequality, urbanisation and development. Our curriculum is accessible to all and is spiralled to ensure that students are fluent in concepts and big ideas before they embark upon their GCSEs and A Levels. Throughout their time at Kempston Academy Geography students will:

Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material).

Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer)

Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)

Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

Name of course: GCSE Geography OCR B – Geography for Enquiring Minds
Examination Board: OCR
Specification Code: QN601/8224/6

Term	Year 10	Year 11
Autumn term 1	**UK in the 21st Century** What does the UK look like in the 21st century? How is the UK's population changing? How is the UK's economy changing? What is the UK's political role in the world? How is the UK's cultural influence changing?	**Changing Climate** What patterns of climate change have taken place from the Quaternary period to the present day? What evidence is there for climate change? Is climate change a natural process? What impacts have humans had on the atmosphere, including the enhanced greenhouse effect? Why is climate change a global issue? What are the social, economic and environmental impacts of climate change worldwide? What are the social, economic and environmental impacts of climate change within the UK and how does it impact on weather patterns, seasonal changes and changes in industry?
Links to prior learning	Year 9 Settlements	Year 7 Weather and Climate Year 9 Climate Change

Links to future learning	Urban Futures, Resource reliance	Resource Reliance, Fieldwork skills & paper 3
Careers links	DEFRA, Coastal Management, Marine Biologists, Planning Officer, Flood Risk Analysis, Hydrogeologist, Water Resource Engineer	Environmental Lawyer, Climatologist, Renewable Energy Scientist, Geoscientist, Environmental Engineer, Clean Car Engineer, Environmental Scientist, Conservation Scientist, Renewable Energy Technician
SMSC/Safeguarding/ Protected Characteristics	Involved in decision making and discussions. Opportunities to set own targets for improvement and undertake self-assessment. Explore and evaluate the outcomes of government and policy makers, fieldwork trip, celebrate the cultural diversity of our school, understand our responsibilities to conserve resources and play our part in sustainable development. Explore how places, people and economies are interrelated. Empathise with those affected by coastal and river erosion. Age: Cromer & migration. Race: Coastal towns & Cromer. Sexual Orientation Brighton & the LGBTQ community, Cromer & the lack of diversity.	Opportunities to set own targets for improvement and undertake self-assessment. Explore and evaluate the outcomes of government and policy makers, fieldwork trip, celebrate the cultural diversity of our school, understand our responsibilities to conserve resources and play our part in sustainable development. Explore how places, people and economies are interrelated. Empathise with those affected by climate change. Building tolerance, Climate change, decision making, discussion around media sources & biased headlines/images & links to radical groups. Critical analysis of the demographic transition model through explorations of limitations. When exploring uneven development, ensure a conscious approach is taken to representation of places and people.
Autumn term 2	**Distinctive Landscapes (1 of 2: Rivers)** What are Distinctive Landscapes? Where are the physical landscapes of the UK? What physical processes shape river landscapes and landforms? What are the geological characteristics of your chosen river landscapes? What is the influence of Climate on River Landscapes What are the human influences on River Landscapes and landforms? River Tees Case Study Thames Basin	**Resource Reliance** How has increasing demand for resources affected our planet? How are environments and ecosystems used and modified by humans? What does it mean to be food secure? What are the differences between Malthusian and Boserupian theories about the relationship between population and food supply? How can countries ensure their food security? How does the global food trade, GM crops, 'The Green Revolution' and food production methods ensure food security? Case study: Tanzania How environmentally, economically and socially sustainable are attempts to achieve food security in, in relation to: Ethical consumerism, food production, technological developments (GM crops and hydroponics) and small scale 'bottom up' approaches.
Links to prior learning	Year 7 Rivers, Year 7 Rocks that shape the world	Year 9 Resources Management, Year 8 African Continent
Links to future learning	Distinctive Landscapes (2: Coasts), Fieldwork skills & paper 3.	N/a
Careers links	Data Analyst, Research Assistant, Statistician, Financial Services, Banking, Consultancy, Media, MGO, Cultural and Heritage Sectors, Communications.	Farming, Food Production, Land Management, Soil Scientist, Conservationist, Food Technologist, Plant Biologist, Bioengineer

SMSC/Safeguarding/ Protected Characteristics	Recognise interdependence between the global and the local, the implications of this and the challenges it creates. Thinking about the issues of global citizenship, conflict resolution, diversity, human rights, interdependence, social justice and sustainable development. Involved in decision making and discussions. Opportunities to set own targets for improvement and undertake self-assessment. Explore and evaluate the outcomes of government and policy makers, celebrate the cultural diversity of our school, understand our responsibilities to conserve resources and play our part in sustainable development. Explore how places, people and economies are interrelated.	Ethical consumerism. Thinking about the issues of global citizenship, conflict resolution, diversity, human rights, interdependence, social justice and sustainable development. Involved in decision making and discussions. Opportunities to set own targets for improvement and undertake self-assessment. Explore and evaluate the outcomes of government and policy makers, celebrate the cultural diversity of our school, understand our responsibilities to conserve resources and play our part in sustainable development. Explore how places, people and economies are interrelated
Spring term 1	**Dynamic Development** What is development and how can it be measured? What has led to uneven development? How has an LIDC developed so far? What global connections influence its development? What development strategy is most appropriate?	**Global Hazards (1 of 2: Weather)** How can weather be hazardous? What type of weather hazards exist? What is the Global Circulation System and how does it affect climates around the world? What is extreme weather and how do tropical storms form? What are the consequences of a severe drought? How does technology have the potential to save lives in hazard zones? How do technological developments have a positive impact on mitigation?
Links to prior learning	Year 9 What is Development Year 8 African Continent Year 7 Indian Subcontinent Year 8 North America	Year 7 Weather and Climate Year 9 Climate Change
Links to future learning	Urban Futures, Resource Reliance	N/a
Careers links	Urban Planning, Landscape Architecture, Environmental Consultant, Social Researcher, Nature Conservation Officer, Sustainability Consultant	Climatologist, Meteorologist, Environmental consultant, Policy advisor
SMSC/Safeguarding/ Protected Characteristics	Young people are heavily influenced by the media, which tends to give them a dramatic and negative worldview. Sometimes what we teach either unwittingly contributes to this worldview or does not specifically address the factors leading to it. This may entrench negative stereotypes of some parts of the world. Involved in decision making and discussions. Opportunities to set own targets for improvement and undertake self-assessment. Explore and evaluate the outcomes of government and policy makers, fieldwork trip, celebrate the cultural diversity of our school, understand our responsibilities to conserve resources and play our part in sustainable development. Explore how places, people and economies are interrelated. Empathise with those affected by poor economic development.	Involved in decision making and discussions. Opportunities to set own targets for improvement and undertake self-assessment. Explore and evaluate the outcomes of government and policy makers, celebrate the cultural diversity of our school, understand our responsibilities to conserve resources and play our part in sustainable development. Explore how places, people and economies are interrelated. Empathise with those affected by natural hazards. Migration due to Hazards – building tolerance. Respect people's lives and empathise with those affected by global hazards.

	Building tolerance, Climate change, decision making, discussion around media sources & biased headlines/images & links to radical groups. Critical analysis of the demographic transition model through explorations of limitations. When exploring uneven development, ensure a conscious approach is taken to representation of places and people. Explore migration as a 'consequence' of uneven development and challenging misconceptions.	
Spring term 2	**Distinctive Landscapes (2 of 2: Coasts)** What are Distinctive Landscapes? Where are the physical landscapes of the UK? What physical processes shape coastal landscapes and landforms? What are the geological characteristics of your chosen coastal landscapes? What is the influence of climate on Coastal Landscapes What are the human influences on Coastal Landscapes and landforms? Jurassic Coast Case Study Walton on the Naze	**Global Hazards (2 of 2: Plate Tectonics)** How do plate tectonics shape our world? How is the structure of the Earth linked to the processes of plate tectonics? How does the movement of tectonic plates cause earthquakes and volcanoes? What processes occur at plate boundaries? How can tectonic movement be hazardous? A Case Study of a tectonic event that has been hazardous – Nepal & Haiti How does technology have the potential to save lives in hazard zones? How do technological developments have a positive impact on mitigation?
Links to prior learning	Year 7 Rocks that shape the world, Year 8 Coasts	Year 7 Rocks that shape the world, Year 9 Risky World
Links to future learning	Changing Climate Fieldwork skills & paper 3.	N/a
Careers links	Data Analyst, Research Assistant, Geologist, Environmental Consultant, Statistician, Financial Services, Banking, Consultancy, Media, MGO, Cultural and Heritage Sectors, Communications.	Seismologist, Geologist, Town planner, Policy advisor
SMSC/Safeguarding/ Protected Characteristics	Recognise interdependence between the global and the local, the implications of this and the challenges it creates. Thinking about the issues of global citizenship, conflict resolution, diversity, human rights, interdependence, social justice and sustainable development. Involved in decision making and discussions. Opportunities to set own targets for improvement and undertake self-assessment. Explore and evaluate the outcomes of government and policy makers, celebrate the cultural diversity of our school, understand our responsibilities to conserve resources and play our part in sustainable development. Explore how places, people and economies are interrelated.	Involved in decision making and discussions. Opportunities to set own targets for improvement and undertake self-assessment. Explore and evaluate the outcomes of government and policy makers, celebrate the cultural diversity of our school, understand our responsibilities to conserve resources and play our part in sustainable development. Explore how places, people and economies are interrelated. Empathise with those affected by natural hazards. Migration due to Hazards – building tolerance. Respect people's lives and empathise with those affected by global hazards.
Summer term 1	**Urban futures** How is the global pattern of urbanisation changing? What does rapid urbanisation mean for cities?	- **Paper 3 preparation -** - **Revision -** - **Exam leave -**

	What is life like for people in a city? How can cities become more sustainable?	
Links to prior learning	Year 8 African Continent Year 9 Settlements	
Links to future learning		
Careers links	Town planner, Policy advisor, Transport Manager, Local Government Officer, Housing Manager, Historic Buildings Inspector, Conservation Officer, Urban Designer, sustainability Consultant, Landscape Architect	
SMSC/Safeguarding/ Protected Characteristics	Involved in decision making and discussions. Opportunities to set own targets for improvement and undertake self-assessment. Explore and evaluate the outcomes of government and policy makers, understand our responsibilities to conserve resources and play our part in sustainable development. Explore how places, people and economies are interrelated. Respect people's lives and empathise with those affected by rapid urbanisation.	
Summer term 2	**Sustaining Ecosystems** What are ecosystems? What biodiversity exists in tropical rainforests? Why are tropical rainforests being 'exploited' and how can this be managed sustainably? What is it like in Antarctica and the Arctic? How are humans seeking a sustainable solution for polar environments?	
Links to prior learning	Year 8 North America Year 8 African Continent Year 9 Biomes and Ecosystems	
Links to future learning	Resource Reliance	
Careers links	Field Ecologist, Restoration Ecologist, Park Naturalist, Marine Biologist, Environmental Consultant, Environmental Protection Specialist, Wildlife Biologist	
SMSC/Safeguarding/ Protected Characteristics	Thinking about the issues of global citizenship, conflict resolution, diversity, human rights, interdependence, social justice and sustainable	

	development. Involved in decision making and discussions. Opportunities to set own targets for improvement and undertake self-assessment. Explore and evaluate the outcomes of government and policy makers, celebrate the cultural diversity of our school, understand our responsibilities to conserve resources and play our part in sustainable development. Explore how places, people and economies are interrelated. Respect people's lives and empathise with those affected by exploitation.	

Literacy and vocabulary in Geography:

Language and vocabulary are important for geographical learning which means teachers must make a conscious effort to develop students' geographical vocabulary. This is particularly necessary for the specialist vocabulary which students will not meet in everyday life. We develop students' literacy and vocabulary skills through the following:

Identify the new vocabulary to be taught in each curriculum unit

Plan opportunities for students to hear, speak, read and write new vocabulary

Use new vocabulary in context; include in wall displays

Draw attention to new vocabulary that will be met in resources such as texts or videos

Discuss the meaning of new vocabulary by relating it to similar words and what students already know

Draw attention to the spelling of new vocabulary

Make use of dictionaries and glossaries to look up words; ask students to make their own glossary for a topic

Encourage students to use new vocabulary in discussion activities and in their writing

Reinforce the use of new vocabulary by using it frequently in lessons

Use new vocabulary in displays

How we track students' progress:

Extended essays, classwork and end of unit assessments

GCSE Method of Assessment:

The GCSE Geography course has 3 terminal exams

Component 01: Our Natural World: 35%

Component 02: People and Society 35%

Component 03: Geographical Exploration 30%

Parents/Carers can support their child by:

Checking Google Classroom for the homework that is being set and helping to ensure work is being completed.

Listening to students read aloud and discuss important ideas with them.

Encourage students to write using accurate spelling, punctuation and grammar as well as ambitious vocabulary

Develop independent proofreading and self-correcting of their own work

Ensuring there is a quiet place to concentrate and study at home and away from any distraction