

Implementation KS4

Planning for KS4 following AQA 8035 GCSE Geography specification

3 x one hour lesson per week over 3 years from September 2021.

2 x one hour lesson per week over 3 years for from September 2022.

Key geographical terms are explicit on the Scheme of Learning.

Unit numbers below refer to AQA 8035 specification.

The following key concepts will be used to ensure geographical progression:

- **Sustainability** – meeting the needs of people today, while not putting the needs of future generations at risk, and limiting harm to the environment.
- **Place** – using locational knowledge to describe where the place is and describing what the place is like. This creates a sense of place.
- **Interdependence** – how different things or people support and need each other.
- **Management** – how things are dealt with or coped with.
- **Risk** – The likelihood that a particular type of event will occur in a specific location.

Pupils are required to develop and demonstrate a range of geographical skills, including literacy, cartographic, graphical, numerical and statistical skills, throughout their study of this specification. Teaching and learning in lessons will therefore build their knowledge.

Term	Year 9	Year 10	Year 11
Autumn 1	Paper 1 'Living with the physical environment' has 3 sections: A, B, C. This Section A unit 'The challenge of natural hazards – 3.1.1' builds on knowledge from Year 8 Spring term, so helps build pupil confidence and makes the transition from KS3 to GCSE accessible and aids knowledge recall. <u>3.1.1 Natural hazards</u> Pupils learn that natural hazards pose major risks to people and property. <u>3.1.1 Tectonic hazards</u> Pupils examine the distribution of earthquakes and volcanoes, and the physical processes. Using Chile NEE and Nepal LIC as examples, the effects of and responses to a tectonic hazard are studied to show the variation between areas of contrasting levels of wealth. The unit ends with reviewing why people live in risk areas and how management can reduce the effects of a tectonic hazard.	This Paper 1 Section B unit 'The living world – 3.1.2' builds on knowledge from KS3 topics: Antarctica, Russia, and Africa, regions of the Middle East and Global issues. <u>3.1.2 Ecosystems</u> Year 10 begins with more detailed learning about how ecosystems exist at a range of scales: small-scale and global, and involve the interaction between biotic and abiotic components. They learn about Epping Forest as their example and the balance between components, as well as the impact on the ecosystem of changing one component. <u>3.1.2 Tropical rainforests</u> Pupils enjoy learning about tropical rainforest ecosystems and pupils learn about their range of distinctive characteristics. Deforestation is a major global issue and pupils learn about the economic and environmental causes and impacts, using Malaysia TRF as a case study. Tropical rainforests are valuable to people and the environment. Sustainable management is key, and the same case study is used.	Paper 2 'Challenges in the human environment' has 3 sections: A, B, C. This Section B unit 'The changing economic world – 3.2.2' builds on knowledge from KS3 topics: Population change, Economic change, India, Africa, China and regions of the Middle East. <u>3.2.2 The Development Gap</u> Pupils find this Human unit of the changing economic world to be more of a challenge, hence it is left until Year 11, when they have a more mature understanding. The two key ideas are: * There are global variations in economic development and quality of life. * Various strategies exist for reducing the global development gap. Jamaica is used as an example of how the growth of tourism in an LIC or NEE helps to reduce the development gap. <u>3.2.2 Nigeria: a Newly Emerging Economy</u> Pupils study Nigeria, as it is experiencing rapid economic development which leads to significant social, environmental and cultural change. The role of TNCs is important in Nigeria's development, as is the impact of international aid.

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Autumn 2	<u>3.1.1 Weather hazards</u> This unit begins with understanding the global atmospheric circulation and how it helps determine patterns of weather and climate. Pupils then learn how tropical storms develop as a result of particular physical conditions. By studying Typhoon Haiyan, pupils learn that tropical storms have significant effects on people and the environment and they study effects and responses. Ways to reduce effects are examined. Pupils reflect on the fact that the UK is affected by a number of weather hazards. By using the Somerset Levels Floods, they examine an extreme weather event, its causes and its impacts on human activity and management.	<u>3.1.2 Hot deserts</u> This unit begins with pupils learning that hot desert ecosystems have a range of distinctive characteristics. Using the Thar Desert case study, pupils learn how the development of hot desert environments creates opportunities and challenges. This includes learning about the areas on the fringe of hot deserts that are at risk of desertification, the causes and ways to reduce it.	<u>3.3.1 Issue Evaluation in practice exam</u> Pupils are taught how to prepare for this part of the Paper 3 exam, 12 weeks before, using the previous year's pre-release, on a topical issue. <u>Revision for practice exams</u> PLCs are given and RAG'd. KOs are given. With support, pupils prepare their own revision materials. Exam technique is practised.

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Spring 1	<u>3.1.1 Climate change</u> By studying climate change, pupils recap that it is the result of natural and human factors and has a range of effects on people and the environment. They learn that managing climate change involves both mitigation and adaptation. This Paper 1 Section C unit ‘The Physical landscapes in the UK– 3.1.3’ builds on knowledge from Year 7 Autumn term: Coasts and from Year 8 Spring term: Rivers. The unit culminates in an off-site fieldwork enquiry at a coastal location. <u>3.1.3 UK landscapes</u> In this Section C unit, pupils are introduced to an overview of the variety of diverse UK relief and landscapes as a pre-cursor to studying coastal and river landscapes in following units.	Paper 2 Challenges in the human environment has 3 sections: A, B, C. This Section A unit ‘Urban issues and challenges – 3.2.1’ builds on knowledge from KS3 topics: Urbanisation, Economic development and the studies of China, and Regions of the Middle East <u>3.2.1 The urban world</u> A growing percentage of the World’s population lives in urban areas, so pupils begin by recapping what urbanisation is, how cities grow and the emergence of megacities. They then focus on Rio de Janeiro, a NEE case study, and find out why it is growing so rapidly. It faces social, economic and environmental challenges and solutions, both of which are explored. Housing the poor in Rio is often in squatter settlements which face huge challenges. This builds on knowledge of studying India in KS3. There is the opportunity for change and some solutions are explored e.g. the Favela Bairro project.	<u>Practice exam feedback</u> This very important activity helps pupils and staff to focus on future needs for teaching and learning. <u>3.2.2 The changing UK economy</u> Pupils study the major changes in the economy of the UK and how they have affected, and will continue to affect, employment patterns and regional growth. Aspects include deindustrialisation; the post-industrial economy; science and business parks – focus on Cambridge; environmental impacts of industry - focus Torr Quarry; changing rural landscapes; UK changing transport infrastructure; the N-S divide; and links to the wider world.

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Spring 2	<u>3.1.3 Coastal landscapes</u> Pupils learn in more detail how the coast is shaped by a number of physical processes. They learn about distinctive coastal landforms that are the result of rock type, structure and physical processes and use Swanage as an example of landforms along a stretch of coastline. Managing coasts to protect coastlines from the effects of physical processes is a topic taught in Year 7 and pupils recap both hard and soft management methods and their costs and benefits. They study either Medmerry or Lyme Regis as an example of a coastal management scheme.	<u>3.2.1 Urban change in the UK</u> The unit begins by looking at the distribution of population in the UK, and major cities are located. Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. This is explored using a case study of Bristol. There is a need for new housing in the UK. The siting of new housing in Bristol is examined and considerations of using greenfield and brownfield sites. The Temple Quarter regeneration project serves as an example of an area that needed regeneration. <u>3.2.1 Urban sustainability</u> Urban sustainability requires management of resources and transport. Pupils focus on Freiburg to study social, economic and environmental planning in order to achieve sustainability. It has a sustainable water and energy supply whilst providing green spaces and a sustainable traffic management system.	<u>3.3.1 Issue evaluation practice</u> <u>3.4 Geographical skills</u> <u>Consolidation of learning</u> This half term's work is very dependent on need, identified from the Year 11 practice examinations.

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Summer 1	<u>3.1.3 River landscapes in the UK</u> This unit begins with studying how the shape of river valleys changes as rivers flow downstream: the long and cross profiles. Studying distinctive fluvial landforms resulting from different physical processes follows and the River Tees is used as an example to identify its major landforms of erosion and deposition. Factors increasing flood risk are examined before different management strategies used to protect river landscapes from the effects of flooding are explored. Pupils examine the flood management scheme on the Rivers Parrett and Tone. This aims to prevent a reoccurrence of flooding on the Somerset levels, studied in the Weather Hazards unit.	This Section C unit 'The challenge of resource management – 3.2.2' builds on knowledge from KS3 topics: Population change, Rivers, Earth's resources, Changing rural landscapes and the study of Russia, China and regions of the Middle East. <u>3.2.3 Resource management</u> Food, water and energy are fundamental to human development as learnt in KS3. Pupils study their significance. They then gain an overview of the changing demand and provision of resources in the UK, which creates opportunities and challenges. <u>3.2.3 Food management</u> Demand for food resources is rising globally but supply can be insecure, which may lead to conflict. Pupils learn about areas of surplus and deficit and the resulting impacts of food insecurity. They then move on to study the different strategies that can be used to increase food supply. Examples are studied in more detail; the Indus Basin irrigation System: a large-scale agricultural development where both advantages and disadvantages are considered, and Makueni County, Kenya: a small-scale development that is sustainable, which is the aspect which is explored.	<u>3.3.1 Issue evaluation pre-release</u> Pupils are taught how to research the resources (issued 12 weeks before the actual exam) and are engaged in exam technique. <u>Revision and exam technique</u> It is likely that revision will be sequenced: Paper 1 topics Paper 2 topics Paper 3 unseen and actual fieldwork and skills.

Term	Year 9	Year 10	Year 11
Summer 2	<u>3.3.2 Physical geography fieldwork</u> Pupils put study into practical application by exploring coastal management at West Wittering and East head spit to collect primary data. Back in school, they process and present the data, analyse and draw conclusions and evaluate their enquiry.	<u>3.3.2 Human geography fieldwork</u> Pupils put study into practical application by examining regeneration at Gunwharf Quays, Portsmouth to collect data. Back in school, they process and present the data, analyse and draw conclusions and evaluate their enquiry. <u>Year 10 assessments</u> During this half term, pupils are also prepared for their assessments, held under examination conditions.	<u>GCSE examinations</u> When pupils are in Geography lessons and in after school timetabled or drop in sessions during the GCSE examination period, revision and exam technique will be undertaken.

Please see Schemes of Learning for details about core knowledge, prior learning, how lessons are taught.