

KS4 – Curriculum overview

	Exam component 1 and 2			Exam component 3
Key concepts	<i>Changing places – changing economies Theme 1</i>	<i>Changing environments Theme 2</i>	<i>Environmental challenges Theme 3</i>	<i>Applied geographical fieldwork</i>
Composite content	<ul style="list-style-type: none"> How do the processes of urbanisation differ in contrasting global cities? How are rural and urban processes changing within the UK? What are the issues around global development? 	<ul style="list-style-type: none"> How do coasts function? How can coastlines be managed? How do rivers function? How can rivers be managed? How is weather created? How does weather and climate affect us? What are the causes and effects of climate change? How can the impacts of climate change be reduced? 	<ul style="list-style-type: none"> How ecosystems function? How and why are ecosystems under threat? What are water resources and how are they managed? What are the causes and impacts of desertification? How can desertification be managed? 	<ul style="list-style-type: none"> What is the geographical enquiry process? How is evidence collected? How can evidence be processed and presented? How can evidence be analysed and how do patterns, and trends evidenced by fieldwork relate to wider geographical knowledge and understanding What conclusion may be drawn from fieldwork enquiries What evaluative techniques should be applied to the enquiry process?
Skills	<ul style="list-style-type: none"> Handling maps at various scales Grid References Contour lines/height on maps Atlas skills Numerical and statistical skills Analysis of evidence Evaluation 	<ul style="list-style-type: none"> Handling maps at various scales Grid References Contour lines/height on maps Atlas skills Sketching of landforms Numerical and statistical skills Analysis of evidence Evaluation 	<ul style="list-style-type: none"> Handling maps at various scales Grid References Contour lines/height on maps Atlas skills Numerical and statistical skills Analysis of evidence Evaluation 	<ul style="list-style-type: none"> Handling maps at various scales Grid References Contour lines/height on maps Atlas skills Numerical and statistical skills Collecting and handling data Analysis of evidence Evaluation
Assessment Objectives	<p>A01 – Knowledge of locations, processes, and environment at different scales</p> <p>A02- Understanding of concepts, inter-relationships between place and environments and processes</p> <p>A03- Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>A04- Select, adapt, and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>			
Assessments	<p>Component 1 = 40% of final grade 1 hour 45 minutes Students are assessed over all three themes and assessment objectives</p>		<p>Component 2 = 30% of final grade 1 hour 30 minutes Students are assessed over all three themes in a problem-solving paper, with all assessment objectives assessed but with a focus on A03</p>	<p>Component 3 = 30% of final grade 1 hour 30 minutes Students are assessed on the fieldwork component only, with all assessments being assessed but with a focus on A04.</p>

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<p>Rationale</p>	<p>Global cities: Students will develop their understanding about urbanisation and to what extent this is a global phenomenon. They will also study the ways of life and current challenges created by urbanisation in two contrasting global cities and the strategies that can be used to manage the impact of this</p> <p>UK Cities: Students will evaluate the changes that have taken place across the UK in both urban and rural setting and the factors that drive this. They will develop their understanding of the distinctive features of urban areas within the UK and study the effects of retail and leisure.</p> <p>Development: Students will develop their understanding of what the global patterns of development are and the processes that connect different countries at different levels, including the UK. Students will also study the causes and consequences of uneven development, with a focus on social, economic, and environmental factors.</p>	<p>Coasts – Students will develop their understanding about how people and processes contribute to the development of distinctive coastal landscapes. They will also study how these environments can be managed, in view of the predicted impacts of climate change on these landscapes and communities. They will also develop an understanding of why this is often a controversial topic and why there are varying stakeholders to consider.</p> <p>Rivers: Students will develop an understanding of how people and processes contribute to the development of distinctive river landscapes. They will also investigate the causes, consequences, and responses to flooding as a hazard and reflect on why this is also a controversial issue.</p> <p>Weather and climate: Students will develop their understanding of why the UK climate is so variable and at a global scale how the circulation of the atmosphere creates distinctive climate zones. Students will also study the distribution of weather hazards and how these patterns change. They will link this knowledge to develop their understanding of the causes, impact, and responses to extreme weather events.</p> <p>Climate change: Students will develop an understanding of climate has changed during the quaternary period and the causes of global warming. They will also study the consequences of climate change, why attitudes vary, and we can play a part in reducing the threat of climate change.</p>	<p>Ecosystems: Students will develop their understanding of the relationship between biomes and climate at a global scale, understanding the physical processes and interactions that operate within them. Students will also study small scale ecosystem uses and management within the UK. In addition, they will develop an understanding of how ecosystems are used, threatened, and can be managed in a sustainable way.</p> <p>Water: Students will develop an understanding how supply and demand for water varies over time and space. They will also investigate what happens when demand exceeds supply and the challenges of managing this problem and water supply.</p> <p>Desertification: Students will develop an understanding of the physical processes operating in a hot semi-arid climate that makes them vulnerable to desertification. They will also investigate the extent to which human activity contributes to the problem of desertification and how vulnerable environments can be managed.</p>	<p>Fieldwork enquiry: Students will develop an understanding of what an enquiry process is and how to pose questions to test a hypothesis. They will also develop an understanding of how to collect fieldwork data using a range of methods, strategies, and techniques. They will also process this data using a range of numerical and statistical skills and presentation techniques. Students will be able to identify, analyse and interpret trends or patterns from their data to synthesise these findings and draw evidenced conclusions. Throughout this process students will critically evaluate each stage to ensure they have identified the limitations of their data, taking into account accuracy, bias and reliability.</p>
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