

KS4 – Curriculum Intent

	Exam paper 1 and 2		Exam paper 3
Key concepts	<i>Living with the physical environment</i> <i>The challenge of natural hazards</i> <i>The living world</i> <i>Physical landscapes in the UK</i>	<i>Challenges in the human environment</i> <i>Urban issues and challenges</i> <i>The changing economic world</i> <i>The challenges of resource management</i>	<i>Applied geographical fieldwork and issue evaluation (12-week pre-release resource)</i>
Composite content	- What are natural hazards and how do they pose risk to people and place? - How are earthquakes and volcanoes a result of physical processes? - Why do the effects and responses to natural hazards vary between areas of contrasting levels of wealth and development? - How can the risk of tectonic hazards be reduced? - How does global atmospheric circulation help determine patterns of weather and climate? - How do tropical storms develop because of physical conditions? - What effects do tropical storms have on people and place? - How is the UK affected by weather hazards? - How does extreme weather have impacts on the UK and human activity? - What is climate change and how does it affect us? - How can we manage climate change? - What ecosystems exist at global and local scale and how do they function? - Why does the tropical rainforest have distinct features and adaptations? - How does deforestation have both economic and environmental impacts? - How can we manage the rainforest sustainably? - How do hot desert's function? - How do hot deserts create opportunities and challenges? - What is desertification and where around the world is at risk? - How is the coastline shaped by physical processes? - What landforms are created and the coast and how? - How can we manage our coastline? - How does a river change as it moves downstream? - What are the distinct fluvial processes and the landforms created as a result? - How can we manage rivers to protect both the landscape and people from the effects of rivers?	- Why does a growing % of the world's population live in urban areas? - What are the opportunities and challenges of urban growth for LICs and NEEs? - How has urban change in the UK created many social, economic and environmental opportunities and challenges? - What is sustainable urban management? - Why does economic development and quality of life vary globally? - What strategies are there to reduce the development gap? - How can rapid economic growth contribute to significant social, cultural and environmental change in some LICs and NEEs? - What major changes have happened with the UK economy and how does the effect employment patterns and regional growth? - How are food, water and energy fundamental to human development? - How has the demand and provision of resources in the UK changed? - How has the change in resources in the UK created opportunities and challenges? - How does the global demand and supply for water create insecurities and conflict? - What strategies can be used to increase water supply globally?	- 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? - How do we think critically about a current issue? - How can we solve the problem of a current issue? - How do we consider geographical evidence to make a balanced judgement?

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Skills	• Handling maps at various scales • Grid References • Contour lines/height on maps • Atlas skills • Sketching of landforms • Satellite images • Numerical and statistical skills • Analysis of evidence • Evaluation	• Handling maps at various scales • Grid References • Contour lines/height on maps • Atlas skills • Sketching of landforms • Satellite images • Numerical and statistical skills • Analysis of evidence • Evaluation	• 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	A01 – Knowledge of locations, processes, and environment at different scales A02- Understanding of concepts, inter-relationships between place and environments and processes A03- Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. A04- Select, adapt, and use a variety of skills and techniques to investigate questions and issues and communicate findings.		
Assessments	Component 1 = 35% of final grade (88 marks – inc. 3 SPAG) 1 hour 30 minutes Students are assessed on content from Unit 1 – Living with the psychical environment Section A, all questions must be answered (33 marks) Section B, all questions must be answered (30 marks) Section C answer 2 questions (25 marks)	Paper 2 = 35% of final grade (88 marks – inc. 3 SPAG) 1 hour 30 minutes Students are assessed on content from Unit 2 – Challenges in the human environment Section A, all questions must be answered (33 marks) Section B, all questions must be answered (30 marks) Section C answer 2 questions (25 marks)	Paper 3 = 30% of final grade (76 marks inc. 6 SPAG) 1 hour 30 minutes Students are assessed on content from Unit 3 – Geographical applications (Fieldwork, skills and issue evaluation) Section A, all questions must be answered for the issue evaluation (37 marks) Section B, all questions must be answered for the applied fieldwork (39 marks)
Rationale	<i>The challenge of natural hazards:</i> • Natural and tectonic hazards: Students will develop their understanding of what natural hazards occur around the world and how people and place are effected. They will also evaluate the responses to natural hazards and why this can vary dependent on levels of development. • Weather hazards: 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. • 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. <i>The living world:</i> • 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.		

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- **Tropical rainforests:** Students will study this biome in depth, including location, features and adaptations. They will also develop an understanding of the threats to this ecosystem and the impact this has, whilst also gaining an understanding of effective management strategies.
- **Hot deserts:** Students will study the location and features of hot desert environments as well as evaluating the opportunities and challenges of development in these environments. Students will also 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.

Physical landscapes in the UK:

- **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.
- **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.

Urban issues and challenges:

- **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 Rio de Janeiro a global city and the strategies that can be used to manage the impact of this
- **UK Cities and sustainable urban development:** 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 urban change in Bristol. Students will also evaluate the importance of sustainable development and in particular focus on transport strategies.

The changing economic world:

- **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.
- **Nigeria: a newly emerging economy:** Students will do an in-depth study of Nigeria. They will develop their understanding of its location and importance at a global scale. In addition they will evaluate the challenges and opportunities that urban growth has created here and how this can be managed in the future.
- **The changing UK economy:** Students will study the changes that have occurred to the UK economy and the impact of these changes at both national and regional levels. They will also study the links the UK has with the wider world and the implications this has for the population.

The challenge of resource management:

Resource management in the UK: Students will develop their understanding of the resources needed and used by the UK, alongside the challenges and opportunities these resources create, including, food, water and energy.

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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.

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, considering accuracy, bias and reliability.