

KS4 Geography at St Joseph's College

Curriculum overview and intent: *The curriculum vision for geography at St Joseph's College is to spark a lifelong curiosity and fascination about our planet. It strives to offer ambitious breadth and depth of powerful knowledge, skills and critical thinking, providing students with the tools to understand and navigate a complex and rapidly changing world. Our curriculum is a discipline that makes a vital contribution in helping all young people learn about their world and complex interactions and interconnections between both human and physical processes and underpins a lifelong 'conversation' about Earth as the home of humankind and all species. We follow the AQA specification at GCSE.*

Year 10	UK Physical Landscapes (Rivers and Glacial)	Urban Issues and Challenges	The Living World	The Changing Economic World
	<p>What is covered? Physical systems and processes and the distinctive landscape features they form. River flooding and management. Economic opportunities and management in upland glacial landscapes.</p>	<p>What is covered? Global change in urbanisation – patterns and cause. Urban growth creates opportunities and challenges in LICs and NEEs. Urban change in the UK and the opportunities and challenges created. Urban sustainability with focus on transport.</p>	<p>What is covered? Ecosystems, biomes and their components. Tropical rainforests characteristics. Deforestation – impacts and sustainable management. Cold environment ecosystems and their characteristics. The opportunities and challenges of development and the risks created by economic development of these fragile environments.</p>	<p>What is covered? Global variations in development and quality of life. The development gap and strategies to reduce it. Rapid economic development in LICs/NEEs and the associated change. Major changes in the UK economy.</p>
	<p>Why this and why now? Follows on well from the Coasts topic students finish in Y9. The Rivers section can be completed in the 4/5 weeks we have in 'N10'. This knowledge is also needed for the first primary enquiry for paper 3.</p>	<p>Why this and why now? Builds on knowledge acquired at KS3 – links with the development topic studied at the end of Y10 – so allows knowledge to build and aids the development of strong schemata in students.</p>	<p>Why this and why now? Builds on component knowledge developed in Y7. Knowledge from management of UK glacial landscapes also links to this topic.</p>	<p>Why this and why now? Develops knowledge previously covered at KS3 and in the Urban topic at GCSE. Students have developed advanced schemata by the end of Y10 that allows them to more effectively assimilate the complexity within this topic.</p>
	<p>Assessment Regular retrieval practice. Exam question application – in class and home learning. Mock exam assessment AP assessment calendar</p>	<p>Assessment Regular retrieval practice. Exam question application – in class and home learning. Mock exam assessment AP assessment calendar</p>	<p>Assessment Regular retrieval practice. Exam question application – in class and home learning. Mock exam assessment AP assessment calendar</p>	<p>Assessment Regular retrieval practice. Exam question application – in class and home learning. Mock exam assessment AP assessment calendar</p>
	<p>Skills Cartographic – OS map and maps in association with photographs. Numerical and statistical. Literacy.</p>	<p>Skills Cartographic – maps on different scales. OS maps. Maps with photographs. Graphical, numerical and statistical. A wide range of both quantitative and qualitative data.</p>	<p>Skills Cartographic – maps on different scales. OS maps. Maps with photographs. Graphical, numerical and statistical. A wide range of both quantitative and qualitative data.</p>	<p>Skills Cartographic – maps on different scales. OS maps. Maps with photographs. Graphical, numerical and statistical. A wide range of both quantitative and qualitative data.</p>
	<p>Places UK physical characteristics. River Tees (Northumberland) Boscastle (Cornwall) Lake District</p>	<p>Places London Mumbai</p>	<p>Places Brazilian Amazon Svalbard Antarctica</p>	<p>Places Nigeria UK</p>

Year 11	Challenge of Natural Hazards	The Challenge of Managing Resources	Paper 3 – Familiar and unfamiliar fieldwork Issue Evaluation
	<p>What is covered? Types of natural hazards and their associated risk. Tectonic hazards theory, processes at different plate margins. The effects and responses to earthquake hazards varies depending on contrasting wealth/development. Management of tectonic hazards to reduce risk. Weather Hazards. The theory of global atmospheric circulation. Tropical storm formation, impacts and management. UK weather hazards and extreme weather events. Climate change – causes, effects and management.</p>	<p>What is covered? Food, water and energy resources – their global distribution and impact on well-being. The changing demand and provision of resources in the UK create opportunities and challenges. Demand for water resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase water supply.</p>	<p>What is covered? Students undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. This follows the full enquiry process and students conduct two days primary fieldwork as part of this.</p>
	<p>Why this and why now? A large topic with component knowledge supported by schemas developed at KS3. Strong links to development and urban knowledge.</p>	<p>Why this and why now? Short topic that has strong links to development and urban processes</p>	<p>Why this and why now? The River investigation takes place in the summer term of Y10. This is an opportunity to interleave knowledge from the Rivers topic studied at the beginning of Y10. The Human investigation takes place before Easter of Y11 when the teaching of topics is completed and the issue evaluation booklet is released by the exam board so there is more of a paper 3 focus.</p>
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	<p>Places Haiti and New Zealand (Christchurch) Philippines (Tacloban) UK (Somerset Levels)</p>	<p>Places South Africa and Lesotho Rajasthan - India</p>	<p>Places Carding Mill Valley – Church Stretton (Shropshire Hills) Local area – Stoke Town - Hanford</p>

Assessment in Geography:

Formative assessment will happen in most geography lessons. This will be to identify/activate prior learning. Teachers will use a range of knowledge retrieval strategies. Interleaving of knowledge checks will be effectively used in lessons to ensure composites are effectively built into components. Summative assessments will follow the school's assessment point calendar. These assessments will assess both composite and components of our curriculum.

Feedback in Geography:

Feedback will be focussed and regular following the school's teaching for excellence framework. The feedback will happen prior to, during and after the completion of student work. All feedback will have the aim of changing the student, to allow them to improve their knowledge, skills and confidence, making them articulate and competent geographers.