KS4 Long Term Plan
Subject: Geography
Exam Board: AQA

Curriculum Statement of Intent Geography

For all students to acquire a sound knowledge base of physical and human geography. The curriculum is designed for students to appreciate the value of nature and places, raise cultural awareness, and recognise the fragile-interrelationship between humans and nature and thus the importance of sustainability. Fundamentally, we seek to enable students to develop intellectual curiosity and an evaluative understanding of the world via discussion of examples and topical issues. Students will become global citizens who are inquisitive, informed, and can make sense of a complex and ever-changing world.

Curriculum Statement of Implementation

Geography has taken a logical, sequenced structure to the KS4 specification, previous learning is built upon in each topic. This decision was made to ensure students are fully prepared for their public exams through experience of full mock examinations. Students also are provided with a 'home-made' revision guide for the paper currently being studied throughout the academic year. Still, well-planned lessons and interleaving homework ensure students are aware of their learning journey and how physical and human elements are synoptic and interlink. This is particularly apparent in Year 11, whereby after studying the physical environment (fieldwork opportunities incorporated), students are constantly revisit the link between people and the environment. This is embedded with revision activities such as: challenge questions, starters, GCSE Pod videos/assignments, flashcard questions, case study organisers which all address human and physical geography.

How?

- Forward and updated curriculum with frequent class discussion of geography in the news.
- Revisit concepts (classwork and homework).
- Make links explicit between topics. Stress links between people and the environment (important in P1 and P2 at GCSE).
- Highlight the value/importance topics and skills gained to students.
- Create fieldwork opportunities from human and physical geography (school grounds).

Lesson content and structure

The content of the lessons uses case studies from around the world but and local examples wherever possible. This is to ensure that students are aware of the world around them but also their local area and the responsibility and impact they can have.

We have a clear structure to our lessons, the "do now" upon entry is for memory recall/hooking students, and this brings forward the long term memory from the previous topics/lessons or introduces a concept or recent example. This means the student is then ready to attach the new information in the lesson. The 'do now' is then followed by new information and main activities which are embedded through pictures, repetition and a range of written, verbal and practical tasks. Learning is checked at regular intervals via questioning and mini-plenaries. At GCSE, students then regularly complete an exam question or longer answer question to demonstrate progress. Students are given sentence starters and advised on structure, but higher attaining students are encouraged to initiate work independently. Challenge is explicit in lessons on the PPTs and students are aware and attempt 'Geo Challenges' tasks regularly. The lesson will culminate in a plenary activity to recap content from the lesson and often previous lessons to give big picture (context/sequencing of lessons).

Marking

Geography marking has been reframed to incorporate whole- class feedback following assessments. Blue assessment books with purple pen reflection is evidence of assessment marking and whole-class feedback. At KS4 assessments are sat regularly in line with the whole-school assessment calendar. Students receive a personalised EBI (even better if) on each assessment. Students respond to this teacher input by initiating their own INT (I need to) in their assessment reflection. Homework is set according to department policy and marked accordingly. The HoD monitors weekly homework reports and discusses this with teaching staff, with further actions. Furthermore, assessments vary in formative and summative style and are specifically tailored to the 'assessment objectives' (A0s).

Term	Topics Covered	Why now? & Why?	Assessment
Yr 10 Autumn 1	**Natural hazards** **Climate change** **-** Human & natural causes - Managing climate change. **Tectonic hazards** - Physical processes - Nepal and New Zealand - Why live at risk? - Reducing the risk (MPPP).	**Why now?** Climate change imperative 1st topic. Sets tone with current topic, discussion and subsequent topics (tectonic and weather hazards) can be linked back to climate change. Introduce synoptic links of development and disasters. Career links: volcanology, climate change analyst, hazard/risk management, aid workers (NGOs). **Why?** Nepal and New Zealand (contrasting examples and plate boundaries, wider study of continents).	
Yr 10 Autumn 2	**Weather hazards** - Global atmospheric circulation. - TRS & Typhoon Haiyan. - UK weather & Somerset Levels **Living world** **Ecosystems** - Heron Pond, Bushy Park(use of school grounds) - Global biome distribution **Tropical rainforests** - Physical characteristics - Causes of deforestation - Impacts of deforestation - Managing deforestation	**Why now?** Global atmospheric has to be sequenced before tropical storms and extreme weather to address misconceptions. **Why?** Typhoon Haiyan – large diaspora, relevance. Somerset Levels – more local case study. **Why now?** With an understanding of ecosystem fragility, pupils can then explore the impact that humans are having on the natural world and how we can manage these issues effectively, for the benefit of both humans and nature Career links: ecology, conservation, hydroelectric energy, mineral extraction, geology, tourism, education. **Why?** Explore how ecosystems exist at different scales and involve the interaction between biotic and abiotic components. Explore characteristics, adaptations, uses and management of tropical rainforests (Amazon).	**Assessment window. In-class assessment.**
Yr 10 Spring 1	**Hot deserts** **-** Physical characteristics - Western Desert (opportunities & challenges) - Sahel (causes & management of desertification). **Physical landscapes in UK** **-** Uplands/lowlands **Coastal landscapes**	**Why now?** Sequenced structure of cause, effect management continued from section A (hazards) and B (living world). Students again see impact of humans on environment. Topic can be linked back to climate change and revisited with development. Career links: tourism, energy, mining, agriculture. **Why?** The option of hot deserts has been selected as pupils have studied a variety of aspects relating to	**Assessment window. In-class assessment.**

	- Waves - Processes	cold environments previously. Explore the characteristics, adaptations, uses and management of hot deserts. Coasts selection due to relevance over glaciation.	
Yr 10 Spring 2	**Coastal landscapes continued** **-** Landforms - Jurassic coastline, Swanage - Management - Lyme Regis **River landscapes** - Processes - Landforms	**Why now?** Refresh coastal landscapes after break. River landscapes follows same structure. Provide the necessary understanding required to link directly into the fieldwork aspect of the GSCE course which follows this unit. Career links: marine/coastal management, marine biology, town planning, hydrologist, flood risk, ecology. **Why?** Coastal examples, south coast (local). Rivers selected due to relevance over glaciation. Explore the diverse physical landscapes within the UK, exploring how coasts are shaped by physical processes and the distinctive landforms Explore the different management strategies used to protect coastlines.	**Assessment window. In-class assessment.**
Yr 10 Summer 1	**River landscapes continued** - River Tees - Causes of flooding **-** Flood hydrographs - Morpeth Floods **Paper 3 - Field work prep for Barton on Sea trip.** - Location - Risk assessment - Methods	**Why now?** River landscapes follows structure of coastal landscapes. Again, opportunity for local fieldwork. Prep for Barton allows students to access field trip and gain higher quality data. **Why?** River Tees and Morpeth location north east. Morpeth good example of settlement near meandering river so can discuss landforms and management. Explore how river valleys & landforms change downstream.	**Year 10 mock examination (Paper 1).**
Yr 10 Summer 2	**Fieldwork trip** - Fieldwork follow-up. - Data presentation - Data analysis - Conclusions - Evaluations. - Exam questions	**Why now?** Weather suitability. Students demonstrate physical landscape knowledge. Fieldwork acts as bridge to Year 11 having practically assessed urban inequality. DME activity that links resources and rivers. Show synoptic geography. **Why?** Required 2 geographical enquiries, must include the use of primary data. . Enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography.	

Yr 11 Autumn 1	**Urban issues and challenges** - Urban trends - Urbanisation & megacities **Mumbai (Urban LIC)** **-** Location, importance, growth. - Opportunities & challenges - Dharavi Redevelopment Project **London (Urban UK)** **-** Location, importance, migrants **-** Opportunities and challenges - Olympic Park. - Urban sustainability.	**Why now?** Introduces the concept of urbanisation and development (key themes in link between human and environment). Reaffirm concept of HIC and LIC. Link back to ecosystems (Y10). The curriculum ensures that older pupils are able to take a broader view, generalise, and critique models that represent specific processes. Career links: development worker, finance, disaster relief, aid working, manufacturing. **Why?** London is a case study relevant to pupils (draw upon experience). Mumbai offers excellent contrast and large Indian diaspora at school so content can be discussed with sensitivity.	.
Yr 11 Autumn 2	**Changing economic world.** **The Development gap** **-** Measures of development - Causes & consequences of development. - Reducing the development gap - Tourism – Jamaica.	**Why now?** Revisit concept of variations in life. Once studied an opportunity to recap Dharavi Project under new light with more information. Links to paper 1 with climate, rainforests and deserts. **Why?** Explore variations in human life and evaluate discuss causal factor with place examples. Jamaica – location links to previous learning of tropical storms in Year 10.	**Year 11 mock exam – Paper 1.** **½ Paper 3 TBC**
Yr 11 Spring 1	**Nigeria – NEE** - Location, importance, context. -Changing industrial structure, manufacturing. - TNCs (Shell) +/- - Trading relationships, aid, and development. **Changing UK** - Causes of change - Post-industrial economy. - Torr Quarry	**Why now?** Gives locational example to development & industry. Recap concept of industrial structure (Y9) and lay foundations for changing UK. Revisit sustainability and urban change from section A. Pre-cursor to resources (oil). **Why?** Explore how LICs and NEEs experience rapid econ development, leading to social, environmental and cultural change. .	
Yr 11 Spring 2	**Resource management** **-** Food, water, energy.	**Why now?** This module ties up the course by teaching the	**Year 11 exam window (Paper 1 & Paper 2).**

	Food **-** Food supply - Food insecurity - Increasing food supply - THE IBIS - Jamalpur, Bangladesh. **Issue Evaluation.** Pre-release booklet made available 12 weeks before exam **Revision** Students are required to use case studies from across the specification.	need for sustainable management of resources. Students will understand the scale of the current and future challenge and opportunities. Career links: agriculture, sustainable farming. **Why?** Reaffirm the impact humans can have on the planet and how individual actions are required for sustainable management. Ultimately, students should recognise their 'footprint' and leave school as students who are inquisitive, informed, and can make sense of a complex and ever-changing world. **Why now?** Exam requirement. 1 week teacher turnaround to plan 7-9 lessons and an in-class mock paper. **Why?** Unseen fieldwork is the second section of the Paper 3 in the exam year 2021-2022. Lessons will aim to train students in how to respond when given unfamiliar scenarios in the exam. Decision making exercise based on evaluation of sources. Link to compulsory element of the course.	
Yr 11 Summer 1	**Finish pre-release (issue evaluation).**		