



KS4 Curriculum Overview

Year 10

During Year 10 students ...

Autumn Term

Students will study the challenge of **natural hazards**. They will look at the distribution of earthquakes and volcanoes and the different types of plate margins. Using two contrasting case studies year 10s will consider different effects and response to tectonic hazards and how they can be reduced. On a similar trend students will now study **weather hazards**. We will look at global examples like tropical storms and the devastating effects they cause. We will compare them to UK weather hazards and examine why and how they are different.

Spring Term

Climate change is a topic of hot debate and concern and its causes, impacts and management is studied in a smaller topic which is linked to weather hazards. Following this, but also linked to climate change students study the living world. We look at small and large scale ecosystems and why they exist where they are. We then look at the **ecosystem of tropical rainforests** and look at the causes for deforestation. Students use this to evaluate impacts of deforestation using South East Asia as a case study, before studying ways rainforests can be managed long-term. In year 10 the living world continues but looking at **hot deserts**. They consider characteristics of hot deserts and the opportunities they create. Students will now examine challenges of development in these areas and how this can create desertification using the Thar Desert as a case study. Finally students will study management techniques to reduce desertification.

Summer Term

Coastal landscapes is next with students studying a wide range of processes including weathering, mass movement and erosion. Students learn how different coastal landforms are created using Dorset as a case study. Finally we examine the contrasting ways coasts are protected and use Hunstanton as an example. **River landscapes** follows next and has many similarities to coasts with students studying processes, landforms and management. Everything taught so far makes up paper 1 of the GCSE geography exams.

Usually at this time of year 10s undertake their official piece of fieldwork at Hunstanton. They will study a variety of human and physical aspects before using the skills they learned in year 9 to answer two enquiry questions.

Year 11

During Year 11 students will...

Autumn Term

For the first half of the autumn term students will study **urban areas** and the opportunities and challenges they create. We will use Rio as a case study. We will study its local, national and international importance before studying the opportunities the city provides, as well as challenges and potential solutions. As a contrast students will study a **UK city** as an example and we will look at Bristol. Again students will consider why Bristol is important locally, nationally and internationally before studying opportunities, challenges and management.

The development gap and the unequal world we live in is considered next. Students will learn how **development** can be measured and compared. They will examine causes of uneven development and the consequences this can create. Finally we look at reducing the gap and different ways this can be achieved using Jamaica as a tourism case study. **Nigeria** a Newly-Emerging Economy is used to show how the world is changing economically. Students learn Nigeria's place in the world and their changing economy. We look at how TNCs, aid and environmental issues affect Nigeria's development as a nation.



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Spring Term

Again we then compare this to the **UK**. We look at how industry and the economy has changed in the UK. We consider the importance of science and business parks and how industry effects the UK's environment. Students will consider if development is consistent across the UK and why this might not be the case, before examining how the UK is important to the wider world. The final topic before revision starts is **resources** which has links to human and physical geography. We will examine the provision of water, energy and food in the UK, before studying food management across the world in more detail. Everything students have learned since rivers makes up paper 2 of their geography exams.

Summer Term

As well as revision, 12 weeks before exam paper 3 students are given a small booklet from the AQA exam board on any of the topics they have previously studied which contains information about the topic and ultimately a human and physical debate the students must evaluate for its potential opportunities and challenges assessing strengths and weakness of the scheme. Students will be examined of this booklet within exam paper 3, along with fieldwork questions.