



KS4 Curriculum Overview (Year 9, 10 and 11)

Year 9

During Year 9 students will ...

Autumn Term:

Students learn about the different types of local, national and global settlements before completing a piece of fieldwork on site. The students then complete a variety of tasks in relation to their fieldwork including data presentation, risk assessment, analysis and evaluation.

For the second 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 provide, as well as challenges and potential solutions.

Spring Term

After their Christmas break 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 9s 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.

Summer 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.

Year 10

Autumn 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.

Coastal landscapes are 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.

Spring Term:

River landscapes follow next and has many similarities to coasts with students studying processes, landforms and management.

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.

Summer Term:

The urban world is the start of the human geography section of their GCSE. Study is linked to the work students did in year 9 but now using Mumbai as an example. Students will examine importance, challenges, opportunities and management of the urban environment.



KS4 Curriculum Overview (Year 9, 10 and 11)

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.

Year 11

Autumn Term:

Linked to the urban world, urban sustainability is next. We will use Freiburg in Germany so students can see a model of sustainability and sustainable living and how its waste, traffic and housing management can be implemented elsewhere.

The development gap and the unequal world we live 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.

Spring Term:

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 effect Nigeria's development as a nation.

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.

Summer Term:

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.

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 exampaper 3.