

KS4 Curriculum Overview: Year 10 Geography: Spring Terms 2.1 & 2.2 (Commencing: 2023-2024)

Learner Rationale: A learner will develop interleaving knowledge and comprehension upon different GCSE Geography Edexcel B topics across all three exam papers. Year 10 heavily encompasses and develops a sense of independence and responsibility, from learning in-depth on case studies to having the exploration opportunity to conduct their own fieldwork.		Learner – Aims & Objectives: Learners will develop and extend their knowledge of locations, places, environments and processes, upon a variety of scales and contents. Through this, understanding of people and the environment will expand by ‘thinking like a geographer’, which encompasses a range of skills through fieldwork, evaluating vast amounts of evidence, as well as developing the competency of applying their geographical knowledge and understanding to real life contexts.			
Term 1:		Term 2:		Term 3:	
1:1: Topic 4B: River Processes & Pressures (Paper Two)	1:2: Topic 5: UK Dynamic Cities – Birmingham & London (Paper Two)	2:1: Topics 5 & 6: Cities + Urban Fieldwork: Birmingham (Paper Two)	2:2: Topic 9: Consuming Energy Resources (Paper Three)	3:1: Topic 4A: Coastal Change & Conflict (Paper Two)	3:2: Topics 4A & 6: Coastal Conflicts + Coastal Fieldwork: Hunstanton (Paper Two)
Term 2	2:1: UK Dynamic Cities & Urban Fieldwork: Birmingham (Paper Two)		2:2: Consuming Energy Resources (Paper Three)		Autumn Assessment
Topic Coverage	Enquiry Question – Birmingham (UK Dynamic Cities): How and why does the quality of life varies in an urban environment? <u>Knowledge (AO1 & AO2) – UK Dynamic Cities & Birmingham Fieldwork:</u> UK Evolving Human Landscapes – UK Dynamic Cities: <ul style="list-style-type: none"> Differences between urban core and rural periphery zones – Demographics, economic activities & settlement. National and international migration patterns – The growing multiculturalism of the United Kingdom. The decline of the primary and secondary sectors, with the rise of the tertiary and quaternary sectors. The processes and effects of globalisation, free-trade and privatisation policies upon the United Kingdom. Significance of site, situation and connectivity of Birmingham or London. City structure (Burgess Model) – Building age, density, land-use and environmental quality. Causes and effects of national/international migration upon city zones. Development of inequality through employment, services, education and health within the city. Regeneration and rebranding – Costs and benefits. Strategies of sustainable urban living by improving the quality of life through recycling, employment, green spaces and energy-efficient housing. 		Enquiry Question: How do different forms of renewable, non-renewable and recyclable energy effect the environment? <u>Knowledge (AO1 & AO2):</u> Consuming Energy Resources (Topic One) – Main Components: <ul style="list-style-type: none"> Classifying energy resources into renewable, non-renewable and recyclable forms of energy, that analyses energy distribution and consumption. Discussing reasons for variations in global energy consumption and the effects of this upon the population, economy and the environment in association with climate change. Links to the BP Oil Spill of 2010 and the Athabasca Tar Sands in Alberta, Canada. The growing global energy crisis, with focus on the decline of fossil fuels and the growing energy bills in the UK during 2022. Decision-making tasks evaluating the costs and benefits of different energy types. Review of energy stakeholders and the costs/benefits of their actions and desires. Causes and consequences of water scarcity and how this environmental impact is provoked by extracting energy resources. Analysing features of eco-friendly transport/housing and the benefits to the environment. Reference to BeDZed and other communities. <u>Skills (AO3 & AO4):</u> <ul style="list-style-type: none"> Exploration of enquiry questions based on energy stakeholders (Renewable vs. Non-Renewable). Choropleth maps locations showing the distribution of energy consumers, producers and exporters. 		Knowledge Coverage: <ul style="list-style-type: none"> Topic 4B: River Processes & Pressures. Topic 5: UK Dynamic Cities – Birmingham/London. Topic 6: Geographical Investigations – Fieldwork. Topic 9: Consuming Energy Resources. Skills Tested: <ul style="list-style-type: none"> Enquiry Questions OS/Geology/Choropleth Maps. Formulating Enquiry Questions. Reviewing & Comparing Census Data. Assessment Style Questions & Command Words – Edexcel B Links: <ul style="list-style-type: none"> Key Term Comprehension – Define & Multiple-Choice Questions (AO1 - Knowledge) Baseline Comprehension – State, Identify, List, Suggest, Compare, Describe, Explain (AO2 – Comprehension & Understanding).

<ul style="list-style-type: none"> City connections to rural regions – Interdependence, economic and environmental costs and benefits. Rural economic and social changes and challenges – Developing new income and economic opportunities through diversification. 	<ul style="list-style-type: none"> Decision-Making / Oracy exercises regarding a cost-benefit analysis of different energy resources and the impacts of water scarcity in named countries. Satellite imagery highlighting regional, national and international changes based on energy exploitation and extraction. 	<ul style="list-style-type: none"> Skills Test – Assess/Evaluate (AO3 – Judgement & AO4 – Geographical Skills).
<p><u>Skills (AO3 & AO4) – UK Dynamic Cities & Birmingham Fieldwork:</u></p> <ul style="list-style-type: none"> Interpretation of UK demographics – Population pyramids. Census data to understand demographic patterns. FDI/Immigration changes through the United Kingdom. Enquiry Questions. OS Maps: Land types/use. Crime & IMD databases to investigating inner city problems. Primary Data Collection – Photo analysis, environmental perception surveys. Secondary Data – Google Earth, textbook applicational knowledge etc. 	<p><u>Assessment:</u></p> <ul style="list-style-type: none"> Rapid recalls every lesson: Variety of questions from last lesson, previous weeks or previous topics. GCSE command words integrated, including define, state, identify, list and suggest, with the occasion maths-related and explanation questions. 1-2 Pit Stops: 1) Energy Classification. 2) Costs & Benefits Of Energy Consumption & Extraction. 1 End Of Unit Assessment – CER Exam Practice (P3 12 mark decision-making question). Pit Stops interleaved with other GCSE topics, as well as being divided into three sections: <ul style="list-style-type: none"> AO1 – Key Term Comprehension. AO2 – Knowledge & Understanding. AO3/AO4 – Skills Test. End Of Unit Assessments: Combining all AO's, diverse range of command words and use of explicit GCSE exam questions between 2016-2022. Mark schemes followed in moderation. DIRT – Carried out after (scores recorded in exercise books): <ol style="list-style-type: none"> Pitstops End Of Unit Assessments Educake Quizzes. Weekly to fortnightly Educake quizzes to supplement and consolidate classroom knowledge. Testing short- and long-term knowledge, variety of question types e.g. Multiple choice, definitions, gap fillers, maths and figure referencing. 	
<p><u>Reading/Literacy/Oracy:</u></p> <p>Students will have various opportunities for oracy-related learning through creating speeches, reading responses aloud and using a variety of activities</p>	<p><u>Reading/Literacy/Oracy:</u></p> <p>Students will have various opportunities for oracy-related learning through creating speeches, reading responses aloud and using a variety of activities</p>	

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	<p><u>Home Learning:</u></p> <p>Seneca & Educake set weekly/fortnight (dependent on forthcoming pitstops/assessments). Homework marked, assessed by class teachers where collective areas of development are reviewed internally, and taught within DIRT sessions to improve upon misconceptions.</p> <p>Students through GCSE will be given a GCSE Edexcel B revision guide, with a diverse range of supporting resources including specification knowledge questions, practice papers, assessment objective criteria, student specification, case study overviews and more.</p>	<p><u>Home Learning:</u></p> <p>Seneca & Educake set weekly/fortnight (dependent on forthcoming pitstops/assessments). Homework marked, assessed by class teachers where collective areas of development are reviewed internally, and taught within DIRT sessions to improve upon misconceptions.</p> <p>Students through GCSE will be given a GCSE Edexcel B revision guide, with a diverse range of supporting resources including specification knowledge questions, practice papers, assessment objective criteria, student specification, case study overviews and more.</p>	