

KS4 Curriculum Overview: Year 10 Geography: Autumn Terms 1.1 & 1.2 (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 1	1:1: River Processes & Pressures (Paper Two)		1:2: UK Dynamic Cities – Birmingham & London (Paper Two)		Autumn Assessment
Topic Coverage	Enquiry Question: Why is there a variety of river landscapes in the UK and what are the processes that shape them? <u>Knowledge (AO1 & AO2):</u> <ul style="list-style-type: none"> Contrasting river landscapes: Upper, middle and lower courses. Drainage basin landforms and formations. River characteristics and channel shape: The Bradshaw Model. The interaction of physical processes: Erosion, transportation, weathering and deposition. The influence of climate, geology and forms of mass movements upon landscapes. The influence of physical processes upon storm hydrographs. The effects of human activities altering the river landscape. The causes of human and physical activities upon UK floods. <u>Skills (AO3 & AO4):</u> <ul style="list-style-type: none"> Exploration of enquiry questions. 1:25000 and 1:50000 OS maps determining river cross-sections. BGS Geology maps to correlate river profiles to geology. Drawing and analysing statistics of storm hydrographs by using precipitation, discharge, rising limb, falling limb and lag time. <u>Assessment:</u> <ul style="list-style-type: none"> Rapid recalls every lesson: Variety of questions from last lesson, previous weeks or previous topics. GCSE command words 		Enquiry Question: Why are places and people changing in the UK and how are different UK cities changing? <u>Knowledge (AO1 & AO2):</u> UK Evolving Human Landscapes: <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. UK Dynamic Cities: <ul style="list-style-type: none"> 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. The effects of decline through deindustrialisation and depopulation. Effects of economic and population growth through TNC's, gentrification, studentification and decentralisation. 		Knowledge Coverage: <ul style="list-style-type: none"> Topic 4B: River Processes & Pressures. Topic 5: UK Dynamic Cities – Birmingham/London. Year 9 Topics – Interleaving. 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). Skills Test – Assess/Evaluate (AO3 – Judgement & AO4 – Geographical Skills).

<p>integrated, including define, state, identify, list and suggest, with the occasion maths-related and explanation questions.</p> <ul style="list-style-type: none"> 1-2 Pit Stops: 1) River Processes & Landforms. 2) UK River Floods & Storm Hydrographs. Pit Stops interleaved with other GCSE topics, as well as being divided into three sections: <ol style="list-style-type: none"> 1) AO1 – Key Term Comprehension. 2) AO2 – Knowledge & Understanding. 3) 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"> 1) Pitstops 2) End Of Unit Assessments 3) 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. 	<ul style="list-style-type: none"> 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. 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. <p><u>Skills (AO3 & AO4):</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. <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) UK Evolving Human Landscapes. 2) UK Dynamic Cities – Birmingham & London. Pit Stops interleaved with other GCSE topics, as well as being divided into three sections: <ol style="list-style-type: none"> 1) AO1 – Key Term Comprehension. 2) AO2 – Knowledge & Understanding. 3) 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"> 1. Pitstops 2. End Of Unit Assessments 3. 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. 	
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	<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 circulated nationwide through Voice-21. Oracy-related learning pushes for students to raise their self-esteem and enthusiasm for the subject, as well as creating a collaborative and respect learning environment to support the formation in creating well-round citizens and exemplary students.</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 circulated nationwide through Voice-21. Oracy-related learning pushes for students to raise their self-esteem and enthusiasm for the subject, as well as creating a collaborative and respect learning environment to support the formation in creating well-round citizens and exemplary students.</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>	