

Yr10 (KS4)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	Paper 1 - Urbanising World	<p>What are the causes and challenges of rapid urban change?</p> <p>Skills: Use and interpretation of line graphs and calculating of rate of change/annual or decadal percentage growth Using satellite images to identify different land use zones in urban areas.</p>	Year 7 - Population topic	<p>A 'good' student performance would include secure knowledge in each of the topics' content and skills, across the Y10 and Y11 topics, as explained in the 'Knowledge/Skills' column to the left.</p> <p>In addition at GCSE students who are doing well would be able to demonstrate their over-arching competence and confidence in the five core areas of disciplinary skill. These are seen as integral to making a 'good' geographer.</p> <p>These core skills are assessed implicitly and explicitly throughout the three written papers by the chosen exam board, Edexcel.</p> <p>These core areas across the whole course of Y10 and Y11 include:</p> <p>Enquiry. Students show that they can ask appropriate and probing questions to find out about the world around them. These include the "who, what, when, where, how, why" questions about a place or event.</p> <p>Places: Students must show good location knowledge and understanding of places so they can think 'geographically'. They should understand spatial scale and appreciate places at the</p>	<p>This information is for the whole course.</p> <p>There are two core text books we use are: Edexcel Geography B - Rob Bircher et al (Pearson)</p> <p>GCSE Geography Edexcel B- Bob Digby et al (Oxford University Press)</p> <p>The Oxford textbook (above) is also available online (Kerboodle platform) and all students have access to this throughout Years 10 and 11.</p> <p>Online revision support: Seneca Bitesize Edexcel website - search for GCSE Geography B</p> <p>Revision material: CGP GCSE Geography Edexcel B</p> <p>Pearson Revision Guide and Workbook - Revision Cards also available</p>

				<p>scale of towns, cities, regions, countries, continents. They should know locations of major features of the natural environment such as oceans, deserts, mountains.</p> <p>Patterns and processes: A good geography student must demonstrate their secure knowledge of who and why places and environments change. These changes are called processes and examples include how a city changes over time or the changing shape of a river or weather conditions in a desert.</p> <p>Language and literacy: A good geographer student shows that they can think 'geographically' through their use of a range of specialist geography vocabulary (eg biome, urban/rural fringe) to help give accurate descriptions of places and events and processes.</p> <p>Numeracy and statistics: a good student will be able to use data (to find out about a place or processes). They can interpret a range of graphs and data in tables to discern patterns and trends. A good student can also critically interpret a range of maps and images and be able to construct some maps and diagrams of their own to show geographical information.</p>	<p>Oxford University Press Revision Guide and Workbook</p> <p>Topical documentaries These are shared with students as we teach course - new ones appear regularly</p>
Autumn 2	Paper 1 - Urbanising World	<p>Why does quality of life vary so much within ONE megacity* in a developing country* OR emerging country*? - MUMBAI</p> <p>Skills:</p>		See notes above	Kevin McCloud - Slumming it documentary - 3 parts - available on YouTube

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	Paper 1 - Hazardous Earth	<p>Using GIS/satellite images, historic images and maps to investigate spatial growth</p> <p>Using quantitative and qualitative information to judge the scale of variations in quality of life.</p> <p>How does the world's climate system function, why does it change and how can this be hazardous for people?</p> <p>How are extreme weather events increasingly hazardous for people?</p> <p>Skills:</p> <p>Use and interpretation of climate graphs</p> <p>Use and interpretation of line graphs/bar charts showing climate change</p> <p>Use and interpretation of temperature and sea-level projection graphs to 2100.</p> <p>Use of GIS to track the movement of tropical cyclones</p> <p>Use of weather and storm-surge data to calculate Saffir-Simpson magnitude</p> <p>Use of social media sources, satellite images and socio-economic data to assess impact.</p>	Year 7 - Weather and Climate Topic		
Spring 1	Paper 1 Hazardous Earth	<p>Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?</p> <p>Skills:</p> <p>Interpret a cross-section of the Earth</p> <p>Use and interpretation of world map showing distribution of plate boundaries and plates</p> <p>Use of Richter Scale to compare magnitude of earthquake events</p>	Year 9 - Tectonic Hazards	See notes above	See above

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	Paper 1 Development Dynamics	<p>Use of social media sources, satellite images and socio-economic data to assess impact.</p> <p>What is the scale of global inequality and how can it be reduced?</p> <p>Skills: Comparing the relative ranking of countries using single versus composite (indices) development measures Interpreting population pyramid graphs for countries at different levels of development Using income quintiles to analyse global inequality</p>	Year 9 - Development Year 9 - Africa and Asia		
Spring 2	Paper 1 - development Dynamics	<p>How is ONE of the world's emerging countries managing to develop? - INDIA</p> <p>Skills: Using numerical economic data to profile the chosen country Using proportional flow-line maps to visualise trade patterns and flows Using socio-economic data to calculate difference from the mean, for core and periphery regions.</p>	Year 9 - Development	See notes above	See above
Summer 1	Paper 2 - UK's Evolving Physical Landscape	<p>Why does the physical landscape of the UK vary from place to place?</p> <p>Why is there a variety of distinctive coastal landscapes in the UK and what are the processes that shape them?</p> <p>What are the challenges for coastal landscapes and communities and why is there conflict about how to manage them?</p>	Year 7 - Weather and Climate Year 9 - Glaciation Year 7 - Coasts Year 8 - Rivers	See notes above	See above

		<p>Skills:</p> <p>Photograph analysis of common glacial, fluvial and coastal landscapes and features</p> <p>Using simple geological cross-sections to show the relationship between geology and relief</p> <p>Locating key physical features (uplands, lowland basins, rivers) on outline UK maps</p> <p>Recognition of physical and human geography features on 1:25000 and 1:50000 OS maps</p> <p>Explore the kinds of questions capable of being investigated through fieldwork</p> <p>Calculation of mean rates of erosion using a multi-year data set</p> <p>Use of BGS Geology maps (paper or online) to link coastal form to geology</p> <p>Recognition of coastal landforms on 1:25000 and 1:50000 OS maps.</p> <p>Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate what is threatened by rapid erosion</p> <p>Use of simple cost-benefit analysis to investigate coastal defence options</p> <p>Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate the impact of policy decisions</p>			
Summer 2	Paper 2 - UK's Evolving Physical Landscape - Field work	<p>Why is there a variety of river landscapes in the UK and what are the processes that shape them?</p> <p>What are the challenges for river landscapes, people and property and how can they be managed?</p>	<p>Year 7 - Population</p> <p>Year 8 - Developing an Enquiry</p> <p>Year 9 - Development</p>	See notes above	<p>See above plus additional fieldwork support booklets will be given out at this stage.</p> <p>Field Studies Council (FSC) also provide many online resources via the Field</p>

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		<p>Explore the kinds of questions that can be investigated through fieldwork Use 1:25000 and 1:50000 OS maps to determine valley cross-section from contour lines Use of BGS Geology maps (paper or online) to link river-long profiles to geology Recognition of river landforms on 1:25000 and 1:50000 OS maps Drawing simple storm hydrographs using rainfall and discharge data. Explore the kinds of questions that can be investigated through fieldwork Use of simple cost-benefit analysis to investigate river management options Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate the impact of policy decisions.</p> <p>FIELD WORK Investigate the impact of coastal management on coastal processes and communities.</p> <p>Skills: Understanding the enquiry process Planning, collection, collation, presentation and analysis of primary and secondary data</p>			<p>Study Centres for fieldwork skills. These are supplied on one of the day trips which uses FSC tutors.</p>
Yr11 (KS4)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	Paper 2 - UK's Evolving Human Landscape - Field work	<p>Why are places and people changing in the UK?</p> <p>Skills:</p>	<p>Year 7 – Population Year 9 – Development</p>	<p>A 'good' student performance at GCSE would include secure knowledge in each of the topics' content and skills across Y10 and Y11 as explained in the 'Knowledge/Skills' column to the left.</p>	<p>This information is for the whole course – Y10 and Y11.</p>

		<p>Use and interpretation of UK population pyramids from different time periods <i>Use of census data sets to understand changes to the UK's population</i> Use of Eurostat to <i>investigate FDI and immigration to the UK.</i></p> <p>FIELD WORK: Investigate how and <i>why quality of life varies within urban areas.</i></p> <p>Skills: <i>Understanding the enquiry process</i> <i>Planning, collection, collation,</i> presentation and analysis of primary and secondary data</p>		<p>In addition at GCSE students who are doing well would be able to demonstrate their over-arching competence and confidence in the five core areas of disciplinary skill. These are seen as integral to making a 'good' geographer. These core skills are assessed implicitly and explicitly throughout the three written papers by the chosen exam board, Edexcel.</p> <p>These core areas (across Y10 and Y11) include:</p> <p>Enquiry. Students show that they can ask appropriate and probing questions to find out about the world around them. These include the "who, what, when, where, how, why" questions about a place or event.</p> <p>Places: Students must show good location knowledge and understanding of places so they can think 'geographically'. They should understand spatial scale and <i>appreciate places at the scale of towns, cities, regions, countries, continents.</i> They should know locations of major features of the natural environment such as oceans, deserts, mountains.</p> <p>Patterns and processes: A good geography student must demonstrate their secure knowledge of who and why places and environments change. These changes are called processes and <i>examples include how a city changes</i></p>	<p>There are two core text books we use are: <i>Edexcel Geography B - Rob Bircher et al (Pearson)</i></p> <p><i>GCSE Geography Edexcel B- Bob Digby et al (Oxford University Press)</i></p> <p><i>The Oxford textbook (above) is also available online (Kerboodle platform) and all students have access to this throughout Years 10 and 11.</i></p> <p>Online revision support: Seneca Bitesize Edexcel website - search for GCSE Geography B</p> <p>Revision material: CGP GCSE Geography Edexcel B</p> <p>Pearson Revision Guide and Workbook - Revision Cards also available</p> <p>Oxford University Press Revision Guide and Workbook</p> <p>Topical documentaries These are shared with students as we teach course - new ones appear regularly</p>
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Autumn 2	Paper 2 UK's Evolving Human Landscape	<p>How is ONE major* UK city changing? - LONDON</p> <p>Skills: Explore the kinds of questions capable of being investigated through fieldwork. Using census data sets to compare areas within inner cities. Use of 1:25000 and 1:50000 OS maps to identify different land use types. Using crime and IMD databases to investigate the extent of inner-city problems.</p>	As above	See notes above	See above
Spring 1	Paper 3 - People and the Biosphere	Why is the biosphere so important to human wellbeing and how do humans use and modify it to obtain resources?	Year 8 Biomes	See notes above	See above Online revision sessions uploaded to GC over holidays. These may take

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	Paper 3 - Forests Under Threat	<p>Skills: Comparing climate graphs for different biomes Use of world maps to show the location of global biomes Use and interpretation of line graphs showing the range of future global population projections, and population in relation to likely available resources</p> <p>What are the threats to forest biomes and how can they be reduced?</p> <p>Skills: Use an interpretation of nutrient cycle diagrams and food webs diagrams Use of GIS to identify the pattern of forest loss.</p>			the form of pre corded revision 'talks' or live question and answer sessions available to all Y11 Geographers.
Spring 2	Paper 3 - Consuming Energy Resources Revision	<p>How can the growing demand for energy be met without serious environmental consequences?</p> <p>Skills: Use and interpretation of world maps showing the distribution of energy resources Use of oil price and oil production data to graph trends over time. Calculation of carbon and ecological footprints</p> <p>Decision Making Skills</p>	Year 9 - Resources Decision making exercises in various topics at Key Stage 3	See notes above	As well as revision resources noted above, online revision sessions uploaded to GC over holidays. These may take the form of pre corded revision 'talks' or live question and answer sessions available to all Y11 Geographers.
Summer 1	Revision				
Summer 2	NA – on Study leave				