

# KS4 Long Term Plan 2021-2022

**Subject: Geography**

**Exam Board: AQA**



## Curriculum Statement of Intent Geography

*For all students to acquire a sound knowledge base of physical and human geography. The curriculum is designed for students to appreciate the value of nature and places, raise cultural awareness, and recognise the fragile-interrelationship between humans and nature and thus the importance of sustainability. Fundamentally, we seek to enable students to develop intellectual curiosity and an evaluative understanding of the world via discussion of examples and topical issues. Students will become global citizens who are inquisitive, informed, and can make sense of a complex and ever-changing world.*

## Curriculum Statement of Implementation

Geography has taken a logical, sequenced structure to the KS4 specification, previous learning is built upon in each topic. This decision was made to ensure students are fully prepared for their public exams through experience of full mock examinations. Students also complete 'home-made' revision guide for the paper currently being studied throughout the academic year. Still, well-planned lessons and interleaving homework ensure students are aware of their learning journey and how physical and human elements are synoptic and interlink. This is particularly apparent in Year 11, whereby after studying the physical environment (fieldwork opportunities incorporated), students are constantly revisit the link between people and the environment. This is embedded with revision activities such as: concept maps, 'geog your memory', flashcard questions, case study organiser which all address human and physical geography.

### How?

- Forward and updated curriculum with frequent class discussion of geography in the news.
- Revisit concepts (classwork and homework).
- Make links explicit between topics. Stress links between people and the environment (important in P1 and P2 at GCSE).
- Create fieldwork opportunities from human and physical geography (school grounds).

### Lesson content and structure

The content of the lessons uses case studies from around the world but and local examples wherever possible. This is to ensure that students are aware of the world around them but also their local area and the responsibility and impact they can have.

We have a clear structure to our lessons, the "do now" upon entry is for memory recall/hooks students, and this brings forward the long term memory from the previous topics/lessons or introduces a concept or recent example. This means the student is then ready to attach the new information in the lesson. The 'do now' is then followed by new information and main activities which are embedded through pictures, repetition and a range of written, verbal and practical tasks. Learning is checked at regular intervals via questioning and mini-plenaries. At GCSE, students then regularly complete an exam question or longer answer question to demonstrate progress. Students are given sentence starters and advised on structure, but higher attaining students are encouraged to initiate work independently. The lesson will culminate in a plenary activity to recap content from the lesson and often previous lessons to give big picture (context/sequencing of lessons).

### Marking

Geography's marking has been greatly reduced through whole-class feedback. This is to reduce teacher workload but still ensure excellent outcomes for students. Blue assessment books with purple pen reflection is evidence of assessment marking and whole-class feedback. At KS4 assessments sat half-termly. Students will receive a personalised EBI (even better if) on each assessment. Students will respond to this teacher input by initiating their own INT (I need to) in their assessment reflection. Homework should be set according to department policy and marked accordingly. The HoD will monitor weekly homework reports and discuss this with teaching staff, offering suggestions. The HoD will complete a book scrutiny (dives) on two occasions and feedback to all staff members individually and collectively. Furthermore, assessments vary in formative and summative style are specifically tailored to the 'assessment objectives' (AOs) in order to address students' varied learning preferences and to allow for the inclusion of different skills and exam requirements.

Term	Topics Covered (Date completed by and number of lessons)	Why now? & Why?	Assessment
Yr 10 Autumn 1	<p><b><u>Natural hazards</u></b></p> <p><b>Climate change</b></p> <ul style="list-style-type: none"> <li>- Human &amp; natural causes</li> <li>- Managing climate change.</li> </ul> <p><b>Tectonic hazards</b></p> <ul style="list-style-type: none"> <li>- Physical processes</li> <li>- Nepal and New Zealand</li> <li>- Why live at risk?</li> <li>- Reducing the risk (MPPP).</li> </ul>	<p><b><u>Why now?</u></b></p> <p>Climate change imperative 1<sup>st</sup> topic. Sets tone with current topic, discussion and subsequent topics (tectonic and weather hazards) can be linked back to climate change.</p> <p><b><u>Why?</u></b></p> <p>Nepal and New Zealand (contrasting examples and plate boundaries, wider study of continents).</p>	
Yr 10 Autumn 2	<p><b>Weather hazards</b></p> <ul style="list-style-type: none"> <li>- Global atmospheric circulation.</li> <li>- TRS &amp; Typhoon Haiyan.</li> <li>- UK weather &amp; Somerset Levels</li> </ul> <p><b><u>Living world</u></b></p> <p><b>Ecosystems</b></p> <ul style="list-style-type: none"> <li>- Heron Pond, Bushy Park (use of school grounds)</li> <li>- Global biome distribution</li> </ul> <p><b>Tropical rainforests</b></p> <ul style="list-style-type: none"> <li>- Physical characteristics</li> <li>- Causes of deforestation</li> <li>- Impacts of deforestation</li> <li>- Managing deforestation</li> </ul>	<p><b><u>Why now?</u></b></p> <p>Global atmospheric has to be sequenced before tropical storms and extreme weather to address misconceptions.</p> <p><b><u>Why?</u></b></p> <p>Typhoon Haiyan – large diaspora, relevance.</p> <p>Somerset Levels – more local case study.</p> <p><b><u>Why now?</u></b></p> <p>With an understanding of ecosystem fragility, pupils can then explore the impact that humans are having on the natural world and how we can manage these issues effectively, for the benefit of both humans and nature</p> <p><b><u>Why?</u></b></p> <p>Explore how ecosystems exist at different scales and involve the interaction between biotic and abiotic components. Explore characteristics, adaptations, uses and management of tropical rainforests (Amazon).</p>	<p><b><u>How assessed?</u></b></p> <p>Assessment 1 – hazards (all 3 elements tested).</p> <p>Statistical &amp; map skills. give, describe, assess).</p> <p>OS Map skills test. Peer-assess.</p>
Yr 10 Spring 1	<p><b>Hot deserts</b></p> <ul style="list-style-type: none"> <li>- Physical characteristics</li> <li>- Western Desert (opportunities &amp; challenges)</li> <li>- Sahel (causes &amp; management of desertification).</li> </ul> <p><b>Physical landscapes in UK</b></p> <ul style="list-style-type: none"> <li>- Uplands/lowlands</li> </ul> <p><b>Coastal landscapes</b></p>	<p><b><u>Why now?</u></b></p> <p>Sequenced structure of cause, effect management continued from section A (hazards) and B (living world). Students again see impact of humans on environment. Topic can be linked back to climate change and revisited with development.</p> <p><b><u>Why?</u></b></p> <p>The option of hot deserts has been selected as pupils have studied a variety of aspects relating to cold environments previously.</p> <p>Explore the characteristics, adaptations, uses and management of hot deserts.</p>	<p><b><u>How assessed?</u></b></p> <p>Case study knowledge tests.</p> <p>Full living world section assessment. Mathematical skills, sources, explain.</p>

	<ul style="list-style-type: none"> <li>- Waves</li> <li>- Processes</li> </ul>	Coasts selection due to relevance over glaciation.	
Yr 10 Spring 2	<p><b>Coastal landscapes continued</b></p> <ul style="list-style-type: none"> <li>- Landforms</li> <li>- Jurassic coastline, Swanage</li> <li>- Management</li> <li>- Lyme Regis</li> </ul> <p><b>River landscapes</b></p> <ul style="list-style-type: none"> <li>- Processes</li> <li>- Landforms</li> </ul>	<p><b><u>Why now?</u></b></p> <p>Refresh coastal landscapes after break. River landscapes follows same structure.</p> <p>Provide the necessary understanding required to link directly into the fieldwork aspect of the GSCE course which follows this unit.</p> <p><b><u>Why?</u></b></p> <p>Coastal examples, south coast (local). Rivers selected due to relevance over glaciation. Explore the diverse physical landscapes within the UK, exploring how coasts are shaped by physical processes and the distinctive landforms. Explore the different management strategies used to protect coastlines.</p>	<p><b><u>How assessed?</u></b></p> <p>OS map skills test (peer assess).</p> <p>Paper 1 mock examination (end of year exam).</p>
Yr 10 Summer 1	<p><b>River landscapes continued</b></p> <ul style="list-style-type: none"> <li>- River Tees</li> <li>- Causes of flooding</li> <li>- Flood hydrographs</li> <li>- Morpeth Floods</li> </ul> <p><b>Paper 3 - Field work prep for Barton on Sea trip.</b></p> <ul style="list-style-type: none"> <li>- Location</li> <li>- Risk assessment</li> <li>- Methods</li> </ul>	<p><b><u>Why now?</u></b></p> <p>River landscapes follows structure of coastal landscapes.</p> <p>Again, opportunity for local fieldwork.</p> <p>Prep for Barton allows students to access field trip and gain higher quality data.</p> <p><b><u>Why?</u></b></p> <p>River Tees and Morpeth location north east. Morpeth good example of settlement near meandering river so can discuss landforms and management.</p> <p>Explore how river valleys &amp; landforms change downstream.</p>	<p><b><u>How assessed?</u></b></p> <p>Paper 1 mock examination (end of year exam).</p>
Yr 10 Summer 2	<p><b>Fieldwork trip</b></p> <ul style="list-style-type: none"> <li>- Fieldwork follow-up.</li> <li>- Data presentation</li> <li>- Data analysis</li> <li>- Conclusions</li> <li>- Evaluations.</li> <li>- Exam questions</li> </ul> <p><b>- Unseen fieldwork</b></p> <p><b>Mock issue evaluation.</b></p> <ul style="list-style-type: none"> <li>- Oxford reservoir.</li> </ul>	<p><b><u>Why now?</u></b></p> <p>Weather suitability.</p> <p>Students demonstrate physical landscape knowledge. Fieldwork acts as bridge to Year 11 having practically assessed urban inequality. DME activity that links resources and rivers. Show synoptic geography.</p> <p><b><u>Why?</u></b></p> <p>Required 2 geographical enquiries, must include the use of primary data.</p> <p>Enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography.</p>	<p><b><u>How assessed?</u></b></p> <p>In class Paper 3 mock. Issue evaluation &amp; fieldwork.</p>
Yr 11 Autumn 1	<p><b><u>Urban issues and challenges</u></b></p> <ul style="list-style-type: none"> <li>- Urban trends</li> <li>- Urbanisation &amp; megacities</li> </ul> <p><b>Mumbai (Urban LIC)</b></p> <ul style="list-style-type: none"> <li>- Location, importance, growth.</li> </ul>	<p><b><u>Why now?</u></b></p> <p>Introduces the concept of urbanisation and development (key themes in link between human and environment).</p> <p>Reaffirm concept of HIC and LIC.</p> <p>Link back to ecosystems (Y10).</p>	<p><b><u>How assessed?</u></b></p> <p>Paper 1 Y11 exam. .</p>

	<ul style="list-style-type: none"> <li>- Opportunities &amp; challenges</li> <li>- Dharavi Redevelopment Project</li> </ul> <p><b>London (Urban UK)</b></p> <ul style="list-style-type: none"> <li>- Location, importance, migrants</li> <li>- Opportunities and challenges</li> <li>- Olympic Park.</li> <li>- Urban sustainability.</li> </ul>	<p>The curriculum ensures that older pupils are able to take a broader view, generalise, and critique models that represent specific processes.</p> <p><b><u>Why?</u></b></p> <p>London is a case study relevant to pupils (draw upon experience). Mumbai offers excellent contrast and large Indian diaspora at school so content can be discussed with sensitivity.</p>	
Yr 11 Autumn 2	<p><b>Resource management</b></p> <ul style="list-style-type: none"> <li>- Food, water, energy.</li> </ul> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>- Food supply</li> <li>- Food insecurity</li> <li>- Increasing food supply</li> <li>- THE IBIS</li> <li>- Jamalpur, Bangladesh.</li> </ul> <p><b>Exam technique lessons</b></p>	<p><b><u>Why now?</u></b></p> <p>This module ties up the course by teaching the need for sustainable management of resources.</p> <p>Students will understand the scale of the current and future challenge and opportunities.</p> <p><b><u>Why?</u></b></p> <p>Reaffirm the impact humans can have on the planet and how individual actions are required for sustainable management. Ultimately, students should recognise their 'footprint' and leave school as students who are inquisitive, informed, and can make sense of a complex and ever-changing world.</p> <p><b><u>Why?</u></b></p> <ul style="list-style-type: none"> <li>- Address weaker areas from the first full mock examination in Year 11.</li> </ul>	<b><u>How assessed?</u></b>
Yr 11 Spring 1	<p><b>Unseen fieldwork questions.</b></p> <p><b>Exam technique and feedback following the two mock exams.</b></p>	<p>Unseen fieldwork is the second section of the Paper 3 in the exam year 2021-2022. Lessons will aim to train students in how to respond when given unfamiliar scenarios in the exam.</p> <p>Get students exam ready. Address any misconceptions in terms of technique/structure/content.</p>	<p><b><u>How assessed?</u></b></p> <p>Paper 1 PPE</p> <p>Paper 2 – shorter PPE</p>
Yr 11 Spring 2	<p><b>Issue Evaluation.</b></p> <p>Pre-release booklet made available 12 weeks before exam</p> <p><b>Revision</b></p> <p>Students are required to use case studies from across the specification.</p>	<p><b><u>Why now?</u></b></p> <p>Exam requirement. 1 week teacher turnaround to plan 7-9 lessons and an in-class mock paper.</p> <p><b><u>Why?</u></b></p> <p>Decision making exercise based on evaluation of sources.</p> <p>Link to compulsory element of the course.</p>	
Yr 11 Summer 1	<p><b>Exam season.</b></p>		

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