## **Roundwood Park School**

## KS4 Geography (AQA)



The aims and objectives of GCSE Geography are to enable students to:

- Study a **relevant** and **contemporary** approach to **physical** and **human** geography and investigate the interactions between them, whereby students will explore a range of **countries** and cultures as well as their place in the world within the United Kingdom.
- Topics of study include natural hazards, ecosystems, river and coastal processes, climate change, urban issues and challenges, development and the challenge of sustainable resource use.
- Students are encouraged to understand their role in society, by considering different viewpoints, values and attitudes.
- A range of geographical skills will developed including cartographic, graphical, numerical and statistical skills.
- Transferable skills include **critical thinking, problem-solving, analysis, explanation** of complex systems and **processes** and **evaluation** of issues. ASPIRE skills are also embedded throughout the curriculum.

In geography, the order curriculum is taught in has been carefully considered to build on the skills and concepts students are introduced at KS3. Beginning with Natural Hazards in year 10, we cover some 'big concepts' such as the global atmospheric circulation, a concept that is fundamental and referred to several times through the course. It is also concurrent to study weather events such as tropical storms that are common in the northern hemisphere between August – November enabling students to engage with geography in the news. Climate change conferences generally occur at the start of December, which is timely as the climate change part of the module finishes as these begin. Urban change is the next unit, with urbanisation as another 'big concept' that is required to understand other units such as changing economic world, ecosystems and resource management. In addition to it linking to the worlds growing population and shifting demand for resources, the unit embeds geographical concepts and theories required for fieldwork at the end of year 10. Continuing the pattern of alternating physical and human geography, students go on to study rivers and coasts. These modules are fundamental to the end of year 10 fieldwork. The topics readily follow the previous modules with links with urbanisation and flooding. In year 11 students study the changing economic world, providing a core understanding is helpful to better approach the challenge of resource management topic. Living world and ecosystems is next providing a scientific understanding of concepts and processes providing a segue into the challenge of resource management. This final unit draws on a range of issues already covered in the course and brings them together. It is also an issue heavy paper and therefore has the propensity to be examined in paper 3, therefore can coincide with the release of the synoptic booklet. We strongly encourage students to interleave their learning throughout the course through retrieval quizzes throughout the year on different

## **Assessment objectives:**

AO1 Demonstrate knowledge of locations, places, processes, environments and different scales (15 %).

**AO2:** Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25 %).

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35 %, including 10 % applied to fieldwork context(s)). AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25 %, including 5 % used to respond to fieldwork data and context(s)).

Year / term	Unit of work:	Assessment
Year 10	Paper 1 Living with the physical environment	
Autumn Term	A: The challenge of the natural environment	
	Natural Hazards	
	Tectonics Hazards	
	Weather Hazards	
	Climate Change	
	Paper 2 A: Challenges in the human environment Section A: Urban issues and challenges	End of unit Hazards Test (all A0's assessed)
	<ul> <li>Urbanisation</li> <li>The opportunities and challenges in urban areas with case study focuses on:         <ul> <li>Case Study LIC/NEE: Lagos, Nigeria</li> <li>Case Study HIC: London, UK</li> </ul> </li> </ul>	
Super Curricular	Read: The Perfect Storm by Sebastian Junger Visit: Natural History Museum, London, Science Museum, London Watch: Tectonics of Planet Earth https://www.youtube.com/watch?v=Kg_UBLFUpYQ&t=669s Extreme weather documentary https://www.youtube.com/watch?v=SNfdW6R5Mx4 Before the flood (2016) – Climate change and solutions.	

Year / term	Unit of work	Assessment
Year 10	Paper 2 A: Challenges in the human environment	
Spring Term	Section A: Urban issues and challenges	
	<ul> <li>The opportunities and challenges in urban areas with case study focuses on:</li> <li>Case Study HIC: London, UK</li> </ul>	End of unit Urban issues and challenges test (all A0's assessed)
	Paper 1 Living with the physical environment	
	Section C: Physical landscapes in the UK	
	UK physical landscapes	

	Coastal landscapes in the UK	
Super	Read: Trash by Andy Mulligan, Welcome to Lagos by Chinbundo Onuzo	
Curricular	Visit: London- East Village (Olympic Park), London Docklands (regeneration), Shoreditch (multi-cultural mix)	
	Write: 'What strategies can be used to make London greener?' Answer in no more than 500 words.	
	Research 'Is Crossrail worth it's £15 billion price tag?' The Guardian Online. 'The	line that ate London'

Year / term	Unit of work	Assessment
Year 10	Paper 1 Living with the physical environment	End of unit physical landscapes in the UK test (all A0's
Summer Term	Section C: Physical landscapes in the UK	assessed)
	River landscapes in the UK	
	Paper 3 Geographical applications Section B: Fieldwork  • Fieldwork preparation – regeneration  • Fieldwork preparation – coasts and rivers	Required Practical fieldwork – Wales fieldtrip – A04
Super Curricular	Read: Notes from a small island by Bill Bryson Visit: Swanage Bay, Oxwich Bay, Studland Peninsula, River Colne, River Ver, Walton-on-the-Naze. What landforms can you see, and can you explain their formation? Find an example of a coastline with headlands and bays (perhaps the Isle of Purbeck on the Dorset Coast). Search for a map or satellite photo and add labels to describe the main features. Find out about the different geology.	

Year / term	Unit of work	Assessment
Year 11	Paper 3 Geographical applications	
Autumn Term	Section B: Fieldwork	
	Fieldwork project write-up (human and physical)	Paper 3 Fieldwork – end of unit test (all A0's, main focus on A04)
	Paper 2 A: Challenges in the human environment	
	Section B: The changing economic world	
	Development	
	Reducing the development gap	
	Case Study focus on development in:	
	<ul> <li>Case Study LIC/NEE: Nigeria</li> </ul>	
	<ul> <li>Case Study HIC: England</li> </ul>	

	Paper 1 Living with the physical environment Section B: The living world  • Ecosystems  • Tropical Rainforests	Year 11 Mocks – all units taught so far tested (all A0's assessed)
Super Curricular	Read: Rainforests by Rhett Butler Visit: Hertswood Forest, Chiltern AONB, Lee Valley Regional Park	
Curricular	Epping Forest, ZSL London Zoo, ZSL Whipsnade, Kew Gardens, Rainham Marshes	
	Watch: Planet Earth, Human Planet, Earth's Greatest Migrations	
	Blue Planet, Dynasties, BBC Seven Planets, one world.	
	Investigate commercial oil palm farming in Malaysia. What is oil palm used for?	How is rainforest cleared to make way for this type of farming?
	What damage is done to habitats and the natural environment?	

Year / term	Unit of work	Assessment
Year 11	Paper 1 Living with the physical environment	End of unit Living World test (all A0's assessed)
Spring Term	Section B: The living world	
	Hot deserts	
	Paper 2 A: Challenges in the human environment	
	Section C: Resource management	
	Food, water, energy	
	Food security	
	Food Management	
		End of unit Resource Management test (all A0's assessed)
	Paper 3 Geographical applications	
	Section A: Issue evaluation	
	<ul> <li>critical thinking and problem-solving element to the assessment</li> </ul>	
	structure	
	<ul> <li>A resource booklet will be available twelve weeks before the</li> </ul>	
	date of the exam so that students have the opportunity to work	
	through the resources, enabling them to become familiar with	
	the material.	

	Final exams: Paper 1, Paper 2 and Paper 3.	
Super	Read: The Burning Question: We Can't Burn Half the World's Oil, Coal and Gas. So How Do We Quit? By Berners-Lee	
Curricular	Visit: Science Museum, London , The Green Britain Centre, Norfolk	
	Watch: BBC – Meat, a threat to our planet?	
	Write: 'Natural Gas is the future of Energy. Do you agree?' Answer in no more than 500 words.	
	'Natural Gas is the future , not coal' http://www.cbsnews.com/news/natural-gas-coal-future/ Do you agree? Are there alternatives?	