

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 units, as well as carefully planned, interleaved home learning tasks based on different units.

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 Autumn Term	Paper 1 Living with the physical environment A: The challenge of the natural environment <ul style="list-style-type: none"> Natural Hazards Tectonics Hazards Weather Hazards Climate Change Paper 2 A: Challenges in the human environment Section A: Urban issues and challenges <ul style="list-style-type: none"> Urbanisation The opportunities and challenges in urban areas with case study focuses on: <ul style="list-style-type: none"> Case Study LIC/NEE: Lagos, Nigeria Case Study HIC: London, UK 	End of unit Hazards Test (all A0's assessed)
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 Spring Term	Paper 2 A: Challenges in the human environment Section A: Urban issues and challenges <ul style="list-style-type: none"> The opportunities and challenges in urban areas with case study focuses on: <ul style="list-style-type: none"> Case Study HIC: London, UK Paper 1 Living with the physical environment Section C: Physical landscapes in the UK <ul style="list-style-type: none"> UK physical landscapes 	End of unit Urban issues and challenges test (all A0's assessed)

		Final exams: Paper 1, Paper 2 and Paper 3.
Super Curricular	Read: The Burning Question: We Can't Burn Half the World's Oil, Coal and Gas. So How Do We Quit? By Berners-Lee 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?	