

KS4 Curriculum Mapping and Skills Criteria

KS4 Geography

Curriculum Intent

Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which supports students in engaging with the world and communicating with people regardless of background or social standing.

In our Geography curriculum we aim to encourage students to take an interest in the world around us. Topics aim to promote discussion about current (and future) events impacting on people in the UK and around the world. We want students to take an interest in how physical features have been created so that they engage with the world around us, and how these features will change in the future. We want students to show empathy towards those in different economic situations and understand the power that individuals have to change their own situations and that of others. We want students to develop a love of the world and want to travel and explore new places outside of their comfort zones. Essentially we want students to become **global citizens** who care about the world around them and appreciate that they have the power to change it for the better.

Catholic ethos intent statement

At The Palmer Catholic Academy, we believe learning powerful knowledge helps students achieve and creates a fairer society. Ad Gloriam Dei Et Servitium Omnium is the school's motto and our curriculum intent is to serve the students so that they can be spiritually and morally ready for the world and serve the local community and beyond by being stewards of the biosphere. Our Geography curriculum consistently links with the big issues in the world. These global issues underpin our curriculum. Sustainable development is a theme constantly running throughout the curriculum which means that our students will hopefully be the generation that saves our planet. Our Geography curriculum incorporates Pope Francis' teachings that 'We are stewards, not masters of our earth. Each of us has a personal responsibility to care for the precious gift of God's creation.' (Pope Francis 2016) Students are constantly challenged to find a solution to sustainable economic development without impacting our planet and contributing towards climate change.

	Term 1	Term 2	Term3
Implementation Year 10	<u>Context: Development Dynamics</u> <i>What is the scale of global inequality and how can it be reduced?</i>	<u>Context: Hazardous Earth pt1</u> <i>How does the world's climate system function, why does it change and how can this be hazardous for people?</i> <i>How are extreme</i>	<u>Context: The UK's evolving physical landscape</u> <i>Why does the physical landscape of the UK vary from place to place?</i> <i>Why is there a variety of distinctive coastal landscapes in the UK and what are the processes</i>

KS4 Curriculum Mapping and Skills Criteria

	- There are different ways of defining and measuring development - There is global inequality in development and different theories in how it can be reduced - Approaches to development vary in type and success <u>Skills:</u> Comparing the relative ranking of countries using single versus composite (indices) development measures ☐ Interpreting population pyramid graphs for countries at different levels of development ☐ Explaining how population has an impact on a country ☐ Analyse global inequality by using income quintiles Module 2 <u>Context: Development Dynamics</u> <i>How is ONE of the world's emerging countries managing to develop?</i> - Development of the emerging country is influenced by its location and context in the world - Globalisation causes rapid economic change in the emerging country	<i>weather events increasingly hazardous for people?</i> - The atmosphere operates as a global system which transfers heat around the Earth - Climate has changed in the past through natural causes on timescales ranging from hundreds to millions of years - Global climate is now changing as a result of human activity, and there is uncertainty about future climates - Tropical cyclones are caused by particular meteorological conditions - Tropical cyclones present major natural hazards to people and places - The impacts of tropical cyclones are linked to a country's ability to prepare and respond to them <u>Skills:</u> ☐ Use and interpretation of climate graphs ☐ Use and interpretation of line graphs/ bar charts showing climate change ☐ Use and interpretation of temperature and sea-level projection graphs to 2100 ☐ Use of GIS to track the movement of tropical cyclones ☐ Explaining weather and storm-surge data to calculate Saffir-Simpson	<i>that shape them?</i> <i>What are the challenges for coastal landscapes and communities and why is there conflict? Why is there a variety of river landscapes in the UK and what are the processes that shape them?</i> <i>What are the challenges for river landscapes, people and property and how can they be managed?</i> - Geology and past processes have influenced the physical landscape of the UK - A number of physical and human processes work together to create distinct UK landscapes - Distinctive coastal landscapes are influenced by geology interacting with physical processes - Distinctive coastal landscapes are modified by human activity interacting with physical processes - The interaction of human and physical processes present challenges along coastlines and there are a variety of management options - Distinctive river landscapes have different characteristics formed by interacting physical processes - River landscapes are influenced by human activity interacting with physical processes - Some rivers are more prone to flood than others and there is a variety of river management options
--	---	--	--

KS4 Curriculum Mapping and Skills Criteria

	● Rapid economic growth results in significant positive and negative impacts on people and environment in the emerging country ● Rapid economic development has changed the international role of the emerging country <u>Skills:</u> ☐ Profiling a chosen country by using numerical economic data ☐ Map proportional flow-line maps to visualise trade patterns and flows ☐ Analyse socio-economic data to calculate difference from the mean, for core and periphery regions.	magnitude ☐ Analysing the use of social media sources, satellite images and socio-economic data to assess impact <u>Context: Hazardous Earth pt2</u> <i>Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?</i> ● Earth's layered structure, and physical properties is key to plate tectonics ● There are different plate boundaries, each with characteristic volcanic and earthquake hazards ● Tectonic hazards affect people, and are managed, differently at contrasting locations <u>Skills:</u> ☐ Interpreting a cross-section of the Earth ☐ Use and interpretation of world map showing the distribution of plate boundaries and plates ☐ Explaining the impact the distribution of plate boundaries and plates have ☐ Comparing magnitudes of earthquake events by using the Richter Scale ☐ Analysing the use of social media sources, satellite images and socioeconomic data to assess impact <u>Paper 1 Revision in preparation for mock exam</u>	<i>Investigating coastal change and conflict</i> <i>Investigate the impact of coastal management on coastal processes and communities</i> <u>Fieldwork enquiry trip to Walton-on-the-Naze.</u>
--	--	--	--

KS4 Curriculum Mapping and Skills Criteria

		<u>Context: Challenges of an urbanising World</u> <i>What are the causes and challenges of rapid urban change?</i> <u>Context: Challenges of an urbanising World</u> <i>Why does quality of life vary so much within ONE megacity in a developing country</i> <u>Context: Development Dynamics</u> <u>Context: Hazardous Earth</u>	
Impact Assessment Year 10	8 mark question, GCSE question with peer assess, Assess homework with DIRT and Feedback, Summative EOU test	Paper 1 Mock exam in June in addition to 8 mark question, GCSE question with Peer assess, Assess homework with DIRT and Feedback, Summative EOU test	8 mark question, GCSE Question with peer assess, Assess homework with DIRT and Feedback, Summative EOU test
	Term 1	Term 2	Term3
Implementation Year 11	<u>Context: Consuming energy resources</u> <i>How can the growing demand for energy be met without serious environmental consequences?</i> Energy resources can be classified in different ways and their extraction and use has environmental consequences	<u>Paper 1 revision for mock exam in March</u> <u>Context: Challenges of an urbanising World</u> <i>What are the causes and challenges of rapid urban change?</i> <u>Context: Challenges of an urbanising World</u> <i>Why does quality of life vary so much within</i>	<u>Exam revision</u> <u>Year 11 Study leave</u>

KS4 Curriculum Mapping and Skills Criteria

	● Access to energy resources is not evenly distributed which has implications for people ● The global demand for oil is increasing, but supplies are unevenly available ● The world's continuing reliance of fossil fuels increases pressure to exploit new areas ● Reducing reliance on fossil fuels presents major technical challenges ● Attitudes to energy and environmental issues are changing <u>Skills:</u> ☐ Interpreting the world maps showing the distribution of energy resources ☐ Explaining oil price and oil production data to graph trends over time. ☐ Calculating carbon and ecological footprints. <u>Paper 2 revision for mock exam in November</u> <u>The UK's evolving human landscape</u> <i>Why are places and people changing in the UK?</i> <i>How is ONE major UK city changing?</i> <u>Skills:</u> ☐ Interpretation of UK population pyramids from different time periods ☐ Explaining census data sets to understand changes to the UK's population ☐ Investigating FDI and Immigration to the UK using Eurostat.	<i>ONE megacity in a developing country</i> <u>Context: Development Dynamics</u> <u>Context: Hazardous Earth</u> <u>Paper 3 revision for mock exam in March</u> <u>Context: Forests under threat</u> <i>What are the threats to forest biomes and how can they be reduced?</i>	
--	--	--	--

KS4 Curriculum Mapping and Skills Criteria

	☐ Designing questions that are capable of being investigated through fieldwork ☐ Comparing areas within inner cities using census data sets ☐ Investigating different land use types using OS maps ☐ Investigating the extent of inner-city problems using crime and IMD databases <u>Context: Geographical investigations</u> <u>Fieldwork enquiry trip to London.</u> <u>Skills:</u> ☐ Formulating enquiry questions ☐ Selecting fieldwork methods ☐ Secondary data sources ☐ Reflecting critically on fieldwork data ☐ Drawing evidenced conclusions ☐ Analysing and explaining data ☐ Processing and presenting fieldwork		
Impact Assessment Year 11	<u>Paper 2 mock exam November.</u> 8 mark with peer assess, Assess homework with DIRT and Feedback, Summative EOU test	<u>Paper 3 mock exam and paper 1 mock exam. March</u> Past paper practice	