



THE ARNEWOOD SCHOOL

KEY STAGE 4

GEOGRAPHY



Implementation:

The Key Stage 3 curriculum is designed around key concepts and content that students will encounter during KS4. For example, concepts of development, globalisation, ecosystems, among others, are explored on a foundational level in Year 7 and Year 8. Additionally, students are assessed in a GCSE format throughout these years, using interim knowledge tests as well as GCSE style questions. This provides the students with a sense of familiarity and confidence when they address similar concepts on a more complex level.

Year 9:

Half term	Curriculum focus	Landmark assessment
Autumn 1	<p><u>Ecosystems, Biodiversity and Management:</u> To gain an understanding of the distribution and the characteristics of global ecosystems, UK ecosystems and marine ecosystems. In addition, students will gain a detailed understanding of the Amazon rainforest, reasons for its biodiversity and its exploitation and management. Students will consolidate their understanding from KS3 about how human activities affect ecosystems and they will learn to assess and evaluate management techniques for the Tropical Rainforest. They will begin GCSE question preparation through the use of various 4 mark questions and an 8 mark 'assess' question.</p>	<p>Interim knowledge test</p> <p>GCSE style 'assess' question on abiotic and biotic factors of the Tropical Rainforest.</p> <p>Continuous assessment through AfL activities in lessons.</p>
Autumn 2	<p><u>Ecosystems, Biodiversity and Management:</u> Students continue to consolidate understanding of global ecosystems, starting the term with the deciduous woodland. Students gain a detailed understanding of the New Forest ecosystem, its biodiversity and its management. Students continue to consolidate their understanding from KS3 about how human activities will affect a woodland, such as deforestation. They will learn to assess and evaluate these management techniques against those of the Tropical Rainforest.</p>	<p>Interim knowledge test</p> <p>End of unit GCSE style questions marked out of 27. Use of GCSE grade boundaries. [included in test is 'evaluate' approaches to management.</p>





		Continuous assessment through AfL activities in lessons.
Spring 1	<p><u>Weather Hazards and Climate Change:</u></p> <p>Students gain an understanding of natural and human causes of climate change. Further, students examine evidence for climate change and they begin to discuss its effects.</p> <p>They consolidate KS3 understanding of air pressure and the water cycle and develop their geographical knowledge through the exploration of global atmospheric circulation. Students gain locational knowledge of the world's oceans and their currents and how these impact the world's climate.</p>	<p>Interim knowledge tests</p> <p>Y9 GCSE style Mock Exam</p> <p>16 mark 'discuss' question on Climate Change in the UK.</p> <p>Continuous assessment through AfL activities in lessons.</p>
Spring 2	<p><u>Weather Hazards and Climate Change:</u></p> <p>Students deepen their understanding of extreme weather systems from KS3. They gain a detailed understanding of tropical storms in a developed and a developing country. Students understand the causes and consequences of these storms, through integration of their locational knowledge and their understanding of global atmospheric circulation. Students apply their understanding of 'assess' and 'evaluate' questions to this new content, in order to examine the relative impact of the tropical storm case studies.</p> <p>Finally, students deepen their KS3 understanding of drought and the water cycle through the use of two case studies, USA [developed] and Ethiopia [developing]. Students are expected to assess the impacts and causes of drought through application of their understanding of 'development.'</p>	<p>Interim knowledge tests</p> <p>End of unit GCSE style questions marked out of 27. Use of GCSE grade boundaries.</p> <p>8 mark 'evaluate' question on responses to a tropical storm.</p> <p>Continuous assessment through AfL activities in lessons.</p>
Summer 1	<p><u>Geographical Investigations – UK Challenges:</u></p> <p>Students deepen their knowledge and understanding of the physical and human characteristics of the UK and use their geographical skills, to investigate a contemporary challenge for the UK. Students gain a detailed insight into four major themes:</p>	<p>Starter knowledge checks</p> <p>16 mark 'discuss' question on population growth and net migration.</p>





	<ol style="list-style-type: none"> 1. The UK's resource consumption and environmental sustainability challenge 2. The UK settlement, population and economic challenges 3. The UK's landscape challenges 4. The UK's climate change challenges <p>Students begin to develop their analytical skills by examining figures. These include evidence on the above themes. Students study this evidence and apply it to 16 mark 'discuss' questions.</p>	<p>8 mark 'assess' question on hard and soft engineering methods for coastal management in UK.</p> <p>Continuous assessment through AfL activities in lessons.</p>
Summer 2	<p>Map Skills:</p> <p>Students are expected to recognise and describe distributions and patterns of both human and physical features at a range of scales using a variety of maps and atlases. Students learn to draw, label, annotate, understand and interpret sketch maps. Students should recognise and describe patterns of vegetation, land use and communications infrastructure, as well as other patterns of human and physical landscapes. Students should also describe and identify the site, situation and shape of settlements.</p>	<p>Starter knowledge checks</p> <p>GCSE style 1-2 mark questions to identify grid references/ map symbols.</p> <p>Continuous assessment through AfL activities in lessons.</p>

Co-Curricular: After-school clubs such as Gardening Club to encourage an awareness of local ecosystems and how human activities can help sustain our school environment. Further, students are able to apply for Duke of Edinburgh award which aids understanding of map skills.

Year 10:

Half term	Curriculum focus	Landmark assessment
Autumn 1	<p>Global Development:</p> <p>Students gain a deeper understanding of the term 'development' and how it is measured. This was part of the KS3 curriculum. Students examine the causes and effects of uneven development. Students are expected to understand a range of strategies to deal with uneven development on a global scale.</p>	<p>Interim knowledge test</p> <p>8 mark – 'assess' question on periphery and economic core regions of India.</p>





	<p>Students begin an in-depth study of a developing country 'India' and apply the above knowledge to explain reasons for its uneven development.</p>	<p>Continuous assessment through AfL activities in lessons.</p>
Autumn 2	<p><u>Global Development:</u></p> <p>Students are expected to expand their locational knowledge of India which a broad understanding of its social, cultural, economic and environmental context. Students must explain reasons for changes in population structure over the last 30-50 years. Students gain a foundational understanding of geopolitics in India. Additionally, students deepen their understanding and assessment of the impacts of rapid development which they started in KS3 through the case study of Dubai.</p>	<p>Interim knowledge test</p> <p>End of unit GCSE style questions marked out of 27. Use of GCSE grade boundaries.</p> <p>Continuous assessment through AfL activities in lessons.</p>
Spring 1	<p><u>The Changing Landscapes of the UK:</u></p> <p>Students gain a foundational understanding of geological variations in the UK, including characteristics and distribution of the UK main rock types. Students are introduced to graphical skills through the use of geological maps. Students deepen their knowledge of physical processes from KS3 in order to explain how upland and lowland landscapes are formed.</p> <p>Further, students explore coastal landscapes and processes through an in-depth case study of Holderness. Processes include: erosion, transportation and deposition. Students are expected to explain how these processes create distinctive landscapes and coastlines as well as how human activity can affect people and the environment.</p>	<p>Interim knowledge tests.</p> <p>8 mark questions on "examine".</p> <p>Y10 Mock exam – questions marked out of 94. Use of GCSE grade boundaries.</p> <p>Continuous assessment through AfL activities in lessons.</p>
Spring 2	<p><u>River Landscapes & Processes and Fieldwork Preparation:</u></p> <p>Students apply their knowledge of physical processes to river landscapes in order to explain how they shape the upper, middle and lower course of a river. Students also apply prior knowledge of geology in order to</p>	<p>Interim knowledge test</p> <p>8 mark questions on "examine".</p> <p>Rivers end of unit test – questions marked out of</p>





	<p>explain the different features of river landscapes along its course. Students conduct an in-depth case study of the River Dee and explain how it has formed and changed. Students must also explain how human activities along a river landscape will affect the people and the environment.</p> <p>Students begin their coastal fieldwork preparation. Students begin to explore how to formulate an enquiry question based on the location of Hengistbury Head. Their enquiry question is 'how and why does Hengistbury Head change along its coast?' Students gain an understanding of how fieldwork data is collected and the types of secondary and primary sources that may be useful to answer their enquiry question.</p>	<p>27. Use of GCSE grade boundaries.</p> <p>Continuous assessment through AfL activities in lessons.</p>
Summer 1	<p><u>Fieldwork Analysis:</u></p> <p>Following their fieldtrip, students gain an understanding of methods used to analyse fieldwork data. Students are taught to draw, label, annotate and interpret various data presentation techniques. Further, students are expected to write descriptively, analytically and critically about their findings. Finally, students learn to draw well evidenced and informed conclusions about geographical questions and issues using primary and secondary research.</p>	<p>Interim knowledge test</p> <p>Fieldwork mock examination – use of GCSE grade boundaries.</p> <p>Continuous assessment through AfL activities in lessons.</p>
Summer 2	<p><u>Resource Management:</u></p> <p>Students deepen their understanding of natural resources from KS3. Students are expected to define and characterise global resources and explain how and why they are consumed. Students explore the complex problem of energy demand in the past, present and future. Students analyse the energy mix of the UK, China and Germany and explore how the latter two countries have made world-leading efforts in the drive for renewable energy. Students are expected to assess and evaluate the ways in which a developed and developing country manage their energy resources.</p>	<p>8 mark 'evaluate' use of sustainable energy</p> <p>Y10 Mock exam [2] including Human Geography – Global Development and Resource management.</p> <p>Continuous assessment through AfL activities in lessons.</p>





Co-Curricular: After-school clubs such as Gardening Club to encourage an awareness of local ecosystems and how human activities can help sustain our school environment. Further, students that have applied can begin their Bronze Duke of Edinburgh award which aids understanding of map skills and changing landscapes.

Year 11:

Half term	Curriculum focus	Landmark assessment
Autumn 1	<p><u>Changing Cities:</u></p> <p>Students begin to investigate contrasting trends in urbanisation over the last 50 years in different parts of the world and the reasons for different levels and rates of urbanisation in countries at varying levels of development. Students will also be able to describe the distribution of urban population in the UK and the location of its major urban centres and explain the factors that causes the rate and degree of urbanisation to vary across the UK.</p> <p>Students begin an in-depth study of a city in an emerging country 'Sao Paulo in Brazil' and a city in a developed country "Southampton in UK".</p>	<p>Continuous assessment through AfL activities in lessons.</p> <p>Interim knowledge test.</p> <p>8 mark 'assess' question on changes in an urban area.</p>
Autumn 2	<p><u>Changing Cities:</u></p> <p>Students are expected to apply their knowledge of changing urban areas to explain the changes that have occurred in a city in an emerging country and in a developed country. In particular, students will be able to explain the site and situation of the chosen cities, the structure of the cities, the sequence of changes that have occurred and the reasons behind said changes, the population characteristics and the impacts of migration on the urban area, the varying QoL for residents in those urban areas and how the government is trying to make the cities more sustainable.</p>	<p>8 mark 'evaluate' of sustainable strategies.</p> <p>Continuous assessment through AfL activities in lessons.</p> <p>Interim knowledge test.</p> <p>End of unit test marked out of 43 marks.</p> <p>Y11 Mock exam including Human & Physical Geography.</p>
Spring 1	<p><u>Human Fieldwork Preparation and Analysis:</u></p>	<p>Interim knowledge test</p>





	<p>Students begin their urban fieldwork preparation. Students begin to explore how to formulate an enquiry question based on the location of Bournemouth. Their enquiry question is 'To investigate changes in the function and quality of Bournemouth's CBD.' Students gain an understanding of how fieldwork data is collected and the types of secondary and primary sources that may be useful to answer their enquiry question.</p> <p>Following their fieldtrip, students build on their Year 10 fieldwork knowledge to analyse fieldwork data, draw, label, annotate and interpret various data presentation techniques and write descriptively, analytically and critically about their findings. Finally, students learn to draw well evidenced and informed conclusions about geographical questions and issues using primary and secondary research.</p>	<p>Fieldwork mock examination – use of GCSE grade boundaries.</p> <p>Continuous assessment through AfL activities in lessons.</p>
Spring 2	<p><u>Revision:</u></p> <p>Students are now given a rigid revision timetable to follow in lessons, where they will be given the opportunity to recap each topic and then experience a mock exam for each of the three Geography exam papers. These are done in exam conditions and students will then see the mark schemes to understand fully the requirements needed to gain high marks in the exam. Students are given the opportunity to then improve on any areas identified, through additional exam questions, revision lessons and/or exam technique walk throughs. Students will have access to marked student responses from previous exam years to be able to see first-hand what a good answer looks like.</p>	<p>Various 8 mark questions – “evaluate”, “assess” and “examine”.</p> <p>Mock exam on Paper 3 (Fieldwork & UK Challenges) and Paper 2 (Human Geography).</p> <p>Continuous assessment through AfL activities in lessons.</p> <p>Interim Knowledge Tests.</p>
Summer 1	<p><u>Revision:</u></p> <p>Students continue with the revision timetable being followed in lessons, where they are given the opportunity to recap each topic and then experience a mock exam for each of the three Geography exam papers. These are done in exam conditions and students will</p>	<p>Various 8 mark questions – “evaluate”, “assess” and “examine”.</p> <p>Mock exam on Paper 1 (Physical Geography).</p>





	<p>then see the mark schemes to understand fully the requirements needed to gain high marks in the exam. Students are given the opportunity to then improve on any areas identified, through additional exam questions, revision lessons and/or exam technique walk throughs. Students will have access to marked student responses from previous exam years to be able to see first-hand what a good answer looks like.</p>	<p>Continuous assessment through AfL activities in lessons.</p> <p>Interim Knowledge Tests.</p>
Summer 2	<p><u>Revision:</u></p> <p>Students use the time left to recap any areas of knowledge needed, practise exam questions, read through model answers and test each other before the final exams. They are given a wide variety of revision activities to complete, in varying formats.</p>	<p>Various 8 mark questions – “evaluate”, “assess” and “examine”.</p> <p>Continuous assessment through AfL activities in lessons.</p> <p>Interim Knowledge Tests.</p>

