

English Martyrs' Geography KS4 Medium-Term Curriculum Map

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 9: Transition year that builds on Assessment Objectives 1-4	<p>Key focus: Dangerous Places: Earthquakes & Volcanoes</p> <p>Key content: Study the causes, effects and responses to Earthquakes and Volcanoes through case study examples Develop AO1 through technical key term and case study knowledge</p>	<p>Key focus: The Factfulness of Globalisation & Development?</p> <p>Key content: Develop AO2 through deeper understanding of concepts such as <u>globalisation</u>, <u>interdependence</u>, and <u>[sustainable]</u> development through examples such as the global fashion industry, trade and aid.</p>	<p>Key focus: Geography of Crime</p> <p>Key content: Geographical enquiry Develop AO4 [fieldwork skills] – 'How safe is my street?' = develop detailed knowledge & understanding of the <u>enquiry process</u> through individual <u>data collection</u> [incl questionnaires and interviews]; skills of <u>presentation and analysis</u>; + skills of <u>evaluation</u> with far greater independence.</p>	<p>Key focus: Urban Challenges: What can be done to improve the conditions for the urban poor of Kolkata, India?</p> <p>Key content: Develop AO3 through urban challenges <u>decision making</u> + informed choices through skills of synthesis of information</p>	<p>Key focus: Coastal Landscapes [GCSE]</p> <p>Key content: Knowledge & understanding of coastal processes and application of this to explain the formation of coastal features of erosion and deposition.</p>	<p>Key focus: Coastal Landscapes [GCSE]</p> <p>Key content: Knowledge and understanding of coastal hard and soft management strategies and application of this to a case study example [Medmerry, West Sussex].</p>
HPA Focus challenge	To what extent is there a link between levels of economic development and the ability to mitigate and adapt to volcanic and seismic events?	To what extent is the process of globalisation sustainable?	What are the social, economic and environmental causes of crime and how far can they be mitigated?	How far can the social, economic and environmental conditions of the urban poor in Kolkata, India be improved?	Using sources, identify and explain in detail a wide range of erosional and depositional coastal features	To what extent are soft engineering strategies a viable option in managing coastal landscapes now and in the future?
Assessment	Enquiry: Extended writing – 'What happened to Mrs Antoine?' [mystery]	Enquiry: Extended writing – 'What are the benefits and problems of globalisation?' AUTUMN EXAM	Enquiry and local-scale fieldwork: 'How safe is my street?'	Decision-making exercise	Interim tests	End of topic test. SUMMER EXAM

<p>Year 10 Blend of physical and human topics to develop a holistic understanding of geographical features, processes, interactions and management.</p>	<p>Key focus: Coastal Landscapes [recap + T]</p> <p>Ecosystems & cold environments</p> <p>Key content: Review of Coastal Landscapes processes, features & management.</p> <p>Knowledge & understanding of food chains and webs; nutrient cycling; small-scale ecosystems.</p> <p>Develop knowledge & understanding of cold environments [Alaska, USA] and the opportunities and challenges for economic development vs [sustainable] environmental management</p>	<p>Key focus: Energy & Climate Change</p> <p>Key content: Knowledge & understanding of: energy [in]security; evaluation of the renewable and non-renewable options to improve a country's energy mix and reduce the energy gap between supply and demand including sustainable micro-projects in LICs.</p> <p>Knowledge & understanding of: the long-term and human-induced causes of climate change; the likely impacts; adaptation and mitigation strategies.</p>	<p>Key focus: Urban issues & challenges</p> <p>Key content: Knowledge and understanding of: the process of urbanisation; case study example of the opportunities and challenges of rapid urbanisation in a MIC – Rio de Janeiro, Brazil</p>	<p>Key focus: Urban issues & challenges + fieldwork</p> <p>Key content: Knowledge and understanding of: the opportunities and challenges in an urban area in a HIC – London, UK</p> <p>Fieldwork undertaken in Leicester city centre to evaluate the impact of urban regeneration.</p>	<p>Key focus: River Landscapes</p> <p>Key content: Knowledge & understanding of river processes and application of this to explain the formation of river features of erosion and deposition.</p>	<p>Key focus: River Landscapes & Field work</p> <p>Key content: Knowledge and understanding of river hard and soft management strategies and application of this to a case study example [Jubilee river, S.E. England].</p> <p>Fieldwork undertaken in Edale, Derbyshire focussing on the characteristics of the river and the need for flood management.</p>
<p>HPA Focus challenge</p>	<p>Evaluate the opportunities and challenges facing Alaska, USA as a cold environment</p>	<p>How far can countries mitigate and adapt to climate change given their level of energy [in]security?</p>	<p>Evaluate the opportunities and challenges of rapid urbanisation in a MIC</p>	<p>Evaluate the opportunities and challenges of urban regeneration in a HIC</p>	<p>Using sources, identify and explain in detail a wide range of erosional and depositional river features</p>	<p>To what extent are soft engineering strategies a viable option in managing river landscapes now and in the future?</p>
<p>Assessment</p>	<p>End of topic test.</p>	<p>End of topic test AUTUMN EXAM</p>	<p>End of topic test</p>	<p>End of topic test SPRING EXAM</p>	<p>Interim tests</p>	<p>End of topic test. SUMMER EXAM</p>
<p>Year 11 Blend of physical and human topics to develop a holistic understanding of geographical features, processes, interactions and management.</p>	<p>Key focus: River Landscapes [recap + T] Natural Hazards: Tectonics / Weather</p> <p>Key content: Review of River Landscapes processes, features & management.</p> <p>Knowledge & understanding of: Plate Tectonics and the characteristic features and physical processes that drive convergent, divergent and transform plate boundaries; impacts and responses to earthquake events from contrasting areas of the world; and management to reduce the impacts.</p> <p>Knowledge & understanding of: the atmospheric circulation model; the causes, structure and sequencing of tropical revolving storms and the impact of climate change on frequency & intensity; the impacts and responses to TRS; and management to reduce the impacts.</p>	<p>Key focus: Changing Economic World + Trial examination</p> <p>Key content: Knowledge & understanding of: the global variations in economic development and quality of life; strategies to reduce the global development gap including the growth of tourism in LICs & NEEs; a study of a NEE [Nigeria] experiencing rapid economic development which leads to significant social, environmental and cultural change.; and a study of the major changes in the economy of the UK that have affected, and will continue to affect, employment patterns and regional growth.</p>	<p>Key focus: Resource Management</p> <p>Key content: Knowledge & understanding of: the significance and global inequalities in access to food, water & energy; the changing demand and provision of resources in the UK that create opportunities and challenges.</p>	<p>Key focus: Tropical Rainforests</p> <p>Key content: Knowledge & understanding of: the characteristics of TRFs; the impacts of deforestation; and sustainable management</p>	<p>Key focus: Unit 3 (pre-release) + Revision</p> <p>Key content: Determined by focus of pre-release material [issued March each year].</p> <p>Review of fieldwork techniques and responding to unfamiliar fieldwork questions</p>	<p>Key focus: Examinations</p> <p>Key content:</p>
<p>HPA Focus challenge</p>	<p>To what extent can countries mitigate and adapt to natural hazards?</p>	<p>Evaluate strategies to reduce the development gap To what extent is there a north / south divide in the UK?</p>	<p>Evaluate the opportunities and challenges for resource management</p>	<p>To what extent are tropical rainforests managed sustainably</p>	<p>Evaluation of resources based on source theme[s]</p>	
<p>Assessment</p>	<p>End of topic test.</p>	<p>End of topic test AUTUMN EXAM</p>	<p>End of topic test</p>	<p>End of topic test SPRING EXAM</p>	<p>Interim tests</p>	