



Sir John Cass Red Coat School Programme of Study – Key Stage 4

Subject: Geography

Year 10	Year 11
<p><u>Topics Covered/ Areas of Focus:</u></p> <p><i>Component 1: Global Issues</i> Topic 1: Hazardous Earth - an understanding of the global circulation of the atmosphere and changing climate. Plus two depth studies of an extreme weather hazard (tropical cyclones) and tectonic hazards at contrasting locations. Topic 2: Development dynamics - an understanding of the scale of global inequality. Plus a depth study of how one emerging country is developing and the consequences for people, environment and the country's relationship with the wider world Topic 3: Challenges of an urbanising world - an overview of the causes and challenges of rapid urbanisation across the world. Plus one depth study of a megacity in a developing or emerging country.</p> <p><i>Component 2: UK Issues</i> Part 1: Topic 4: The UK's evolving physical landscape - an overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time. Plus two depth studies of distinctive Coastal landscapes Topic 5: Geographical investigations - two investigations, including fieldwork and research, carried out in contrasting environments, one from 'Coastal change and conflict' and one 'Dynamic urban area'.</p>	<p><u>Topics Covered/ Areas of Focus:</u></p> <p><i>Component 2: Global Issues</i> Part 2: Topic 6: The UK's evolving human landscape - an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus a case study of a major UK city</p> <p><i>Component 3: People and Environment Issues</i> Topic 7: People and the biosphere – an overview of the global distribution and characteristics of large-scale ecosystems, why the biosphere is important to human wellbeing and how humans use and modify it in order to obtain resources Topic 8: Forests under threat – a detailed study of tropical rainforests and the taiga, looking at processes and interactions and issues related to their biodiversity and to their sustainable use and management Topic 9: Consuming energy resources – a study of renewable and non-renewable energy, its supply and demand, access and energy security issues, its sustainable use and management</p>
<p><u>Skills Development & Expected Progress:</u></p> <p><i>Expected Progress:</i></p> <ul style="list-style-type: none"> ✓ Pupils will solidify their knowledge and understanding of the physical geography of the UK and the wider world to analyse the physical characteristics of places. They will be able to explain changes in the characteristics of physical landforms and environmental processes. ✓ They will analyse the interactions within and between physical and human processes and should be able to show how these interactions create or reduce 	<p><u>Skills Development & Expected Progress:</u></p> <p><i>Expected Progress:</i></p> <ul style="list-style-type: none"> ✓ Pupils will enhance their knowledge and understanding of the social, economic and political geography of the UK and the wider world to scrutinise the human characteristics of nations and Transnational Corporations (TNC's). They explain changes in the socioeconomic structure of places over time by drawing on their knowledge and understanding of a wide range of locations, contexts and scales. ✓ They analyse the interactions within and between people, nations, international

<p>diversity and interdependence and help change places and environments. They will describe and analyse the geographical patterns these interactions create at a range of scales and the changes that result.</p> <p>✓ They will be able to analyse different approaches to managing places and environments and explain the causes and consequences of environmental change. They should show how the interaction between people and environments can result in complex and unintended changes. They understand and describe a range of views about environmental interaction.</p> <p><u>Above expected progress:</u> Drawing on their knowledge and understanding, they show independence in identifying appropriate geographical questions and issues, and in using an effective sequence of investigation. They select a wide range of skills and use them effectively and accurately. They evaluate critically a range of sources; they present full and coherently argued summaries of their investigations and reach substantiated conclusions.</p>	<p>political entities and TNCs and show how these interactions create social, economic and political change places and environments. They describe and analyse the geographical patterns these interactions create at a range of scales and the changes that result.</p> <p>✓ They analyse different approaches to developing countries and regions, managing populations and regulating economic activity. They show how the interaction between people, governments and TNCs can result in complex outcomes for many different groups. They understand and describe a range of views about development and how it is accomplished.</p> <p><u>Above expected progress:</u> Like year 10 students may begin drawing on their knowledge and understanding; show independence in identifying appropriate geographical questions and issues, and in using an effective sequence of investigation. They select a wide range of skills and use them effectively and accurately. They evaluate critically a range of sources; they present full and coherently argued summaries of their investigations and reach substantiated conclusions based on appropriate evidence.</p>
---	--

Assessment:

Formative and Summative assessments are administered every 2 weeks as part of our school assessment cycle.

For each topic there are two formative assessments (one half way through the topic and one at the end) and one summative [a fully graded and marked piece of exam style piece of work].

Students receive feedback on their attainment and progress for these assessments and they will complete a review of their performance and respond to staff feedback (this involves completion or improvement of a task using teacher feedback to improve knowledge and understanding) on their review.

Assessment for learning is central to the teaching of Geography. Opportunities are built regularly into lessons for peer assessment and self-assessment. Formal home study tasks are marked by the class teacher and diagnostic comments given. They are used to focus students on the 'next steps' required to achieve their target grade.

Literacy:

Literacy is integral to the delivery of GCSE Geography. Across Year 10 and 11 students are given opportunities to develop different styles of writing, for example instructional (giving directions, describing distribution of features in map skills), explanation (explaining China's population control measures), information (providing information about the UK's green industries), persuasion (writing an opinion piece on the different levels of sustainability of Britain's energy methods), discursive writing (producing a newspaper report), and evaluation (evaluating the success and failures of natural hazard risk management schemes). Units of work allow for the development of speaking and listening skills through questioning, debates, role plays and presentations. Students are encouraged to explain their ideas and express their feelings and opinions as a range of out topics are still open to debate and can be contentious. Key word posters littered throughout every classroom reinforce key geographical

vocabulary and vibrant displays showcase geographical topics being studied. A more advanced range of reading materials (texts, newspapers, non-fiction, journals etc.) are used to enhance the delivery of topics both in class and outside of lesson time. Students develop reading skills which are required to select and retrieve geographical information from a range of sources of varying difficulty. Independent reading is strongly encouraged throughout the topics

Numeracy:

Numeracy is every bit as important in GCSE Geography as literacy. In year 10 multiple mathematical skills are required and taught in order to properly access the curriculum. Some examples;

- ✓ Climate Change – Climate graphs in order to understand and compare different regions, statistical modelling of climate change over time to understand rates of change and judge human impact.
- ✓ Coasts – Coursework project using investigative techniques to create a statistical model to judge the success of and evaluate the impacts of coastal protection.
- ✓ Development – Use of development indicator statistics (e.g. birth/death rates, GDP and employment rates) to judge levels of development and compare countries.
- ✓ Population Dynamics – Graphing past population, future projections and current “structures” of populations.

Numeracy:

Numeracy is every bit as important in GCSE Geography as literacy. In year 10 multiple mathematical skills are required and taught in order to properly access the curriculum. Some examples;

- ✓ Consuming Resources - Numerical analysis of energy reserves and usage using numerical tables, graphs and statistics. Analysing and evaluating this data to create projections of future shortages and new energies.
- ✓ Water World – Numerical analysis of water reserves and usage using numerical tables, graphs and statistics. Future projections using recent information.

ICT:

ICT is now an expected compliment to the GCSE geography course. As well as being learnt to develop students’ research skills, for example during the development unit using online data resources like Gapminder. ICT is also integral to completing coursework which is 25% of students GCSE grade. Online research methods and use of more advanced statistical websites are used to create a wealth of information for case study investigations.

Life in Modern Britain:

- ✓ Restless Earth – Britain’s part in foreign aid after natural disasters (especially to former colonies) is thoroughly investigated.
- ✓ Climate Change – Britain’s role as a world power in economic matters (and associated polluting) is looked at. In particular Britain’s role in international agreements such as COP21. Britain’s interactions with less developed nations in resource trading is analysed and evaluated.
- ✓ Population Dynamics – Britain’s level of development and population management strategies are explored. Immigration policies (especially the UKs) in the developed world are thoroughly investigated and evaluated.

Life in Modern Britain:

- ✓ Consuming Resources - Britain’s role as a world power in economic matters (and associated consumption of resources) is looked at. Britain’s interactions with less developed nations in resource trading is analysed and evaluated. The geopolitics of resource trading (e.g. associated conflicts) is investigated and scrutinised.
- ✓ Globalisation – The international economy and theory of capitalism as an economic model are explained and substantiated. International political and economic bodies like the UN and WTO are studied.
- ✓ The Changing Economy of the UK – The UKs economic model and capitalism are outlined and studied.

<p>✓ Development – Britain’s interaction with less developed countries is analysed in detail and its role in aiding foreign development is explored.</p>	<p>✓ The UK's evolving human landscape - an overview of the socio-economic and political processes that define the UK. Particular focus on democracy and capitalism as a model of governance.</p>
<p>SMSC:</p> <p>Students will develop “Spiritual, Moral, Cultural and Social” skills, by looking at their immediate locality, their country, their continent and their world. They will develop a respect for regional differences and learn about the different cultures which exist in the UK. Students will develop their ability to appreciate diversity, both within and between countries, as well as examine their own values and attitudes about geographical issues. These topics allow students to understand the global community and how societies are linked. It allows students to consider their role as a citizen of the local community, as well as that of the wider world.</p>	
<p><u>Meeting the needs of individual students & Additional Support:</u></p> <p>In assessment work, criteria for higher attainment and progress are always made available to students to encourage able students to extend their abilities within Geography. Independent learning tasks are available for all topics to allow stronger students to stretch themselves while other students complete their work. Structured writing frames are provided for those students who need more help with writing longer extended style answers. Key word glossaries are given for each topic to aid retention and understanding of key terminology. A range of teaching and learning activities are used in order to successfully engage students in their learning.</p>	
<p><u>Extra-Curricular Activities & Club:</u></p> <p>We run a Geography Council comprised of members of each year group who help run Geographical competitions and initiatives in the school. KS4 students lead this club under supervision of one of the geography staff. This promotes leadership qualities and raises the profile of Geography through the school.</p>	
<p><u>Independent Study/ Homework:</u></p> <p>Homework is set fortnightly. Students are expected to spend 45 minutes on homework per week. Homework tasks include independent research, extended writing, drafting written work, redrafting written work, worksheets, preparing presentations, reading in preparation for lessons, research on topical geographical events. Through the VLE and library students have access to lesson resources, revision resources, stretch and challenge activities, teacher resources and reading lists.</p>	
<p><u>Resources for Learning Support and VLE:</u></p> <p>Pen, pencil, ruler, eraser, highlighter pens, green pen and colouring pencils. Websites to Support Learning www.geographyinthenews.rgs.org www.googleearth.com www.bbc.bitesize.co.uk www.childrensuniversity.manchester.ac.uk</p>	

<http://www.geography.learnontheinternet.co.uk/podcasts/index.html>

<http://geography.gislounge.com>

<http://www.futureatlas.com/blog>

www.geographyalltheway.com

www.juicygeography.co.uk

www.coolgeography.com