KS4 Curriculum Map – Geography

Topic	Knowledge *Substantive knowledge*: This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Skills *Disciplinary knowledge*: This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
Coastal Landscapes in the UK	• Wave types and characteristics • Coastal processes including weathering processes, mass movement, erosion, transportation & deposition. • How geological structure and rock type influence coastal forms. • Coastal landforms including headlands and bays, cliffs and wave cut platforms, caves, arches, stacks, beaches, sand dunes, spits and bars. • The Dorset Coast's major landforms. • Hard & soft engineering strategies • Seaford coastal management techniques.	• Interpretation of coastal processes and how geology influences coastal landforms. • Assessment of the formation of key landforms. • Interpretation of the physical processes that lead to the formation of landforms. • Use named example of the Dorset coast to assess the landforms found along that stretch of coastline. • Evaluation of coastal management techniques.	• Mid topic knowledge assessment • Seneca quizzes • Retrieval practice in lessons • Summative end of unit assessment
River Landscapes in the UK	• The long profile and changing cross profile of a river and its valley. • Fluvial processes, erosion, transportation, and deposition • Interlocking spurs, waterfalls and gorges. • Meanders and ox-bow lakes. • Levées, flood plains and estuaries. • The long profile of the River Tee • Human & physical factors affecting flood risk. • Flood hydrographs	• Interpretation of long and cross profile of a river and its valley. • Assessment of key fluvial processes. • Interpretation of the physical processes that lead to the formation of erosional and depositional landforms. • Use named example of the River Tee coast to assess its journey from source to mouth	• Mid topic knowledge assessment • Seneca quizzes • Retrieval practice in lessons • Summative end of unit assessment

	• Hard & Soft engineering strategies • Case Study of Cockermouth flood management scheme.	• Interpretation of the reasons why people continue to live in areas at risk from a tectonic hazard. • Assessment of the causes of flooding. • Interpretation of flood hydrographs. • Use of a named example to evaluate flood management techniques.	
The Living World	• An example of a small-scale UK ecosystem students develop knowledge of producers, consumers, decomposers, food chain, food web and nutrient cycling. • Large scale natural global ecosystems. • Tropical rainforests including their physical characteristics • How plants and animals adapt to the physical conditions. • Issues related to biodiversity. • A case study of the Amazon rainforest. • Sustainable management of the rainforest. • Hot deserts including the physical characteristics of a hot desert. • How plants and animals adapt to the physical conditions and issues related to biodiversity. • A case study of the hot deserts of the Thar desert • Desertification and strategies to reduce it.	• Assessment of a small-scale eco-system (Coulsdon pond) • Evaluation of large scale global eco-systems. • Assessment of the characteristics of tropical rainforests and the way that plants and animals adapt to the climate. • Evaluation of issues associated with biodiversity. • Use named example of the Amazon rainforest to assess the opportunities and challenges associated with that eco-system • Named example of the hot deserts of the Thar desert to assess the opportunities and challenges faced within that eco-system. • Evaluation of desertification and the strategies to reduce it.	• Mid topic knowledge assessment • Seneca quizzes • Retrieval practice in lessons • Summative end of unit assessment
The challenge of natural hazards	• Natural hazards pose major risks to people and property. • Earthquakes and volcanic eruptions are the result of physical processes. • The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. • Management can reduce the effects of a tectonic hazard.	• Interpretation of the key natural hazards and an assessment of the factors affecting hazard risk. • Assessment of the global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. • Interpretation of the physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.	• Mid topic knowledge assessment • Seneca quizzes • Retrieval practice in lessons • Summative end of unit assessment

	• Global atmospheric circulation helps to determine patterns of weather and climate. • Tropical storms have significant effects on people and the environment. • The UK is affected by a number of weather hazards. • Extreme weather events in the UK have impacts on human activity. • Climate change is the result of natural and human factors, and has a range of effects. • Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).	• Use named examples (Haiti and Japan) to assess how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. • Interpretation of the reasons why people continue to live in areas at risk from a tectonic hazard. • Assessment of how monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard. • Interpretation of General atmospheric circulation model links to the key climatic and global weather patterns. • An understanding of the relationship between tropical storms and general atmospheric circulation. • Link the causes of tropical storms and the sequence of their formation and development. • Assessment of how climate change might affect the distribution, frequency and intensity of tropical storms. • Using a named example of a tropical storm to assess its effects and the quality of the responses. • Assessment of how monitoring, prediction, protection and planning can reduce the effects of tropical storms. • Assessment of the evidence that weather is becoming more extreme in the UK. • Interpret the evidence for climate change from the beginning of the Quaternary period to the present day. • Assessment of the possible causes of climate change. • Evaluation and assessment of the relative success of the strategies to manage climate change.	

Urban issues and challenges	• A growing percentage of the world's population lives in urban areas. • Urban growth creates opportunities and challenges for cities in LICs and NEEs. • Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. • Urban sustainability requires management of resources and transport.	• Using data to interpret urban trends in different parts of the world including HICs and LICs. • Comparative assessment of the factors affecting the rate of urbanisation. • A case study of a major city in an LIC or NEE (Rio) to assess the challenges and opportunities created by urban growth. • Assessment of how urban planning is improving the quality of life for the urban poor. • A case study of a major city in the UK (London) to assess the challenges and opportunities created by urban change. • Assessment of how urban regeneration is improving the quality of life for the urban residents. • Interpretation and assessment of the extent to which the features of sustainable urban living are successful.	• Mid topic knowledge assessment • Seneca quizzes • Retrieval practice in lessons • Summative end of unit assessment
The challenge of resource management (food option)	• Food, water and energy are fundamental to human development. • The changing demand and provision of resources in the UK create opportunities and challenges. • Demand for food resources is rising globally but supply can be insecure, which may lead to conflict. • Different strategies can be used to increase food supply.	• Assessment of the significance of food, water and energy to economic and social well-being. • Interpretation of the patterns of global inequalities in the supply and consumption of resources. • An overview of food, water and energy resources in relation to the UK with an assessment of the consequences of a changing demand and provision of these resources. • Interpretation of the global patterns of food security and insecurity • Interpretation of the reasons for increasing food insecurity • Assessment of the factors affecting food insecurity	• Mid topic knowledge assessment • Seneca quizzes • Retrieval practice in lessons • Summative end of unit assessment

		• Assessment of the strategies (large-scale and local-scale) to increase food supply and evaluation of their levels of sustainability.	
The changing economic world	• There are global variations in economic development and quality of life. • Various strategies exist for reducing the global development gap. • Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. • Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth	• Assessment of the different ways of classifying parts of the world according to their level of economic development and quality of life. • To what extent can stages of the Demographic Transition Model and the level of development be linked? • Assessment of the causes and consequences of uneven development • An overview and assessment of the strategies used to reduce the development gap. • A case study of one LIC or NEE (Nigeria) to illustrate the causes and impacts of rapid industrial growth. • Interpretation of data to find out how the industrial structure of the UK has changed. • Assessment of the consequences of this changing structure. • Assessment of the relative successes of the strategies to resolve regional differences. • Evaluation of the place of the UK in the wider world.	• Mid topic knowledge assessment • Seneca quizzes • Retrieval practice in lessons • Summative end of unit assessment