



The Geography KS4 Curriculum at TAL

Overview

KS4 Geography at Trinity Academy Leeds provides students with a knowledge-rich, globally aware curriculum that builds progressively from Year 10 to Year 11. Students develop a secure understanding of both human and physical geography through sequenced enquiries that deepen disciplinary knowledge and strengthen geographical skills. The curriculum spans major themes such as the development gap, natural hazards, weather and climate, urban issues, UK and global case studies, ecosystems, resource management and changing economies, ensuring students can interpret and analyse diverse data sets with increasing sophistication. Fieldwork is embedded across both year groups to enhance enquiry skills, while regular assessments, retrieval practice and explicit literacy instruction support mastery of key concepts and exam technique. Through this ambitious curriculum, students gain the confidence to form well-evidenced arguments, engage with contemporary geographical debates and apply their learning to local, national and international contexts, enabling every student to develop as a critical thinker and informed global citizen.

Phase 2 Overview – AQA GCSE Geography

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>Paper 2, Section B: The development gap.</p> <ul style="list-style-type: none"> The development gap Measuring development The Demographic Transition Model Changing population structures Causes of uneven development Uneven development – wealth, health and migration. <p>Paper 1, Section A: Tectonic hazards.</p> <ul style="list-style-type: none"> What are hazards? Global tectonics Physical processes at plate margins Case studies: Japan 2011 and Nepal 2015. Living with tectonic hazards Reducing the risk from tectonic hazards. 	<p>Paper 1, Section A: Atmospheric hazards, climate change and extreme weather.</p> <ul style="list-style-type: none"> Global atmospheric circulation Tropical storms: location, formation, structure and features Case study: Typhoon Haiyan Managing tropical storms. Evidence for climate change Natural causes of climate change Human causes of climate change Mitigating climate change Adapting to climate change. UK weather hazards Case study: Beast from the East Is weather in the UK becoming more extreme? 	<p>Paper 2, Section A: The urban world in Rio de Janeiro.</p> <ul style="list-style-type: none"> Urbanisation and megacities Case study: Rio de Janeiro Social, economic and environmental challenges in Rio Managing the growth of favelas Strategies to reduce urban challenges. 	<p>Paper 2, Section A: Urban change in the UK.</p> <ul style="list-style-type: none"> UK urban cities Case study: Leeds Urban opportunities Urban challenges Social inequality Urban regeneration. Sustainable cities – Leeds the Greenhouse project. <p>Paper 3, Human fieldwork.</p> <ul style="list-style-type: none"> Geographical enquiries Selecting, measuring and recording data Presenting data Describing, analysing and explaining data Reaching conclusions Evaluating fieldwork <p>Week 25 – fieldwork 25th March and 26th March.</p>	<p>Paper 1, Section C: Coastal landscapes.</p> <ul style="list-style-type: none"> Wave types Coastal processes – erosional, depositional, and weathering Coastal Landforms Coastal Erosion – management. Case study: Holderness coastline. 	<p>Paper 3, Physical fieldwork.</p> <ul style="list-style-type: none"> Geographical enquiries Selecting, measuring and recording data Presenting data Describing, analysing and explaining data Reaching conclusions Evaluating fieldwork <p>Week 35 – fieldwork 16th June and 17th June.</p> <p>Paper 1, Section C: UK landscapes and river landscapes.</p> <ul style="list-style-type: none"> UK landscapes Changes in rivers and valleys River processes River landforms Flooding – causes and management Case study: TBC.
Year 11	<p>Paper 1, Section B: The living world.</p> <ul style="list-style-type: none"> Small scale ecosystems Global ecosystems Tropical rainforests Case study: Malaysia Deforestation – causes and impacts Management of tropical rainforests Hot deserts – opportunities, challenges, threats and management. Case study: Thar Desert. 	<p>Paper 2, Section C: Resource management.</p> <ul style="list-style-type: none"> Global resources UK resources: food, water and energy Global supply and demand of energy Non-renewable energy (gas) Sustainable energy use Case study: TBC. 	<p>Paper 2, Section B: Reducing the development gap and Nigeria NEE case study.</p> <ul style="list-style-type: none"> Reducing the development gap – aid, intermediate technology, fair trade, debt relief and tourism. Introduction to Nigeria Nigeria's context within the world Changing industry Impacts of TNCs Impacts of aid Managing environmental issues Quality of life. 	<p>Paper 2, Section B: The changing UK economy.</p> <ul style="list-style-type: none"> Changes in the UK economy A post-industrial economy UK science and business parks Environmental impacts Changing rural landscapes Changing transport infrastructure The north-south divide The UK's context within the world. <p><i>Start revision.</i></p>	<p>Paper 3, issue evaluation.</p> <p>Pre-release material: A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Students will not be allowed to take the original resource booklet into the examination room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs,</p>	<p>Revision & public examinations.</p>

					satellite images, sketches, extracts from published materials, and quotes from different interest groups. <i>Continue revision.</i>	
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Assessment overview:

After each assessment point, student data is tracked [here](#). to monitor student progress across Phase 2. Additionally, class RRRR (including teacher actions) is tracked [here](#) to allow teachers, alongside the CL, to consider the most appropriate feedback strategies for their class with a unique focus on exam skill, as well as knowledge and geographical skills.

Y10	Term 1 – End of Unit Assessment	Term 2 – December Mock	Term 4 – April Mock	Term 6 – End of Unit Assessment
Content coverage	<p>Components (Disciplinary Knowledge): Paper 1, Tectonic Hazards.</p> <ul style="list-style-type: none"> • Distribution of earthquakes on a figure. • Tectonic hazards linked to a figure. • Physical processes: destructive plate margin. • Earthquake / contrasting wealth case studies: responses. <p>Composite (Skills):</p> <ul style="list-style-type: none"> • Figure interpretation. Figure 4 – distribution of Earthquakes. Atlas maps: recognise and describe distributions and patterns of both human and physical features. Use of qualitative and quantitative data: Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information. • Explain 4m. Write descriptively, analytically and critically. • To what extent 9m focused on human and physical interactions. Develop an extended written argument. Draw well-evidenced and informed conclusions about geographical questions and issues. • SPaG 3m – Literacy skills. 	<p>Components (Disciplinary Knowledge): Paper 2, The Development Gap.</p> <ul style="list-style-type: none"> • Development indicators. • Causes of uneven development. <p>Paper 1, The challenge of natural hazards.</p> <ul style="list-style-type: none"> • The advantages and disadvantages of living in hazard risk areas. • Plate margins on a figure. • Physical processes linked to a figure: destructive plate margin. • Management strategies: tectonic hazards. • Global atmospheric circulation. • Human and physical causes of climate change, linked to a figure. <p>Composite (Skills):</p> <ul style="list-style-type: none"> • Range of exam question lengths from 1-9(+3)m. • Statistical skills: calculate the median. • Figure calculation: numerical and statistical information. • Graphical skills: interpret and extract information from different types of graph – bar chart. • Figure interpretation: visual and graphical sources. (GAC + climate change). • Suggest 4m. Write descriptively, analytically and critically. Linked to a figure. • To what extent 9m focused on the causes of climate change. Develop an extended written argument. Draw well-evidenced and informed conclusions about geographical questions and issues. • SPaG 3m – Literacy skills. 	<p>Components (Disciplinary Knowledge):</p> <p>Paper 1, The challenge of natural hazards [33 marks]</p> <ul style="list-style-type: none"> • Causes of climate change • Effects of climate change • Global atmospheric circulation • Tropical storm formation • Management strategies – tropical storms • Constructive, destructive and conservative plate margins <p>Paper 2, Urban issues and challenges, The development gap [39 marks]</p> <ul style="list-style-type: none"> • Megacities • Challenge of crime in LIC/NEE city • Social opportunities in LIC/NEE city • Transport strategies • UK city importance • UK city social and economic opportunities • Development indicators • Physical cause of uneven development <p>Paper 3, Fieldwork [19 marks]</p> <ul style="list-style-type: none"> • Unseen fieldwork: house price survey • Human fieldwork: location, data collection for results / conclusion <p>Composite (Skills):</p> <ul style="list-style-type: none"> • Range of exam question lengths from 1-9(+3)m. • SPaG – Literacy skills. • Photographs: use and interpret ground, aerial and satellite photographs • Select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts. 	<p>Components (Disciplinary Knowledge):</p> <p>Composite (Skills):</p>

			<ul style="list-style-type: none">• Interpret and extract information from different types of maps, graphs and charts.• Use appropriate measures of central tendency (mean, median).• Describe relationships in bivariate data.• Use of qualitative and quantitative data• Formulate enquiry and argument.	
Justification	<p>This is an important first assessment piece to set students up for success in their December mocks. It allows us to raise the profile of GCSE Geography and show students the step up from KS3 assessments by exposing students to GCSE past paper questions in timed, exam conditions. It further encourages students to begin making Geography revision materials as part of their home learning, establishing a positive culture around GCSE Geography.</p> <p>The data collected can then help teachers understand any gaps in knowledge, geographical skills and exam skills that need addressing prior to the December mocks.</p> <p>This assessment only covers tectonic hazards (Paper 1) as we have only covered a small amount of content on the development gap (Paper 2) which will be assessed in the T2 mock.</p> <p>Note: 2024-25 - This was sat immediately after the October half term, so at the beginning of Term 2, which allowed students time to revise over the holidays. It also meant that it was more of a test of what students could retrieve after a period of time away from lessons.</p>	<p>This is part of a school-wide mock period for Y10: assessment window 1.</p> <p>This assessment covers all topics that students have covered so far in the course. This allows us to assess topics from Paper 1 and Paper 2.</p> <p>The 9m question focuses on climate change and does not require case study knowledge. This was selected to test a different style of 9m question to T1, which was on natural hazards / case studies. Despite having the same command word 'to what extent' the knowledge, understanding and evaluation required to answer this question is significantly different to T1.</p>	<p>This is part of a school-wide mock period for Y10: assessment window 2.</p> <p>This assessment covers all topics that students have covered so far in the course. This allows us to assess topics from Paper 1, Paper 2 and Paper 3. Whilst a full paper is not completed, assessing topics from each paper allows a wider spread of the course to be covered. Additionally, the amount of marks being assessed is in line with approximately one full paper (slightly more at a total of 94 marks).</p> <p>All taken from the 2023 exams.</p>	

Y11	Y11 mock 1	Y11 mock 2		
Content coverage				
Justification	All taken from the 2025 exams.	All taken from the 2024 exams.		

Year 10 (3 lessons PW)								
Term	Enquiry	Composite (Skill)	Components (Disciplinary Knowledge)	GCSE specification link: <i>specific references</i>	Rationale: <i>why this, why here, why now?</i>	Breadth and Depth: <i>wider links to curriculum/world/cultural capital</i>	Vocabulary:	Academy Key Drivers: <i>Empower, Literacy, Diversity, Personal Development, Voice</i>
		<p>KS4 skills mapping - This document can be used alongside the Curriculum Map to track all Geographical Skills, see which topics they are included in and how many times they are re-visited throughout the course. Geographical Skills are explicitly taught, have been carefully sequenced and are embedded into the KS4 curriculum.</p>	<p>KS4 sequencing – This document can be used alongside the Curriculum Map to see how assessment points are planned into the teaching sequence.</p>				<p>Academic Vocabulary: Key Tier 2 language.</p> <p>Key words: Key Tier 3 language.</p>	
1	What is the global development gap? Paper 2 Section B.	<p>Literacy Students should be able to communicate information in ways suitable for a range of target audiences. Note: This is a skill focused on throughout all KS4 topics.</p> <p>Atlas maps: recognise and describe distributions and patterns of both human and physical features.</p> <p>Maps in association with photographs: label and annotate diagrams, maps, graphs, sketches and photographs.</p> <p>Graphical skills to:</p> <ul style="list-style-type: none"> - select and construct appropriate graphs and charts to present data, using appropriate scales –population pyramids - interpret and extract information from different types of maps, graphs and charts, including population pyramids and choropleth maps. <p>Numerical skills: draw informed conclusions from numerical data.</p> <p>Statistical skills: use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range).</p> <p>Use of qualitative and quantitative data:</p> <ul style="list-style-type: none"> - maps - written and digital sources - numerical and statistical information. <p>Formulate enquiry and argument: draw well-evidenced and informed conclusions about geographical questions and issues.</p>	<ol style="list-style-type: none"> 1. What is the development gap? 2. How do we measure levels of development? 3. What is the demographic transition model? 4. What is the demographic transition model? MP - 6m 5. How do population structures change? 6. What are the causes and consequences of the development gap? 7. What are the causes and consequences of the development gap? 	There are global variations in economic development and quality of life.	This topic provides fundamental knowledge on disparities of country wealth around the world. Understanding the development gap is crucial to allow students to understand the place knowledge and context of every case study. The AQA specification states that the key words HIC, NEE and LIC can be referred to in any part of the course.	<p>Building explicitly on the concept of the development, Y9 T5.</p> <p>Expanding world knowledge by teaching the disparities in wealth and development around the world.</p>	<p>Academic vocabulary: Demographic</p> <p>Key words: Higher income countries (HIC) Lower income countries (LIC) Newly emerging economies (NEE) Birth rate Death rate Demographic transition model Development Development gap Global development index (GNI) Human development index (HDI) Infant mortality Life expectancy Literacy rate</p>	<p>Diversity Compare development data for HIC, NEE and LICs allowing students to consider how people's quality of life varies around the world.</p> <p>Literacy The AQA specification says that students should be able to communicate information in ways suitable for a range of target audiences. Note: This is a skill focused on throughout all KS4 topics.</p>

1	What is the challenge of tectonic hazards? Paper 1 Section A.	<p>Atlas maps:</p> <ul style="list-style-type: none"> - use and understand coordinates – latitude and longitude - recognise and describe distributions and patterns of both human and physical features - maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them - analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps. <p>Maps in association with photographs:</p> <ul style="list-style-type: none"> - be able to compare maps - photographs: use and interpret ground, aerial and satellite photographs - describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs - label and annotate diagrams, maps, graphs, sketches and photographs. <p>Numerical skills: understand and correctly use magnitude.</p> <p>Use of qualitative and quantitative data:</p> <ul style="list-style-type: none"> - maps - written and digital sources - visual and graphical sources - numerical and statistical information. <p>Formulate enquiry and argument: draw well-evidenced and informed conclusions about geographical questions and issues.</p>	<ol style="list-style-type: none"> 1. What are natural hazards? Why do tectonic plates move? 2. What are natural hazards? Why do tectonic plates move? 3. How do plate margins create tectonic hazards? 4. How do plate margins create natural hazards? MP - 4m 5. Case study, Earthquake: Japan, 2011 6. Case study, Earthquake: Japan, 2011 7. Case study, Earthquake: Nepal, 2015 8. Case study, Earthquake: Nepal, 2015 9. Consolidation - comparing earthquakes 10. Consolidation - comparing earthquakes 11. How can we reduce the risk of tectonic hazards? 12. Why do people live near tectonic hazard zones? 	<p>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.</p>	<p>This topic introduces physical geography by starting a sequence of learning on the challenges of natural hazards. This directly builds upon knowledge of the development gap as students are required to compare the effects and responses of tectonic hazards for two places of contrasting wealth (Japan HIC and Nepal LIC).</p>	<p>Building explicitly on the concept of the development gap, Y10 T1.</p> <p>Expanding world knowledge by teaching how wealth can impact the preparation for, effects of and responses to a natural hazard.</p>	<p>Academic vocabulary: Destructive Constructive</p> <p>Key words: Hazard risk Natural hazard Conservative plate margin Constructive plate margin Destructive plate margin Earthquake Immediate responses Long-term responses Monitoring Plate margin Planning Prediction Primary effects Protection Secondary effects Tectonic hazard Tectonic plate Volcano</p>	<p>Diversity Case studies – Nepal (2015, LIC) and Japan (2011, HIC) earthquakes.</p>
2	What is the challenge of weather hazards? Paper 1 Section A.	<p>Atlas maps:</p> <ul style="list-style-type: none"> - use and understand coordinates – latitude and longitude - recognise and describe distributions and patterns of both human and physical features - analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps. <p>Maps in association with photographs:</p> <ul style="list-style-type: none"> - be able to compare maps 	<ol style="list-style-type: none"> 1. What is global atmospheric circulation? 2. How are tropical storms formed? 3. How are tropical storms formed? 4. How might climate change affect tropical storms? 5. Case study, Tropical Storm: Typhoon Haiyan 6. Case study, Tropical Storm: Typhoon Haiyan - 6m 7. How can we reduce the effects of tropical storms? 	<p>Global atmospheric circulation helps to determine patterns of weather and climate. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Tropical storms have significant effects on people and the environment.</p>	<p>This topic allows students to apply what they have learnt about hazard risk to a new type of natural hazard, tropical storms. Students will be able to confidently comprehend a new, in-depth case study as it builds upon the place knowledge skills embedded when comparing natural hazard case studies in T1.</p>	<p>Building explicitly on the concept of natural hazards, Y10 T1.</p>	<p>Academic vocabulary: Distribution Frequency Intensity</p> <p>Key words: Economic impact Environmental impact Extreme weather Global atmospheric circulation Immediate responses Lon-term responses Management strategies</p>	<p>Diversity Case study – Typhoon Haiyan (2013).</p> <p>Personal development Term 3 reflection image for National Geographic Day shows explorers installing the highest weather station in the world on Mount Everest.</p>

		<ul style="list-style-type: none"> - photographs: use and interpret ground, aerial and satellite photographs. <p>Graphical skills to: interpret and extract information from different types of maps, graphs and charts.</p> <p>Numerical skills: understand and correctly use frequency.</p> <p>Use of qualitative and quantitative data:</p> <ul style="list-style-type: none"> - maps - geo-spatial data presented in a geographical information system (GIS) framework - satellite imagery - written and digital sources - visual and graphical sources - numerical and statistical information. <p>Formulate enquiry and argument:</p> <ul style="list-style-type: none"> - write descriptively, analytically and critically - develop an extended written argument - draw well-evidenced and informed conclusions about geographical questions and issues. 		<p>The UK is affected by a number of weather hazards.</p> <p>Extreme weather events in the UK have impacts on human activity.</p>			<p>Monitoring</p> <p>Planning</p> <p>Prediction</p> <p>Primary effects</p> <p>Protection</p> <p>Secondary effects</p> <p>Social impact</p> <p>Tropical storm (hurricane, cyclone, typhoon)</p>	
2	<p>What is the challenge of climate change?</p> <p>Paper 1 Section A.</p>	<p>Maps in association with photographs:</p> <ul style="list-style-type: none"> - photographs: use and interpret ground, aerial and satellite photographs - describe human and physical landscapes and geographical phenomena from photographs. <p>Graphical skills to: interpret and extract information from different types of maps, graphs and charts.</p> <p>Numerical skills to: draw informed conclusions from numerical data.</p> <p>Statistical skills to: use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range).</p> <p>Use of qualitative and quantitative data:</p> <ul style="list-style-type: none"> - satellite imagery - written and digital sources - visual and graphical sources - numerical and statistical information. <p>Formulate enquiry and argument:</p> <ul style="list-style-type: none"> - write descriptively, analytically and critically 	<ol style="list-style-type: none"> 1. What extreme weather is there in the UK? 2. Case study, Beast from the East 3. What is the evidence for climate change? 4. What are the natural causes of climate change? 5. What are the human causes of climate change? 6. What are the effects of climate change? 7. How can humans mitigate climate change? 8. How can humans adapt to climate change? 	<p>Climate change is the result of natural and human factors, and has a range of effects.</p> <p>Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</p>	<p>This topic builds upon the concept of the challenge of natural hazards and concludes the study of Paper 1 Section A.</p>	<p>Building explicitly on the concept of weather, Y10 T2.</p> <p>Providing cultural capital by widening student's understanding of one of the most pressing issues/debates that mankind currently faces and studying the potential impacts for a range of places around the world, including the UK.</p>	<p>Key words:</p> <p>Adaptation</p> <p>Climate change</p> <p>Mitigation</p> <p>Orbital changes</p> <p>Quaternary period</p>	<p>Diversity</p> <p>Case study – Beast from the East, UK storm (2018).</p> <p>Voice</p> <p>Habits of discussion on how humans should manage climate change.</p>

		<ul style="list-style-type: none"> - communicate their ideas effectively - develop an extended written argument - draw well-evidenced and informed conclusions about geographical questions and issues. 						
3	How has urban change impacted Rio de Janeiro? Paper 2 Section A.	<p>Atlas maps:</p> <ul style="list-style-type: none"> - use and understand coordinates – latitude and longitude - recognise and describe distributions and patterns of both human and physical features - maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them, e.g. population distribution, population movements, transport networks, settlement layout, relief and drainage - analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps. <p>Maps in association with photographs:</p> <ul style="list-style-type: none"> - photographs: use and interpret ground, aerial and satellite photographs - label and annotate diagrams, maps, graphs, sketches and photographs. <p>Graphical skills:</p> <ul style="list-style-type: none"> - interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs. <p>Numerical skills:</p> <ul style="list-style-type: none"> - demonstrate an understanding of number, area and scales, and the quantitative relationships between units - draw informed conclusions from numerical data. <p>Statistical skills:</p> <ul style="list-style-type: none"> - calculate percentage increase or decrease and understand the use of percentiles. <p>Use of qualitative and quantitative data:</p> <ul style="list-style-type: none"> - written and digital sources - visual and graphical sources - numerical and statistical information. 	<ol style="list-style-type: none"> 1. Introduction to urbanisation: What is urbanisation and what is the distribution of the world's urban population? 2. Factors affecting the rate of urbanisation (skills dot map, and line graph) MP - short skills Qs 3. Introducing Rio. Why has Rio grown? 4. What are the social and economic opportunities in Rio? 5. What are the challenges of urban growth in Rio? Slums and squatter settlements. MP - 6m 6. What are the challenges of urban growth in Rio? Water, sanitation and energy. 7. What are the challenges of urban growth in Rio? Health, education. 8. What are the challenges of urban growth in Rio? Unemployment and crime. 9. How are the challenges managed? 10. Planning for Rio's urban poor. 	A growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEEs.	This unit returns to human geography by studying urban issues and challenges in Rio de Janeiro. This build explicitly on the development gap as students need to understand the characteristics of an NEE to understand Rio de Janeiro's urban world.	Building explicitly on the concept of the development gap, Y10 T1.	Academic vocabulary: Urbanisation Key words: Economic opportunities Inequalities Mega-cities Migration Natural increase Pollution Sanitation Social deprivation Social opportunities Squatter settlement (favelas) Traffic congestion Urbanisation Waste recycling	Diversity Case study – Rio de Janeiro. Personal development Term 6 reflection image for the World Environment Day is on the theme of plastic pollution.

4	How has urban change impacted Leeds? Paper 2 Section A.	<p>Atlas maps:</p> <ul style="list-style-type: none"> - use and understand coordinates – latitude and longitude. <p>Ordnance Survey maps:</p> <ul style="list-style-type: none"> - draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use. <p>Maps in association with photographs:</p> <ul style="list-style-type: none"> - photographs: use and interpret ground, aerial and satellite photographs. <p>Graphical skills:</p> <ul style="list-style-type: none"> - plot information on graphs when axes and scales are provided. <p>Statistical skills:</p> <ul style="list-style-type: none"> - use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class). <p>Use of qualitative and quantitative data:</p> <ul style="list-style-type: none"> - maps - written and digital sources - visual and graphical sources - numerical and statistical information. <p>Formulate enquiry and argument:</p> <ul style="list-style-type: none"> - develop an extended written argument. 	<ol style="list-style-type: none"> 1. Introduction to UK. Where do people in the UK live? (skills graphs and pie charts) 2. What makes Leeds a major UK city? Migration. 3. Leeds opportunities. 4. Leeds challenges 5. Leeds challenges + 4m exam question. 6. How has the growth of Leeds lead to urban sprawl? What is the impact of urban sprawl? 7. How has Leeds been regenerated? 8. What is urban sustainability? 9. What are sustainable traffic management strategies? + 9m exam question. 	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.	In this topic we continue to study urban issues and challenges as we study urban change in the UK. The key words and concepts taught in T3 will be developed in this topic, allowing a comparison of the impacts of urbanisation on an HIC vs an NEE.	Building explicitly on the concept of urbanisation, Y10 T3. Providing cultural capital by widening student's understanding of the human geography of the city they live in.	<p>Academic vocabulary:</p> <p>Key words: Brownfield site Dereliction Greenfield site Integrated transport systems Rural-urban fringe Sustainable urban living Urban greening Urban regeneration Urban sprawl</p>	<p>Diversity Case study – Leeds (including CITU and Veolia).</p> <p>Empower Links to the Y7 Balfour Beatty trip.</p>
4	How successful is urban regeneration in Leeds? Paper 3 fieldwork – human enquiry.	<p>Graphical skills:</p> <ul style="list-style-type: none"> - suggest an appropriate form of graphical representation for the data provided - complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines - plot information on graphs when axes and scales are provided - interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs. <p>Numerical skills:</p> <ul style="list-style-type: none"> - design fieldwork data collection sheets and collect data with an understanding of accuracy, sample 	<ol style="list-style-type: none"> 1. Fieldwork – introduction to Paper 3 / fieldwork, enquiry questions + selecting, measuring and recording data 2. Fieldwork - risk assessments 3. Fieldwork - processing and presenting data 4. Fieldwork - analysing data 5. Fieldwork - reaching conclusions 1. Fieldwork - evaluating your enquiry 	Students' understanding of the enquiry process will be assessed in the following way: questions based on the use of fieldwork materials from an unfamiliar context and linked to their urban fieldwork.	This topic is designed to increase exposure to Paper 3 content. The unseen fieldwork is often one of the most poorly answered parts of the specification due to a lack of coverage. Therefore, we are introducing this to students in Y10 to allow us to revisit these core concepts throughout the course. This also allows us to explicitly teach Geographical Skills and provides foundational knowledge on fieldwork whilst building on the Leeds HIC city case study by exploring regeneration in Leeds.	Geographical Skills taught here can be assessed in all of the GCSE papers. Students will build upon the concept of fieldwork in T6.	<p>Academic vocabulary: Hypothesis</p> <p>Key words: Urban regeneration Location Risk Method Constructing Presentation Conclusion Evaluation Sampling Assessing</p>	

		<p>size and procedures, control groups and reliability</p> <ul style="list-style-type: none"> - draw informed conclusions from numerical data. <p>Statistical skills:</p> <ul style="list-style-type: none"> - use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class) - describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends - be able to identify weaknesses in selective statistical presentation of data. <p>Use of qualitative and quantitative data:</p> <ul style="list-style-type: none"> - fieldwork data - written and digital sources <p>numerical and statistical information.</p>						
5	<p>How are coastal landscapes formed and managed in the UK?</p> <p>Paper 1 Section C.</p>	<p>Atlas maps:</p> <ul style="list-style-type: none"> - use and understand coordinates – latitude and longitude - recognise and describe distributions and patterns of both human and physical features - analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps. <p>Ordnance Survey maps:</p> <ul style="list-style-type: none"> - use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic - use and understand coordinates – four and six-figure grid references - use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales - use and understand gradient, contour and spot height - numerical and statistical information - identify basic landscape features and describe their characteristics from map evidence - identify major relief features on maps and relate cross-sectional drawings to relief features 	<ol style="list-style-type: none"> 2. What types of landscapes are found in the UK? (including wave types) 3. What is coastal weathering? What is coastal mass movement? 4. What is coastal erosion, transportation and deposition? 5. How are erosion landforms formed at the coast? 6. How are deposition landforms formed at the coast? 7. Writing focus: physical processes. I do, we do, you do. 8. What landforms can be found along the Holderness coastline? (skills focus, fieldwork location) 9. How is soft engineering used to manage and protect the coastline? 10. How is hard engineering used to manage and protect the coastline? 11. Writing focus: management strategies. I do, we do, you do. 	<p>The UK has a range of diverse landscapes. The coast is shaped by a number of physical processes. Distinctive coastal landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the effects of physical processes.</p>	<p>This topic allows students to shift from human to physical geography seamlessly by studying a similar geographical location. In T4, students are conducting a local study of Leeds, situated within the UK. Then, in this topic we expand this location to a regional coastal study within the UK. Physical landscapes of the UK is often answered poorly in the exams. By choosing to teach this in Y10 it allows more time for recall, revision and assessment of this content ahead of the Y11 exams.</p>	<p>Providing cultural capital by widening student's understanding of the coastal landscapes of the island they live on.</p>	<p>Academic vocabulary:</p> <p>Armour Constructive Destructive</p> <p>Key words:</p> <p>Landscape Abrasion Arch Attrition Bar Beach Beach nourishment Beach reprofiling Cave Chemical weathering Cliff Deposition Dune regeneration Erosion Gabion Groyne Hard engineering Headland and bays Hydraulic power Longshore drift Managed retreat Mass movement Mechanical weathering Rock armour Sand dune Sea wall Sliding</p>	<p>Diversity</p> <p>Case study – Holderness coastline.</p>

		<ul style="list-style-type: none"> - draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use - interpret cross sections and transects of physical and human landscapes - describe the physical features as they are shown on large scale maps of two of the following landscapes – coastlines, fluvial and glacial landscapes - infer human activity from map evidence, including tourism. <p>Maps in association with photographs:</p> <ul style="list-style-type: none"> - photographs: use and interpret ground, aerial and satellite photographs - describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs - draw sketches from photographs. <p>Graphical skills:</p> <ul style="list-style-type: none"> - use and understand gradient, contour and value on isoline maps. <p>Numerical skills:</p> <ul style="list-style-type: none"> - demonstrate an understanding of number, area and scales, and the quantitative relationships between units. <p>Use of qualitative and quantitative data:</p> <ul style="list-style-type: none"> - maps - satellite imagery - written and digital sources - numerical and statistical information. 	<p>12. How is coastal management used along the Holderness coast? + Feedback.</p> <p>13. How is coastal management used along the Holderness coast?</p>				<p>Slumping</p> <p>Soft engineering</p> <p>Spit</p> <p>Stack</p> <p>Transportation</p> <p>Wave cut platform</p> <p>Waves</p>	
6	Fieldwork – enquiry TBC. Paper 3 – Fieldwork.	<p>Constructing a hypothesis, finding a suitable location, risk assessment, methodology, data collection, data presentation, drawing conclusions and evaluating the fieldwork.</p> <p>Maps in association with photographs:</p> <ul style="list-style-type: none"> - label and annotate diagrams, maps, graphs, sketches and photographs. <p>Graphical skills:</p> <ul style="list-style-type: none"> - suggest an appropriate form of graphical representation for the data provided. <p>Numerical skills:</p>	<p>1. Fieldwork - introduction</p> <p>2. Fieldwork - enquiry questions + selecting, measuring and recording data</p> <p>3. Fieldwork - risk assessments</p> <p>4. Fieldwork day trip - Half the year Tuesday 10th, half the year Thursday 12th</p> <p>5. Fieldwork - processing and presenting data</p> <p>6. Fieldwork - analysing data</p>	Students' understanding of the enquiry process will be assessed in the following way: questions based on students' individual enquiry work. Suitable question for geographical enquiry. Selecting, measuring and recording data appropriate to the chosen enquiry. Selecting appropriate ways of processing and	This topic builds upon the knowledge and skills taught in T5 as students will be designing and completing their own fieldwork. This is set amongst the Paper 1 topics of physical landscapes in the UK (Coasts and Rivers) to show the diversity of the UK's landscapes and land use. Physical landscapes in the UK was the most poorly answered exam section for the majority of schools in the TMAT for the 2024 exams.	<p>Building explicitly on Coasts and unseen fieldwork, Y10 T5.</p> <p>Providing cultural capital by taking students to two contrasting locations along the Holderness coast for their fieldwork investigations.</p>	<p>Academic vocabulary:</p> <p>Hypothesis</p> <p>Key words:</p> <p>Location</p> <p>Risk</p> <p>Method</p> <p>Constructing</p> <p>Presentation</p> <p>Conclusion</p> <p>Evaluation</p> <p>Sampling</p> <p>Assessing</p>	<p>Diversity</p> <p>Case study – Holderness coastline.</p>

		<ul style="list-style-type: none"> - demonstrate an understanding of number, area and scales, and the quantitative relationships between units - design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability - draw informed conclusions from numerical data. <p>Use of qualitative and quantitative data:</p> <ul style="list-style-type: none"> - fieldwork data - numerical and statistical information. <p>Formulate enquiry and argument:</p> <ul style="list-style-type: none"> - identify questions and sequences of enquiry - write descriptively, analytically and critically - communicate their ideas effectively - develop an extended written argument - draw well-evidenced and informed conclusions about geographical questions and issues. 	<p>7. Fieldwork - reaching conclusions</p> <p>8. Fieldwork - evaluating your enquiry</p>	<p>presenting fieldwork data.</p> <p>Describing, analysing and explaining fieldwork data.</p> <p>Reaching conclusions.</p> <p>Evaluation of geographical enquiry.</p>	<p>Therefore, we have chosen to conduct a fieldwork investigation that will allow students to study the UK's landscapes in greater depth to aid understanding.</p>			
6	<p>How are river landscapes formed and managed in the UK?</p> <p>Paper 1 Section C.</p>	<p>Atlas maps:</p> <ul style="list-style-type: none"> - use and understand coordinates – latitude and longitude. <p>Ordnance Survey maps:</p> <ul style="list-style-type: none"> - use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic - use and understand coordinates – four and six-figure grid references - use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales - use and understand gradient, contour and spot height - numerical and statistical information - identify basic landscape features and describe their characteristics from map evidence - identify major relief features on maps and relate cross-sectional drawings to relief features - draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use 	<ol style="list-style-type: none"> 1. How does a river change as it flows downstream? 2. What are the fluvial (river) processes? 3. How are erosion landforms formed along a river? 4. How are deposition landforms formed along a river? 5. River landforms case study + skills focus short exam Qs 6. What factors affect the flood risk? 7. What is a hydrograph? 8. How is soft engineering used to manage river flooding? 9. How is hard engineering used to manage river flooding? 10. River flooding case study 11. River flooding case study 12. Consolidation + feedback 	<p>The shape of river valleys changes as rivers flow downstream.</p> <p>Distinctive fluvial landforms result from different physical processes.</p> <p>Different management strategies can be used to protect river landscapes from the effects of flooding.</p>	<p>This topic concludes an extended period of studying physical landscapes in the UK. Students often find it difficult to understand the processes of erosion, transportation and deposition. By placing rivers after coasts students will be able to apply knowledge of fluvial processes from their coastal studies to the new river landforms.</p>	<p>Building explicitly on Coasts, Y10 T5, and coastal fieldwork, Y10 T6.</p> <p>Providing cultural capital by widening student's understanding of the physical landscapes of the country they live in.</p>	<p>Academic vocabulary:</p> <p>Suspense</p> <p>Vertical</p> <p>Lateral</p> <p>Key words:</p> <p>Abrasion</p> <p>Attrition</p> <p>Cross profile</p> <p>Dam and reservoir</p> <p>Discharge</p> <p>Embankments</p> <p>Estuary</p> <p>Flood</p> <p>Flood plain</p> <p>Flood plain zoning</p> <p>Flood relief channels</p> <p>Flood risk</p> <p>Flood warning</p> <p>Fluvial processes</p> <p>Gorge</p> <p>Hard engineering</p> <p>Hydraulic action</p> <p>Hydrograph</p> <p>Interlocking spurs</p> <p>Lateral erosion</p> <p>Levees</p> <p>Long profile</p> <p>Meander</p> <p>Ox-bow lake</p>	<p>Diversity</p> <p>Case study – The River Thames, Oxford.</p>

		<ul style="list-style-type: none"> - interpret cross sections and transects of physical and human landscapes - describe the physical features as they are shown on large scale maps of two of the following landscapes – coastlines, fluvial and glacial landscapes - infer human activity from map evidence, including tourism. <p>Maps in association with photographs:</p> <ul style="list-style-type: none"> - photographs: use and interpret ground, aerial and satellite photographs - describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs - draw sketches from photographs - label and annotate diagrams, maps, graphs, sketches and photographs. <p>Numerical skills:</p> <ul style="list-style-type: none"> - demonstrate an understanding of number, area and scales, and the quantitative relationships between units. <p>Use of qualitative and quantitative data:</p> <ul style="list-style-type: none"> - maps - satellite imagery - written and digital sources - numerical and statistical information. 					Precipitation Saltation Soft engineering Solution Channel straightening Suspension Traction Vertical erosion Waterfall	
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Year 11 (3 lessons PW)								
Term	Enquiry	Composite (Skill)	Components (Disciplinary Knowledge)	GCSE specification link: <i>specific references</i>	Rationale: <i>why this, why here, why now?</i>	Breadth and Depth: <i>wider links to curriculum/world/cultural capital</i>	Vocabulary: Academic Vocabulary: <i>Key Tier 2 language.</i> <i>Key words: Key Tier 3 language.</i>	Academy Key Drivers: <i>Empower, Literacy, Diversity, Personal Development, Voice</i>
1	Paper 1 Section B: The living world. What are the key characteristics of the tropical rainforest? What are the key characteristics of the hot desert?	Atlas maps: <ul style="list-style-type: none"> - use and understand coordinates – latitude and longitude - recognise and describe distributions and patterns of both human and physical features - analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps. 		Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable.			Academic vocabulary: Commercial Key words: Abiotic Biotic Consumer Decomposer Ecosystem Food chain	Diversity Case studies – Roundhay Park Waterloo Lake, the Amazon rainforest and the Sahara desert. Empower Links to the Y7 Tropical World trip.

		<p>Maps in association with photographs:</p> <ul style="list-style-type: none"> - be able to compare maps - photographs: use and interpret ground, aerial and satellite photographs - describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs - label and annotate diagrams, maps, graphs, sketches and photographs. <p>Numerical skills:</p> <ul style="list-style-type: none"> - draw informed conclusions from numerical data. <p>Statistical skills:</p> <ul style="list-style-type: none"> - calculate percentage increase or decrease and understand the use of percentiles. <p>Use of qualitative and quantitative data:</p> <ul style="list-style-type: none"> - maps - satellite imagery - written and digital sources - numerical and statistical information. <p>Formulate enquiry and argument:</p> <ul style="list-style-type: none"> - develop an extended written argument - draw well-evidenced and informed conclusions about geographical questions and issues. 		<p>Hot desert ecosystems have a range of distinctive characteristics. Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification.</p>			<p>Food web Nutrient cycling Global ecosystem Producer Biodiversity Commercial farming Debt reduction Deforestation Ecotourism Logging Mineral extraction Selective logging Soil erosion Subsistence farming Sustainability</p> <p>Appropriate technology (or intermediate technology) Desertification Hot desert Mineral extraction Over-cultivation Overgrazing</p>	
2	Paper 2 Section C: Resource management.	<p>Atlas maps:</p> <ul style="list-style-type: none"> - use and understand coordinates – latitude and longitude. <p>Maps in association with photographs:</p> <ul style="list-style-type: none"> - be able to compare maps - photographs: use and interpret ground, aerial and satellite photographs - draw sketches from photographs - label and annotate diagrams, maps, graphs, sketches and photographs. <p>Numerical skills:</p> <ul style="list-style-type: none"> - understand and correctly use proportion and ratio, magnitude and frequency. <p>Statistical skills:</p> <ul style="list-style-type: none"> - use appropriate measures of central tendency, spread and cumulative 		<p>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 energy resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase energy supply.</p>			<p>Academic vocabulary: Resource</p> <p>Key words: Agribusiness Carbon footprint Energy mix Food miles Fossil fuels Local food sourcing Organic produce Resource management</p> <p>Biomass Energy conservation Energy exploitation</p>	<p>Diversity Case studies – UK overview of resources, UK fracking and India biogas.</p> <p>Empower Links to the Y9 Veolia Waste for Energy trip.</p> <p>Personal development Term 4 reflection image for Earth Day shows a Yorkshire solar farm for this year's theme 'Our Power, Our People'.</p>

		<p>frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class).</p> <p>Use of qualitative and quantitative data:</p> <ul style="list-style-type: none"> - written and digital sources - visual and graphical sources - numerical and statistical information. <p>Formulate enquiry and argument:</p> <ul style="list-style-type: none"> - develop an extended written argument - draw well-evidenced and informed conclusions about geographical questions and issues. 					<p>Energy security</p> <p>Geothermal energy</p> <p>Hydroelectric power</p> <p>Nuclear power</p> <p>Renewable energy sources</p> <p>Solar energy</p> <p>Sustainable development</p> <p>Sustainable energy supply</p> <p>Wind energy</p>	
3	Paper 2 Section B: Reducing the development gap and Nigeria NEE case study.	<p>Atlas maps:</p> <ul style="list-style-type: none"> - use and understand coordinates – latitude and longitude - recognise and describe distributions and patterns of both human and physical features. <p>Maps in association with photographs:</p> <ul style="list-style-type: none"> - photographs: use and interpret ground, aerial and satellite photographs - describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs. <p>Graphical skills:</p> <ul style="list-style-type: none"> - plot information on graphs when axes and scales are provided. <p>Numerical skills:</p> <ul style="list-style-type: none"> - draw informed conclusions from numerical data. <p>Use of qualitative and quantitative data:</p> <ul style="list-style-type: none"> - maps - written and digital sources - visual and graphical sources - numerical and statistical information. <p>Formulate enquiry and argument:</p> <ul style="list-style-type: none"> - develop an extended written argument - draw well-evidenced and informed conclusions about geographical questions and issues. 		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.			<p>Academic vocabulary:</p> <p>Global</p> <p>International</p> <p>Key words:</p> <p>Fairtrade</p> <p>Globalisation</p> <p>Information technologies</p> <p>Intermediate technology</p> <p>International aid</p> <p>Microfinance</p> <p>loans</p>	<p>Diversity</p> <p>Case study – Nigeria (NEE).</p>
4	Paper 2 Section B: The changing UK economy.	<p>Atlas maps:</p> <ul style="list-style-type: none"> - use and understand coordinates – latitude and longitude 		Major changes in the economy of the UK have affected, and will			<p>Academic vocabulary:</p> <p>Industry</p>	<p>Diversity</p> <p>Case study – UK (HIC).</p>

	Start revision.	<ul style="list-style-type: none"> - recognise and describe distributions and patterns of both human and physical features - maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them, e.g. population distribution, population movements, transport networks, settlement layout, relief and drainage - analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps. <p>Ordnance Survey maps:</p> <ul style="list-style-type: none"> - use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic - use and understand coordinates – four and six-figure grid references - identify basic landscape features and describe their characteristics from map evidence - draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use - infer human activity from map evidence, including tourism. <p>Maps in association with photographs:</p> <ul style="list-style-type: none"> - sketch maps: draw, label, understand and interpret - photographs: use and interpret ground, aerial and satellite photographs. <p>Graphical skills:</p> <ul style="list-style-type: none"> - select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scatter graphs, and population pyramids - complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines 		continue to affect, employment patterns and regional growth.			<p>Key words: Commonwealth De-industrialisation European Union Industrial structure North-south divide PostIndustrial economy Science and business parks Service industries / tertiary industries Trade Transnational Corporation (TNC)</p>	
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