

Geography Key Stage 4 Curriculum



Curriculum Intent

At Trinity Academy St. Edwards, our KS3 Geography curriculum is meticulously designed to instil a profound commitment to understanding the world and our place in it. Rooted in our core values of ***generating awe and wonder, inspiring stewardship, appreciating diverse cultures and faiths***, and comprehending our interconnectedness with others, our curriculum aims to mould students into empowered and enlightened geographers. We ***foster awe and wonder*** by immersing students in captivating, real-world case studies and experiences. From unravelling the mysteries of natural wonders to investigating the impacts of human activities on diverse landscapes, we create an environment that sparks curiosity, encouraging students to ask questions and develop a lifelong love for learning. ***Inspiring stewardship*** is a crucial aspect of our curriculum. By integrating topics that highlight the delicate balance between human activities and environmental sustainability, students engage in projects that promote environmental responsibility and explore solutions to global challenges. This approach ***instils a sense of stewardship***, empowering students to become informed, active citizens committed to preserving the environment for future generations. Our commitment to ***appreciating different cultures*** and faiths is reflected in our curriculum's integration of diverse case studies, mapping exercises, and discussions. By exploring the rich tapestry of cultures worldwide, students develop a global perspective, fostering tolerance, empathy, and an appreciation for the diversity that enriches the human experience. ***Understanding our place in the context of others*** is a cornerstone of our curriculum. Through comparative studies and collaborative projects, students explore how local and global issues intersect, encouraging critical thinking and recognition of their roles within the broader global community. This approach develops a sense of global citizenship, empowering students to contribute positively to local and global challenges. We envision a 'geographer' as someone possessing not only a solid understanding of geographical concepts but also a set of skills and attributes extending beyond the classroom. A geographer at Trinity Academy St. Edwards is curious, analytical, empathetic, informed, and responsible. By cultivating these qualities, we aim to prepare students to navigate an interconnected world, contribute meaningfully to society, and become lifelong learners equipped to address the challenges and opportunities ahead. Our goal is to nurture geographers who, armed with knowledge and empathy, will shape a more sustainable and interconnected future.

Overview

Year 10

Paper 2 – urban issues and challenges. In this topic, students will cover the challenges and opportunities of urbanization, focusing on the contrasting case studies of Sheffield and Rio de Janeiro. They will study issues such as economic regeneration, housing shortages, and infrastructure demands. The topic will explore the social and environmental challenges faced by these cities, including inequality and informal settlements (favelas) in Rio. Students will also examine urban planning and redevelopment strategies aimed at addressing these challenges. Students will also investigate Freiburg, as a case study of a city which focuses on sustainable urban living.

Paper 2 – the changing economic world. In this topic, students will cover global variations in economic development and quality of life. They will study different measures of development, the causes of uneven development, and the consequences for people and places. The topic will include case studies of countries at different stages of development, as well as strategies to reduce the development gap, such as investment, aid, and fair trade. Students will also explore the role of tourism in development. The case studies included in this topic are Jamaica (with a focus on tourism), Nigeria and the Nissan car plant in Sunderland.

Paper 2 – the challenge of resource management. In this topic, students will cover the challenges related to food security and the global distribution of food resources. They will study the factors that affect food supply, such as climate, technology, and political stability, and explore the consequences of food insecurity, including famine, undernutrition, and conflict. The topic will also focus on strategies to increase food supply sustainably, such as organic farming, irrigation, and the use of biotechnology. Students will examine case studies of both successful and struggling food management systems to understand the complexities of ensuring food security for growing populations. They will also briefly cover the challenges of water and energy management in the UK. The case studies included in this topic are Almeria (Spain) and Makueni (Kenya).

Paper 3 – fieldwork study. In this topic, students will cover the practical aspects of geographical fieldwork. They will learn how to design and conduct fieldwork investigations, including selecting appropriate locations, collecting primary data, and using various techniques for data analysis. The focus will be on understanding the physical and human geography of specific study areas. Students will also develop skills in presenting findings, interpreting results, and drawing conclusions based on evidence. This topic prepares students to apply fieldwork knowledge and skills in their exams, where they may be asked to evaluate methods, data, and findings.

Year 11

Paper 1 – the challenge of natural hazards. In this topic, students will cover the types and causes of natural hazards, including tectonic hazards like earthquakes and volcanoes, and weather hazards such as hurricanes and floods. They will study the impacts of these hazards on people and the environment and examine case studies of real-world events. Students will also explore strategies for predicting, preparing for, and mitigating the risks of natural hazards. The case studies covered in this topic will include the Turkey and Syria Earthquake (2023), the Japan earthquake and tsunami (2011), Typhoon Haiyan (2013) and Storm Babet (2023).

Paper 1 – the living world. In this topic, students will cover ecosystems with a focus on tropical rain forests and hot deserts. During the tropical rainforest topic, students will learn about the structure of a rainforest ecosystem and how disruption such as deforestation can impact the delicate balance between animals, soils, plants and humans. They will learn about the characteristics of hot desert environments, including climate, soil, and biodiversity. The topic will cover how plants, animals, and humans adapt to the extreme conditions, as well as the causes and effects of desertification. Students will explore

sustainable management strategies to combat desertification, using case study examples to enhance their points. The case studies covered in this topic will include the rainforests of Malaysia, the Thar Desert (India and Pakistan) and the Sahel.

Paper 1 – physical landscapes in the UK. In this topic, students will cover the physical landscapes of the UK, focusing on rivers and coastal environments. They will study the processes that shape these landscapes, such as erosion, transportation, and deposition. The topic will include the formation of landforms like waterfalls, meanders, headlands, and bays. Students will also cover how human activities, such as coastal management and flood defences, impact these landscapes. The case studies covered in this topic will be Blackpool, Wallasea Island (Essex), The Holderness Coast, Danby (North Yorkshire) and Somerset.

Paper 3 – pre-release. In this topic, students will cover the skills required to analyse and respond to the pre-release material provided before the exam. They will learn how to interpret a range of geographical information, such as maps, graphs, and case studies, that will be included in the pre-release booklet. The focus will be on understanding the context, identifying key issues, and considering potential solutions or responses to the geographical challenges presented. Students will practice applying their knowledge and critical thinking skills to evaluate the information and develop well-supported arguments in preparation for the exam.

Content

Year 10

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Urban issues and challenges	The Changing Economic World	The Changing Economic World	Resource Management	Coasts	Paper 3
The "Urban Issues and Challenges" section of the GCSE AQA Geography curriculum explores the dynamics of urban areas, focusing on cities with different levels of	In this exciting unit, students will explore the complex economic landscape of our world. They will investigate why some countries are wealthier than others and	To conclude the first part of the topic, students will study Nigeria's development journey, analysing the economic, social, and environmental impacts of its growth.	The topic of Resource Management follows, focusing on how the UK's food, water, and energy resources are changing. Students then take a closer look at global food supply,	In the "Physical Landscapes in the UK" section of the GCSE AQA Geography curriculum, students explore the processes and features of coasts and rivers within the	In the "Fieldwork" section of Paper 3 for GCSE AQA Geography, students will engage in hands-on investigations to apply their geographical knowledge. This part of

<p>wealth and sustainability approaches. This topic helps students understand the diverse challenges and opportunities faced by urban environments around the world.</p> <p>Students will first study Rio de Janeiro, a rapidly growing urban area in a Newly Emerging Economy (NEE). This case study provides insight into the challenges associated with rapid urbanization, such as housing shortages, traffic congestion, and social inequality. Students will also examine how Rio's diverse population and vibrant culture influence its development and how the city is addressing these issues. In contrast, Sheffield, a city in a High-Income Country (HIC), offers a different perspective on urban issues.</p>	<p>examine the global development gap. Using a range of development indicators, students will evaluate their effectiveness and consider both the benefits and limitations of each. To bring their learning to life, students will take a deeper look at Jamaica, analysing how tourism can help bridge the development gap. This case study offers a real-world example of how economic growth and strategic planning can support long-term development. This unit encourages students to think critically about global inequality and consider potential solutions for a fairer and more sustainable future.</p>	<p>The unit then shifts focus to the UK, exploring how Britain's economy is evolving. Students will investigate the decline of traditional primary and secondary industries and the rise of the tertiary and quaternary sectors, with case studies including science parks, technological hubs, and rural transformations. Through this, learners will gain a deeper understanding of how economic change affects places and people at all scales— from global to local.</p>	<p>examining why some areas experience surplus while others face severe deficits. They'll explore strategies to combat food insecurity, comparing large-scale agricultural practices with small-scale local solutions.</p>	<p>UK. This topic provides insight into how these landscapes are shaped and the management strategies employed to address environmental challenges.</p> <p>Students will investigate hard engineering techniques used in Blackpool to combat coastal erosion. This includes examining structures such as sea walls, groynes, and rock armor, and assessing their effectiveness in protecting the coastline and preventing property damage.</p> <p>. Students will explore methods like managed retreat and the creation of new wetlands to enhance natural coastal defences and promote biodiversity, showcasing a more sustainable approach to coastal management.</p>	<p>the exam focuses on designing, conducting, and evaluating fieldwork activities, allowing students to demonstrate their practical skills and understanding of geographical concepts.</p> <p>Students will be expected to show their ability to plan and execute fieldwork investigations effectively. This includes collecting and analysing data, applying geographical theories, and presenting their findings in a clear and coherent manner. The exam involves both "seen" and "unseen" elements. The "seen" part allows students to review specific information about the fieldwork locations and methods before the exam. The "unseen" component will introduce new scenarios during the exam, requiring</p>
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Students will explore Sheffield's approach to managing urban challenges such as redevelopment, infrastructure maintenance, and economic shifts from heavy industry to technology and services. This case study highlights how wealthier cities address urban problems through planning and investment.				The Holderness Coast case study highlights the impact of coastal erosion and deposition. Students will analyse landforms such as cliffs, caves, arches, and stacks, understanding how these features are created by wave action and coastal processes.	students to adapt their knowledge to unfamiliar questions and tasks.
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Year 11

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Urban issues and challenges	The Changing Economic World	The Changing Economic World	Pre Release and Revision	Pre Release and Revision	
The "Urban Issues and Challenges" section of the GCSE AQA Geography curriculum explores the dynamics of urban areas, focusing on cities with different levels of wealth and sustainability	In this exciting unit, students will explore the complex economic landscape of our world. They will investigate why some countries are wealthier than others and examine the global development gap.	To conclude the first part of the topic, students will study Nigeria's development journey, analysing the economic, social, and environmental impacts of its growth. The unit then shifts focus to the UK,	In this topic, students will cover the skills required to analyse and respond to the pre-release material provided before the exam. They will learn how to interpret a range of geographical information, such as	Students will use this time to revisit the topics and prepare for their GCSE exams.	

<p>approaches. This topic helps students understand the diverse challenges and opportunities faced by urban environments around the world.</p> <p>Students will first study Rio de Janeiro, a rapidly growing urban area in a Newly Emerging Economy (NEE). This case study provides insight into the challenges associated with rapid urbanization, such as housing shortages, traffic congestion, and social inequality. Students will also examine how Rio's diverse population and vibrant culture influence its development and how the city is addressing these issues. In contrast, Sheffield, a city in a High-Income Country (HIC), offers a different perspective on urban issues. Students will explore Sheffield's approach to</p>	<p>Using a range of development indicators, students will evaluate their effectiveness and consider both the benefits and limitations of each. To bring their learning to life, students will take a deeper look at Jamaica, analysing how tourism can help bridge the development gap. This case study offers a real-world example of how economic growth and strategic planning can support long-term development. This unit encourages students to think critically about global inequality and consider potential solutions for a fairer and more sustainable future.</p>	<p>exploring how Britain's economy is evolving. Students will investigate the decline of traditional primary and secondary industries and the rise of the tertiary and quaternary sectors, with case studies including science parks, technological hubs, and rural transformations. Through this, learners will gain a deeper understanding of how economic change affects places and people at all scales—from global to local.</p>	<p>maps, graphs, and case studies, that will be included in the pre-release booklet. The focus will be on understanding the context, identifying key issues, and considering potential solutions or responses to the geographical challenges presented. Students will practice applying their knowledge and critical thinking skills to evaluate the information and develop well-supported arguments in preparation for the exam.</p>		
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