

Geography
Key Stage 4 Curriculum Map

Woolwich Polytechnic School for Boys

YEAR 10 CURRICULUM EXPECTATIONS

KEY KNOWLEDGE	KEY SKILLS
Throughout Year 10, students develop a secure understanding of key geographical concepts within the AQA GCSE specification. They study physical landscapes in the UK, including river and coastal processes and the landforms they create, before examining urbanisation and its impacts in both High Income Countries (HICs) and Newly Emerging Economies (NEEs). Students explore global patterns of development and inequality through the Changing Economic World unit, including the causes of uneven development, migration, and strategies to reduce the development gap, supported by a detailed case study of Nigeria. They also deepen their understanding of place, environment and sustainability through a range of real-world case studies at local, national and global scales.	Throughout Year 10, students develop the disciplinary skills of a geographer by collecting, presenting, analysing and evaluating a range of geographical data. They learn how to interpret maps, graphs, photographs and statistical information, identify spatial patterns and relationships, and apply geographical theory to real-world issues. Through physical and human fieldwork enquiries, students gain confidence in selecting and using appropriate sampling methods, presenting data using a variety of techniques, drawing evidence-based conclusions and evaluating the reliability of their investigations. They also develop their ability to construct well-supported geographical arguments, make reasoned judgements and evaluate different perspectives on contemporary issues.

YEAR 10



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	AUTUMN 1 UK Physical Landscapes - Rivers	AUTUMN 2 UK Physical Landscapes - Coasts	SPRING 1 Urbanisation	SPRING 2 The Changing Economic World	SUMMER 1 The Changing Economic World	SUMMER 2 Natural Hazards
KNOWING WHAT	Students study the characteristics of UK river landscapes and how rivers change from source to mouth. They investigate the processes of erosion, transportation and deposition and how these shape distinctive river landforms in the upper, middle and lower course, including waterfalls, gorges, meanders and oxbow lakes. Students examine the physical and human causes of flooding, interpret storm hydrographs and evaluate a range of hard and soft engineering flood management strategies. Learning is supported through the River Tees case study and river fieldwork enquiries which explore how river characteristics vary downstream.	Students investigate the physical processes operating along the UK coastline, including wave types, weathering, mass movement, erosion, transportation and deposition. They explore how these processes create distinctive erosional and depositional coastal landforms such as headlands, bays, caves, arches, stacks, spits and bars. Students study the challenges of coastal management and evaluate the effectiveness of hard and soft engineering strategies through coastal case studies, including the Jurassic Coast and Medmerry managed realignment scheme.	Students explore global patterns of urbanisation and the causes and impacts of urban growth in countries at different stages of development. They examine the opportunities and challenges created by urbanisation in both High Income Countries (HICs) and Newly Emerging Economies (NEEs), using Rio de Janeiro and London as case studies. Students investigate issues including housing, transport, employment, social inequality and environmental sustainability, as well as urban regeneration in Stratford. Fieldwork provides opportunities to assess the quality of urban environments and evaluate regeneration strategies.	Students investigate global variations in development and quality of life using a range of economic and social indicators. They study the Demographic Transition Model and understand how population change is linked to development. Students examine causes of uneven development, including physical, historical and economic factors, and explore the consequences of inequalities in wealth, health and opportunity. The unit also considers the role of trade, investment, tourism and aid in reducing the development gap, alongside the impacts of migration on countries and regions.	Students study Nigeria as an example of a Newly Emerging Economy and investigate the factors contributing to its rapid economic growth. They examine changes to Nigeria's industrial structure and the role of transnational corporations, foreign investment and globalisation in driving development. Students consider the impacts of economic growth on living standards, infrastructure and the environment, evaluating both the opportunities and challenges associated with development. Particular attention is given to environmental impacts and issues of sustainability.	Students investigate the concept of natural hazards and explore how risk is influenced by hazard occurrence, vulnerability, capacity to cope and levels of urbanisation. They develop an understanding of the structure of the Earth and the theory of plate tectonics, examining how the movement of tectonic plates creates different plate boundaries and associated hazards, including earthquakes and volcanic eruptions. Students compare the impacts of tectonic hazards in countries at different levels of development, evaluating how responses and management strategies vary between LICs and HICs. The unit also explores global atmospheric circulation and how it influences weather and climate patterns. Students study the distribution, formation and characteristics of tropical storms, as well as the social, economic and environmental impacts of a named tropical storm. Through case studies, students assess the effectiveness of prediction, preparation, response and recovery strategies used to reduce the impacts of tectonic and atmospheric hazards.
KNOWING HOW	Students will be able to interpret river data, analyse hydrographs, explain the formation of river landforms using geographical processes, evaluate flood management strategies and apply fieldwork evidence to geographical enquiries.	Students will be able to interpret coastal maps and photographs, explain the formation of coastal landforms, analyse the impact of coastal processes, and evaluate the effectiveness and sustainability of different coastal management approaches.	Students will be able to interpret demographic and urban data, compare urban growth in contrasting regions, assess the impacts of urbanisation, evaluate regeneration projects and use fieldwork evidence to reach informed geographical judgements.	Students will be able to interpret development indicators, analyse population data and demographic models, assess causes and consequences of uneven development and evaluate strategies used to reduce global inequalities.	Students will be able to analyse economic data, assess the factors influencing development, evaluate the role of globalisation and transnational corporations, and make balanced judgements about the social, economic and environmental impacts of economic growth.	Students will be able to interpret hazard distribution maps, explain the causes of tectonic and atmospheric hazards using physical processes, compare the impacts of hazards in contrasting countries, analyse vulnerability and risk, and evaluate the effectiveness of hazard management strategies using evidence from case studies.
PLANNED ASSESSMENT	End of unit assessment	Full PPE	End of unit assessment	End of Term exam	Full PPE of knowledge covered	End of unit assessment

YEAR 10



Geography
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YEAR 11 CURRICULUM EXPECTATIONS

KEY KNOWLEDGE	KEY SKILLS
Throughout Year 11, students deepen their understanding of the interactions between physical and human processes and the challenges facing an increasingly interconnected world. They investigate natural hazards, including tectonic activity, tropical storms, extreme weather and climate change, before exploring ecosystems, tropical rainforests and hot desert environments. Students also examine issues surrounding resource management and sustainability, with a focus on water security. Learning is underpinned by a range of contemporary case studies, enabling students to develop a sophisticated understanding of geographical processes, environmental change and the management of global challenges.	Throughout Year 11, students refine their ability to think, analyse and communicate as geographers. They develop advanced skills in interpreting data, maps, graphs and environmental evidence, while applying geographical concepts to unfamiliar contexts. Students learn how to evaluate management strategies, assess the effectiveness of responses to environmental and social challenges, and make evidence-based judgements. Through revision and examination practice, they strengthen their ability to construct detailed explanations, evaluate competing viewpoints and produce well-supported extended written responses in line with GCSE assessment objectives.

YEAR 11



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	AUTUMN 1 Fieldwork	AUTUMN 2 Natural Hazards (Extreme Weather and Climate Change)	SPRING 1 The Living World	SPRING 2 Resource Management	SUMMER 1 Revision and Exam Preparation	SUMMER 2
KNOWING WHAT	Students undertake geographical enquiries in both physical and human environments, investigating river processes at the River Cray and urban regeneration in Stratford Olympic Park. They develop their understanding of the geographical enquiry process through selecting appropriate sampling techniques, collecting primary data, presenting and analysing results, and drawing evidence-based conclusions. Students also evaluate the reliability of methods used and reflect on the strengths and limitations of their investigations in preparation for Paper 3 examination questions.		Students investigate the characteristics and interrelationships within ecosystems at a range of scales. They begin by studying a small-scale UK ecosystem before exploring the global distribution of major biomes and the factors influencing their location. Students examine a tropical rainforest as a large-scale ecosystem, focusing on its physical characteristics, biodiversity and the economic value it provides at local, national and global scales. They assess the causes and impacts of deforestation and evaluate strategies for sustainable management. The unit also explores hot desert environments, including their climate, distinctive characteristics and opportunities for development. Students investigate the causes, consequences and management of desertification through the case study of the Sahel region, considering the challenges of achieving sustainability in fragile environments.	Students investigate the increasing demand for natural resources and the challenges of managing them sustainably in a rapidly changing world. They study the global distribution of food, water and energy resources and examine how economic development, population growth and changing lifestyles create pressures on supply. Students focus in particular on water resources in the UK, exploring patterns of water availability, supply and demand, as well as the impacts of water insecurity. Through the UK water transfer and resource management case studies, students evaluate a range of strategies designed to ensure a sustainable future, including conservation, technological solutions and large-scale infrastructure projects.	Students consolidate and deepen their understanding of the content studied throughout the GCSE Geography course. They revisit key concepts, case studies and geographical processes from Physical Geography, Human Geography and Fieldwork units, strengthening their ability to connect themes across the specification. Students focus on common misconceptions, develop their use of geographical vocabulary and practise applying knowledge to unfamiliar contexts. Particular emphasis is placed on the interpretation of resources, extended writing and synoptic thinking in preparation for GCSE examinations.	
KNOWING HOW	Students will be able to plan geographical enquiries, collect and present primary data, apply statistical and graphical techniques, analyse patterns and relationships, evaluate the quality of evidence and communicate reasoned geographical conclusions.		Students will be able to analyse ecosystem relationships, interpret maps showing biome distribution, explain environmental processes and change, assess the impacts of human activity on natural environments and evaluate strategies for sustainable management using evidence from geographical case studies.	Students will be able to interpret resource distribution data, analyse patterns of supply and demand, assess the causes and consequences of resource insecurity, and evaluate the sustainability of different management strategies at local, national and global scales.	Students will be able to select and apply relevant knowledge to examination questions, analyse and interpret a wide range of geographical sources, formulate balanced arguments, evaluate evidence critically and communicate geographical understanding with accuracy, detail and confidence under examination conditions.	
PLANNED ASSESSMENT						

YEAR 10