

Yardleys Curriculum Aims

- To achieve academic excellence
- To educate the 'whole child' so they are ready for life
- To work collaboratively and ethically to provide education of the highest standard

GEOGRAPHY – KEY STAGE 4

Curriculum Overview

INTENT: To educate all students to be global citizens (someone who can empathise with different people with different lifestyles, landscapes and situations around the world), to have an understanding of the world beyond and linked to Tysley – enough to spot misleading information about the wider world and make evidence-based decisions. We will do this by developing their knowledge and understanding of the key Geographical concepts of sustainability, process, development & enquiry.

Year 10

Using our global perspective – continuing to develop the knowledge and skills necessary to “write like a Geographer” to justify, analyse and evaluate. Starting to develop the skills to see from another’s point of view and so better defend our own opinions and evidence-based judgements.

	UK Physical Landscapes	Challenges in the Urban Environment		Natural Hazards		The Living World		The Living World fieldwork
SUBSTANTIVE KNOWLEDGE	<ul style="list-style-type: none"> • The shape of river valleys changes as rivers flow downstream • Distinctive fluvial landforms result from different 	<ul style="list-style-type: none"> • A growing percentage of the world's population lives in urban areas • Urban growth creates opportunities and challenges 	<ul style="list-style-type: none"> • Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges 	<ul style="list-style-type: none"> • Natural hazards vs natural disasters. • The distinctive processes that lead to tectonic hazards. 	<ul style="list-style-type: none"> • The human and physical causes of climate change • The potential impacts of, and strategies to reduce, climate change. 	<ul style="list-style-type: none"> • Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components • Tropical rainforest 	<ul style="list-style-type: none"> • Hot desert ecosystems have a range of distinctive characteristics • Development of hot desert environments creates 	<ul style="list-style-type: none"> • Tropical biomes – plant adaptations • Arid biomes – plant adaptations

	<p>physical processes</p> <ul style="list-style-type: none"> • Different management strategies can be used to protect river landscapes from the effects of flooding 	<p>for cities in LICs and NEEs</p> <ul style="list-style-type: none"> • A case study of Lagos, a major city in Nigeria – an NEE 	<ul style="list-style-type: none"> • Urban sustainability requires management of resources and transport 	<ul style="list-style-type: none"> of differing wealth • The global atmospheric circulation model. • The processes that lead to tropical storms and a case study of Typhoon Haiyan 	<ul style="list-style-type: none"> • Extreme weather in the UK – why is our weather so changeable? • Case study of Storm Eunice, 2024 	<ul style="list-style-type: none"> ecosystems have a range of distinctive characteristics • Deforestation has economic and environmental impacts 	<ul style="list-style-type: none"> opportunities and challenges • Areas on the fringe of hot deserts are at risk of desertification 	
DISCIPLINARY KNOWLEDGE	<ul style="list-style-type: none"> • OS map skills – physical focus • Physical fieldwork skills 	<ul style="list-style-type: none"> • Writing to justify • Assessing different stakeholder views 	<ul style="list-style-type: none"> • OS map skills – urban focus • Writing to evaluate 	<ul style="list-style-type: none"> • Understanding block diagrams and storm track maps. • Writing to compare 	<ul style="list-style-type: none"> • Writing to justify • Writing to assess 	<ul style="list-style-type: none"> • Describing location • Climate graphs • Justifying different stakeholder opinions 	<ul style="list-style-type: none"> • Describing locations • Climate graphs • Sustainable development 	<ul style="list-style-type: none"> • Urban fieldwork skills • Developing questionnaires • Practical map skills

Year 11

Using our global perspective – continuing to develop the knowledge and skills necessary to “write like a Geographer” to justify, analyse and evaluate. Continuing to develop the skills to see from another’s point of view and so better defend our own opinions and evidence-based judgements. To bring together substantive knowledge from a range of topic areas and use it to make clear decisions.

	Urban Issues fieldwork	The Changing Economic World	Resource Management	Exam preparation - pre-release materials	
SUBSTANTIVE KNOWLEDGE	<ul style="list-style-type: none"> • Birmingham’s Big City Plan • The need for urban regeneration • Deindustrialisation • 	<ul style="list-style-type: none"> • 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, 	<ul style="list-style-type: none"> • 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 water resources is rising globally but supply can be insecure, which may lead to conflict 	<p>Studying the pre-released synoptic paper: a set of resources that focus on a real world cross disciplinary issue and ask students to make a reasoned, justified decision</p>	

		environmental and cultural change	<ul style="list-style-type: none"> Different strategies can be used to increase water supply 		
DISCIPLINARY KNOWLEDGE	<ul style="list-style-type: none"> Urban fieldwork skills Developing questionnaires 	<ul style="list-style-type: none"> Comparisons on a global scale Demographic Transition Model Choropleth maps Writing to compare Writing to justify 		<ul style="list-style-type: none"> Revision skills Exam rubric skills 	