

Geography – Key Stage 4 – Sybil Andrews Academy

GCSE

Subject: Geography	Components		Composite	Mission statement
	What new knowledge do we introduce?		What do students <i>do</i> with this knowledge?	By the end of year 11 a Sybil Andrews Geography student will...
Autumn	Year 10	Year 11	This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use, so students are encouraged to understand their role in society, by considering different viewpoints, values and attitudes. The knowledge they will gain will enable them to be successful in their GCSE exam, therefore allowing them wide options for the future in a	By the end of year 11 students will have a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds. A Sybil Andrews Geographer will have a comprehensive understanding of their role as a global citizen and will be equipped with vital transferable skills, such as critical thinking, data analysis, resilience and effective communication. Assessment objectives (AOs shown below) are set by Ofqual and are the same across all GCSE Geography specifications and all exam boards. The exams will measure how students have achieved the following assessment
	Paper 1 Section C - Physical Landscapes in the UK (Coastal Landscapes in the UK) Paper 1 Section A – The Challenges of Natural Hazards (Climate Change and Weather Hazards) Paper 1 Section A – The Challenges of Natural Hazards (Tectonic Hazards)	Paper 2 Section A – Urban Issues and Challenges Paper 2 Section C - The Challenge of Resource Management		
	Paper 1 Section B – The Living World (Small-scale ecosystems, Tropical Rainforests and	Paper 2 Section B – The Challenging Economic World (LICs and NEEs)		

Subject KS4 Curriculum Map – 2024/ 2025

Spring	Deserts)	<p>Paper 2 Section B – The Challenging Economic World (UK)</p> <p>Paper 3 Section A – Geographical Application and Skills - Issue Evaluation</p>	variety of subjects.	objectives.
Summer	<p>Paper 1 Section C - Physical Landscapes in the UK (River Landscapes in the UK)</p> <p>Paper 3 Section B – Geographical Application and Skills - Fieldwork</p>	Revision		<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</p> <p>AO2: Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate</p>

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				findings (25%, including 5% used to respond to fieldwork data and context(s)).
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How is challenge embedded into the KS4 curriculum?

- Students will frequently be given a choice of tasks to complete in a lesson. Such tasks vary, depending on ability, but students are advised by teachers as to the most suitable (or challenging) task for them to complete;
- Teaching is adaptive and universal adaptations are used in lessons to ensure all Students are supported and challenged;
- Stretch and Challenge tasks are included in every lesson. These are pitched at GCSE 7-9-level for students to complete;
- Revision booklets are available to all students, which contain practice GCSE exam questions, WAGOLL (What A Good One Looks Like) example GCSE Exam questions, which are targeted at GCSE 7-9-level;
- Students are 'taught to the top' using GCSE terminology and learning GCSE skills from the outset;
- Teachers deploy incremental learning to develop knowledge and conceptual understanding that builds within and across each unit of study;

How does the KS4 curriculum above build on prior knowledge from KS3 and adequately prepare the student for KS5?

- Within Key Stage 3, students are also taught skills, which have direct relation to the GCSE. This could include explanation, evaluation, justification and discussion;
- Within KS4, Students will carry out rich, deep learning and will be thinking hard to make sense of people and places using a wide range of data. Students will leave Key Stage 4 with beneficial skills also relevant to further, Key Stage 5 study;
- Students will investigate the world through increasingly complex geographical enquiry, using maps to develop their spatial awareness and case studies to challenge bias and strengthen arguments;
- Geography is a synoptic subject and therefore students will be required to always consider prior knowledge to successfully engage with all geographical study.