



Key Stage 4 Programme of Study

Year Group	Term 1	Term 2	Term 3&4	Term 5& 6
<p style="text-align: center;">10</p>	<p>Topic/Enquiry: The challenge of Natural Hazards</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Earthquakes and volcanic eruptions are the result of physical processes. • Effects, responses and management • Global Atmospheric Circulation and weather patterns • Tropical Storms development, effects and responses. • Extreme weather in the U and the impact it has on human activity. • Climate change, natural and human factors, effects and management. <p>Assessment: GCSE style questions</p>	<p>Topic/Enquiry: The Living world</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Ecosystems and the interaction between biotic and abiotic components. • Tropical rainforests • Deforestation • Sustainable management. • Hot deserts characteristics. • Opportunities and challenges on the desert. • Desertification. <p>Assessment: GCSE style questions</p>	<p>Topic/Enquiry: Physical landscape of the UK.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • The UK has a diverse range of landscapes. • Coastal processes • Coastal landforms • Different management strategies to protect coastlines from the effects of physical processes. • How a river valleys changes as rivers flow downstream. • Fluvial landforms • Different management strategies to protect river landscapes from the effects of flooding. <p>Assessment: GCSE style questions</p>	<p>Topic/Enquiry: Urban Challenges</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • The global pattern of urban change. • Urban trends in different parts of the world including HICs and LICs. • Factors affecting the rate of urbanisation-migration and the emergence of mega cities. • A case study of a major city in an NEE or an LIC to show its importance regionally, the causes of growth, natural increase and migration. • How urban growth has created opportunities socially and economically. • How urban growth has created challenges in managing urban growth and providing clean water and sanitation, services. • An example of how urban planning is improving the quality of life for the urban poor. • An overview of the distribution of population and major cities in the UK. • An example of an urban regeneration project. • An understanding and example of sustainable urban living, including transport strategies. <p>Assessment: GCSE style questions</p>

	Term 1 & 2	Term 3	Term 4&5
11	<p>Topic/Enquiry: The changing economic world</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • An understanding of global variations in economic development and quality of life. • Various strategies for reducing the global development gap. • A case study of one LIC or NEE to illustrate its importance and demonstrate how they are experiencing rapid economic development which leads to significant social, environmental and cultural change. • An understanding of TNCs • Major changes in the economy of the UK have affected and will continue to affect employment patterns and regional growth. <p>Assessment: GCSE style questions</p>	<p>Topic/Enquiry: The Challenge or resource management</p> <p>Key Knowledge:</p> <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 creates 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>Assessment: GCSE style questions</p>	<p>Topic/Enquiry Field work and Pre-released Booklet</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To understand what is a geographical issue and make geographical evaluations. • To utilise fact files within the pre-release resources booklet. • To be able to know what a stakeholder is and to effectively utilise this information from stakeholders contained within the resources booklet. • To effectively utilise and interpret maps, diagrams and photos. • To effectively reach a decision using the information provided within the resources booklet. • To understand the risks that are assessed in a geographical enquiry. • To be able to identify the types of data that are able to be used in a physical geographical enquiry. • To be able to identify the methods that are able to collect data in a physical environment enquiry. • To be able to explain and understand why a geographical enquiry is carried out in an urban area. • To be able to collect data in a human environment. • To be able to demonstrate on how to use primary and secondary data in an urban area. • To be able to effectively process and present geographical data. • To be able to describe, analyse and explain geographical data. • To be able to reach conclusions and evaluate the geographical enquiry. <p>Assessment: GCSE style questions</p>