Key Stage 4 LTP

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| **Curriculum Intent** |
| This course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the relationships and challenges between the man-made and natural worlds.The content enables a variety of teaching and learning approaches. This allows the pupils to engage by investigating a balanced framework of physical and human themes and the links between them.Students will 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. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Looking to the future our course will develop in students the skills and experience to progress onto A-level geography and beyond.  |

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| **Prior Learning Summary** |
| At KS3 the high-quality geography education is designed to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The topics taught quips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes, the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time. Data interpretation, extended writing and short answer skills are also developed and used in conjunction with the topics studied to develop in students the confidence and competence to meet the challenges of all KS4 subjects, irrespective of whether the student chooses to continue with geography or not.All subjects in Humanities at St Joseph's offer stretch and challenge activities to HA students to extend their learning and consolidate their knowledge. This enables them to gain a deeper understanding of the rigours of the subject, as well as ensuring consistently high grades |

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| **Curriculum Structure – Year 9** |
| A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B |

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| **Curriculum Structure – Year 10** |
| C | C | C | C | C | C | C | C | C | C | C | C | D | D | D | D | D | D | D | D | D | D | D | D | D | E | E | E | E | E | E | E | E | E | E | E | E | E | E |

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| **Curriculum Structure – Year 11** |
| F | F | F | F | F | F | F | F | F | F | F | F | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | H | H | H | H | H | H | H | H | H | H | H |

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| **Unit A – Unit Title** |
| **Overview** | The Challenge of Natural Hazards. |
| **Aims** | To develop in the pupil an understanding of physical processes and systems involved in tectonic hazards, weather hazards and climate change. They investigate how they change and how people interact with them at a range of scales and in a range of places. |

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| **Unit B – Unit Title**  |
| **Overview** | Physical Landscapes in the Uk. |
| **Aims** | To develop in pupils the knowledge of the range of landscapes in the UK and investigate their formation and the interactions between the human and physical landscapes. |

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| **Unit C – Unit Title** |
| **Overview** | The Living World |
| **Aims** | Students develop their understanding of the physical environment in a range of systems and at a variety of scales. Their investigations involve small scale ecosystems up to global biomes and the interrelationships between physical and human factors which affect them. |

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| **Unit D – Unit Title** |
| **Overview** | Urban Issues and Challenges |
| **Aims** | This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally affecting urbanisation. They are studied in a variety of places and at a range of scales and include places in various states of development. A named city in a higher income country (HIC) is compared to a named city in a newly emerging economy (NEE).  |

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| **Unit E – Unit Title** |
| **Overview** | Section B Fieldwork |
| **Aims** | Pupils develop critical thinking, data collection and analytical skills. These are applied in two contrasting environments and allow them to further develop an understanding of the relationships between both physical and human geography.  |

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| **Unit F – Unit Title** |
| **Overview** | The Changing Economic World |
| **Aims** | Students investigate global variations in economic development and quality of life and strategies to reduce the global development gap. The aims are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments related both to a named HIC and NEE.  |

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| **Unit G – Unit Title** |
| **Overview** | The Challenge of Resource Management. |
| **Aims** | Pupils develop an overall understanding of the ways in which food, water and energy are fundamental to maintaining human development at a variety of scales. They investigate how changing demand and provision of resources in the UK create both challenges and opportunities over time. Pupils also examine how conflicts may arise due to increasing global demand for energy resources. Alternative strategies to increase energy supply are investigated. |

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| **Unit H – Unit Title**  |
| **Overview** | Section A Issue Evaluation |
| **Aims** | This provides pupils with experience in developing their skills of critical thinking, problem-solving and data interpretation and presentation involving a task based on a current issue. |