



GEOGRAPHY KS4 CURRICULUM AND ASSESSMENT MILESTONES DOCUMENT

Topic and content	Assessment and feedback
<u>Topic 1 – Urban issues and Challenges 1</u> Global Urbanisation • More people now live in cities than ever before. • Urbanisation trends vary between High Income Countries (HICs) and Low Income Countries (LICs). • Driven by natural increase and migration (push–pull factors). • Megacities (cities with over 10 million people) are emerging in many parts of the world. Urban Change in the UK • A major UK city case study looks at: • Its location and importance. • Impacts of migration on its growth and character. • Opportunities: cultural diversity, employment, transport systems, urban greening. • Challenges: deprivation, inequalities, dereliction, sprawl, and waste. • Includes a regeneration project: why it was needed and its features.(Sheffield's Park Hill) Sustainable Urban Living • Covers ways cities can become more sustainable: • Conserving water and energy • Recycling waste • Creating green spaces • Looks at transport strategies to cut down congestion.	Informal assessment will take place every week lesson through practice exam questions, with show call feedback by the teacher. Example: 'Assess the social and environmental opportunities of urban change in the city you have studied' At the end of the topic there will be a formal assessment (45 mins) which is comprised of example exam questions of varying length and skill (this can include case study information, map, maths, graph skills etc).

Topic 2 – Natural hazards 1

Natural Hazards

- **Definition:** A natural hazard is a natural event that poses risk to people and property.
- **Types:** Includes hazards such as earthquakes, volcanoes, floods, and storms.
- **Risk Factors:** The risk from natural hazards is influenced by physical, social, economic, and environmental factors.

Tectonic Hazards

- **Causes:** Earthquakes and volcanic eruptions are caused by processes related to plate tectonics.
- **Plate Margins:** Earthquakes and volcanoes occur mostly along plate margins, with different processes at:
 - Constructive margins: plates move apart.
 - Destructive margins: plates move towards each other.
 - Conservative margins: plates slide past each other.
- **Impacts and Responses:**
 - Primary effects
 - Secondary effects
 - Immediate responses
 - Long-term responses (rebuilding and recovery).
 - Use contrasting examples from richer and poorer countries to illustrate differences. (New Zealand and Turkey)
- **Management:**
 - Despite the risks, people remain in hazard-prone areas for various reasons (e.g. fertile soil, economic opportunities).
 - Monitoring, prediction, protection, and planning can all help to reduce risk.

Causes of Climate Change

- **Evidence:** Includes climate data from the Quaternary period to today.
- **Natural causes:** Orbital changes, volcanic eruptions, and solar variations.
- **Human causes:** Burning fossil fuels, farming practices, and deforestation.

Effects of Climate Change

- Impacts both **people** (e.g. health, livelihoods, migration) and the **environment** (e.g. ecosystems, sea level rise, weather patterns).

Managing Climate Change

- **Mitigation** (reducing the causes):
 - Switching to renewable energy sources
 - Carbon capture and storage
 - Reforestation
 - Global agreements (e.g. Paris Agreement)
- **Adaptation** (adjusting to the effects):
 - Modifying agriculture
 - Managing water supplies
 - Defending against rising sea levels (e.g. sea walls, relocation)

Informal assessment will take place every lesson using written exam questions and show call back by the teacher. Example: 'Explain the reasons for the difference in responses to an earthquake between a HIC and A LIC country.'

At the end of the topic there will be a formal assessment (45 mins) which is comprised of example exam questions of varying length and skill (this can include case study information, map, maths, graph skills etc).

Topic 3 – Changing economic world

Global Economic Development

- Countries differ in development levels and quality of life.
- Measured using indicators like **GNI per head, HDI, life expectancy, birth/death rates**, and **access to services**.
- These measures have **limitations**—they don't always show regional or social inequalities.
- The **Demographic Transition Model (DTM)** links population trends with development stages.
- Uneven development is caused by **physical, economic, and historical factors** and results in **wealth and health disparities** and **migration**.
- Strategies to reduce the development gap include **aid, investment, fairtrade, tourism, debt relief**, and **microfinance**.
- A case study of tourism in Nigeria shows how it can help narrow this gap.

Nigeria's development economy

- A case study explores how Nigeria is developing and changing.
- Its **regional and global importance**
- Context (political, social, environmental)
- **Industrial change**, with a shift in economic sectors
- Role of **TNCs (Shell)**, with pros and cons for Nigeria.
- Changes in **trade, aid, and international relations**
- Impacts on the **environment** and **quality of life**

Informal assessment will take place every lesson using written exam questions and show call back by the teacher. Example: 'Aid is the best way to support a developing country' Do you agree with this statement? Explain your reasons.'

At the end of the topic there will be a formal assessment (45 mins) which is comprised of example exam questions of varying length and skill (this can include case study information, map, maths, graph skills etc).

Topic 4 – Physical landscapes Rivers

UK Physical Landscapes

- The UK has a wide variety of **landscapes**, including **upland, lowland**, and **river systems**.
- You'll need to know the **geographic distribution** of these features across the country.

River Landscapes

- **River valley shape** changes along the course (long and cross profiles).
- **Fluvial processes:**
 - Erosion: vertical/lateral erosion, hydraulic action, abrasion, attrition, solution
 - Transportation: traction, saltation, suspension, solution
 - Deposition: when and why sediment is dropped
- **River landforms:**
 - From erosion: interlocking spurs, waterfalls, gorges
 - From erosion and deposition: meanders, ox-bow lakes
 - From deposition: levées, floodplains, estuaries
- **Flood risk factors:** rainfall, geology, relief, and human land use
- **Management strategies:**
 - Hard: dams, channel straightening, embankments, relief channels
 - Soft: warnings, zoning, tree planting, river restoration
- **Sheffield case study:** A UK flood management scheme.

Informal assessment will take place every lesson using written exam questions and show call back by the teacher. Example: 'Explain the physical and human causes of flooding.'

At the end of the topic there will be a formal assessment (45 mins) which is comprised of example exam questions of varying length and skill (this can include case study information, map, maths, graph skills etc).

Topic 5 – Challenge of resource management 1

Importance of Resources

- **Food, water and energy** are essential for human development, health, and the economy.
- There are **global inequalities** in how these resources are supplied and consumed.

UK Resource Trends

- **Food:**
 - Increased demand for exotic, seasonal, and organic food.
 - Concern over food miles and emissions.
 - Shift toward **agribusiness** (industrial farming).
- **Water:**
 - Demand is rising.
 - Quality and pollution management are key.
 - Some regions face shortages; **water transfer** schemes may be needed.
- **Energy:**
 - The UK is moving from fossil fuels to **renewables**.
 - Domestic supply is declining.
 - Each energy source has **economic and environmental impacts**.

Informal assessment will take place every lesson using written exam questions and show call back by the teacher. Example: 'Discuss the UK's changing energy mix.'

At the end of the topic there will be a formal assessment (45 mins) which is comprised of example exam questions of varying length and skill (this can include case study information, map, maths, graph skills etc).

Topic 6 – Living World 1

Ecosystems

- Ecosystems involve interactions between **living (biotic)** and **non-living (abiotic)** components.
- You'll study a **small-scale UK ecosystem** (Rother Valley Lake) to explore food chains/webs, nutrient cycling, and interdependence.
- Changing one part of an ecosystem can affect the whole system.
- Global ecosystems (biomes) like rainforests and deserts have distinct **distribution patterns and features**.

Tropical Rainforests – The Amazon.

- Hot, wet, and rich in biodiversity.
- All parts (climate, soil, plants, animals, people) are **interdependent**.
- Flora and fauna are well **adapted** to conditions.
- **Deforestation** is caused by farming, logging, mining, roads, energy, and settlement growth.
- Consequences include **climate change, habitat loss, and soil erosion**.
- Sustainable management includes **selective logging, education, ecotourism, international agreements, and debt relief**.

Informal assessment will take place every lesson using written exam questions and show call back by the teacher. Example: 'Explain how animals adapt to the rainforest climate?'

At the end of the topic there will be a formal assessment (45 mins) which is comprised of example exam questions of varying length and skill (this can include case study information, map, maths, graph skills etc).

<u>Topic 7 – Urban issues and Challenges 2</u> Rio, Brazil • A case study (Rio, Brazil) explores: • The city's importance on different scales. • Growth causes: natural increase and migration. • Opportunities: better health, education, water, energy, and job creation. • Challenges: slums, access to services, unemployment, pollution, and traffic. • Also includes an example of urban planning that improves life for poorer communities. Sustainable Urban Living • Covers ways cities can become more sustainable: • Conserving water and energy • Recycling waste • Creating green spaces • Looks at transport strategies to cut down congestion.	Informal assessment will take place every lesson using written exam questions and show call back by the teacher. Example: 'Explain how animals adapt to the rainforest climate?' At the end of the topic there will be a formal assessment (45 mins) which is comprised of example exam questions of varying length and skill (this can include case study information, map, maths, graph skills etc).
END OF Y10 – 1 HOUR MOCK PAPER	Includes: Tectonics, New Zealand and Turkey case study, Urban issues, transport, and Sheffield's urban change. This 1 hour 30 exam will be marked using a recent grade boundary in the subject. Teachers will grade this paper using the previous year's grade boundaries. Students will improve answers with teacher support in lessons.

Topic 8 – Natural hazards 2

Global Weather Patterns

- Global atmospheric circulation explains patterns of weather and climate.
- The **circulation model** includes pressure belts and surface winds that influence weather systems worldwide.

Tropical Storms

- **Formation:** Triggered by specific physical conditions like warm ocean waters.
- **Distribution:** Occur in specific regions (e.g. hurricanes, cyclones, typhoons) and follow global atmospheric circulation patterns.
- **Structure & Life Cycle:** Composed of an eye, eyewall, and spiral rainbands, with a distinct sequence from formation to dissipation.
- **Climate Change Impacts:** May alter their frequency, strength, and geographical reach.

Effects and Responses

- **Primary effects:** Immediate impacts such as flooding and structural damage.
- **Secondary effects:** Longer-term problems like disease or food shortages.
- **Responses:** Immediate (rescue efforts) and long-term (rebuilding), illustrated through a **named case study**.
- **Management:** Risk reduction via monitoring, prediction, protection, and planning.

UK Weather Hazards

- The UK experiences several types of extreme weather, such as floods, storms, and heatwaves.
- Students must study a **recent UK extreme weather event (Sheffield Floods)**, including:
 - Its causes
 - Impacts (social, economic, environmental)
 - Management strategies used
- Evidence suggests UK weather is becoming increasingly extreme.

Informal assessment will take place every lesson using written exam questions and show call back by the teacher. Example: 'Explain why tropical storms form near the equator'

At the end of the topic there will be a formal assessment (45 mins) which is comprised of example exam questions of varying length and skill (this can include case study information, map, maths, graph skills etc).

Topic 9 – Changing economic world

Economic Change in the UK

- UK's economy has shifted due to **de-industrialisation**, **globalisation**, and **government policy**.
- Growth of the **post-industrial economy**—IT, finance, and research sectors.
- Impact of industry on the **physical environment**, with examples of **sustainable industrial development**.
- Contrasting changes in rural areas (growth vs. decline).
- Major **transport infrastructure projects** (road, rail, airports, ports).
- Addressing the **north-south divide** through regeneration and investment.
- The UK's **global links**: trade, culture, the EU, the Commonwealth, and digital communication.

Informal assessment will take place every lesson using written exam questions and show call back by the teacher. Example: 'Explain how transport infrastructure improvements would increase economic development of the UK'

At the end of the topic there will be a formal assessment (45 mins) which is comprised of example exam questions of varying length and skill (this can include case study information, map, maths, graph skills etc).

<u>Topic 10 – Physical landscapes Coasts</u> Coastal Landscapes • Shaped by processes like: • Weathering (mechanical & chemical) • Mass movement (sliding, slumping, rock falls) • Erosion (hydraulic action, abrasion, attrition) • Transportation (e.g. longshore drift) • Deposition (why and where sediment builds up) • Landforms: • From erosion: headlands, bays, cliffs, wave-cut platforms, caves, arches, stacks • From deposition: beaches, sand dunes, spits, bars • Coastal management strategies: • Hard engineering: sea walls, rock armour, gabions, groynes • Soft engineering: beach nourishment, dune regeneration • Managed retreat: allowing coastlines to naturally shift • Case study required: A UK coastline and a coastal management scheme (Holderness coast).	Informal assessment will take place every lesson using written exam questions and show call back by the teacher. Example: 'Explain 2 methods of coastal soft engineering' At the end of the topic there will be a formal assessment (45 mins) which is comprised of example exam questions of varying length and skill (this can include case study information, map, maths, graph skills etc).
<u>Topic 11 – Challenge of resource management 2</u> Global Water Security • Water demand is growing due to population growth and development. • Availability depends on factors like climate, geology, infrastructure, and pollution. • Water insecurity can cause disease, food and industrial shortages, and conflict. Managing Water Supply • Increasing supply: via dams, reservoirs, desalination, and water transfers. • Large-scale scheme example; Three Gorges Dam. • Small-scale example; Mtumba. • Sustainable solutions: include water conservation, using grey water, managing aquifers,	Informal assessment will take place every lesson using written exam questions and show call back by the teacher. Example: 'Explain how sustainable water management increasing water availability.' At the end of the topic there will be a formal assessment (45 mins) which is comprised of example exam questions of varying length and skill (this can include case study information, map, maths, graph skills etc).
<u>Topic 12 – Living World 2</u> Hot Deserts – The Thar Desert • Extreme temperatures and very low rainfall shape the environment. • Organisms are adapted to survive harsh conditions. • Deserts provide opportunities like tourism, mining, and farming—but face challenges including water scarcity and poor access. • Desertification threatens desert fringes due to overuse, climate change, and poor land management. • Solutions include tree planting, soil and water management, and appropriate technology.	Informal assessment will take place every lesson using written exam questions and show call back by the teacher. Example: 'To what extent does the Hot Desert provide opportunities?' At the end of the topic there will be a formal assessment (45 mins) which is comprised of example exam questions of varying length and skill (this can include case study information, map, maths, graph skills etc).