

ACLE ACADEMY KS4 CURRICULUM MAP

SUBJECT: GEOGRAPHY	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
Year 10- Programme of study	Urban Issues & Challenges - Rio	Urban Issues & Challenges - London	Physical Landscapes in the UK – Coasts	Physical Landscapes in the UK – Rivers	GEOGRAPHICAL INVESTIGATIONS	The Challenge of Natural Hazards
Progression of knowledge & skills	begins by introducing urbanisation and why cities grow, using Rio to show rapid growth from rural–urban migration and London to show slower growth driven by international migrants. Students then learn about the opportunity’s cities provide, such as jobs, services and transport, and the challenges they face, including housing shortages, inequality and pollution. The unit then covers how cities try to improve quality of life through planning, such as Rio’s Favela Bairro Project and London’s Olympic regeneration and transport developments Throughout, they develop skills in interpreting maps, graphs and photos, comparing case studies and evaluating the success of urban strategies.		understanding the natural processes that shape the landscape to applying this knowledge to coasts and rivers. Students begin with key physical processes such as weathering, erosion, transportation and deposition, then learn how these create distinctive coastal and river landforms. Coastal study focuses on how waves, geology and human activity influence features like headlands, bays, spits and cliffs, while the river section covers how changes along a river’s course form features such as meanders, oxbow lakes, waterfalls and floodplains. The unit then moves on to how these landscapes are managed, comparing hard and soft engineering strategies. throughout, students develop skills in interpreting OS maps, analysing photos and diagrams, reading hydrographs, and explaining processes and landforms clearly using case study evidence.		<p>Coastal Fieldwork to Sheringham looking in to the effectiveness of sea defences</p> <p>Urban fieldwork to Norwich looking into how sustainable Norwich is as a city.</p> <p>Student’s practise ensuring data is reliable and collected systematically before moving on to presenting results using graphs, maps and diagrams. Students then analyse their findings, identify patterns and link evidence to geographical concepts. Finally, they evaluate the strengths and limitations of their enquiry, considering accuracy, reliability and how the investigation could be improved. Throughout, they develop essential skills in data collection, presentation, analysis and evaluation that prepare them for the fieldwork questions in the exam.</p>	To begin the unit before completing it in the first term of year 11 – Please see year 11 curriculum map

Year 11- Programme of study	The Challenge of Natural Hazards	The Challenge of Natural Hazards	The Changing Economic World	The Changing Economic World	Issue Evaluation (Pre- Release Material)	
Progression of knowledge & skills	The <i>Challenge of Natural Hazards</i> unit explores the causes, impacts and management of tectonic and extreme weather events. Students start by understanding why hazards occur, including tectonic processes for earthquakes and volcanoes, and atmospheric conditions for storms, heatwaves and cold events. Case studies illustrate these hazards: the 2010 Chile earthquake shows a wealthy country's preparedness and rapid response, while the 2015 Nepal earthquake highlights the devastating impact in a poorer country. Typhoon Haiyan demonstrates the effects of a tropical storm in a vulnerable area, and the Beast from the East shows how extreme cold weather affects the UK. Skills developed include interpreting hazard maps, analysing data on impacts, comparing case studies, and assessing management strategies.		. The <i>Changing Economic World</i> unit examines global and national economic development and the factors that influence it. Students begin by understanding how development and quality of life vary across countries, using indicators such as GDP, literacy and life expectancy. Nigeria is studied as a rapidly developing country, showing how manufacturing, oil, and services drive growth while challenges like inequality, infrastructure gaps and environmental issues remain. The UK is studied as a high-income country, showing how its economy has shifted from manufacturing to services and technology, with regional variations in wealth and employment. Throughout, skills are developed in interpreting development data, comparing case studies, analysing causes and consequences of economic change, and evaluating strategies for economic growth.		The <i>Issue Evaluation</i> section focuses on developing students' ability to investigate and make judgements about geographical issues. Students learn to define a clear enquiry question, gather and select relevant evidence from multiple sources, and weigh the advantages and disadvantages of different perspectives or solutions. They practise analysing data, maps, graphs, and case study information to support arguments, and consider environmental, social, and economic impacts. The final skill is to draw reasoned conclusions, evaluating the reliability and limitations of the evidence used.	