



Key Stage 4 Curriculum Overview

Progression from Key Stage 3 and optional progression through Post-16 :

	Autumn Term	Spring Term	Summer Term
Year 9			<p>Students at the end of Key Stage 3 will be able to:</p> <p>Students will have consolidated and extended their knowledge of the world's major countries and their physical and human features. They will now understand how geographical processes interact to create distinctive human and physical landscapes that change over time. They are aware and excited about the future that lies before them, in particular they will be aware of increasingly complex geographical systems in the world around them. They will be interested about geographical knowledge, and have the ability to use geographical skills to analyse and interpret different data sources. Students will have a desire to find out more about the world in which they live, understand their role in being a custodian of the planet and consider how we all make a difference in ensure that we live sustainably and pass on a planet to future generations that is healthy and able to sustain and promote all elements of life.</p>
Year 10	Physical Landscapes – Coasts Urban Challenges and Issues	Physical Landscapes – Rivers The Living World	Fieldwork Urban Unseen Fieldwork

	<ul style="list-style-type: none"> - Population, Megacities, Challenges and Opportunities of Growth - Coasts, Rivers, Glaciers 	<ul style="list-style-type: none"> - Ecosystems, Tropical Rainforests, Deserts 	
Year 11	<p>The Challenges of Natural Hazards Tectonics, Weather, Climate</p> <p>Physical Fieldwork</p> <p>The Changing Economic World Development, Socio-economic and Cultural Change</p>	<p>The Challenges of Resource Management</p> <ul style="list-style-type: none"> - Resources, Demand, Water - 	<p>Pre-release (date depending) Revision</p>

By the end of Key Stage 4 students should be able to:

Students will be able to 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). Students will articulate their knowledge, understanding and opinions on climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students will demonstrate an opinion and articulate their role in society, by considering different viewpoints, values and attitudes. Students will become subject enjoy learning about the world in which they live. Upon completion of this two year course, students will have the skills and experience to progress onto A-level and beyond. They will harbour a desire to learn more about the world around them and how they shape the future for themselves and the people they share the world with.