



What are the aims and intentions of this curriculum?

The aim of our Key Stage 4 Curriculum is to:

- Reinforce the KS3 curriculum and to introduce students to the KS4 curriculum, to ensure that students have a basic understanding of the requirement of KS4.
- Prepare students for the future by developing key communication, literacy and digital and online skills.
- Allow students to experience the importance of creativity, wellbeing and individuality
- Allow students to experience a curriculum with a richness, breadth and depth that develops a web of knowledge
- Give students equitable opportunities for success

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<p>The decline of the old economy Globalisation and the UK London's inequalities Challenges facing rural areas</p>	<p>How does London compare to rural areas within the UK?</p> <p>Students will account for the variation in population density and distribution across the United Kingdom. They will examine the impacts of globalization and immigration on the United Kingdom. The students will become more aware of inequalities in London and the impact on the quality of life for residents. Students will increase their knowledge of the efforts made by the government to reduce the gap between core and peripheral regions. They will also examine the challenges facing rural areas and to assess efforts made to diversify economic activities in these regions.</p> <p>Key terms: Net immigration, ageing population, de-industrialisation, new economy, knowledge economy, free trade, privatization, CBD, rural urban fringe, internal migration, multiple deprivation,</p>	<p>Students will use statistics to investigate foreign direct investment and immigration to the UK. They will examine OS maps and photographs to identify different land use types. The students will draw and label diagrams which depict generalized land use patterns from the Central Business District to the rural areas.</p> <p>Students will analyze data bases and statistical charts such as bar graph, pie chart as well as choropleth maps to investigate urban problems.</p> <ul style="list-style-type: none"> • <i>Students will conduct geographical investigations at the river on site at Amersham FSC based on variations in stream characteristics and the impacts on flood risk management. Students will understand the range of techniques and methods used in fieldwork.</i> 	<ul style="list-style-type: none"> • Homework • Research • Peer Assessment • Worksheets • Field studies worksheets and presentations

	<p>Careers: development consultant, disaster risk management, urban planning, civil engineer, economist</p>	<p>depopulation, gentrification, regeneration, studentification</p> <p>PSHE-pg. 29: Sexual health; pg. 37: health and prevention</p>	<ul style="list-style-type: none"> • Students will conduct geographical investigations in Buckinghamshire to ascertain how and why quality of life varies across villages. Students will understand the range of techniques and methods used in fieldwork. 	
<p>Autumn 2</p>	<p>Biomes Biomes and services Population vs resource theories</p> <p>Careers: development consultant, disaster risk management, urban planning, civil engineer, economist, sustainable development consultant, conservationist</p>	<p>Which factors influence the characteristics of biomes?</p> <p>Students will develop an understanding of the global and local factors which influence vegetation types. Students will gain knowledge of two theories on population growth and resources: Malthus and Boserup.</p> <p>Key Terms: farming, tourism, mining, biosphere, biomes, latitudes, altitude, biotic, abiotic, indigenous people, ecosystem services, carbon sinks, nutrient cycling, natural resources, Malthusian, Boserupian</p> <p>PSHE-pg.34: physical health and fitness; pg. 36: mental wellbeing,</p>	<p>Students will use numerical data to compare climate graphs for different biomes. They will enhance their map skills through the use of the atlas, globe and GIS mapping to identify and locate biomes. Students will research and make presentations about the importance of biomes. Students will analyze line graphs which compare population growth and resources. Students will conduct debates about both theories so as to improve their communication, analytical and critical thinking skills.</p>	<ul style="list-style-type: none"> • Homework • Test • Worksheets • Research and presentations • Panel discussion • Essay writing
<p>Spring 1</p>	<p>Tropical rainforests Soil fertility and biodiversity Threats to tropical rainforests Threats to taiga Sustainable rainforests</p>	<p>What is the importance of biomes and how are they being threatened?</p> <p>The students will become more knowledgeable of the characteristics of tropical rainforests and the taiga. The importance of these biomes to life on earth will be highlighted by the students. Students will develop an awareness of the</p>	<p>Students will analyze and explain data from graphs about the importance of tropical rainforests and the taiga as well as the threats they face. They will also interpret nutrient cycle and food web diagrams and examine their role in maintaining a healthy ecosystem. The students will use GIS to identify forest loss and will debate the issues related to their use. The students will research and make presentations</p>	<ul style="list-style-type: none"> • Test • Homework • Peer Assessment • Research

	<p>Careers: development consultant, disaster risk management, urban planning, civil engineer, economist, energy consultant, soil scientist</p>	<p>threats these forests face as well as the efforts to protect them.</p> <p>Key Terms: tropical rain forests, taiga, biodiversity, nutrient cycle, food webs, productivity, deforestation, strip mining, invasive species</p> <p>PSHE-pg.34: physical health and fitness; pg. 36: mental wellbeing,</p>	<p>about conservation efforts to counteract vegetation loss in the forests.</p>	<ul style="list-style-type: none"> • Group presentations • Essay writing • Trial examination
<p>Spring 2</p>	<p>Types of energy resources Global Energy use Environmental impacts of energy use and extraction Reduce reliance on fossil fuels</p> <p>Careers: development consultant, disaster risk management, urban planning, civil engineer, economist, geologist</p>	<p>What are the types of energy resources and why it is important to diversify energy sources?</p> <p>Students will develop an understanding of the types of energy resources and the environmental impacts of oil drilling and opencast mining. They will also explore the potential for the further diversification in the use of renewable energy sources. The students will examine the costs and benefits of searching for energy resources in ecologically sensitive areas.</p> <p>Key Terms: Renewable, nonrenewable, recyclable, fossil fuels, energy poor, peak oil, OPEC, fracking, tar sands, carbon footprint, energy security, energy diversification</p> <p>PSHE-pg.34: physical health and fitness; pg. 36: mental wellbeing,</p>	<p>Students will interpret world maps showing the distribution of energy resources. They will use data from graphs to analyze trends in energy use over time.</p> <p>The students will research and make presentations about the environmental impacts of energy use extraction as well as the efforts to reduce the reliance on fossil fuels. Students will conduct debates about the costs and benefits of utilizing various energy resources so as to improve their communication, analytical and critical thinking skills.</p>	<ul style="list-style-type: none"> • Test • Homework • Peer Assessment • Research • Group presentations • Essay writing • Exam revision
<p>Summer 1</p>	<p>Examination revision</p>	<p>Examination revision</p>	<p>Examination revision</p>	<p>Examination revision</p>