

Key Stage 4 (Year 10) Curriculum Overview 2025-26

		Topic 1 – Natural Hazards	Topic 1 – Natural Hazards continued Topic 2 – Urban Issues and Challenges	Topic 2 – Urban Issues and Challenges continued	Topic 3 – Physical Landscapes of the UK	Topic 4 - Physical Landscapes of the UK	Topic 6 – Resource Management
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
10	Unit description	<p><u>Tectonic Hazards</u> 4 lessons <u>Weather Hazards</u> 9 lessons</p> <p>Students will compare and contrast the L'Aquila and Gorkha earthquakes; examine risk management strategies. Students will study the Global circulation model, in addition to the factors needed for the formation of hurricanes. Typhoon Haiyan is used as a case study to examine the effects and responses to tropical storms. The causes, effects and responses to Climate Change is studied.</p>	<p><u>Climate Change</u> 5 lessons The causes, effects and responses to Climate Change is studied.</p> <p><u>Urban Issues and Challenges</u> 18 lessons Students will study the rise of urbanisation, the main causes for urban changes and explore how these changes affect HIC and LIC in different ways. Social, economic and environmental factors are examined in London and Rio de Janeiro to contrast the issues and positives of urban living. The environmental agenda is investigated through the use of the Freiberg case study.</p>	<p><u>Urban Issues and Challenges</u></p>	<p><u>UK Physical landscapes overview</u> 1 lesson Overview of UK landscapes, investigating the varying areas of upland and lowland areas.</p> <p><u>Fieldwork Preparation (Physical)</u> CMV 4 lessons + possible 2 lessons out on fieldtrip</p> <p><u>River Landscapes</u> 12 lessons</p> <p>Students will look at the long and short profile of the river, examining erosion, transportation and depositional processes. Fluvial landforms and their formation is studied by using the River Tees as a case study.</p>	<p><u>Coastal Landscapes</u> 12 lessons Students will explore the coastal processes and landforms, the effectiveness of hard and soft engineering methods.</p>	<p><u>Mock Exams and feedback</u> 4 lessons</p> <p><u>Resource Management</u> 4 lessons 2 lessons on booklet and completion over the summer holidays.</p> <p>Students will study the issue of managing food, energy and water across the globe. Focus will be on food management utilising top down and bottom up approaches by looking at Almeria, Spain and Jamalapur, Bangladesh.</p>
	Assessment	<p>Exam question <i>Assess the extent to which tropical storms can be managed by predicting and monitoring (9 marks)</i></p> <p><u>FMW</u> AO1, AO2 and AO3</p>	<p><i>Hazards End of unit assessment</i></p> <p><u>FMW Levelled Assessment</u> AO1, AO2 and AO3</p>	<p><i>Urban Issues end of unit assessment</i></p> <p><u>FMW Levelled Assessment</u> AO1, AO2 & AO3</p>	<p><i>Exam question: Rivers</i> <i>Explain the formation of a waterfall? (4marks) and 3 marks for annotation.</i></p> <p><u>FMW</u> AO1 & AO3</p>	<p><i>Mock Exam (TBC) – 22nd April - 1st May 2025</i></p> <p><u>FMW Levelled assessment</u> AO1, AO2, AO3 and AO4</p>	<p>Exam question: Coasts <i>How is a coastal stump formed? (6 marks) and knowledge test.</i></p> <p><u>FMW</u> AO1 & AO3</p>

Assessment types:

- AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.
- AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.
- AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.
- AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

- Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?
- Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.
- Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.
- Encouraging creative expression to connect with the inner self and the transcendent.
- Fostering a sense of belonging and interconnectedness with others, nature, and the universe.
- Encouraging self-awareness, emotional intelligence, and moral reasoning.
- Promoting open-ended investigations rather than just seeking right answers.
- Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More? (Y10)

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

- Y10 Carding Mill Valley trip: students explore the courses of the River Ashbrooke in Shropshire to evaluate how the course of the river changes as they move downstream. This gives students the opportunity to explore a new landscape, work within teams to collect data and transfer theory learnt in the classroom to a real-life example.

Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity.

- Alfred Wegener’s theory of continental drift is a powerful example of how awe and curiosity can lead to groundbreaking discoveries. Inspired by the striking similarities between coastlines and fossil records across continents, Wegener challenged scientific norms by proposing that continents once formed a single landmass and slowly drifted apart. Though his ideas were initially dismissed, his bold thinking paved the way for the modern science of plate tectonics. Wegener's story highlights how the courage to question accepted beliefs can drive scientific creativity and inspire future generations of explorers.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

- Studying favelas in Rio and wealth disparities in London encourages self-awareness and emotional intelligence by helping students reflect on their own privileges and the challenges others face. It fosters empathy by revealing how inequality affects people's daily lives, access to resources, and opportunities. This understanding promotes moral reasoning, as students consider fairness, justice, and the role of society in addressing poverty and creating more equal communities.

Key Stage 4 (Year 11) Curriculum Overview 2024-25

		Topic 1 – Changing Economic World	Topic 2 – Changing Economic World	Topic 3 – The Living World	Topic 4 – Unfamiliar fieldwork & Issue Evaluation Preparation (Paper 3)	Topic 5 - Intervention	Topic 6 – Exams
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
11	Unit description	<p><u>Changing Economic World</u> 8 lessons</p> <p>Students look at levels of development and use of development indicators. Population pyramids and DTM is explored to make comparisons between HIC< NEE and LIC's. Place studies include the north/south divide in the UK, tourism in Tunisia and TNC's in Nigeria.</p>	<p><u>Changing Economic World continued.....</u> 11 lessons</p> <p><u>Mock Exams and feedback</u> 6 lessons Year 11 Mock exams TBC</p>	<p><u>The Living World Ecosystems</u> 4 lessons Students look at the distribution of biomes and reasons for their location.</p> <p><u>Tropical Rainforests</u> 8 lessons Rainforest characteristics and adaptations of flora and fauna. Benefits and issues of TRF's.</p> <p><u>Hot Deserts</u> 2 lessons Characteristics and adaptations of desert flora and fauna, using the Thar desert as an example of benefits and problems.</p> <p><u>Hot Deserts continued</u> 6 lessons</p> <p><u>Fieldwork Preparation (Human)</u> Strafford 4 lessons + possible 2 lessons out on fieldtrip</p>	<p>Physical Landscapes of the UK – Rivers and Coasts revisit if need be</p> <p>4 lessons Date – 12 weeks before paper 3 Pre-release material available from AQA to be shared with students.</p>		Exams
	Assessment	<p><i>Exam question</i> <i>For a country you have studied explain how tourism has helped the country to develop.</i> <i>(6 marks)</i> <u>FMW</u> AO1 and AO2</p>	<p>Mock Exam Topics: CEW, Resource Management and Physical Landscapes of the UK & Fieldwork</p> <p><u>FMW Levelled assessment</u> AO1, AO2, AO3 and AO4</p>	<p><i>Living World end of unit assessment</i></p> <p><u>FMW Levelled Assessment</u> AO1, AO2 & AO3</p>	<p><i>Exam question practice TBC once the paper is released.</i></p> <p><u>FMW</u> AO3 and AO4</p>	<p><i>Knowledge tests</i> <i>TBC/Retrieval/Exampro</i></p> <p>AO1, AO2, AO3 and AO4</p>	External Exams

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- Fostering a sense of belonging and interconnectedness with others, nature, and the universe.
- Encouraging self-awareness, emotional intelligence, and moral reasoning.
- Promoting open-ended investigations rather than just seeking right answers.
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How does our curriculum do >Something More? (Y11)

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

- Students study the living world looking at ecosystems and their interconnectedness to humans and other biomes e.g. carbon and oxygen exchange. We look at the issue of deforestation on a local, national and global scale – looking at stewardship and moral responsibility for the planet. Students are offered opportunities to formulate their own thoughts on the value of our ecosystems beyond the goods value but as a global service – non- tangible value.

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

- Y11 Stratford, East London fieldtrip: students explore the diversity and cultural differences within the UK in terms of ethnicity and socio-economic factors. The explore the lived experience for the local and external population looking at sense of place and regeneration due to the Olympic games in 2012 – flagship development. The fabric of the surroundings and infrastructure including scale of buildings and architecture provides opportunities for wonder and discussion.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

- Studying favelas in Tunisia and wealth disparities in Nigeria encourages self-awareness and emotional intelligence by helping students reflect on their own privileges and the challenges others face. It fosters empathy by revealing how inequality affects people's daily lives, access to resources, and opportunities. This understanding promotes moral reasoning, as students consider fairness, justice, and the role of society in addressing poverty and creating more equal communities. Students look at the role of historical factors i.e. colonisation and the impact this has on current societies. They also explore the development gap and the strategies which can reduce this gap including aid both on a local and national scale.