

Year 10 Curriculum Overview: Geography

Rationale:

- To know the key concepts, key words, and case studies for Coasts, Changing Economic World and Natural Hazards
 - To understand how to use geographical skills in the context of the above topics and fieldwork
 - To apply academic literature to their learning to enhance their knowledge
 - To be able to apply their knowledge and understanding to GCSE exam questions

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
Coasts	<p><i>Understand physical processes (weathering, erosion, transportation and deposition) and the interaction between humans and coastal environments. Apply understanding to places in the UK.</i></p> <p><i>LINKS: Builds on physical landscapes learning from Y9 and coasts from Y7</i></p>	<p>End of topic test. Total 30 marks</p> <p>And exam question practice in lessons, combination of skills, content and 6 mark case study practice.</p>	Set by class teacher for individual classes	Full scheme of learning - PowerPoints and Resources on Staff Resources - > Geography	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Coastal processes and the landforms created by them • Coastal management strategies • <i>Landforms along a UK stretch of coastline – Dorset</i> • <i>Coastal Management – Holderness</i> <p><u>Skills</u></p> <ul style="list-style-type: none"> • OS Map skills - Interpreting physical and human features • Picture interpretation • Research • Graphical skills 	<p><u>Wider Reading and Models</u></p> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Key term list for topic
Economic World	<p><i>Understand the complexities of the development of countries. Alternating to a human geography topic – interest and change for students. Apply understanding to UK and Nigeria (NEE)</i></p> <p><i>LINKS: Idea of LIC/HIC/NEE development at end of Y8. This topic requires a foundation of skills and broad understanding students have developed so far. Links to GCSE Resource Management, A Level Globalisation and Changing Places.</i></p>	<p>End of topic test. Total 30 marks</p> <p>And exam question practice in lessons, combination of skills, content and 9 mark case study practice.</p>	Set by class teacher for individual classes	Full scheme of learning - PowerPoints and Resources on Staff Resources - > Geography	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Global variations in development and quality of life • Strategies to reduce the development gap • Changes due to rapid economic development (Nigeria) • Employment patterns and regional growth of the UK from major changes in the economy • <i>Tourism to reduce the development gap – Kenya</i> • <i>LIC/NEE Development – Nigeria</i> • <i>Environmental sustainability of a modern industrial development – Cambridge Business Park</i> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Range of graphs – DTM, population pyramids, compound graphs • Map skills • Research • Numerical data manipulation and analysis 	<p><u>Wider Reading</u></p> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Use of literature such as “Factfulness” to challenge misconceptions on the development gap • Key term list for topic

<p>Natural Hazards</p>	<p><i>Understand the physical processes of tectonic and weather hazards and the impacts on people, as well as the influence of humans on hazards themselves.</i></p> <p><i>LINKS: Builds on tectonic and weather hazard learning at KS3. Already have a basic understanding of processes and LIC/HIC impacts. Revisit GAC (from Living World Y9) in the context of tropical storms</i> <i>Prepares students for Hazards topic at A Level.</i></p>	<p>End of topic test. Total 33 marks</p> <p>And exam question practice in lessons, combination of skills, content and 9 mark case study practice.</p>	<p>Set by class teacher for individual classes</p>	<p>Full scheme of learning - PowerPoints and Resources on Staff Resources - > Geography</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Concept of a hazard • Tectonic hazards – physical processes and impacts on humans, management in areas of contrasting levels of wealth • Tropical storms – physical processes and impacts on humans and management. • UK weather hazards • LIC Earthquake – Nepal, 2015 • HIC Earthquake – Kaikoura, NZ 2016 • Tropical Storm – Hurricane Katrina, 2005 • UK extreme weather – 2018 – Beast from the East <p><u>Skills</u></p> <ul style="list-style-type: none"> • Graphical skills • Map skills – interpretation of range of maps • Research • Numerical data interpretation • Diagram annotation 	<p><u>Wider Reading and Models</u></p> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Use of articles from National Geographical Association magazine on recent earthquakes and strategies • Key term list for topic
<p>Fieldwork skills and data collection</p>	<p><i>Essential data collection for Paper 3 – human and physical. Embed fieldwork, investigation and enquiry skills.</i></p> <p><i>LINKS: Develops enquiry skills and fieldwork from KS3. Prepares students for NEA aspect of A Level.</i></p>	<p>PPEs LW, PL, Urban. Total Marks 88.</p>	<p>Set by class teacher for individual classes</p>	<p>Full scheme of learning - PowerPoints and Resources on Staff Resources - > Geography</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • The process of a geographical investigation • Types of sampling • How traffic is managed in Llandudno • How river characteristics change along the River Aber <p><u>Skills</u></p> <ul style="list-style-type: none"> • Fieldwork skills • Data collection skills • OS map skills 	<p><u>Wider Reading and Models</u></p> <ul style="list-style-type: none"> • Bradshaw Model • Geofiles • Key term list