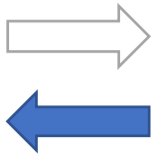


BILTON SCHOOL CURRICULUM 2024 – 2025

GEOGRAPHY YR 10

<p>INTENT</p> <ul style="list-style-type: none"> To develop knowledge and understanding of physical and human processes and people- environment interactions to consider key contemporary global geographical issues. To apply their geographical knowledge to real case studies To analyse the cause and consequences of these processes [Edexcel B examining board] 		<p>END POINTS</p> <ul style="list-style-type: none"> Develop contextual knowledge of the location of globally significant places – understand the processes that give rise to key physical and human geographical features of the world. Are competent in the geographical skills needed to: collect, analyse, and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS). Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
---	---	---

IMPLEMENTATION	KS4 – YR10						
		TERM 1 Hazardous Earth	TERM 2 Hazardous Earth	TERM 3 Development Dynamics	TERM 4 Development Dynamics	TERM 5 Challenges Urbanising World	TERM 6 Urbanised World Mumbai
	Week 1	L1 L2 How does the World's climate system function?	Causes impacts responses LEDC Haiyan x2	Why is there a development gap x2	globalisation in India economic and demographic indicators	Cities changed over time / spatial changes	Challenges of living in Mumbai Quality of life in Mumbai
	Week 2	L3 Pressure belts L4 natural causes climate change	Structure of the Earth x2 Far impact of tropic cyclones 8 mk question	Global inequality - Causes of global inequality	TNC impacts / Economic and environmental impacts of globalisation	Mid point assessment FAR Feedback	Top down strategies mono rail goral garbage
	Week 3	L5 Evidence for natural causes of climate change L6 Enhanced greenhouse effect	Far feedback Plate boundaries and hazards Characteristics of volcano earthquakes	Development theories Rostow's Development theories franks theory	Economic growth and change Consequences of FDI FAR india	Mumbai case study mega city Mumbai population growth	Bottom up strategies in Mumbai sparc microfinance dharavi hamara street children
	Week 4	L7 FAR 8 mk on natural and human causes of Climate change L8 evidence for human CLIMATE CHANGE	CS Japanese earthquake 2011 x2	approaches to development top down bottom up top down three gorges dam	Economic growth and change Consequences of FDI	Population growth in Mumbai Opportunities in Mumbai	REVIEW OF CASE STUDIES
	Week 5	L9 LQ How are extreme weather events increasingly hazardous for people L 10 FAR FEEDBACK	CS Haiti earthquake 2010	approaches to development bottom up water aid Mid point assessment on development	Topic test on development FAR Feedback		REVIEW OF CASE STUDIES
	Week 6	L9 pt 2 lq how are extreme weather increasingly hazardous for people? tropical cyclones l10 causes of tropical cyclones	Volcanic Hazards CS End of topic test	India Case study - site and situation Development indicators for India as an emerging country	Urbanised world unit - Intro into urbanisation/Mega cities		Revision paper 1
	Week 7	Hurricane Katrina x 2 lessons Causes impacts responses	What do we mean by development geography? Demographic indicators and development		Socio economic change in cities /Clarke fisher model		Revision paper 1
	Week 8	Assessment Feedback					
	Progress & assessment	Assessment TOPIC TEST 1.1 – 1.3 FAR on Natural and human causes of climate change Assess (8 mark)	End of topic test Case study 8 mk question earthquakes	Mid point assessment development exam questions	8 mark far india END OF TOPIC TEST	Mid point assessment End of topic test	8 MK QUESTION TOP DOWN BOTTOM UP End of topic test
	Homework	EXAM STYLE QUESTIONS GCSE POD KEYWORDS https://www.cgpbooks.co.uk/secondary-books/gcse/humanities/geography/geq42-grade-9-1-gcse-geography-edexcel-b-invest?c=57244988	EXAM STYLE QUESTIONS GCSE POD KEYWORDS https://www.cgpbooks.co.uk/secondary-books/gcse/humanities/geography/geq42-grade-9-1-gcse-geography-edexcel-b-invest?c=57244988	EXAM STYLE QUESTIONS GCSE POD KEYWORDS https://www.cgpbooks.co.uk/secondary-books/gcse/humanities/geography/geq42-grade-9-1-gcse-geography-edexcel-b-invest?c=57244988	EXAM STYLE QUESTIONS GCSE POD KEYWORDS https://www.cgpbooks.co.uk/secondary-books/gcse/humanities/geography/geq42-grade-9-1-gcse-geography-edexcel-b-invest?c=57244988	EXAM STYLE QUESTIONS GCSE POD KEYWORDS https://www.cgpbooks.co.uk/secondary-books/gcse/humanities/geography/geq42-grade-9-1-gcse-geography-edexcel-b-invest?c=57244988	EXAM STYLE QUESTIONS GCSE POD KEYWORDS https://www.cgpbooks.co.uk/secondary-books/gcse/humanities/geography/geq42-grade-9-1-gcse-geography-edexcel-b-invest?c=57244988
	Key Vocabulary/literacy opportunities	TIER 2 TIER 3 WORDS GLOSSARY FOR EACH UNIT DO NOW KEYWORD DEFINE KEYWORD MATCH	TIER 2 TIER 3 WORDS GLOSSARY FOR EACH UNIT DO NOW KEYWORD DEFINE KEYWORD MATCH	TIER 2 TIER 3 WORDS GLOSSARY FOR EACH UNIT DO NOW KEYWORD DEFINE KEYWORD MATCH	TIER 2 TIER 3 WORDS GLOSSARY FOR EACH UNIT DO NOW KEYWORD DEFINE KEYWORD MATCH	TIER 2 TIER 3 WORDS GLOSSARY FOR EACH UNIT DO NOW KEYWORD DEFINE KEYWORD MATCH	TIER 2 TIER 3 WORDS GLOSSARY FOR EACH UNIT DO NOW KEYWORD DEFINE KEYWORD MATCH
	Connected Knowledge	Link to year 7 study of climate (stickability) Science – global warming (KS3 and KS4)	Revisit the year 8 tectonics and build on the knowledge accumulated then. Provides foundation for A level Tectonics	Builds on from development topic in year 7 and is the foundation for urban investigation in Paper 2 and support for fieldwork urban investigation. Is the foundation of KSS Globalisation and Superpowers	Builds on from development topic in year 7 and is the foundation for urban investigation in Paper 2 and support for fieldwork urban investigation. YEAR urbanisation and population Is the foundation of KSS Globalisation and Superpowers	Foundation for Component 3 on impacts of urbanisation on the environment and Component 2 on Birmingham case study ;inks to population unit year 8	. Links to yr 8 population and urbanisation Year 7 development unit top down bottom up strategies By the end ... understanding the background to modern events, enabling students to better understand current affairs and make more informed decisions/opinions.
	IMPACT	Students will be able to measure progress using mid-point assessments and 8 mark questions and mocks. As all assessments will use generic criteria, will be moderated through dept meetings it will be possible to measure progress over time within and across year groups.					

British Values	<p>key aspects of British values are taught through this year</p> <p>Respect and tolerance collaborative group work in lessons decision making activities / map work responsibility- learners recognise how others their actions can affect others in a global context – enhanced greenhouse effect equality understanding of how inequality impact on society and level of development India case study inequality development indicators</p>
-----------------------	--

Key Vocabulary/literacy opportunities	Glossary & Keyword to emphasise key geographic terminology. Tier 3 vocabulary in lesson ppts tier 2 vocabulary in lesson ppts Guided reading used in lessons for comprehension as well as paired reading, reading individually and as a class Examples include story boards, news articles, textbooks reading geographical sources these are used in all topics in each term
Cultural Capital	Understanding their national and geographical context and the physical environment through the study of maps and case studies An understanding of problems facing the planet enhanced green house effect climate change
Spiritual moral and spiritual and cultural development	Learners recognise their role as global citizens Show a interest in investigating and offering reasoned views about ethical issues and the ability to understand and appreciate the viewpoints of others - Enhanced green house effect and climate change Working with others – develop social skills working with other pupils in a range of contexts