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| **Year 10 CURRICULUM MAP 2020-21: Geography** |
|  | **Autumn** | **Spring** | **Summer** |
| **Unit Length** | **13 weeks** | **13 weeks** | **13 weeks** |
| **Assessment Objectives** | **AO1** Knowledge on locations, places, processes, environments and different scales (15%)**AO2** Demonstrate geographical understanding of: concepts and how they are used in relation to places; environments and processes; the interrelationships between places, environmental and processes (25%)**A03** Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%)**A04** Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%) |
| **Description of the Topic and Key Learning Outcomes** | **UK Physical Landscapes**An overview of the different types of landscapes seen in the UK.Coasts: Wave types and characteristics. Erosional processes and weathering processes. A key understanding of features that have formed from erosional and deposition. Looking at a UK example of coastal landforms through Swanage Bay in Dorset. Students will then look at how we can defend the coast through both soft and hard engineering strategies and managed retreat. A case study of how this has been effective at Lyme Regis will consolidate learning. Rivers: Fluvial processes, erosional and depositional processes and transportation as key geographical concepts. Looking at how a river changes from its source to its mouth and the associated features along the way. Characteristics and landforms associated with deposition and erosion. Students will identify the major features of a UK river through studying The River Tees. Consideration of factors that can influence flooding – both human and physical. How flooding can be prevented through soft and hard engineering strategies. Students will look at a case study – The Jubilee Flood Relief Channel as a successful example of a flood protection scheme.  | **The Urban World** Students will explore why more people live in urban areas than rural areas. They will consider reasons for migration through a critical eye. There will then be a focus on Rio de Janeiro as a case study. Here students will consider both opportunities (work, education and culture) and challenges (economic, social and environmental) in relation to an increasingly urban world. Students will explore different methods to manage such challenges in these poorer countries. We will then focus from a UK perspective where students will consider regional and national differences of wealth in the UK. They will complete an in-depth study of Birmingham as a city that has experienced migration as the consequences of this. Re-development is looked at in regard to how this has changed and improved Birmingham as a city. Students will consider how future planning can be sustainable. This will be explored through a case study on Freiburg, Germany to evaluate the methods used by this sustainable city.  | **The Changing Economic World** Understanding of inequality around the world. Students will explore the causes of unequal development, how this is measured and how the development gap can be closed (e.g. fair trade, aid, debt relief and tourism). Students will complete an in-depth study on Nigeria as an example of a NEE where they will look at Nigeria’s position in the wider world. They will consider the impact of TNC’s on Nigeria’s development as well as aid and how this has improved quality of life for people in Nigeria. Study will focus on a UK perspective where regional differences will be explored through the north/south divide. Changes to the UK economy from a historical perspective will be explored before considering strategies to reduce this gap through HS2. The changing industrial structure e.g. the increase in science parks will be explored where students will concentrate on the opportunities this allows the UK from a global perspective.  |
| **Milestone Assessments** | **Mid-unit – Coasts (/12)****End of unit assessment and knowledge audit (Paper 1 section C /30)** | **Knowledge audit – Urban world** **End of unit assessment (Paper 2 section A /33)** | **Knowledge audit – Nigieria/TNC’s and PEQ****End of unit assessment (Paper 2 section B/25)** |
| **CEIAG**  | * Working for the environment agency in flood prevention and management
* Careers in costal management schemes
 | * Slum redevelopment schemes
* Charitable work through aid
* Town planning – designing and implementing sustainable towns
 | * International development careers e.g. aid work
* Careers with HS2 and wider transport sectors e.g. aviation industry, cross rail.
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| **RRSA** | Article 14: Freedom of thought, belief and religionArticle 28: Right to educationArticle 29: Goals of educationArticle 31: Right to leisure, play and culture | Article 14: Freedom of thought, belief and religionArticle 28: Right to educationArticle 29: Goals of educationArticle 31: Right to leisure, play and culture | Article 28: Right to educationArticle 29: Goals of educationArticle 31: Right to leisure, play and culture |
| **Wider Curriculum Links** | Science – water cycle Maths – calculations to work out rates of erosion, long profile of a river.  | Maths – calculating development through indicators e.g. Human Development Index, graph work to show populations (Demographic Transition Model).History – historical context of global development and links to the British industrial revolution.English – engagement in news articles and topical current issues. | History – historical context of global development and links to the British industrial revolution. Impact of colonialisation on the current world. Maths – graph work through looking at industrial structure of Nigeria past and present |
| **Literacy Programme**  | * Use of news paper articles
* Blogs
 | * Use of news paper articles and coverage of global natural disasters
 | * Reading of flood management schemes and documents written by local governments
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| **Useful websites** | [https://www.teachitgeography.co.uk](https://www.teachitgeography.co.uk/) – useful revision and notes<https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc> - specifically tailored revision to the AQA exam board |
| **Wider Reading** | * Geography 9-1 revision guide
* New Grade 9-1 GCSE Geography AQA Revision Guide By CGP
* New Grade 9-1 GCSE Geography AQA Complete Revision & Practice
* GCSE Geography for AQA Student Book = by Rebecca Kitchen, David Payne
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| **Independent Learning Tasks** | * Practice exam questions
* Thinking maps
* Revision clocks
* Flash cards
* Knowledge organiser booklets
 | * Practice exam questions
* Thinking maps
* Revision clocks
* Flash cards
* Knowledge organiser booklets
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