

Year 10 CURRICULUM MAP 2021-22: Geography

	Autumn	Spring	Summer
Unit Length	13 weeks	13 weeks	13 weeks
Assessment Objectives	<p>A01 Knowledge on locations, places, processes, environments and different scales (15%)</p> <p>A02 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%)</p> <p>A03 Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%)</p> <p>A04 Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%)</p>		
Description of the Topic and Key Learning Outcomes	<p>Natural hazards (Paper 1) Understanding of structure of the earth. Key processes of how plates move and associated landforms/hazards at each plate margin. Study of a contrasting case study through earthquakes – Chile and Nepal. Assessment of how wealth and health can impact on risk.</p> <p>Understanding of how weather is controlled and moves around the earth with clear links to lines of reference. Clear understanding of distribution, formation and management of tropical storms. Assessment of how tropical storms can impact on a country through detailed study of Typhoon Haiyan in the Philippines. Assessment of how the UK is affected by weather hazards. Looking at how weather in the UK has become more extreme. Case study of a recent flooding event: The Somerset Levels Flood.</p> <p>Human and physical causes/evidence for climate change. How we can mitigate and manage the subsequent issues.</p> <p>The challenge of resource management (paper 2) Students will look at:</p> <ul style="list-style-type: none"> The global distribution of all three resources (food, water and energy) 	<p>The Urban World (Paper 2) 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Geography Skills – fieldwork trip/prep Human fieldwork Brindley place preparation</p>	<p>UK Physical Landscapes (Paper 1) An overview of the different types of landscapes seen in the UK.</p> <p>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.</p> <p>Half Term</p> <p>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</p>

	<p>Focus will continue on energy where students will cover the following topics:</p> <ul style="list-style-type: none"> • Energy supply and demand • Energy insecurity and security (causes and consequences) • Renewable and sustainable energy sources <p>Finally students will explore a case study example of a local renewable energy source through Chambamontera in Peru and sustainable energy sources have transformed the lives of people living in this rural area.</p>		<p>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.</p> <p>Geography Skills – fieldwork trip/prep</p>
Milestone Assessments	Knowledge audit – Natural hazards End of unit assessment (Paper 1 section A/33)	Knowledge audit – The Living world End of unit assessment (Paper 1 section B/25)	Knowledge audit – Urban world End of unit assessment (Paper 2 section A /33)
CEIAG	<ul style="list-style-type: none"> • Disaster preparation and management • Working for the environment agency • Flood prevention management • Met office – weather prediction NASA – career in remote satellite imaging 	<ul style="list-style-type: none"> • Slum redevelopment schemes • Charitable work through aid • Town planning – designing and implementing sustainable towns 	<ul style="list-style-type: none"> • Working for the environment agency to promote sustainable climate management • Management of tropical rainforests e.g. FSC • Links to careers in the tourism industry
RRSA	<p>Article 14: Freedom of thought, belief and religion</p> <p>Article 28: Right to education</p> <p>Article 29: Goals of education</p> <p>Article 31: Right to leisure, play and culture</p>	<p>Article 14: Freedom of thought, belief and religion</p> <p>Article 28: Right to education</p> <p>Article 29: Goals of education</p> <p>Article 31: Right to leisure, play and culture</p>	<p>Article 28: Right to education</p> <p>Article 29: Goals of education</p> <p>Article 31: Right to leisure, play and culture</p>
Wider Curriculum Links	<p>Maths – tracking of tropical storms and categorising tropical storms</p> <p>Science – knowledge of tectonic plate movement and plate boundaries</p> <p>Computing – satellite imaging and tracking and monitoring of natural hazards</p>	<p>Maths – climate graphs</p> <p>Literacy – comprehension of text e.g. impacts of deforestation</p> <p>Science – animal adaptation, sustainability and global biomes</p> <p>Technology – the use of rainforests for raw materials e.g. logging for wood as a useful resource</p>	<p>Maths – calculating development through indicators e.g. Human Development Index, graph work to show populations (Demographic Transition Model).</p> <p>History – historical context of global development and links to the British industrial revolution.</p> <p>English – engagement in news articles and topical current issues.</p>

Literacy Programme	<ul style="list-style-type: none"> • Use of news paper articles • Blogs 	<ul style="list-style-type: none"> • Use of news paper articles and coverage of global natural disasters 	<ul style="list-style-type: none"> • Reading of flood management schemes and documents written by local governments
Useful websites	<p>https://www.teachitgeography.co.uk – useful revision and notes</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc - specifically tailored revision to the AQA exam board</p>		
Wider Reading	<ul style="list-style-type: none"> • 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 <p>GCSE Geography for AQA Student Book = by Rebecca Kitchen, David Payne</p>		
Independent Learning Tasks	<ul style="list-style-type: none"> • Practice exam questions • Thinking maps • Revision clocks • Flash cards • Knowledge organiser booklets 	<ul style="list-style-type: none"> • Practice exam questions • Thinking maps • Revision clocks • Flash cards • Knowledge organiser booklets 	<ul style="list-style-type: none"> • Practice exam questions • Thinking maps • Revision clocks • Flash cards • Knowledge organiser booklets