

Geography Curriculum: Year 10

Year 10		HT1	HT2	HT3	HT4	HT5	HT6
Topic		Physical Landscapes of the UK	Urban Issues and Challenges		The Living World		Fieldwork
subject	Why this and why now?	This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the geomorphological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere	This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments		This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere		Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries, and the enquiries can be based on any part of the content. Fieldwork must take place outside the classroom and school grounds on at least two occasions. The two enquiries must be carried out in contrasting environments (Formby and Manchester) and show an understanding of both physical (coasts) and human (urban regeneration) geography. In at least one of the enquiries students are expected to show an understanding about the interaction between physical and human geography
	What is the essential knowledge that needs to be remembered?	<ul style="list-style-type: none"> • The UK has a range of diverse landscapes • The coast is shaped by a number of physical processes • Distinctive coastal landforms are the result of rock type, structure and physical processes • Different management strategies can be used 	<ul style="list-style-type: none"> • A growing percentage of the world's population lives in urban areas • Urban growth creates opportunities and challenges for cities in LICs and NEEs (Lagos, Nigeria) • Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges (Manchester, UK) • Urban sustainability requires management of resources and transport 		<ul style="list-style-type: none"> • Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components • Tropical rainforest ecosystems have a range of distinctive characteristics • Deforestation has economic and environmental impacts (Malaysia) • Tropical rainforests need to be managed to be sustainable • Hot desert ecosystems have a range of distinctive characteristics • Development of hot desert environments creates opportunities and challenges (Western Desert, USA) 		Students will be expected to: <ol style="list-style-type: none"> 1. Apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings

		<p>to protect coastlines from the effects of physical processes</p> <ul style="list-style-type: none"> • The shape of river valleys changes as rivers flow downstream • Distinctive fluvial landforms result in different physical processes • Different management strategies can be used to protect river landscapes from the effects of flooding 		<ul style="list-style-type: none"> • Areas on the fringe of hot deserts are a risk of desertification 	<p>in relation to geographical enquiry</p>
	<p>What is the assessment intent and how will you assess?</p>	<p>The exams will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> • A01: Demonstrate knowledge of locations, places, processes, environments and different scales (15%). • A02: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%). • A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)). • A04: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to 	<p>The exams will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> • A01: Demonstrate knowledge of locations, places, processes, environments and different scales (15%). • A02: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%). • A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)). • A04: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)) 	<p>The exams will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> • A01: Demonstrate knowledge of locations, places, processes, environments and different scales (15%). • A02: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%). • A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)). • A04: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)) 	<p>Students' understanding of the enquiry process will be assessed in the following two ways:</p> <ol style="list-style-type: none"> 1. Questions based on the use of fieldwork materials from an unfamiliar context 2. Questions based on students' individual enquiry work. For these questions students will have to identify the titles of their individual enquiries

	respond to fieldwork data and context(s))			
What does the end point look like?	Students will have developed their knowledge with a focus on GCSE exam technique. Students will be able to apply knowledge of coastal and river processes, landforms and management to GCSE exam questions to show their understanding	Students will have developed their knowledge with a focus on GCSE exam technique. Students will be able to apply knowledge of urban environments and the challenges they face to GCSE exam questions to show their understanding. Students will be able to identify these challenges with a focus on two areas; a HIC and LIC/NEE urban area	Students will have developed their knowledge with a focus on GCSE exam technique. Students will be able to apply knowledge of human activity in tropical rainforests and hot desert environments to GCSE exam questions to show their understanding	Students will be able to articulate the importance of fieldwork and be able to explain the process, results and data analysis
How does it cover the NC?	<ul style="list-style-type: none"> • AO1: Demonstrate knowledge of 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, environments and processes (25%). • AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)). • AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to 	<ul style="list-style-type: none"> • AO1: Demonstrate knowledge of 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, environments and processes (25%). • AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)). • AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)) 	<ul style="list-style-type: none"> • AO1: Demonstrate knowledge of 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, environments and processes (25%). • AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)). • AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)) 	<ul style="list-style-type: none"> • AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)). • AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s))

		fieldwork data and context(s)			
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