

Year 10 Geography Curriculum

Year 10		HT1	HT2	HT3	HT4	HT5	HT6
subject	Topic	The Living World		Urban Issues and Challenges		Physical Landscapes of the UK	Fieldwork
	Why this and why now?	<p>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</p> <p>The Living World is the first GCSE unit covered as it links directly to learning from KS3 and therefore provides a direct and straightforward introduction to GCSE. As the knowledge would be familiar, students will build on this and further develop their understanding as well as linking learning to case studies for the first time.</p>		<p>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</p> <p>Urban Issues and Challenges is the first unit covered in the Paper 2 exam and therefore is one of the largest. Students will have covered aspects of urban environments in KS3 so this unit will build on that knowledge as well as provide an opportunity for students to apply their learning to two large case studies. As students will have experienced urban environments in their own personal lives, they are able to use these experiences to develop their knowledge and understanding.</p>		<p>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</p> <p>This unit heavily focuses on processes and land formations so therefore would be best suited when students have experienced some units of GCSE so they understand how the exam board assess their knowledge. This unit is best suited in the summer term as it directly links to their fieldwork enquiry</p>	<p>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 Liverpool) 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</p> <p>Due to spending the fieldwork day(s) outdoors, the summer term is best</p>

					suited due to fairer weather
	What is the essential knowledge that needs to be remembered?	<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) Areas on the fringe of hot deserts are a risk of desertification 	<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"> 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 to protect coastlines from the effects of physical processes 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 	Students will be expected to: <ul style="list-style-type: none"> 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 in relation to geographical enquiry
	What is the assessment intent and how will you assess?	AQA released exam questions and mark schemes are used throughout lessons to consolidate the learning of each lesson and link the knowledge to specific example questions Mid unit assessments are created using AQA released exam questions and are graded using the average grade boundaries from previous exam years. These	AQA released exam questions and mark schemes are used throughout lessons to consolidate the learning of each lesson and link the knowledge to specific example questions Mid unit assessments are created using AQA released exam questions and are graded using the average grade boundaries from previous exam years. These	AQA released exam questions and mark schemes are used throughout lessons to consolidate the learning of each lesson and link the knowledge to specific example questions	Students' understanding of the enquiry process will be assessed in the following two ways: <ul style="list-style-type: none"> Questions based on the use of fieldwork materials from

	<p>assessments are at key points to consolidate that section of the specification:</p> <ul style="list-style-type: none"> • After ecosystems and tropical rainforests • After hot deserts <p>End of unit assessment is an AQA past paper that covers the unit in full. Grades are set according to AQA grade boundaries for the relevant year (matched with the paper year). Past papers are used to give students an experience of what it would be like in the summer exams in Y11</p>	<p>assessments are at key points to consolidate that section of the specification:</p> <ul style="list-style-type: none"> • After Lagos case study • After Manchester case study <p>End of unit assessment is an AQA past paper that covers the unit in full. Grades are set according to AQA grade boundaries for the relevant year (matched with the paper year). Past papers are used to give students an experience of what it would be like in the summer exams in Y11</p>	<p>Mid unit assessments are created using AQA released exam questions and are graded using the average grade boundaries from previous exam years. These assessments are at key points to consolidate that section of the specification:</p> <ul style="list-style-type: none"> • After coasts • After rivers <p>End of unit assessment is an AQA past paper that covers the unit in full. Grades are set according to AQA grade boundaries for the relevant year (matched with the paper year). Past papers are used to give students an experience of what it would be like in the summer exams in Y11</p>	<p>an unfamiliar context</p> <ul style="list-style-type: none"> • Questions based on students' individual enquiry work. For these questions students will have to identify the titles of their individual enquiries
<p>What does the end point look like?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the role of producers, consumers and decomposers in an ecosystem and describe their interrelationships • Explain how nutrients are recycled in an ecosystem • Describe how changes in an ecosystem can impact the balance between components • Describe the distribution and characteristics of large scale ecosystems • Describe the physical characteristics of tropical rainforest and describe the interdependence of climate, water, soils, plants, animals and people • Explain how plants and animals have adapted to the physical conditions of tropical rainforests and what the issues related to biodiversity are • Use a case study to explain: 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe patterns in urban change and suggest reasons for why it differs in HICs and LICs • Describe and explain factors affecting the rate of urbanisation • Define a megacity, migration, rural-urban migration, natural increase • Use a case study of a major city in an LIC or NEE (Lagos) to illustrate: <ul style="list-style-type: none"> ○ The location and the importance of the city (regionally, nationally and internationally) ○ Causes of its growth ○ Opportunities created from urban growth ○ Challenges created from urban growth 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare different types of waves • Describe the different processes of weathering, erosion, transportation and deposition • Describe and explain the formation of key coastal landforms of erosion and deposition • Use an example to identify key coastal landforms 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry • Understand the theory underpinning their enquiry • Identify appropriate sources of primary and secondary data • Identify risks linked to both fieldwork activities

		<ul style="list-style-type: none"> ○ Causes of deforestation ○ Impacts of deforestation • Explain strategies that can be used to manage rainforests sustainably and evaluate their successes • Describe the physical characteristics of hot deserts and describe the interdependence of climate, water, soils, plants, animals and people • Explain how plants and animals have adapted to the physical conditions of hot deserts and what the issues related to biodiversity are • Use a case study to evaluate: <ul style="list-style-type: none"> ○ Development opportunities in a hot desert ○ Challenges of developing hot deserts • Describe and explain the causes of desertification • Explain strategies used to reduce the risk of desertification and evaluate their successes 	<ul style="list-style-type: none"> ○ Urban planning strategies to improve quality of life • Use a case study of a major city in the UK (Manchester) to illustrate: <ul style="list-style-type: none"> ○ The location and importance of the city (in the UK and wider world) ○ Impacts of national and international migration ○ Opportunities created from urban growth ○ Challenges created by urban growth ○ Regeneration project example • Describe features of sustainable urban living • Explain how urban transport strategies can be used to reduce traffic congestion 	<ul style="list-style-type: none"> • Evaluate the costs and benefits of coastal management strategies (hard and soft engineering) • Use an example of a coastal management scheme in the UK • Describe the long profile and changing cross profile of a river and its valley • Describe the different processes of erosion, transportation and deposition • Describe and explain the formation of key river landforms of erosion and deposition • Use an example to identify key river landforms • Use hydrographs to identify relationships between precipitation and discharge • Evaluate the costs and benefits of river flooding management strategies (hard and soft engineering) • Use an example of a flood management scheme in the UK 	<ul style="list-style-type: none"> • Describe the differences between primary and secondary data • Know how to measure and record data using different sampling methods • Justify data collection methods • Describe and explain presentation methods • Describe, analyse and explain data results • Identify patterns and anomalies in the data • Draw evidenced conclusions linked to the enquiry • Identify problems of data collection methods • Identify limitations of the data collected • Suggest how to make conclusions more reliable
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	<p>How does it cover the NC?</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)) 	<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)) 	<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)) 	<ul style="list-style-type: none"> • 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))
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