

Year 10 Geography ~ Curriculum Map

<p>What are the intended aims for this year's curriculum? The aim of the year 10 curriculum is to develop an understanding of human geographical topics, as well as develop key geographical skills required at GCSE. These units are studied in a variety of places and at a range of scales and include places in various stages of development, such as High-Income Countries, Newly Emerging Economies and Low-Income Countries. These topics will develop an understanding of factors which produce a diverse variety of human environments; the dynamic nature of their environments that change over time and place; the need for sustainable management, and areas of current and future challenge and opportunity for these environments. The topics chosen are also designed to create an engaging curriculum which fosters a passion for Geography.</p>											
Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Coastal Landscapes		River Landscapes		Urban Issues and Challenges		Changing Economic World		Paper 1 Revision		Fieldwork	
Aim of A&R		Aim of A&R		Aim of A&R		Aim of A&R		Aim of A&R		Aim of EoY exam	
<p>'Big idea(s)' / fundamental concepts</p> <p>The coasts are both 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.</p>		<p>The rivers are both shaped by a number of physical processes. Distinctive river landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect rivers from the effects of physical processes.</p>		<p>A growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEEs. Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Urban sustainability requires management of resources and transport.</p>		<p>There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap. Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. Major changes in the economy of the UK has affected, and will continue to affect, employment patterns and regional growth.</p>		<p>To explore the global issue of deforestation and the impacts of this upon human development. To explore the global issue of desertification and the impacts of this upon human development. To consider the impact of tectonic hazards in countries at different levels of development. To explore the causes, effects and responses of atmospheric hazards around the world. To consider how climate varies around the world and how these impacts on the environment and landscape.</p>		<p>To complete a Human and Physical piece of fieldwork which will be examined in Paper 3.</p>	
<p>Knowledge to be learnt</p> <p>Processes of erosion, transportation, deposition. Erosional and depositional landforms. Management of coastal environments.</p>		<p>Processes of erosion, transportation, deposition. Erosional and depositional landforms. Management of rivers and river environments.</p>		<p>Patterns of Urban Change in HICs, NEEs and LICs. Case study of a major NEE city – Location, regional/international importance, causes of urban growth, social/economic and environmental opportunities and challenges for urban populations, urban planning to improve quality of life for the urban poor. Patterns of Urban Change in the UK Case study of a major UK city – Location, national/international importance, causes of urban growth/decline, social/economic and environmental opportunities and challenges for urban populations, urban planning to improve sustainability.</p>		<p>Classifying countries – LIC, NEE, HIC. Development indicators. Demographic Transition Model. Population pyramids. Causes and consequences of uneven development. How to reduce the development gap. How tourism can reduce the development gap – case study (Tunisia/Mexico). Nigeria Case Study:</p> <ul style="list-style-type: none"> The location and regional/global importance of Nigeria. What challenges does Nigeria face? Industrial change in Nigeria. Advantages/disadvantages of TNCs and how their role in Nigeria's development. Why Nigeria needs international aid. How has development improved the lives of Nigeria's population. <p>UK Case Study:</p> <ul style="list-style-type: none"> Causes of economic change in the UK. Rural changes in the UK. The North-South divide. Costs and benefits of changing transport in the UK. Sustainable industry in the UK. <p>The UK's global, European and Commonwealth links.</p>		<p>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. 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. Areas on the fringe of hot deserts are at risk of desertification. Natural hazards pose major risks to people and property. Earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Management can reduce the effects of a tectonic hazard. Global atmospheric circulation helps to determine patterns of weather and climate. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Tropical storms have significant effects on people and the environment. The UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity. Climate change is the result of natural and human factors, and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</p>		<p>Selecting fieldwork locations and creating fieldwork question/hypothesis, identifying and assessing possible risks at each location, selecting collection methods for secondary and primary data. Understanding various sampling techniques. Carrying out data collection at different sites. How and why to present data in various ways. How to analyse the data and use this to draw conclusions to answer fieldwork question/hypothesis. How to evaluate the fieldwork process.</p>	
<p>Key vocabulary</p> <p>Abrasion, arch, attrition, bar, beach, beach nourishment, beach reprofiling, cave, chemical weathering, cliff, deposition, dune regeneration, erosion, gabion, groyne, hard engineering, headlands and bays, hydraulic power, longshore drift, managed retreat, mass movement, mechanical weathering, rock armour, sand dune, sea wall, sliding, slumping, soft engineering, spit, stack, transportation, wave cut platform, waves.</p> <p>All key vocabulary taken from https://filestore.aqa.org.uk/resources/Geography/AQA-8035-SSV.PDF</p>		<p>Abrasion, attrition, cross profile, dam and reservoir, discharge, embankments, estuary, flood, flood plain, flood plain zoning, flood relief channels, flood risk, flood warning, fluvial processes, gorge, hard engineering, hydraulic action, hydrograph, interlocking spurs, lateral erosion, levees, long profile, meander, ox-bow lake, precipitation, saltation, soft engineering, solution, (channel) straightening, suspension, traction, vertical erosion, waterfall</p> <p>from https://filestore.aqa.org.uk/resources/Geography/AQA-8035-SSV.PDF</p>		<p>Brownfield site, dereliction, economic opportunities, greenfield site, inequalities, integrated transport systems, mega-cities, migration, natural increase, pollution, rural-urban fringe, sanitation, social deprivation, social opportunities, squatter settlement, sustainable urban living, traffic congestion, urban greening, urbanisation, urban regeneration, urban sprawl, waste recycling.</p> <p>All key vocabulary taken from https://filestore.aqa.org.uk/resources/Geography/AQA-8035-SSV.PDF</p>		<p>Birth rate, Commonwealth, death rate, de-industrialisation, demographic transition model, development, development gap, European Union, Fairtrade, globalisation, gross national income (GNI), human development index (HDI), industrial structure, infant mortality, information technologies, intermediate technology, international aid, life expectancy, literacy rate, microfinance loans, North-South divide, post-industrial economy, science and business parks, service industries (tertiary industries), trade, transnational corporation (TNC).</p> <p>All key vocabulary taken from https://filestore.aqa.org.uk/resources/Geography/AQA-8035-SSV.PDF</p>		<p>Abiotic, Biotic, Consumer, Decomposer, Ecosystem, Food Chain, Food Web, Nutrient Cycle, Global Ecosystem/ Biome, Producer, Climate Graphs. Biodiversity, Commercial Farming, Debt Reduction, Deforestation, Ecotourism, Logging, Mineral Extraction, Selective Logging, Soil Erosion, Subsistence Farming, Sustainability, Amazon, Adaptation, Climate Trophic Levels, Indigenous People, Rainforest Structure, Hydrological Cycle, Nutrient Cycle, Appropriate technology, biodiversity, Desertification, hot desert, mineral extraction, overcultivation, overgrazing, global atmospheric circulation, adaptation, management, sustainability, development, fringe, Sahel, Sahara, opportunities, challenges, environment. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). Tropical Cyclone, Hurricane/ Typhoon, Mitigation, Adaptation, Tropical Storm, Storm surge, Wind Shear. Primary/Secondary effects, Immediate/ Long-term Responses Flooding, Flood hydrographs, Velocity, Discharge, Monitoring, Prediction, Planning/ Protection. Climate change, Global Warming, Greenhouse Effect, Atmosphere, Greenhouse Gases, Orbital Changes, Quaternary Period, Climate change, Global Warming, Greenhouse Effect, Atmosphere, Greenhouse Gases.</p>		<p>Hypothesis, Primary data, Secondary data, Data presentation, Analysis, Evaluation, Risk assessment, Familiar fieldwork, Unfamiliar fieldwork, Statistics</p>	
To Assess and Review knowledge learn from Term 1 as well as recap learning from topics taught in year 9.		To Assess and Review knowledge learn from Term 1 and 2 as well as recap learning from topics taught in year 9.		To Assess and Review knowledge learn from Term 1, 2 and 3		To Assess and Review knowledge learn from Term 1, 2 and 3		To Assess and Review knowledge learn from Term 1, 2, 3, 4, 5 and 6		To Assess and Review knowledge learn from Term 1, 2, 3, 4, 5 and 6	

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The role of reading and comprehension	Reading maps, tables and written text for comprehension.		Reading maps, tables and written text for comprehension.		Reading maps, tables and written text for comprehension		Reading maps, tables and written text for comprehension		Reading maps, satellite images, tables, diagrams, infographics and written text for comprehension.		Reading maps, satellite images, tables, diagrams, infographics and written text for comprehension.
The role of independent extended writing	Explaining how marine processes lead to the creation of various landforms. How coastal and river management strategies have both costs and benefits and work to reduce the impact of flooding.		Explaining how fluvial processes lead to the creation of various landforms. How coastal and river management strategies have both costs and benefits and work to reduce the impact of flooding.		Describing the distribution of mega cities, and changes in urbanisation rates. Evaluation whether opportunities or challenges are greater for the urban population of a city. Discussing the effectiveness of a range of urban planning strategies which can help to improve the lives of people. Describing the distribution of UK cities, and changes in population size. Explaining the causes urbanisation. Explaining how a city has changed over time in terms of population, ethnicity and inequalities. Evaluation whether opportunities or challenges are greater for the urban population of a city. Discussing the effectiveness of a range strategies which can help to improve sustainability in cities.		Describing the distribution of HIC/LIC/NEEs Comparing development indicators. Explaining the causes of population growth in relation to the DTM. Explaining the causes, consequences and solutions to uneven development Explaining the multiplier effect. Describing the location of Nigeria. Explaining the challenges faced by Nigeria. Discussing the role and advantages/disadvantages of TNCs in Nigeria. Explaining the need for international aid, and how this will help improve the quality of life of Nigeria's population. Describing how the UK industrial structure has changed. Explain how the UK government has responded to de-industrialisation. Suggest why 'growth' corridors exist in certain locations around the UK. Asses why quaternary industries locate in hi-tech hubs. Describing population change/unemployment in the UK. Discussing the costs and benefits of transport improvements in the UK. Describing the distribution of Commonwealth countries. Describe how EU membership has changed over time. Comparing changes in UK trade patterns. Describing the distribution of UK global transport links.		Describing distribution of biomes and ecosystems around the world, explanation of the importance of the nutrient cycle. Describe and explain the distribution of the global rainforest biome, explain the causes of deforestation and evaluate which causes are most significant, assess the various management techniques of deforestation and their importance in preventing issues. Describe and explain the distribution of the global hot desert biome, explain the causes of desertification and evaluate which causes are most significant, assess the various management techniques of desertification and their importance in preventing issues. Assess a range of challenges and opportunities for development in a Hot Desert Biome. Describing distribution of hazards, explanation of the formation of tectonic hazards, comparison of effects and responses to earthquakes. Describing distribution of weather hazards, including tropical storms around the world and the UK, explanation of formation of tropical storms and flooding, assessing the effectiveness of different forms of management and responses to hazards. Describing the effects of global warming, assessing the effectiveness of adaptation and mitigation surrounding climate change.		Explaining location choice, writing a risk assessment, describing data collection methods, analysing data, using data to create a conclusion and evaluating the fieldwork process.
The role of maths/ numeracy	Analysing data, averages, reading tables/graphs. Interpreting maps.		Analysing data, averages, reading tables/graphs. Interpreting maps.		Analysing data, averages, reading tables/graphs. Interpreting maps.		Analysing data, averages, reading tables/graphs. Interpreting maps.		Analysing data, averages, financing management, reading tables/graphs, interpreting maps		Analysing maps, data, averages, reading tables/graphs. Interpreting maps.
Links to careers/ aspirations	Nature conservation officer, Disaster and Emergency planner, Town planner, SSSI warden, Coastal engineer, Hydrologist		Nature conservation officer, Disaster and Emergency planner, Town planner, SSSI warden, Coastal engineer, Hydrologist		Town Planner, Charity fund raiser, Air pollution analyst, sustainability consultant, transport planner, tourism officer, landscape architect, water conservation officer		Town planner, Tourism officer, Landscape architect, Leisure centre co-ordinator, refugee and asylum advisor, Air pollution analyst, Sustainability consultant, land surveyor, GIS officer, Transport planner.		Environmental Consultant Research Scientist, NGO/Charity worker, Biologist Volcanologist, FEMA, Met Office, Town and country Planning, Flood Risk Management, Environment Agency, Research Scientist, Environmental Consultant		Town and country Planning, Flood Risk Management, Environment Agency, Air pollution analyst, Sustainability consultant, Environmental Consultant, Research Scientist, Tourism officer
Core skills <i>A skill is a performance built on what a person knows</i>	Make links between various processes and erosional/depositional features. Drawing –cross sectional diagrams, series of diagrams to show change over time. Justifying opinions using evidence. Comparing different management strategies.		. Make links between various processes and erosional/depositional features. Drawing –cross sectional diagrams, series of diagrams to show change over time. Justifying opinions using evidence. Comparing different management strategies		Describing distribution of mega-cities. Describing distribution of UK cities Making links between causes and effects of migration. Understanding of the opportunities and challenges facing urban populations. Justifying which urban planning strategies are more likely to improve the lives of people. Justifying which strategies are more likely to improve Urban sustainability.		Describing the distribution countries Comparing development data. Linking causes and consequences with solutions. Explaining the multiplier effect. Describing the location of Nigeria. Explaining the challenges faced by Nigeria. Identifying advantages/disadvantages of TNCs. Linking needed for aid with improvements in quality of life. Linking the causes of de-industrialisation with possible solutions. Assessing why industries locate in certain locations. Linking population change with unemployment in the UK. Identifying costs and benefits of UK transport improvements. Describing the distribution of Commonwealth countries. Describe how EU membership has changed over time. Comparing changes in UK trade patterns and global transport links.		Cartographic skills (atlas maps, OS maps, Satellite photography), Graphical skills, Numerical skills (e.g. scale, magnitude and frequency), Statistical skills (mean, median, mode), Qualitative and Quantitative data, formulate enquiry and argument, literacy.		Identifying suitable study locations, Cartographic skills (atlas maps, OS maps, Satellite photography), Graphical skills, Numerical skills (e.g. scale, magnitude and frequency), Statistical skills (mean, median, mode), Qualitative and Quantitative data, formulate enquiry and argument, literacy. Statistical analysis. Evaluation.
Dept. enrichment activities	Range of news articles and current affair documentaries.		Range of news articles and current affair documentaries.		Range of news articles and current affair documentaries.		Range of news articles and current affair documentaries.		Documentaries available on a range of hazards and examples, links to documentary style TV programmes, links to Geography in the News when relevant.		Fieldtrips to carry out data collection to a physical environment and a human environment.
Home learning opportunities	Visit Herne Bay, Bishopstone and Reculver Towers to study various coastal management strategies. Visit Deal for coastal defences.		Visit local rivers, such as the Stour, particularly in Canterbury and Sandwich to see flood defences		Visit a range of UK urban environments, such as Queen Elizabeth Park, Docklands, and Shoreditch in London, the Bullring		BBC News Website (Africa) National Geographic subscription		Visit the Natural History Museum Red Zone to explore tectonic and hazard processes. Play Stop Disasters game – online		Revisit fieldwork sites, read newspaper articles about topics/subjects related to the fieldwork carried out in each

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	Visit Camber Sands in Sussex to look at sand dunes. Visit Samphire Hoe at Dover		which have been put in place. Visit Thames Barrier.		in Birmingham and Old Town in Margate.				Read the newspapers regularly (esp. BBC, Guardian etc) Visit Kew Gardens/ Eden Project Visit East Blean Woods for a walk Visit Natural History Museum/ Science Museum to explore the issues of climate Visit Science Museum to explore the issues of climate change throughout history	location. Read up on issues at each fieldwork location.	
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