

## Curriculum Map

Subject: GEOGRAPHY

Year Group: 10

Time Period	Autumn Term	Spring Term	Summer Term
<b>Content</b>	<p><b>Living World:</b> Pupils will be studying the AQA GCSE geography specification, looking at an overview of different ecosystem components, distribution and explanation of biomes and the challenges and opportunities associated with tropical rainforests and cold climates, including their management.</p> <p><b>Hazards:</b> Pupils will build on their knowledge of tectonic hazards from KS3 and explore weather hazards at different scales in addition to climate change.</p>	<p><b>Urban Issues and Challenges:</b> Pupils will continue looking at urbanisation around the world and the challenges/opportunities they create, including:</p> <ul style="list-style-type: none"> <li>• World trends of urbanisation</li> <li>• Challenges and opportunities of urbanisation</li> <li>• Study of Lagos in Nigeria</li> <li>• London</li> <li>• Regeneration of Urban Areas</li> <li>• Urban Sustainability</li> </ul> <p>By the end of the topic pupils will have an understanding of megacities and the reasons for their growth, the challenges and opportunities presented by urbanisation, how urbanisation affects places with contrasting levels of wealth, who wins and loses from regeneration projects and how urban areas can be made more sustainable</p> <p><b>River Landscapes of the UK:</b> Pupils will study river landscapes in the UK, how humans can influence the landscape and how rivers can have an impact on humans. Key</p>	<p><b>Coastal Landscapes of the UK:</b> Pupils will study the coastal environment of the UK, including:</p> <ul style="list-style-type: none"> <li>• Wave types, characteristics and influences</li> <li>• Coastal processes and mass movement</li> <li>• Coastal Landforms</li> <li>• Management of coastlines</li> </ul> <p>By the end of the topic, pupils will be able to compare and contrast the characteristics of different wave types influencing the coastline, explain how coastal landforms are shaped by coastal processes and explain and evaluate how different management strategies work and how decisions are made to protect the coastline.</p> <p><b>Physical Fieldwork:</b> At the start of the summer term, pupils will begin studying fieldwork techniques before completing fieldwork in an area related to the physical component of their exam. Topics covered include:</p> <ul style="list-style-type: none"> <li>• What a geographical enquiry</li> </ul>

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		<p>themes and ideas include:</p> <ul style="list-style-type: none"> <li>• Long profile and cross profile of a river</li> <li>• River processes of erosion, transportation and deposition</li> <li>• The sequence of formation of key river landforms</li> <li>• Identifying river features on OS maps</li> <li>• Factors influencing flood risk</li> <li>• Managing flooding</li> </ul> <p>By the end of the topic pupils will have an understanding of how human interferences with the water cycle can influence flood risk and how river processes shape the landscape.</p>	<p>process looks like</p> <ul style="list-style-type: none"> <li>• Types of sampling for their fieldwork</li> <li>• How to present information</li> </ul> <p>Once they have completed the introductory modules in the classroom, pupils will complete fieldwork in a location in the UK, which may include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Ecosystems</li> <li>• Coastal Environments</li> <li>• Rivers</li> </ul> <p>Upon completion of the visits and data collection, pupils will be required to write up their findings over the summer holiday for submission during the first two weeks of teaching in year 11.</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of locations, places, processes, environments and different scales</li> <li>• Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</li> <li>• Apply knowledge and understanding to interpret, analyse and evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of locations, places, processes, environments and different scales</li> <li>• Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</li> <li>• Apply knowledge and understanding to interpret, analyse and evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of locations, places, processes, environments and different scales</li> <li>• Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</li> <li>• Apply knowledge and understanding to interpret, analyse and evaluate</li> </ul>

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	<p>geographical information and issues to make judgements</p> <ul style="list-style-type: none"> <li>Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</li> </ul>	<p>geographical information and issues to make judgements</p> <ul style="list-style-type: none"> <li>Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</li> </ul>	<p>geographical information and issues to make judgements</p> <ul style="list-style-type: none"> <li>Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</li> </ul>
<b>Key Questions</b>	<p><b><u>Living world:</u></b></p> <ul style="list-style-type: none"> <li>What are the different scales of ecosystems, and where are they found in the world?</li> <li>What are the characteristics of tropical rainforests?</li> <li>What are the environmental and economic impacts of deforestation?</li> <li>How can tropical rainforest be sustainably managed?</li> <li>What are the characteristics of cold environments?</li> <li>What opportunities and challenges does the development of cold environments create?</li> <li>What are the risks to cold environments from economic development?</li> </ul> <p><b><u>Hazards:</u></b></p> <ul style="list-style-type: none"> <li>What causes hazards?</li> <li>Where do hazards occur?</li> <li>Why does the impact of earthquakes differ around the world?</li> <li>How can humans manage the impact of hazards?</li> <li>How do different countries</li> </ul>	<p><b><u>Urban Issues and Challenges:</u></b></p> <ul style="list-style-type: none"> <li>What is a megacity and where are they found?</li> <li>Why do people move to urban areas?</li> <li>What are the challenges and opportunities of urban change?</li> <li>How do the opportunities and challenges presented by urban change differ around the world?</li> <li>Who and where benefits from regeneration projects?</li> <li>Why is urban sustainability important now and in the future?</li> </ul> <p><b><u>River Landscapes in the UK:</u></b></p> <ul style="list-style-type: none"> <li>How and why does the shape of a river valley change as it flows downstream?</li> <li>How are different river landscapes formed?</li> <li>What are the different strategies that can be used to protect river landscapes from the effects of flooding?</li> </ul>	<p><b><u>Coastal Landscapes in the UK:</u></b></p> <ul style="list-style-type: none"> <li>How are waves formed, and what are their characteristics?</li> <li>What causes changes to the coastline and why?</li> <li>How is the coastline shaped by processes of transportation and deposition?</li> <li>How can the coastline be managed?</li> <li>Who are the winners and losers of coastal management?</li> </ul> <p><b><u>Physical and Human Fieldwork:</u></b></p> <ul style="list-style-type: none"> <li>What are hypotheses?</li> <li>How can we collect data?</li> <li>What are the different strategies for collecting data?</li> <li>How are the risks associated with fieldwork managed?</li> <li>Why do we use primary and secondary data?</li> <li>What is the best way to present data?</li> </ul>

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	respond to hazards?		
<b>Assessment week and content</b>	<p><b>Assessment:</b></p> <p><b>Formal assessment:</b></p> <ul style="list-style-type: none"> <li>• 30 minute living world assessment based on GCSE questions</li> </ul> <p><b>Informal assessment:</b> Practice exam questions and other mini recall tests will take place throughout the year in line with marking policy expectations.</p>	<p><b>Assessment:</b></p> <p><b>Formal assessment:</b></p> <ul style="list-style-type: none"> <li>• 30 minute hazards assessment based on GCSE questions</li> <li>• 60 minute GCSE style assessment on Urban Issues and Challenges and Living World</li> </ul> <p><b>Informal assessment:</b> Practice exam questions and other mini recall tests will take place throughout the year in line with marking policy expectations.</p>	<p><b>Assessment:</b></p> <p><b>Formal assessment:</b></p> <ul style="list-style-type: none"> <li>• 15 minute in class assessment based on rivers</li> </ul> <p><b>Informal assessment:</b> Practice exam questions and other mini recall tests will take place throughout the year in line with marking policy expectations.</p>

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