

**Intent:**

To deliver a broad curriculum which enhances student’s understanding of the world around them. It will engage, challenge and inspire students through the study of a range of physical and human topics delivered through country based themes. Student’s knowledge of topics, mastery of geographical skills and ability to write geographically will build throughout the programme of study. The use of interleaving, spaced assessment and knowledge organisers will support students in remembering more. Staff will work closely with their students to support and model extended writing. Through open questioning and positive re-enforcement staff will work to develop confident, resilient learners.

	<u>Topic</u>	<u>Key concept – what do I want the students to learn from this unit?</u>	<u>What knowledge will they acquire?</u>
<b>YEAR 10 OVERVIEW</b>			
<b>Y10 - half term 1</b>	The UK’s evolving physical landscape	Why does the physical landscape of the UK vary from place to place?	<p>4.1a The role of geology, past tectonic and glacial processes in the development of upland and lowland landscapes.</p> <p>4.1b Characteristics and distribution of the UK’s main rock types: sedimentary, igneous, metamorphic.</p> <p>4.2a Why distinctive upland and lowland landscapes result from the interaction of physical processes: weathering and climatological, post-glacial river and slope processes.</p> <p>4.2b Why distinctive landscapes result from human activity over time.</p> <p>4.3a How geological structure and rock type influence erosional landforms in the formation of coastal landscapes of erosion.</p> <p>4.3b How UK climate , marine and sub-aerial processes are important in coastal landscapes of erosion as well as the rate of coastal retreat.</p>

	<u>Topic</u>	<u>Key concept – what do I want the students to learn from this unit?</u>	<u>What knowledge will they acquire?</u>
			<p>4.3c How sediment transportation and deposition processes influence coastal landforms on coastal landscapes of deposition.</p> <p>4.4a How human activities have direct or indirect effects on coastal landscapes.</p> <p>4.4b How the interaction of physical and human processes is causing change on one named coastal landscape including the significance of its location.</p> <p>4.5a Why there are increasing risks from coastal flooding and the threats to people and environment.</p> <p>4.5b Why there are costs and benefits to, and conflicting views about, managing coastal processes by hard engineering and by soft engineering as well as more sustainable approaches.</p>
<b>Y10 – half term 2</b>	River processes and pressures.	<p>Why is there a variety of river landscapes in the UK and what are the processes that shape them?</p> <p>What are the challenges for river landscapes, people and property and how can they be managed?</p>	<p>4.6a. How river landscapes contrast between the upper courses, mid-courses and lower courses of rivers and why channel shape, valley profile, gradient, discharge, velocity and sediment size and shape change along the course of the River Severn. (14) (15)</p> <p>4.6b b. The interaction of erosion, transport and depositional processes in river landform formation. (16)</p> <p>7.6c. Influence of climate, geology and slope processes on river landscapes and sediment load and how storm hydrographs and lag-times can be explained by physical factors.</p>

	<u>Topic</u>	<u>Key concept – what do I want the students to learn from this unit?</u>	<u>What knowledge will they acquire?</u>
			<p>4.7a. How human activities change river landscapes which alter storm hydrographs. (17)</p> <p>4.7b. How the interaction of physical and human processes is causing river flooding on one named river , including the significance of its location.</p> <p>4.8a. Increasing risks from river flooding and the threats to people and environment.</p> <p>4.8b. Costs and benefits of managing flood risk by hard engineering and by soft engineering.</p>
<b>Y10 – half term 3</b>	Hazardous Earth	<p><b>How does the world’s climate system function, why does it change and how can this be hazardous for people?</b></p> <p><b>How are extreme weather events increasingly hazardous for people?</b></p>	<p>1.1a. The global atmospheric circulation and how circulation cells and ocean currents transfer and redistribute heat energy around the Earth.</p> <p>1.1b. How global atmospheric circulation determines the location of arid and high rainfall areas. (1)</p> <p><b>1.2 a.</b> The natural causes of climate change and how they explain past climate change events: asteroid collisions, orbital changes, volcanic activity, variations in solar output.</p> <p>1.2b. Evidence for natural climate change and how it is used to reconstruct glacial and interglacial climate during the Quaternary and UK climate since Roman times to the present day. (2)</p> <p><b>1.3 a.</b> How human activities produce greenhouse that cause the enhanced greenhouse effect leading to global warming.</p>

	<u>Topic</u>	<u>Key concept – what do I want the students to learn from this unit?</u>	<u>What knowledge will they acquire?</u>
			<p>1.3b. Evidence for how human activity is causing climate change and the possible consequences on people.</p> <p>1.3c. The range of projections for global temperature change and sea level rise in the future, including physical process and human reasons for uncertainty about those projections. (3)</p> <p>1.4a. Characteristics and seasonal global distribution of tropical cyclones including source areas and tracks and how these change over time. (4)</p> <p>1.4b. How the global circulation of the atmosphere leads to tropical cyclones in source areas, reasons why some tropical cyclones intensify and their dissipation. (5)</p> <p><b>1.5a</b> Physical hazards of tropical cyclones and their impact on people and environments. (6)</p> <p>1.5b Why some countries are more vulnerable than others to the impacts of tropical cyclones.</p> <p><b>1.6a</b> How countries can prepare for, and respond to, tropical cyclones: weather forecasting, satellite technology, warning and evacuation strategies, storm-surge defences.</p> <p>1.6b The effectiveness of these methods of preparation and response in one developed country and in one developing or emerging country.</p>
<b>Y10 – half term 4</b>	Hazardous Earth	<b>Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?</b>	1.7a. Earth's layered structure, with different composition and physical properties (7)

	<u>Topic</u>	<u>Key concept – what do I want the students to learn from this unit?</u>	<u>What knowledge will they acquire?</u>
			<p>1.7b. How the core’s internal heat source generates convection, the key foundation for plate motion.</p> <p><b>1.8a.</b> Distribution and characteristics of the three plate boundary types and hotspots. (8)</p> <p>1.8b. Causes of contrasting volcanic and earthquake hazards, including tsunami . (9)</p> <p><b>1.9a.</b> Primary and secondary impacts of earthquakes on property and people in Japan and Nepal.</p> <p>1.9b Management of earthquake hazards, Japan and Nepal including short-term relief and long-term planning, preparation and prediction. (10)</p>
<b>Y10 – half term 5</b>	<p>Development dynamics</p> <p>Case study: Development dynamics</p>	<p>What is the scale of global inequality and how can it be reduced?</p> <p>How is ONE of the World’s emerging countries managing to develop? (INDIA)</p>	<p>2.1a. Contrasting ways of defining development and measuring development. (1)</p> <p>2.1b. How countries at different levels of development have differences in their demographic data. (2)</p> <p><b>2.2a.</b> The causes and consequences of global inequalities; social, historical, environmental, economic and political (3)</p> <p>2.2b How Rostow’s modernisation theory and Frank’s dependency theory can be used to explain how and why countries develop over time.</p> <p><b>2.3a</b> Characteristics of top-down and bottom-up strategies in terms of their scale, aims, funding and technology. The processes and players contributing to globalisation and why</p>

	<u>Topic</u>	<u>Key concept – what do I want the students to learn from this unit?</u>	<u>What knowledge will they acquire?</u>
			<p>some countries have benefited more than others.</p> <p>2.3b. Advantages and disadvantages of different approaches to development: Non-governmental organisation-led intermediate technology, Inter-governmental organisation (IGO)-funded large infrastructure and investment by TNCs.</p> <p>2.4a. The site, situation and connectivity of India and its significance, in a national, regional and global context.</p> <p>2.4b. Broad political, social, cultural and environmental context of India in its region and globally.</p> <p><b>2.5a.</b> The key economic trends since 1990. (4)</p> <p>2.5b. The role of globalisation and government policy in the development of India. (5)</p> <p><b>2.6a.</b> How rapid economic change has contributed to demographic change, caused urbanisation and created different regions with different socio-economic characteristics. (6)</p> <p>2.6b. Positive and negative impacts of economic development and globalisation on different age and gender groups.</p> <p>2.6c. Impacts of economic development and globalisation on the environment land pollution, greenhouse gases at a variety of scales.</p> <p><b>2.7a.</b> How rapid economic development has changed the geopolitical influence and relationships with the EU and USA.</p>

	<u>Topic</u>	<u>Key concept – what do I want the students to learn from this unit?</u>	<u>What knowledge will they acquire?</u>
			2.7b. Conflicting views of the costs and benefits of changing international relations and the role of foreign investment (TNCs) in the economic development.
<b>Y10 – half term 6</b>	Challenges of an urbanising world.	What are the causes and challenges of rapid urban change?	<p>3.1a. Past and current global trends in urbanisation, how it varies between global regions, and future projections of global urbanisation. (1)</p> <p>3.1b. The global pattern of megacities and how in many countries some urban areas have disproportionate economic and/or political influence.</p> <p><b>3.2a.</b> How economic change and migration contributes to the growth and/or decline of cities in the developing, emerging and developed countries.</p> <p>3.2b. Why urban economies are different in the developing, emerging and developed countries.</p> <p><b>3.3a.</b> How urban population numbers, distribution and spatial growth change over time.</p> <p>3.3b. Characteristics of different urban land uses and the factors that influence land-use type. (2)</p> <p>3.4a. Significance of site, situation and connectivity of the megacity in a national, regional and global context.</p> <p>3.4b. The megacity's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe) in terms of its functions and building age.</p>

	<u>Topic</u>	<u>Key concept – what do I want the students to learn from this unit?</u>	<u>What knowledge will they acquire?</u>
	CASE STUDY. Challenges of an urbanising world. MUMBAI		<p><b>3.5a.</b> Reasons for past and present trends in population growth for the megacity.</p> <p>3.5b. How population growth has affected the pattern of spatial growth and changing urban functions and land use. (3)</p> <p><b>3.6a.</b> The opportunities for people (access to resources and employment) living in the megacity.</p> <p>3.6b. The challenges for people living in the megacity caused by rapid population growth.</p> <p>3.6c. The pattern of residential areas of extreme wealth and contrasted with slums and squatter settlements, and reasons for differences in quality of life within the megacity and the political and economic challenges of managing the megacity. (4)</p> <p><b>3.7a.</b> Advantages and disadvantages of city-wide government strategies for making the megacity more sustainable.</p> <p>3.7b. Advantages and disadvantages of community and NGO-led bottom-up strategies for making the megacity more Sustainable.</p>
<b>FORMAL ASSESSMENT</b>			