

Curriculum Knowledge Map 2023-24

Year 10	AUTUMN		
Topics	OCR B – Geography for enquiring minds (9-1) GCSE Unit 1 - Global Hazards – Extreme Weather	OCR B – Geography for enquiring minds (9-1) GCSE Unit 1 Global Hazards – Tectonic Hazards	OCR B – Geography for enquiring minds (9-1) GCSE Unit 2 Urban Futures
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> Global atmospheric circulation and causes of extreme weather. Extreme wind, precipitation and temperature in contrasting countries Tropical Storm distribution, frequency and conditions El Niño and La Niña Drought distribution, frequency and conditions CASE STUDY – Flash Flooding in Boscastle (location, causes, consequences and responses) CASE STUDY – Drought in Australia (location, causes, consequences and responses) 	<ul style="list-style-type: none"> Tectonic plates and Earth structure Plate Boundaries (constructive, destructive, conservative, collision and hotspots) Earthquakes – shallow vs deep Volcanoes – shield vs composite Managing the impact of tectonic hazards CASE STUDY – Tectonic Hazards in Nepal 	<ul style="list-style-type: none"> What is a city and why does it grow? World cities and megacities – characteristics and changing distribution since 1950. Urbanisation in LIDCs – push and pull factors or rural to urban migration and internal growth. CASE STUDY – Lagos: location; migration patterns; culture; challenges, e.g. squatter settlements, informal sector jobs, health or waste disposal CASE STUDY - How is Lagos becoming more sustainable?
Procedural <i>What should they be able to do?</i>			
Disciplinary Literacy <i>(Tier 3 Vocab)</i>	Anti-cyclones, Atmospheric circulation, Climate, Depressions, Weather; Convectional rainfall, Frontal rainfall, Precipitation, Relief rainfall, Tropical storm; Coriolis effect, Distribution, Eye wall, Storm surge, Torrential; Anomalies, El Niño, Evaporation, La Niña, Monsoon; Arid, Desertification, Frequency, Irrigation, Over-grazing;	Magnetosphere, Convection, Magma, Continental, Oceanic; Subduction, Density, Trench, Ridge, Sedimentary; Focus, Epicenter, Magnitude, Richter Scale, Widespread; Composition, Pyroclastic, Viscosity, Dormant, Extinct; Preparedness, Mitigation, Shock-absorbers, Flexible, Tensile; Afforestation, Drainage basin, Flash flooding, Flood plain, Saturated; Bankruptcy, Desalinisation, Economic, Environmental, Over supply; Eurasian, Fold Mountain, Diarrhea, Refugees, Isolated.	Natural Increase, Migrant, Push factor, Pull factor, Internal growth, Conurbation, Influence, Significance, International, Financial, Slum, Deindustrialisation, Clearance, Derelict, Vandalism, Rural, Commute, Character, Decline, Communications, Gentrification, Multiplier effect, Brownfield, Greenfield, Rejuvenation,
Assessment	Within this topic students will:	Within this topic students will:	Within this topic students will:



Curriculum Knowledge Map 2023-24

	<ul style="list-style-type: none"> Complete one significant piece of Home Learning which is teacher assessed with detailed feedback given. Be assessed through two mid-topic assessments, based on the GCSE exam style paper, marked out of 13 by the teacher and detailed feedback is given. Be tested three times on their knowledge of the topic through fact tests. 	<ul style="list-style-type: none"> Complete one significant piece of Home Learning which is teacher assessed with detailed feedback given. Be assessed through one mid-topic assessments, based on the GCSE exam style paper, marked out of 13 by the teacher and detailed feedback is given. Be tested two times on their knowledge of the topic through fact tests. 	<ul style="list-style-type: none"> Complete one significant piece of Home Learning which is teacher assessed with detailed feedback given. Be assessed through one mid-topic assessments, based on the GCSE exam style paper, marked out of 13 by the teacher and detailed feedback is given. Be tested two times on their knowledge of the topic through fact tests.
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Curriculum Knowledge Map 2023-24

Year 10	SPRING		
Topics	OCR B – Geography for enquiring minds (9-1) GCSE Unit 2 Urban Futures	OCR B – Geography for enquiring minds (9-1) GCSE Unit 1 Changing Climates	OCR B – Geography for enquiring minds (9-1) GCSE Unit 2 Dynamic Development
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> Suburbanisation – causes and consequences. Counter-Urbanisation – causes and consequences. Re-Urbanisation – causes and consequences. CASE STUDY – London: location; migration patterns; culture; challenges, e.g. housing availability, transport provision and access to services CASE STUDY - How is London becoming more sustainable? 	<ul style="list-style-type: none"> Pattern of past climate change Evidence for climate change (sea ice positions, ice cores, global temperature data, paintings and diaries) Causes of global climate change The Enhanced Greenhouse Effect Global effects of climate change in the 21st century (social, economic and environmental) Effects of climate change on the UK in the 21st century (social, economic and environmental threats and opportunities) 	<ul style="list-style-type: none"> Global Development – definition and distribution of ACs, EDCs and LIDCs Economic and Social Measures of Development – GNI per capita and Human Development Index Human and physical causes of the Development Gap The Cycle of Poverty – trade, debt and political unrest Top-down and bottom up strategies. CASE STUDY - Zambia's economic development; population, society, technology and politics in the past 50 years CASE STUDY – Zambia and Rostow's Model of Development CASE STUDY – Zambia and The Millennium Development Goals
Procedural <i>What should they be able to do?</i>			
Disciplinary Literacy <i>(Tier 3 Vocab)</i>	Conflict, Asylum, Displaced, Opportunities, Remittances, Colony, Colonial, Congested, Distinct, Character, Squatter, Communal, Informal, Latrine, Pollution, Influence, Financial, Ethnic Diversity, Population Density, Attractions, Inequality, Affordable, Rent, Deprived, Lifestyle	Quaternary, Holocene, Pleistocene, Glacial, Interglacial, Thermometer, Historical, Bias, Satellite, Ice Cores, Milankovitch, Orbit, Ellipse, Radiation, Axis, Combustion, Insulating, Thermal, Emissions, Absorb, Permafrost, Expansion, Precipitation, Migration, Malnutrition, Cairngorms, Tropical, Water Stress, Frequency, Infrastructure.	Advanced, Developing, Emerging, Distribution, Calories, Economic, Social, Literacy, Domestic, Mortality, Arid, Barriers, Famine, Drought, Minerals, Free trade, Corruption, NGO, Democracy, Dependency, Inequality, Colony, Land-locked, Rural, Exports, Consumption, Stimulus, Investment, Traditional, Consumers, Partnership, Equality, Empower, Universal Education, Enrolment.



Curriculum Knowledge Map 2023-24

Assessment	<p>At the end of this topic students will:</p> <ul style="list-style-type: none"> Complete one progress test covering the topics ‘Global Hazards’ and Urban Futures’. This will test their geographical knowledge of these topics by giving them knowledge recall questions. It will test their geographical understanding of these topics by giving them two extended writing tasks. 	<p>Within this topic students will:</p> <ul style="list-style-type: none"> Complete one significant piece of Home Learning which is teacher assessed with detailed feedback given. Be assessed through one mid-topic assessments, based on the GCSE exam style paper, marked out of 13 by the teacher and detailed feedback is given. <p>Be tested two times on their knowledge of the topic through fact tests.</p>	<p>Within this topic students will:</p> <ul style="list-style-type: none"> Complete one significant piece of Home Learning which is teacher assessed with detailed feedback given. Be assessed through one mid-topic assessments, based on the GCSE exam style paper, marked out of 13 by the teacher and detailed feedback is given. <p>Be tested two times on their knowledge of the topic through fact tests.</p>
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Curriculum Knowledge Map 2023-24

Year 10 SUMMER			
Topics	OCR B – Geography for enquiring minds (9-1) GCSE Unit 2 Dynamic Development	OCR B – Geography for enquiring minds (9-1) GCSE Unit 1 Distinctive landscapes	OCR B – Geography for enquiring minds (9-1) GCSE Unit 1 and Unit 2 Human and Physical Fieldwork
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> CASE STUDY Zambia, Trade and TNCs CASE STUDY Zambia and AID/debt relief CASE STUDY Zambia Top-down development, Kariba Dam CASE STUDY Zambia Bottom-up development, Room to Read 	<ul style="list-style-type: none"> Built and natural landscapes The upland, lowland and glaciated landscapes of the UK (geology, climate and human activity) Weathering, mass movement and erosion Transportation and deposition Coastal landforms (headlands, bays, cave, arch, stack, beach and spit) CASE STUDY – Holderness coastline (location, landforms, geology and climate, human activity and management) River Landforms (waterfall, gorge, V-shaped valley, floodplain, levee, meander, ox-bow lake) 	
Procedural <i>What should they be able to do?</i>			
Disciplinary Literacy <i>(Tier 3 Vocab)</i>	Foreign Direct Investment, Tax Haven, Exploitation, Exports, Investment, Bi-lateral, Multi-lateral, Voluntary, Indebted, Assistance, Community, Small-scale, Illiterate, Collaboration, Programme	Geology, Climate, Land use, Physical, Resistant, Arable, Pastoral, Mineral, Quarrying, Industry, Abrasion, Attrition, Hydraulic, Freeze-thaw, Carbonation, Traction, Saltation, Suspension, Solution, Estuary, Fault, Fracture, Swash, Backwash, Prevailing, Vertical, Lateral, Inter-locking spur, Undercutting, Overhang, Limestone, Chalk, Slumping, Groyne, Replenishment.	
Assessment	Within this topic students will: <ul style="list-style-type: none"> Complete one significant piece of Home Learning which is teacher assessed with detailed feedback given. Be assessed through one mid-topic assessments, based on the GCSE exam style 	At the end of this topic students will: <ul style="list-style-type: none"> Complete one progress test covering the topics 'Global Hazards' and Urban Futures' and 'Changing Climates' and 'Dynamic Development' and 'Distinctive Landscapes'. This will test their geographical knowledge of these topics by giving them knowledge recall questions. It will test their geographical understanding of these topics by giving them two extended writing tasks. 	



Curriculum Knowledge Map 2023-24

