Curriculum Overview: Geography
Year group: 10

What your child will learn each half term

This overview shows the key topics, skills, and knowledge your child will be learning in **Geography** in **Year 10**. It helps families understand what's being taught, how it builds on previous learning, and how you can support your child at home.

- **What we are learning**: The topic or focus for the half term.
- **Key knowledge & skills**: What students should understand and be able to do.
- **How we assess learning**: knowledge checks, practical tasks, written responses and formal assessments.
- **Key words to know**: Vocabulary students will learn and use.

Half term	What we are learning	Key knowledge and key skills	How we will assess learning in this unit	Homework
HT 1-2	**Paper 2 Challenges in the Human Environment** Section A : Urban Issues and Challenges	**Key Ideas** 1. A growing percentage of the world's population lives in urban areas 2. Urban growth creates opportunities and challenges for cities in LICs and NEEs. Case study Rio de Janeiro. 3. Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Case study London. 4. Urban sustainability requires management of resources and transport. 3.4 Geographical skills Students develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout. Use of qualitative and quantitative data and literacy skills.	Definitions of key words Past paper questions Mid Unit Assessment (Key Idea 1 & 2) - 33 marks End of Unit Assessment (Key Ideas, 1,2,3,4) – 33 marks. Skills will be assessed in all the topics. Ordnance Survey (OS) maps or other map extracts may be used as they can be examined in any of the three exams geography exams.	Fluency Booklet (past paper exam questions) Creating revision resources Seneca Learning

Key vocabulary for Section A: Urban issues and challenges

HIC, LIC, NEE, 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.

Half term	What we are learning	Key knowledge and key skills	How we will assess learning in this unit	Homework
HT 2-4	**Paper 1 Living with the physical environment** **3.1.3 Section C: Physical landscapes in the UK** **3.1.3.1 UK Physical landscapes** **3.1.3.2 Coastal landscapes in the UK** **3.1.3.3 River landscapes in the UK**	**Key Ideas** **3.1.3.1 UK Physical landscapes** 　1. The UK has a range of diverse landscapes **3.1.3.2 Coastal landscapes in the UK** 　2. The coast is shaped by a number of physical processes 　3. Distinctive coastal landforms are the result of rock type, structure and physical processes. 　4. Different management strategies can be used to protect coastlines from the effects of physical processes. **3.1.3.3 River landscapes in the UK** 　1. The shape of river valleys changes as rivers flow downstream. 　2. Distinctive fluvial landforms result from different physical processes. 　3. Different management strategies can be used to protect river landscapes from the effects of flooding. **3.4 Geographical skills** Students develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout. Use of qualitative and quantitative data and literacy skills.	Definitions of key words Past paper questions End of Unit Assessment (Key Idea 1 -7) - 30marks Skills will be assessed in all the topics. Ordnance Survey (OS) maps or other map extracts may be used as they can be examined in any of the three exams geography exams.	Fluency Booklet (past paper exam questions) Creating revision resources Seneca Learning

Key vocabulary for Section C:
3.1.3.1 UK physical landscapes
Landscape

3.1.3.2 Coastal landscapes in the UK
Abrasion (or corrasion), 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.

3.1.3.3 River landscapes in the UK
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.

Half term	What we are learning	Key knowledge and key skills	How we will assess learning in this unit	Homework
HT 5	**Paper 3 Geographical Applications** 3.3.2 Section B: Fieldwork	Key Ideas Geographical enquiry strand 1. Suitable question for geographical enquiry 2. Selecting, measuring and recording data appropriate to the chosen enquiry 3. Selecting appropriate ways of processing and presenting fieldwork data 4. Describing, analysing and explaining fieldwork data 5. Reaching conclusions 6. Evaluation of geographical enquiry **3.4 Geographical skills** Students develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout. Use of qualitative and quantitative data and literacy skills.	Definitions of key words Past paper questions	Fluency Booklet (past paper exam questions) Creating revision resources Seneca Learning

Key vocabulary for Section B:

3.1.2 Fieldwork:
Accuracy, Anomalies, Conclusion, Data, Data analysis, Data collection methods, Enquiry question, Evaluation, Human geography data, Hypothesis, Justify, Physical geography data, Presentation method, Primary data, Reliability, Risk assessment, Sampling method, Secondary data, Statistical techniques, Theory/concept, Validity.

Half term	What we are learning	Key knowledge and key skills	How we will assess learning in this unit	Homework
HT 6	**Paper 2 Challenges in the Human Environment** **Section C Resource Management** **Q3 - 3.2.3.1 Resource management** **Q6 - 3.2.3.4 Energy**	**Key Ideas:** **3.2.3.1 Resource management** 1. Food, water and energy are fundamental to human development. 2. The changing demand and provision of resources in the UK create opportunities and challenges. **3.2.3.4 Energy** 1. Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. 2. Different strategies can be used to increase energy supply. **3.4 Geographical skills** Students develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout. Use of qualitative and quantitative data and literacy skills.	A Definitions of key words Past paper questions **End of Year 10 Exams** A - Paper 1 & Paper 2 Urban Issues & Challenges Physical Landscapes in the UK. 60 minutes 63 marks B -Geographical Applications Fieldwork 50 minutes. 39 marks End of unit Assessment Challenge of Resource Management Key Ideas 30 marks	Fluency Booklet (past paper exam questions) Creating revision resources Seneca Learning

3.2.3 Section C: The challenge of resource management Q3 & Q6

Q3 - 3.2.3.1 Resource management
Agribusiness, Carbon footprint, Energy mix, Food miles, Fossil fuel, Local food sourcing, Organic produce, Resource Management.

Q6 -3.2.3.4 Energy
Biomass, Energy conservation, Energy exploitation, Energy security, Fossil fuel, Geothermal energy, Hydro(electric) power, Nuclear power, Renewable energy sources, Solar energy, Sustainable development, Sustainable energy supply, Wind energy.

Specific Information about Geographical skills

3.4 Geographical skills: Students develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout. Use of qualitative and quantitative data and literacy skills.

3.4.1 Cartographic skills
Cartographic skills relating to a variety of maps at different scales.
Atlas maps:
• use and understand coordinates – latitude and longitude
• recognise and describe distributions and patterns of both human and physical features
• maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them, eg population distribution, population movements, transport networks, settlement layout, relief and drainage
• analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps.
Ordnance Survey maps:
• use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic
• use and understand coordinates – four and six-figure grid references
• use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales
• use and understand gradient, contour and spot height
• numerical and statistical information
• identify basic landscape features and describe their characteristics from map evidence
• identify major relief features on maps and relate cross-sectional drawings to relief features
• draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use • interpret cross sections and transects of physical and human landscapes
• describe the physical features as they are shown on large scale maps of two of the following landscapes – coastlines and fluvial landscapes.
• infer human activity from map evidence, including tourism.
Maps in association with photographs:
• be able to compare maps
• sketch maps: draw, label, understand and interpret • photographs: use and interpret ground, aerial and satellite photographs
• describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs
• draw sketches from photographs
• label and annotate diagrams, maps, graphs, sketches and photographs.

3.4.2 Graphical skills
Graphical skills to:
• select and construct appropriate graphs and charts to present data, using appropriate scales
– line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scattergraphs, and population pyramids
• suggest an appropriate form of graphical representation for the data provided
• complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines
• use and understand gradient, contour and value on isoline maps
• plot information on graphs when axes and scales are provided
• interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs.

3.4.3 Numerical skills

Numerical skills to:
- demonstrate an understanding of number, area and scales, and the quantitative relationships between units
- design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability
- understand and correctly use proportion and ratio, magnitude and frequency
- draw informed conclusions from numerical data.

3.4.4 Statistical skills

Statistical skills to:
- use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class)
- calculate percentage increase or decrease and understand the use of percentiles
- describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends
- be able to identify weaknesses in selective statistical presentation of data.

3.4.5 Use of qualitative and quantitative data

Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information.
Examples of types of data:
- maps
- fieldwork data
- geo-spatial data presented in a geographical information system (GIS) framework
- satellite imagery
- written and digital sources
- visual and graphical sources
- numerical and statistical information.

3.4.6 Formulate enquiry and argument

Students should demonstrate the ability to:
- identify questions and sequences of enquiry
- write descriptively, analytically and critically
- communicate their ideas effectively
- develop an extended written argument
- draw well-evidenced and informed conclusions about geographical questions and issues.

3.4.7 Literacy

Most communication is through the written word, raising the importance of good literacy skills. Students should be able to communicate information in ways suitable for a range of target audiences.