

Subject: Geography

Year group: 10

Department Curriculum Vision: Northwood Geographers are **globally minded** students with a **robust knowledge** and awareness of the human and physical processes that shape our world. Northwood Geographers share a **concern for the many dynamic inequalities** in the world, and cultivate a **passion for innovation and progress**. Northwood Geographers learn to **find their voice in the great debates** of our time, for example population growth, climate change, and resource security. They are able to **make sense of the world** they live in, and feel empowered to become a **proactive part** of shaping it.

	Autumn Term 1 - Paper 1 Hazards (Climate/Tectonic)	Autumn 2- Finish Hazards + Urban start
Content: (Know what...)	Students will learn what a natural hazard is and how we categorise these hazards (geological and meteorological). They will understand the factors that affect the hazard risk. Students will learn the earth's structure and understand how convection currents cause plate movement. This will link to the plate tectonics theory, including, continental drift. Students will be able to describe and explain the global distribution of tectonic activity and link this to explaining physical processes that occur at the plate boundaries - constructive, descriptive, conservative, and collision, causing earthquakes and volcanoes Students will specialise in <u>earthquakes</u> focusing on the cause of earthquakes and how we measure earthquakes. They will use case studies to show how the effects and responses to an earthquake vary between countries of different wealth. They will use L'Aquila as their HIC example and Nepal as their LIC example. For each case study, they will learn what the primary and	They will collect data from 3 sites using questionnaires, EQAs, and Photos to assess how the area has changed and if it has improved the area. They will then present the data and analyse the data concluding it. This will be assessed on Paper 3 in June 2026. Urban Challenges Students will study the growth in urban areas and understand the global patterns of urban changes and its causes. They will study the factors which affect the rate of urbanisation including migration and natural increase. They will then focus on a case study example of an LIC city, our example is Rio in Brazil. They will learn how urban growth can create both opportunities and challenges. They will study the following aspects of urban growth in Rio: • The location and importance of the city, regionally, nationally, and internationally • Causes of growth, natural increase and migration • How urban growth has created many opportunities • how urban growth has created challenges: • managing urban growth – slums, squatter settlements

secondary impacts were and what the immediate and long-term responses were.

They need to understand why people still live in areas at risk of tectonic hazards.

Finally, they will understand how monitoring, prediction, protection, and planning can reduce the impacts of a tectonic hazard.

- providing clean water, sanitation systems and energy
- providing access to services – health and education
- reducing unemployment and crime
- managing environmental issues – waste disposal, air and water pollution, traffic congestion.

They will learn about the **Bairro Project** as an example of how urban planning in Rio is improving quality of life for the urban poor. Students will study the distribution of major cities in the UK, they will then focus on **London as an example of an HIC city**.

In this case study they will study:

- the location and importance of the city in the UK and the wider world
- impacts of national and international migration on the growth and character of the city
- how urban change has created opportunities
- how urban change has created challenges:
- social and economic: urban deprivation, inequalities in housing, education, health and employment
- environmental: dereliction, building on brownfield and greenfield sites, waste disposal
- the impact of urban sprawl on the rural-urban fringe, and the growth of commuter settlements.

They will then study an example of urban regeneration and assess why it was needed and evaluate the successes and failures of this regeneration project. We will use the example of the **Olympic Park in East Stratford**.

Finally they will learn about sustainable living in London using

		Bedzed as an example of sustainable urban living. They will study the features of this area which makes it a good example of sustainable living.
Skills: (know how...)	Interpreting images Categorising Map skills - global distribution Use of images/discussion Sketch mapping Mathematical skills (logarithmic scale) Numerical skills - mean, median and mode, range Literacy- reading for comprehension Group/paired work Comparative skills	Interpreting images/photos Map skills - flowline maps/distribution Graphs - bar, pie charts Use of images/discussion Literacy- reading for comprehension Group/paired work Comparative skills Diagram drawing
Key vocabulary	Subduction Slab pull/ridge push Oceanic crust Continental crust Constructive plate boundary Destructive plate boundary Conservative plate boundary Seismic activity	Brownfield Dereliction Integrated transport Sustainable living Urban Sprawl Carbon footprint Traffic congestion Urban greening Regeneration
Mid Term Assessment	Assessment of distribution of tectonic activity and the physical processes at each plate boundary	Questions focusing on using distribution skills and understanding of terms
End Term Assessment	Test on 2, 4, 6, and 9 mark GCSE questions	A mixture of 2,4,6 and 9-mark questions

	Spring 1 - Finish Urban + Rivers	Spring 2 - Paper 1 Coasts
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Content: (Know what...)	Finish Urban and then move onto: Rivers: They will learn the difference between a long profile and a cross-section of a river. They will then learn how the shape of a river valley changes as the river flows from its source to the mouth. They will then learn all the fluvial processes occurring in a river: - erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion - transportation – traction, saltation, suspension and solution - deposition – why rivers deposit sediment. They will then learn how these processes create river landforms including - v-shaped valleys, interlocking spurs, waterfalls, gorges, meanders, oxbow lakes, levees, and floodplains. All these landforms can be linked to the River Tees in NE England They will then learn what physical and human factors cause floods and they will become confident to read and use flood hydrographs. They will then understand the examples of flood management strategies in the UK and categorise them into hard and soft engineering strategies, - hard engineering – dams and reservoirs, straightening, embankments, flood relief channels	Coasts: Students will learn how a wave forms and the differences between a destructive and constructive wave. Students will learn the following coastal processes and be able to explain how they work: - weathering processes – mechanical, chemical - mass movement – sliding, slumping and rock falls - erosion – hydraulic power, abrasion and attrition - transportation – longshore drift - deposition – why sediment is deposited in coastal areas. Students will then be able to use these processes to explain the distinctive coastal landforms they create. These are divided into: - Landforms formed by erosion - headlands and bays, cliffs and wave cut platforms, caves, arches, and stacks. - Landforms formed by deposition - beaches, dunes, spits, bars, and tombolos. The named example of the coastline for all their landforms is the Dorset, UK Students will learn the different management strategies used to protect the UK coastlines. They will learn the difference between hard and soft engineering and evaluate the costs and benefits of
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	• soft engineering – flood warnings and preparation, flood plain zoning, planting trees, and river restoration. Finally, they will complete a flood management case study using the Boscastle floods in Devon. They will evaluate what the scheme involved and why it was needed and assess its effectiveness.	each one. Hard engineering - sea walls, rock armour, gabions, and groynes Soft engineering - beach nourishment and reprofiling, dune regeneration They will complete a case study example of how soft engineering has been used to protect the coastline - Coastal realignment in Medmerry. They will complete a case study of Holderness as a coastline experiencing coastal erosion and have spent money using hard and soft engineering to protect its coastline. They will evaluate the effectiveness of this management.
Skills: (Know how...)	Interpreting images/photos Map skills - flowline maps/distribution Graphs - hydrographs Use of images/discussion Literacy- reading for comprehension Group/paired work Comparative skills Diagram drawing	Interpreting images/photos Map skills - flowline maps/distribution Graphs - flowline pie charts Use of images/discussion Literacy- reading for comprehension Group/paired work Comparative skills Diagram drawing

Key vocabulary	Vertical erosion Lateral erosion Cross profiles Discharge Hydrological cycle Long profile Fluvial processes Saltation Suspension Traction	Longshore drift Managed retreat Mechanical weathering Mass movement Dune regeneration Deposition Abrasion Attrition Solution Hydraulic action
Mid Term Assessment	Questions testing knowledge of key processes and the formation of a river landform	Test on key processes and explain the formation of a landform
End Term Assessment	A Mixture of 2,4, and 6 mark questions	1,2, 6, and 9 mark questions on both coastal management and fieldwork questions from paper 3
	Summer 1 Paper 3- Fieldwork	Summer 2 - Finish Fieldwork + End of Year PPE Revision

Content: (Know what...)	Finish Coasts + Human Fieldwork: Students will complete a one-day field trip to Olympic Park in East Stratford. They will investigate if the regeneration of this part of London has been successful. They will collect data from 3 sites using questionnaires, EQAs, and Photos to assess how the area has changed and if it has improved the area. They will then present the data and analyse the data concluding it. This will be assessed on Paper 3 in June 2027. Students will complete a one-day field trip to Hengistbury Head in Dorset. They will investigate if the coastal management has been successful. They will collect data from 3 sites using questionnaires, EQAs, and Photos to assess how the area has changed and if it has managed the erosion and longshore drift.. They will then present the data and analyse the data concluding it. This will be assessed on Paper 3 in June 2027.	Students will finish Fieldwork write up and assessments + Complete End of Year Revision focusing on content from year 9 (Living World) and those earlier in the year (Hazards) in preparation for their PPEs.
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Skills: (Know how...)	Interpreting images/photos Map skills - choropleth maps Graphs - flowline pie charts Use of images/discussion Numerical skills - mean, median and mode, range Literacy- reading for comprehension Group/paired work Comparative skills	
Key vocabulary	Longshore Drift Coastal Management Hard Engineering Soft Engineering Qualitative and Quantitative Data Reliability Accuracy Validity Regeneration Brownfield Deprivation Environmental Quality Survey	
Mid Term Assessment	9 mark question focusing on the use 'to what extent' on their Rio case study	
End Term Assessment	Test using 1,2,4,6 and 9 marker questions	
Additional information		

Homework	Variety of tasks including mind mapping, reading activities, key term quizzes, revision, fieldwork assignments, knowledge organisers
Extra curricular and enrichment opportunities	One day trip to Hengistbury Head, Dorset Look for relevant examples of coastal landforms or volcanoes when out with families or on holidays
Useful links that will support learning	https://www.bbc.co.uk/bitesize/subjects/zrw76sq https://www.internetgeography.net/ https://www.coolgeography.co.uk/
How parents can support learning	Ask their child to explain to them the key terms/vocabulary. Ask them to explain how a concept or term links to their learning. Or what examples they have learned in each unit and to give details. Especially focusing on learning their case study examples with specific figures to support their points. If you are out ask your child to explain any geographical landforms they see and ask them to explain the processes that cause them to form (really useful with the coast module).