Rayner Stephens HIGH SCHOOL

Year 10 – Geography						
Curriculum intent	The aim of the KS4 Geography Curriculum is to develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material). Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer). Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer). Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography). An enquiry approach to geography ensures learners are discovering something about the nature of geographical knowledge and how the scope of the subject is changed by the questions which are asked. Study, contextualised through exciting topics, will allow learners to easily engage with the subject matter.					
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Knowledge	**<u>Global Hazards</u>** Outline the global circulation system including high and low pressure belts. How the global circulation system causes extreme weather in different countries. The distribution and frequency of tropical storms and drought and how this frequency has changed over time. Causes of extreme weather conditions such as El Nino and La Nina. Causes, impacts and responses to Typhoon Haiyan and the Beast from the East. The structure of the Earth and how it is linked to the processes of plate tectonics including convection currents. The processes that take place at constructive, destructive, conservative and collision plate boundaries as well as hotspots. How the movement of tectonic plates causes earthquakes, including shallow and deep focus, and volcanoes, including shield and composite.		**<u>Climate and Change.</u>** The pattern of climate change from the beginning of the Quaternary period to the present day. The range and reliability of evidence relating to climate change including evidence from sea ice positions, ice cores, global temperature data, paintings and diaries. Outline the causes of natural climate change including the theories of sun spots, volcanic eruptions and Milankovitch cycles.	**<u>Uran Futures</u>** How urban growth rates vary in parts of the world with contrasting levels of development. Outline characteristics of world cities and megacities and their changing distribution since 1950. Understand the causes of rapid urbanisation in LIDCs, including the push and pull factors of rural-urban migration and internal growth. Investigate the consequences of rapid urban growth in Lagos. Understand the causes and consequences of contrasting urban trends in London, including suburbanisation, counter-urbanisation and re-urbanisation. In Lagos and London identify; The location and importance within its region, the country, and the wider world. Patterns of national and international migration and how	**<u>Distinctive Landscapes: Coasts and Rivers.</u>** Overview of the distribution and characteristics of upland, lowland, and glaciated landscapes in the UK, including geology, climate, and human activity. The geomorphic processes that are involved in shaping landscapes, including weathering, mass movement, erosion, transport, and deposition. The formation of coastal landforms including headlands, bays, caves, arch, stack, beaches and spit. The Holderness Coastline including geomorphic processes and how they are influenced by climate and geology. How human activity, including management, works in combination with geomorphic processes to impact the Holderness Coast. The formation of river landforms including waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake. The River Tees including geomorphic processes and how they are influenced by climate and geology.	

	Causes, impacts and responses to the Haiti earthquake 2010. How technological developments can have a positive impact on mitigation in tectonic hazards.	Investigate the natural greenhouse effect and the impacts that humans have on the atmosphere, including the enhanced greenhouse effect. Explore a range of social, economic and environmental impacts of climate change worldwide such as those resulting from sea level rise and extreme weather events in Tuvalu and the UK. Explore a range of social, economic and environmental impacts of climate change within the UK such as the impact on weather patterns, seasonal changes and changes in industry	this is changing the growth and character of the cities. Explore the ways of life in the cities, such as culture, ethnicity, housing, leisure and consumption. the contemporary challenges that affect life in London, such as transport provision, and inequality. Investigate the contemporary challenges that affect life in Lagos, such as squatter settlements and waste disposal.	How human activity, including management, works in combination with geomorphic processes to impact the River Tees.
Skills	Select and construct maps, using appropriate scales and annotations, to present information. Interpret cross sections and transects. Use and understand coordinates, scale and distance. Extract, interpret, analyse and evaluate information. Use and understand gradient, contour and spot height (on OS and other isoline maps). Describe, interpret and analyse geo-spatial data presented in a GIS framework.	Select and construct maps, using appropriate scales and annotations, to present information. Interpret cross sections and transects. Use and understand coordinates, scale and distance. Extract, interpret, analyse and evaluate information.	Select and construct maps, using appropriate scales and annotations, to present information. Interpret cross sections and transects. Use and understand coordinates, scale and distance. Extract, interpret, analyse and evaluate information. Use and understand gradient, contour and spot height (on OS and other isoline maps).	Select and construct maps, using appropriate scales and annotations, to present information. Interpret cross sections and transects. Use and understand coordinates, scale and distance. Extract, interpret, analyse and evaluate information. Use and understand gradient, contour and spot height (on OS and other isoline maps). Describe, interpret and analyse geo-spatial data presented in a GIS framework. Select and construct appropriate graphs and charts, using appropriate scales and annotations to present information.

Rayner Stephens HIGH SCHOOL

	Select and construct appropriate graphs and charts, using appropriate scales and annotations to present information. Effectively present and communicate data through graphs and charts. Extract, interpret, analyse and evaluate information.	Use and understand gradient, contour and spot height (on OS and other isoline maps). Describe, interpret and analyse geo-spatial data presented in a GIS framework. Select and construct appropriate graphs and charts, using appropriate scales and annotations to present information. Effectively present and communicate data through graphs and charts. Extract, interpret, analyse and evaluate information.	Describe, interpret and analyse geo-spatial data presented in a GIS framework. Select and construct appropriate graphs and charts, using appropriate scales and annotations to present information. Effectively present and communicate data through graphs and charts. Extract, interpret, analyse and evaluate information.	Effectively present and communicate data through graphs and charts. Extract, interpret, analyse and evaluate information.
Assessments	End of unit test.	End of unit test.	End of unit test.	End of unit test.
Enrichment	Virtual Trips: https://artsandculture.withgoogle.com/en-us/national-parks-service/hawaii-volcanoes/nahuku-lava-tube-tour https://earthquake.usgs.gov/earthquakes/events/1906calif/virtualtour/	Climate and Change Documentaries. https://mashable.com/article/best-climate-change-documentaries	Virtual Tours of the worlds megacities. https://www.nationsonline.org/oneworld/bigcities.htm	Virtual Fieldwork the River Eden. https://www.nationsonline.org/oneworld/bigcities.htm Virtual Visit to the Holderness Coastline. https://storymaps.arcgis.com/stories/d502e5d8ee7b4251b902291f29280d62

Rayner Stephens
HIGH SCHOOL