



SUBJECT: GEOGRAPHY

Year Group	YEAR 10					
Rationale	Students will complete all study for the Paper 1 'Physical Geography' component of the course. This will be completed by the end of the Spring Term. Summer Term will be allocated to prepare for the Paper 3 component, including a one-day Field Study. 'Way Points' and 'End Points' will allow staff and pupils to focus on effective knowledge retrieval, as well as continuous application of knowledge.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/Unit	Glaciated Landscapes	Natural hazards	Natural hazards The Living World	The Living World	The Living world Paper 3 Intro	Paper 3 – Fieldwork Paper 2
Knowledge	Coastal landscapes Revision and Assessment Overview of the location of major upland/lowland areas and river systems. Glacial processes Characteristics and formation of landforms resulting from erosion Characteristics and formation of landforms resulting from transportation and deposition Overview of economic activities in glaciated upland areas Conflicts between different land uses, and between development and conservation. One example of a glaciated upland area in the UK – Attractions, S,E,E Impacts and Management Strategies	Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk. Plate tectonics theory. Global distribution The physical processes taking place at different types of plate margins Primary and secondary effects of earthquakes Immediate and long-term responses to a tectonic hazard. Reasons why people continue to live in areas at risk from a tectonic hazard. How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard. General atmospheric circulation model	Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Tropical storms have significant effects on people and the environment. The UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity. Climate change is the result of natural and human factors and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).	Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. Tropical rainforest ecosystems have a range of distinctive characteristics Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable. Hot desert ecosystems have a range of distinctive characteristics.	Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification. Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the geographical enquiries and the subject content.	Paper 2: Urban issues and challenges A growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEEs. An example of how urban planning is improving the quality of life for the urban poor. Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.
Skills	AO1 Knowledge- Demonstrate knowledge of locations, places, processes, environments	AO1 Knowledge- Demonstrate knowledge of locations, places, processes,	AO1 Knowledge- Demonstrate knowledge of locations, places, processes,	AO1 Knowledge- Demonstrate knowledge of locations, places, processes,	AO1 Knowledge- Demonstrate knowledge of locations, places, processes,	AO1 Knowledge- Demonstrate knowledge of locations, places, processes,



	and different scales. AO2 Understanding, explanation and application. AO3 Evaluate, justify and assess- Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4 Maps, graphs, diagrams and other skills- Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	environments and different scales. AO2 Understanding, explanation and application. AO3 Evaluate, justify and assess- Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4 Maps, graphs, diagrams and other skills- Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	environments and different scales. AO2 Understanding, explanation and application. AO3 Evaluate, justify and assess- Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4 Maps, graphs, diagrams and other skills- Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	environments and different scales. AO2 Understanding, explanation and application. AO3 Evaluate, justify and assess- Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4 Maps, graphs, diagrams and other skills- Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	environments and different scales. AO2 Understanding, explanation and application. AO3 Evaluate, justify and assess- Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4 Maps, graphs, diagrams and other skills- Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	environments and different scales. AO2 Understanding, explanation and application. AO3 Evaluate, justify and assess- Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4 Maps, graphs, diagrams and other skills- Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.
Assessment	<i>Formative Assessment 1 – Coasts/Glaciation</i> GCSE Exam style assessment combining factual recall and application/skills	<i>Summative Assessment 1 – Coasts/Hazards</i> Paper 1 – 60 mins GCSE Exam style assessment combining factual recall and application/skills	<i>Formative Assessment 2 – Hazards</i> GCSE Exam style assessment combining factual recall and application/skills	<i>Formative Assessment 3 – Living World</i> GCSE Exam style assessment combining factual recall and application/skills	<i>Summative Assessment 2 – GCSE Year 10 Mock Exams</i> Paper 1 – 90 mins GCSE Exam style assessment combining factual recall and application/skills	<i>Summative Assessment 2 – GCSE Year 10 Mock Exams</i> Paper 1 – 90 mins GCSE Exam style assessment combining factual recall and application/skills
Homework	Revision – Coasts Formative Glaciation map skills sheets Research – glacial photographs Practice exam questions	Revision – Summative assessment Research – case studies Video research – Chile and Nepal Practice exam questions	Revision – Formative assessment Typhoon Haiyan case-study sheet Practice exam questions	Ecosystems - Small scale research Tropical rainforests – Amazon video research Thar desert case-study Practice exam questions	Desertification – Sahel research Revision – Year 10 Exam Summative (June) Practice exam questions	Fieldwork preparation and letter Fieldwork follow-up A3 sheets Preparation for Unit 2 Practice exam questions



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