

SUBJECT: GEOGRAPHY

Year Group	YEAR 10 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.								
Rationale									
	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	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	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	World 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 characteristic s Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable. Hot desert ecosystems have a range of distinctive characteristic s.	Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertificatio n. 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	Strategies 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,			

St Edmund Arrowsmith Catholic High School: Curriculum Map (2025-2026)

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	AO2					
	Understanding,	AO2	AO2	AO2	AO2	AO2
	explanation and	Understanding,	Understanding,	Understandin	Understandin	Understanding
	application.	explanation	explanation	g,	g,	, explanation
		and	and	explanation	explanation	and
	AO3 Evaluate,	application.	application.	and	and	application.
	justify and			application.	application.	
	assess-	AO3 Evaluate,	AO3 Evaluate,			AO3 Evaluate,
	Apply knowledge	justify and	justify and	AO3	AO3	justify and
	and	assess-	assess-	Evaluate,	Evaluate,	assess-
	understanding to	Apply	Apply	justify and	justify and	Apply
	interpret, analyse	knowledge and	knowledge and	assess-	assess-	knowledge and
	and evaluate	understanding to	understanding to	Apply	Apply	understanding
	geographical information and	interpret, analyse and	interpret, analyse and	knowledge and	knowledge and	to interpret, analyse and
	issues to make	evaluate	evaluate	understanding	understanding	evaluate
	judgements.	geographical	geographical	to interpret,	to interpret,	geographical
	juugements.	information and	information and	analyse and	analyse and	information and
	AO4 Maps,	issues to make	issues to make	evaluate	evaluate	issues to make
	graphs,	judgements.	judgements.	geographical	geographical	judgements.
	diagrams and	jaagomonto.	jaagomonto.	information	information	jaagomonto.
	other skills-	AO4 Maps,	AO4 Maps,	and issues to	and issues to	AO4 Maps,
	Select, adapt and	graphs,	graphs,	make	make	graphs,
	use a variety of	diagrams and	diagrams and	judgements.	judgements.	diagrams and
	skills and	other skills-	other skills-	, ,	, ,	other skills-
	techniques to	Select, adapt	Select, adapt	AO4 Maps,	AO4 Maps,	Select, adapt
	investigate	and use a	and use a	graphs,	graphs,	and use a
	questions and	variety of skills	variety of skills	diagrams and	diagrams and	variety of skills
	issues and	and techniques	and techniques	other skills-	other skills-	and techniques
	communicate	to investigate	to investigate	Select, adapt	Select, adapt	to investigate
	findings.	questions and	questions and	and use a	and use a	questions and
		issues and	issues and	variety of skills	variety of skills	issues and
		communicate	communicate	and	and	communicate
		findings.	findings.	techniques to	techniques to	findings.
				investigate	investigate	
				questions and	questions and	
				issues and	issues and	
				communicate	communicate	
				findings.	findings.	
Assessment	Formative	Summative	Formative	Formative	Summative	Summative
Assessment	Assessment 1 –	Assessment 1 –	Assessment 2 –	Assessment 3 –	Assessment 2 –	Assessment 2 –
	Coasts/Glaciation	Coasts/Hazards	Hazards	Living World	GCSE Year 10	GCSE Year 10
					Mock Exams	Mock Exams
	GCSE Exam style	Paper 1 – 60	GCSE Exam style	GCSE Exam	Damas 4 aa	Daman 4 00
	assessment	mins	assessment	style assessment	Paper 1 – 90 mins	Paper 1 – 90 mins
	combining factual recall and	GCSE Exam style	combining factual recall and	combining	1111113	mina
	application/skills	assessment	application/skills	factual recall	GCSE Exam	GCSE Exam style
	,,	combining factual	,,	and	style	assessment
		recall and		application/skills	assessment	combining factual
		application/skills			combining	recall and
					factual recall and	application/skills
					application/skills	
Homework	Revision - Coasts	Revision -	Revision -	Ecosystems -	Desertification	Fieldwork
	Formative	Summative	Formative	Small scale	-	preparation and
	a	assessment	assessment	research		letter
	Glaciation map	Bassarah asas	Tumboon Hairen	Tranical	Sahel research	Fieldwark fellow
	skills sheets	Research – case studies	Typhoon Haiyan case-study sheet	Tropical rainforests –	Revision – Year	Fieldwork follow- up A3 sheets
	Research – glacial	Studios	Jude Study Sliect	Amazon video	10 Exam	ap no sileets
	photographs	Video research -	Practice exam	research	Summative	Preparation for
		Chile and Nepal	questions		(June)	Unit 2
	Practice exam			Thar desert	Practice exam	Practice exam
	questions	Practice exam		case-study	guestions	guestions
		questions		Practice exam	questions	questions
				questions		

