



## The English Martyrs Catholic School and Sixth Form College

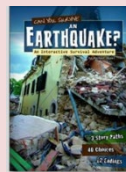
Geography Year 10	<u>Module 1 Hazards</u>	<u>Module 2 Changing Economic World</u>	<u>Module 3 Physical landscapes in the UK</u>
<b><u>Topic Theme and Intent</u></b>	The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.	The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. They are studied in a variety of places and at a range of scales and include places in various stages of development.	This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in the UK. EMS study Coasts and Rivers as these are our local environments and students are more likely to be familiar with them. The topic provides a good opportunity to explore a wide range of concepts including both physical and human Geography, develop OS map skills and It is the main focus on paper 3 fieldwork (physical) when students investigate longshore drift in Seaham
<b><u>Knowledge</u></b>	<ul style="list-style-type: none"> <li>Natural hazards and risk</li> <li>Physical processes that lead to earthquake/volcanic activity</li> <li>The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth</li> <li>Hazard Management</li> <li>Global atmospheric circulation</li> <li>Tropical storms</li> <li>The UK's weather hazards.</li> </ul>	<ul style="list-style-type: none"> <li>Measuring development/characteristics</li> <li>Demographic Transition Model</li> <li>Cause of global inequality</li> <li>Consequence of inequality</li> <li>6 Strategies to reduce the development gap e.g. tourism and fair trade.</li> <li>Nigeria and its journey from LIC to NEE</li> <li>UK economy and changes over time</li> </ul>	<ul style="list-style-type: none"> <li>The UK's range of diverse landscapes</li> <li>How the coast is shaped by a number of physical processes</li> <li>Distinctive coastal landforms</li> <li>Coastal management strategies</li> <li>How river valleys changes downstream.</li> <li>Distinctive fluvial landforms</li> <li>River management strategies</li> <li>Causes and effects of flooding.</li> </ul>
<b><u>Skills</u></b>	Atlas maps: latitude and longitude; recognise and describe distributions and patterns. Graphical skills: complete a variety of graphs and maps, interpret and extract information from different types of maps, graphs and charts. Statistical skills: sketch trend lines, draw lines of best fit	Describe distributions and patterns from maps. Graphical skills: line charts, bar charts, pie charts, divided bar, scatter graphs, and population pyramids; complete a variety of graphs and maps – choropleth; plot information on graphs when axis and scales are provided, statistical presentation of data.	Full range of OS maps skills, identify basic landscape features and describe their characteristics from map evidence, identify major relief features on maps and relate cross-sectional drawings to relief. Use and interpret photographs. Plot information on graphs when axes and scales are provided
<b><u>Literacy Links</u></b>	<b>Reading</b> - Interpret a range of texts Read extended writing on specific examples/ case studies/categorise text <b>Writing</b> - Write like a geographer – evaluation/judgement/ sequenced and logical <b>Oracy</b> - Form opinions on certain geographical issues. High expectations in verbal answers and questions.	<b>Reading</b> - Frequent opportunities to read and apply knowledge to classification <b>Writing</b> - Extend BLT statements and 4 part evaluation <b>Oracy</b> - Oracy objectives in the lessons focused on tier 3 vocabulary.	<b>Reading skills</b> - Keep up to date with current affairs/flooding etc <b>Writing skills</b> - Continuation of BLT, logical staged sequence of formations <b>Oracy skills</b> - High expectations of verbal language used students. This should be evident in all lessons to develop 'expert Geographers'.
<b><u>Essential Vocabulary</u></b>	Conservative, Destructive, Constructive, Subduction, Oceanic, Continental, Epicentre, Focus, Geothermal, Mitigation, Primary effect, Secondary effect, Tropical storm, Cumulonimbus, Depression, Anticyclone	Life expectancy, GNI per capita, Birth rate, Death rate, Infant mortality, Quality of life, Human development index, Colonialism, Multiplier effect, Industrial structure, Demographic transition model, Transnational corporation, Post-industrial economy Primary, Secondary, Tertiary, Quaternary, North-south divide, Infrastructure	Erode, Deposit, Mass movement, Weathering, Longshore, drift, Headland/ bay, Sea stack/ stump Wave cut platform Spit/ bar, Sand dune, Constructive, Destructive, Hard/ soft, engineering, Long profile, Upper/ middle/ lower course, Waterfall, Oxbow lake, Levees, Floodplains

### Disciplinary Reading

**Oliver Morton, The Planet Remade**



**Can you survive an earthquake?**



### Reading for Pleasure

**Bill Bryson's A Short History of Nearly Everything**



**Greta Thunberg, No one is too small to make a difference**



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