

Geography Year 10 Long Term Plan

Rationale with end points: In Year 10 we endeavour to develop student's knowledge on a range of human, physical and environmental geographical concepts developing deeper understanding from year KS3. For example, evaluating the impacts of climate change on hydrometeorological hazards around the World. In addition, Students will learn about contrasting space and place through studies in Development, Urbanisation and the Biosphere. Students will be exposed to a range of subject specific terminology, and will learn how to use this accurately and appropriately in their writing. Students will develop their reading, writing, and speaking and listening skills, to encourage high levels of literacy across all disciplines.

Term	Topic	Knowledge	Skills	Reading /wider reading
Summer 2/ Autumn term 1	Topic 1 Hazardous Earth.	Extend knowledge of how people face and deal with Geomorphological, hydrometeorological and Tectonic hazards in a Local, Regional and Global context. Build on their knowledge of how human activity is impacted upon by these natural processes.	Skills interleaved: Be able to use an atlas. Continue to develop a glossary of key terms to use in answering questions. Collect, analyse and communicate data linked to several case studies related to hazardous Earth.	Wider reading: Articles on hydrometeorological and tectonic hazards to be read and commented on in class.
Autumn 2	Topic 2 Development Dynamics Reteach Elements of topic 1.	Extend knowledge of how development is different around the World. Develop an understanding of how development can be measured. Develop understanding about models of development. Develop greater understanding about how poverty can	Interpret a wide range of sources of geographical information including maps, diagrams and globes. Research secondary information regarding statistics about development. Use CIA World factbook to compare and contrast levels of development around the World.	Wider reading: Article on Development to be read and commented on in class.

		be reduced around the World.		
Spring 1	Topic 3 Challenges of an Urbanising World	Understand through the use of detailed place based exemplars on New York and Mumbai, how the quality of life and standard of living varies in these megacities. Evaluate how sustainability is being integrated into these cities.	Interpret a wide range of sources of geographical information including maps, diagrams and globes. Continue to develop a glossary of key terms to use in answering questions.	Wider reading: Article about Mega cities to be read and commented on in class.
Spring 2	Topic 7 People and the Biosphere. Re teach Elements of topic 2	Extend their locational knowledge and deepen their spatial awareness of Asia's the Earth's major Biomes using maps/google Earth.	Continue to develop a glossary of key terms linked to the study of the Biosphere. Use a variety of different sources of information to analyse different biomes. Manipulate data linked to the study of Malthus and Boserup resource theories.	Wider reading: Article about Biomes to be read and commented on in class.
Summer 1	Topic 4 The UK's evolving physical landscape	Extend their locational knowledge and deepen their understanding of how the physical landscape is evolving in the UK through the study of Geology, rivers and coasts.	Continue to develop a glossary of key terms linked to the study of Asia. Use a variety of different sources of information to analyse places in Asia. Manipulate data linked to the study of different countries in Asia.	Wider reading: Article about river flooding in the UK to be read and commented on in class.



Summer 2	Topic 6 Geographical investigations. Consolidate learning where needed. Summative assessments.	Extend their locational knowledge and deepen their spatial awareness of UK physical Geography by visiting Carding Mill Valley. Applying data collected in the field to the Bradshaw model.	Continue to develop a glossary of key terms linked to the study of UK physical Geography. Collect, interpret and manipulate data linked to the study of river morphology in Carding Mill Valley. Environmental quality survey to be completed over summer break. As second day of fieldwork.	Wider reading: Over summer break. One case study for each topic covered in year 10.