

What are the aims and intentions of this curriculum?

The Year 10 Geography specification is geared towards the development and fine-tuning of the knowledge and skills needed to be successful at the end of Key Stage 4. The units of work covered are Natural Hazards, Development, Urbanisation and River Systems. Students will examine case studies on various environmental and geopolitical issues, linking their findings to intermittent and large-scale solutions. Students will receive the opportunity to build on their local and global knowledge, linking the concepts learned to their daily lives and those individuals living in the developing world.

| Term | Topics | Knowledge and key terms | Skills developed | Assessment |
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| Summer 2 | Bridging Unit: Risky World | Students will learn the following topics that affect today's world; Using a range of news reports from around the UK/world we will explore and debate issues that are affecting the population and natural environment | Students will start with a topic which enables them to continue developing the skills they need to start GCSE Geography in Sept; Exam style questions – ranging from 1 – 8 marks. Data analysis Empathising Problem Solving Opinion making | Think Pink, Go Green |
| Autumn 1 | Topic 1: Hazardous Earth | Students will learn about the following; Global atmospheric circulation Causes of past climate change Global Warming Cyclones – measuring, categorizing, causes, effects, coping strategies | Exam style questions – ranging from 1 – 8 marks. Challenging/questioning what you learn e.g. Theories on past climate change Understanding and categorizing causes and effects of cyclones and tectonic activity | Cumulative Test |
| Autumn 2 | Finish Topic 1 and Start Topic 2: Development Dynamics | Students will learn about the following; Tectonics - measuring, categorizing, causes, effects, coping strategies How to measure development Data Handling Population pyramids Global Inequality | S.D.M.E – How best to cope if you live in a place at risk from tropical storms/tectonic activity Exam style questions – ranging from 1 – 8 marks. Data Handling – comparing the levels of development within different countries Analyzing the data to draw conclusions Interpreting diagrams e.g. Population pyramids Empathizing – with those who live in Malawi | Think Pink, Go Green |
| Spring 1 | Topic 2: Development Dynamics | Students will learn about the following; Challenges of living in Malawi <ul style="list-style-type: none"> - Causes of poverty - Impact of poverty - Coping Strategies | Problem solving – causes, effects and how best to 'help' Complexity of problem solving | Cumulative Test |

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| | | - Difficulty of trying to eradicate poverty | | |
| Spring 2 | Topic 3: Challenges of an Urban World | Students will start with a topic they are familiar with. The unit covers; Urbanisation Megacities Changes in Urban Population Urban Economies Land Use in Cities Challenges faced in London Challenges faced in Mumbai | Exam style questions – ranging from 1 – 8 marks. Data analysis e.g. population within urban areas Modelling e.g. How urban areas change over time in terms of land use function Empathising – how life compares in London and Mumbai Problem Solving – How best to make London/Mumbai more sustainable | Think Pink, Go Green |
| Summer 1 | Revision/End of Year Exam | Students will learn about the following; 1. How to revise 2. Revised Topics 1 – 3 for their End of Year Exam – Paper 1 | Revision Techniques introduced and used | Cumulative Test |