

Geography



Year 10

Curriculum Map



Year 10 Geography – Autumn Term

Prior Learning	<p>Pupils began studying coastal processes in year 9 at the end of the year – they are aware of what the coast is and that different wave types influence coastal processes. Pupils studied tectonic hazards in year 7 and therefore should be able to recall the processes that cause these and the types of plate margins. Pupils studied weather in year 7, they should be aware of the difference between weather and climate, and have been introduced to weather hazards such as hurricanes.</p>
What will I learn?	<p>Paper One: Pupils are focusing on Physical Geography this term and will cover the following topics from the GCSE AQA Specification:</p> <ul style="list-style-type: none">• Section C: Physical landscapes in the UK – Coastal landscapes in the UK• Section A: The challenge of Natural Hazards – Tectonic Hazards (with a focus of Earthquakes, and using the named examples of the Haiti 2010 and Christchurch 2011 Earthquakes)• Section A: The challenge of Natural Hazards – Weather Hazards, including Hurricanes (with a focus on a case study of a Tropical Storm – Typhoon Haiyan 2013) and UK Extreme Weather (2010 extreme cold and snowfall event) <p>Paper Three: As pupils are studying Coastal landscapes in the UK, they will also complete a fieldwork investigation into the effectiveness of coastal management strategies in Cleveleys in week 4 of the first half term. This is to ensure they meet the requirement to have completed physical fieldwork and be able to answer questions about it.</p>
How will I be assessed?	<p>Pupils are formatively assessed regularly through their home learning, this will be in the form of the completion of Seneca Learning modules and past paper practice questions. The assessment of their fieldwork (paper 3) will be a topic test which will be comprised of fieldwork questions from paper three past exam papers.</p> <p>They will be assessed on their learning about coastal landscapes in the UK (paper one) towards the end of the autumn term. This is supported by our interleaving curriculum whereby this topic will be revisited once a fortnight after we finish teaching, so that we can develop their revision strategies. They will demonstrate through summative assessment if they are retaining their learning over the longer term.</p>
Next Steps	<p>Section C: Physical landscapes in the UK will be concluded in late spring/early summer with the other topic of Glacial landscapes in the UK. This is more challenging than coastal landscapes, so is later in year 10 so that it builds on their understanding of weathering, erosion, transportation and deposition gained from the coastal landscapes teaching and fieldwork experience.</p> <p>Section A: The Challenge of Natural Hazards will be completed in the spring term with the 'Climate Change' topic. This is after 'weather hazards' as pupils will build on their understanding of 'climate' from this term's learning.</p> <p>Next term pupils will commence studying 'The Living World' (Paper One Section B).</p>
Opportunities for Independent Learning	<p>Seneca Learning modules set for Home Learning regularly as part of their topics and in line with the interleaving curriculum (supporting revision).</p> <p>Use of GCSE Pods</p> <p>Documentaries recommended to support the learning about the Challenge of Natural Hazards:</p> <p>Haiti Earthquake: https://www.youtube.com/watch?v=XP2V-0WqcgM</p> <p>Christchurch Earthquake: https://www.youtube.com/watch?v=ot5HUfWfOOg https://www.youtube.com/watch?v=TDyv3DTmnl4</p>

	<p>Typhoon Haiyan: https://www.youtube.com/watch?v=-BnahLG DmQ Quizlet Quizzes (Link: GCSE P1: Challenge of Natural Hazards: Tectonic Hazards Flashcards Quizlet, GCSE P1 - Challenge of Natural Hazards - MPPP and Case Studies (Y10) Flashcards Quizlet, weather hazards GCSE P1 - Challenge of Natural Hazards - Weather Hazards Flashcards Quizlet, coastal landscapes in the UK GCSE P1 - Coastal landscapes in the UK Flashcards Quizlet)</p>
<p>Personal Development and CEIAG</p>	<p>Pupils gain a sense of enjoyment and fascination in learning about themselves, others and the world around them, especially through the fieldwork. We foster the use of imagination and creativity in their learning when teaching global atmospheric circulation by creating models.</p> <p>The lessons and fieldwork encourage use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.</p> <p>Development of pupils is shown by their: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others and understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain. They appreciate that life is different in HICs and LICs. Through looking at the impact of and responses to natural disasters they gain an ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>Potential careers in these geography areas:</p> <ul style="list-style-type: none"> • Engineering (through teaching about coastal management) and construction • Surveying (through measurements in the field work) • Market research (through conducting pedestrian questionnaires) • Public relations (through conducting pedestrian questionnaires) • Government and politics (we discuss the role of local councils and DEFRA for example) • Aid and charity work (we discuss the roles of NGOs like the Red Cross) • Meteorology and climatology (we discuss the role played by weather forecasters in disasters) • Geomorphology (we discuss the role played e.g. by the US Geological Survey)
<p>Enrichment Opportunities (Cultural Capital)</p>	<p>Fieldtrip to Cleveleys to observe various forms of coastal management and engage in fieldwork activities (groyne sediment height measurements, bipolar surveys of defences and pedestrian questionnaires in the town).</p> <p>This builds pupils’ resilience, geographical skills and interpersonal skills, as well as allowing them to visit a popular tourist destination in the UK which they may not have visited before.</p>

	<h2>Year 10 Geography – Spring Term</h2>
<p>Prior Learning</p>	<p>Pupils have studied climate change in year 9. Pupils began studying Ecosystems in year 9 as they have studied life in cold environments and Russia, in which we introduced the Tundra and Polar biomes and introduced the concept of species adaptations to the climate, soils and vegetation of these environments. Pupils have some awareness of glaciers from key stage 3.</p>

<p>What will I learn?</p>	<p>Paper One: Pupils are focusing on Physical Geography this term and will cover the following topics from the GCSE AQA Specification:</p> <ul style="list-style-type: none"> • Section A: The challenge of Natural Hazards – Climate Change • Section B: The Living World. Ecosystems (e.g. temperate woodland), Tropical Rainforests (e.g. Malaysia) and Cold Environments (e.g. Svalbard, Antarctica, Alaska) • Section C: Physical landscapes in the UK: Glacial landscapes (Erosional landforms). <p>Interleaving lessons are focused on Section A: The challenge of natural hazards from paper one – specifically tectonic and weather hazards.</p>
<p>How will I be assessed?</p>	<p>Pupils are formatively assessed regularly through their home learning, this will be in the form of the completion of Seneca Learning modules and past paper practice questions. They will be assessed on their learning about Paper One Section A (challenge of natural hazards) at the end of HT3 approximately. This follows lessons delivered to revise and practice this topic through the interleaving curriculum.</p>
<p>Next Steps</p>	<p>Section C: Physical landscapes in the UK will be concluded with the deposition landforms in the summer term. Glacial is more challenging than coastal landscapes, so it is later in Year 10 as it builds on the pupils’ understanding of weathering, erosion, transportation and deposition gained from the coastal landscapes teaching and fieldwork experience.</p> <p>The teaching of paper one will be completed in half term 5 and pupils will move onto paper two and human fieldwork for paper three, whilst continuing to develop their understanding of the challenge of natural hazards from paper one in their interleaving lessons.</p>
<p>Opportunities for Independent Learning</p>	<p>Seneca Learning modules set for Home Learning regularly as part of their topics and in line with the interleaving curriculum (supporting revision).</p> <p>Use of GCSE Pods</p> <p>Documentaries recommended to support the learning about:</p> <p>Climate Change: Climate change: The facts (BBC iPlayer). Before the flood (on YouTube)</p> <p>Cold Environments and Glacial landscapes: Frozen Planet 2: Episode 1 (BBC iPlayer)</p> <p>Malaysian Rainforest: Wild World Borneo HD - YouTube</p> <p>A life on our planet – David Attenborough (on Netflix).</p> <p>Quizlet Quizzes (Links: climate change GCSE P1 - Challenge of Natural Hazards - Climate Change Flashcards Quizlet, the living world GCSE P1 - Living World - Ecosystems and Tropical Rainforests Flashcards Quizlet, cold environments GCSE P1 - Living World - Cold Environments Flashcards Quizlet and glacial landscapes in the UK GCSE P1 - Glacial landscapes in the UK Flashcards Quizlet)</p>
<p>Personal Development and CEIAG</p>	<p>Pupils gain a sense of enjoyment and fascination in learning about themselves, others and the world around them. We foster the use of imagination and creativity in their learning.</p> <p>The lessons encourage use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds, for example through group work activities and debates.</p> <p>Development of pupils is shown by their: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others and understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain. They appreciate that life is different in countries at lower levels of economic development e.g. Malaysia. Through looking at the impact of and responses to climate change and deforestation they gain an ability to recognise, and value, the things we</p>

	<p>share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>Potential careers in these geography areas:</p> <ul style="list-style-type: none"> • Meteorology and climatology (we discuss this in the climate change lessons) • Tourism (we look at the use of UK glaciated areas as national parks like the Lake District, and tourism in extreme environments like Antarctica) • Politics (we discuss the role of governments, and the Antarctic Treaty) and activism (we discuss the role of people like Greta Thunberg and David Attenborough) • Nature conservation (sustainable use of rainforests and cold environments) • Ecology and ecological management (rainforests and cold environments)
Enrichment Opportunities (Cultural Capital)	<p>Pupils are provided with a wide range of stimulating documentary content for these topics, which are used in lessons and homeworks wherever possible to ensure they are aware of the major issues our planet's environment faces e.g. climate change, wilderness conservation, deforestation and sustainability etc. Please see the links in the opportunities for independent learning.</p>

	<h2>Year 10 Geography – Summer Term</h2>
Prior Learning	<p>Pupils began studying urbanisation and megacities in year 9. They have studied settlement at key stage 3. Pupils should have some understanding of types of industry from key stage 3 geography, and of the concept of industrial change through key stage 3 history when they studied the industrial revolution.</p>
What will I learn?	<p>Paper One: Pupils are completing the final parts of Physical Geography this term and will cover the following topics from the GCSE AQA Specification:</p> <ul style="list-style-type: none"> • Section C: Physical landscapes in the UK – Glacial landscapes in the UK (deposition landforms, conflict management and land use) • Paper Two: Pupils are now studying Human geography from now onwards. They will cover: <ul style="list-style-type: none"> • Section A: Urban issues and challenges, namely a case study of a major UK City: Manchester, with the named example of Salford Quays for a regeneration scheme. • Section B: The changing economic world: The changing UK economy. This is to support their fieldwork around the theme of industrial change to a tertiary economy (from manufacturing) through the development of business parks. This also links to the theme of regeneration of ex-industrial areas. <p>Paper Three: As pupils are studying Human geography, they will also complete a fieldwork investigation into the positive impact of North Valley Business Park on Colne. This is to ensure they meet the requirement to have completed human fieldwork and be able to answer questions about it for this exam.</p>
How will I be assessed?	<p>Pupils are formatively assessed regularly through their home learning, this will be in the form of the completion of Seneca Learning modules and past paper practice questions. The assessment of their fieldwork will be in their mock examinations, which will comprise paper one and three.</p> <p>This is supported by our interleaving curriculum whereby topics will be revisited once a fortnight after we finish teaching, so that we can develop their revision strategies. They will demonstrate through summative assessment if they are retaining their learning over the longer term.</p>
Next Steps	<p>Paper Two: Will be completed in Year 11, beginning with Section A: Urban issues and challenges in a case study of a city in a NEE – Rio de Janeiro, Brazil. This will be followed by Section B and Section C.</p>

	<p>The interleaving curriculum will be used in year 11 to revisit, revise and practice exam technique and create a bank of revision resources for paper one primarily.</p>
<p>Opportunities for Independent Learning</p>	<p>Seneca Learning modules set for Home Learning regularly as part of their topics and in line with the interleaving curriculum (supporting revision).</p> <p>Use of GCSE Pods</p> <p>Quizlet Quizzes (insert link for glacial landscapes GCSE P1 - Glacial landscapes in the UK Flashcards Quizlet, urban: Manchester GCSE P2 - Urban change in the UK and Manchester Case Study Flashcards Quizlet, Changing UK economy GCSE P2 - Changing Economic World - Changing UK Economy Flashcards Quizlet)</p>
<p>Personal Development and CEIAG</p>	<p>Pupils gain a sense of enjoyment and fascination in learning about themselves, others and the world around them, especially through the fieldwork. We foster the use of imagination and creativity in their learning.</p> <p>The lessons and fieldwork encourage use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.</p> <p>Development of pupils is shown by their: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others and understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain. They appreciate that life is different in HICs and LICs. Through looking at the impact of the Business Park in Colne they gain an ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>Potential careers in these geography areas:</p> <ul style="list-style-type: none"> • Travel and tourism in the UK (Lake District National Park, and management of this by the National Park Authority). • Local government and politics (through regeneration) • Market research (through pedestrian questionnaires) • Statistics (through data collection and analysis) • Careers features heavily in this term, as the trip to North Valley is an opportunity for the pupils to take part in interviewing the managers of the businesses and discuss local career opportunities in retail, car maintenance, and the food service industries.
<p>Enrichment Opportunities (Cultural Capital)</p>	<p>Fieldtrip to Colne allows pupils to gain the experience of speaking with adult members of their local community when conducting pedestrian questionnaires about their use of the retail and business park. It also allows them to experience the town in which their school is located and gain a better understanding of their local context.</p> <p>Additionally, this allows pupils to gain what can be their first experience of being in an interview situation with the managers of local businesses. This can stimulate interest in their own career pathways in retail, car maintenance and food service industries.</p>