

# GEOGRAPHY YEAR 10

## CURRICULUM INTENT

Students to build on learning from previous years to develop a detailed understanding of processes and landforms on rivers and coasts. Students gain knowledge of urban areas – building on learning in year 7 – and compare challenges and opportunities created through urban growth in Rio de Janeiro and Bristol, as well as developing knowledge and understanding of tropical rainforests, building on learning from year 8. Students also develop data collection, presentation and analysis skills through fieldwork enquiry.

	<b>PRIOR LEARNING</b>	See KS3 Curriculum Plans
	<b>PERSONAL DEVELOPMENT &amp; CURRICULUM LINKS</b>	Multiculturalism in Bristol (Multicultural Britain – Year 9 history)
	<b>EXTRA-CURRICULAR &amp; CULTURAL CAPITAL</b>	Carding Mill Valley fieldtrip – physical fieldwork enquiry

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/KNOWLEDGE	<b>THE LIVING WORLD</b> <b>All students will know:</b> <ul style="list-style-type: none"> <li>Characteristics of ecosystems. Example: Epping Forest, Characteristics and locations of biomes. Location, characteristics and biodiversity of tropical rainforests. Plant and animal adaptations in the tropical rainforest. Causes and impacts of deforestation in Malaysian rainforest. Value and sustainable management of tropical rainforests</li> <li>Cold environments - biodiversity, plant and animal adaptations. Location and characteristics of Svalbard. Development opportunities in Svalbard. Challenges of development in Svalbard. Value of cold environments. Sustainable conservation of cold environments.</li> </ul>	<b>URBAN ISSUES &amp; CHALLENGES</b> <b>All students will know:</b> <ul style="list-style-type: none"> <li>Global patterns of urban change</li> <li>Factors affecting rates of urbanisation</li> <li>Location and importance of Rio de Janeiro (case study: A city in an LIC or NEE)</li> <li>Causes of growth and opportunities created</li> <li>Challenges faced in squatter settlements</li> <li>Challenges faced in squatter settlements</li> <li>Urban planning in favelas (Favela Bairro project)</li> </ul>	<b>URBAN ISSUES &amp; CHALLENGES/ RESOURCE MANAGEMENT</b> <b>All students will know:</b> <ul style="list-style-type: none"> <li>UK population distribution</li> <li>Location and importance of Bristol</li> <li>Impacts of migration in Bristol</li> <li>Social, environmental and economic challenges and opportunities in Bristol</li> <li>Urban Regeneration project – Temple Quarter</li> <li>Sustainable urban living</li> <li>Named example: Freiburg</li> <li>Global distribution of resources</li> <li>Provision of food in UK</li> <li>Provision of water in UK</li> <li>Provision of energy in UK</li> </ul>	<b>RESOURCE MANAGEMENT/PHYSICAL LANDSCAPES</b> <b>All students will know:</b> <ul style="list-style-type: none"> <li>Global demand for food</li> <li>Causes and impacts of food insecurity</li> <li>Strategies to increase food supply</li> <li>EXAMPLE - Almeria - Large scale agricultural development - advantages and disadvantages</li> <li>Sustainable food supplies</li> <li>EXAMPLE - Jamalpur - Local scheme in LIC/NEE - to increase sustainable supplies of food</li> <li>Physical features of the UK</li> <li>A river's long and cross profile</li> <li>Processes of erosion, transportation and deposition.</li> </ul>	<b>PHYSICAL LANDSCAPES (RIVERS)</b> <b>All students will know:</b> <ul style="list-style-type: none"> <li>Landforms in the upper course (waterfalls, interlocking spurs, V-shaped valleys)</li> <li>Landforms in the middle course (meanders, oxbow lakes)</li> <li>Landforms in the lower course (estuary, delta, flood plains and levees)</li> <li>Hydrological cycle</li> <li>Causes of flooding and flood hydrographs</li> <li>Flood management strategies.</li> </ul>	<b>PHYSICAL FIELDWORK ENQUIRY</b> <b>All students will know:</b> <ul style="list-style-type: none"> <li>Creating a hypothesis</li> <li>Data collection methods</li> <li>Data processing and presentation</li> <li>Data analysis</li> <li>Evaluation of fieldwork</li> <li>Conclusion</li> </ul>
SKILLS	A comprehensive list of all geographical skills required can be found at: <a href="#">AQA   Geography   Subject content   Geographical skills</a>					
ASSESSMENT	Formatively: Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.	One summative assessment (exam)	One summative assessment (exam)	Formatively: Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.	Formatively: Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.	One summative assessment (exam)
VOCAB	Ecosystem, Producer, Consumer, Biotic, Abiotic, Decomposer, Nutrient cycling, Food chain Food web, Biome, Biodiversity, Deforestation, Sustainability, Polar, Tundra, Conservation	Urban, Urbanisation, Urban growth, Megacity, HIC LIC, NEE, Rural to urban migration, Life expectancy Squatter settlement, Favela, Squatter settlements Quality of life	Migration, Multicultural, Social deprivation, Quaternary, Social inequalities, Dereliction, Greenfield, Brownfield, Urban sprawl, Urban regeneration, seasonal food organic farming, carbon footprint, food miles, agribusiness, Surplus, Deficit, Energy mix, Fracking	Food insecurity, Famine, Malnourishment, Undernutrition, Hydroponics, Aeroponics, Irrigation, New green revolution, Long profile, Cross profile, Erosion, Hydraulic action, Abrasion, Attrition, Solution, Transportation, Traction, Saltation, Suspension, Deposition	Waterfall, Interlocking spurs, V-shaped valley, Meander, Oxbow lake, Estuary, Flood plain, Levee, Surface run off, Interception, Infiltration, Hydrograph, Permeable / impermeable,	Hypothesis, Bradshaw model Primary / Secondary data, Qualitative data, Quantitative data, Random/Systematic sampling, Cross sectional area, Proportional symbols, Choropleth shading

### READING SKILLS

Vocabulary, Interpreting text, Analysis, Assessment, Suggestion

### CAREERS LINKS

Biology, sustainability, conservation, urban planning, Energy sector, agriculture, environmental planning, flood management, data analytics

### SUPPORTING STUDENTS AT HOME

Reading/watching/listening to Global News, Using GCSEPod, AQA online

# GEOGRAPHY YEAR 11

## CURRICULUM INTENT

Students to build on learning from previous years to develop a detailed understanding of processes and landforms on rivers and coasts. Students gain knowledge of urban areas – building on learning in year 7 – and compare challenges and opportunities created through urban growth in Rio de Janeiro and Bristol, as well as developing knowledge and understanding of tropical rainforests, building on learning from year 8. Students also develop data collection, presentation and analysis skills through fieldwork enquiry.

	<b>PRIOR LEARNING</b>	See KS3 Curriculum Plans
	<b>PERSONAL DEVELOPMENT &amp; CURRICULUM LINKS</b>	Aid, exploitation and equality ('Human rights and Social Justice' GCSE RS topic)
	<b>EXTRA-CURRICULAR &amp; CULTURAL CAPITAL</b>	Human fieldwork trip (location TBC)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
<b>TOPIC/KNOWLEDGE</b>	<b>HUMAN FIELDWORK</b> All students will know: <ul style="list-style-type: none"> <li>Creating a hypothesis</li> <li>Data collection methods</li> <li>Data processing and presentation</li> <li>Data analysis</li> <li>Evaluation of fieldwork</li> <li>Conclusion</li> </ul>	<b>PHYSICAL LANDSCAPES (COASTS)</b> All students will know: <ul style="list-style-type: none"> <li>Coastal wave types</li> <li>Coastal processes (weathering, mass movement, erosion, transportation, deposition)</li> <li>Coastal landforms created by erosion (headlands and bays, cave arch stack and stump, wave cut notch and platform)</li> <li>Coastal landforms created by deposition (spits and bars, beaches, sand dunes)</li> <li>Coastal management</li> </ul>	<b>ECONOMIC WORLD</b> All students will know: <ul style="list-style-type: none"> <li>Measuring and classifying development</li> <li>The Demographic Transition Model.</li> <li>Causes and consequences of uneven development.</li> <li>The development gap and strategies to reduce this. (Named example: Tourism in Jamaica.)</li> <li>Location and importance of Nigeria.</li> <li>Nigeria's changing economic structure.</li> <li>Impacts of TNCs (Shell).</li> <li>Importance of international aid.</li> <li>Economic change in UK.</li> <li>impacts of industry on the environment (Named example: Torr Quarry).</li> <li>Changes in the rural landscape.</li> <li>Changes to transport infrastructure.</li> <li>North-South divide.</li> </ul>	<b>NATURAL HAZARDS</b> All students will know: <ul style="list-style-type: none"> <li>Structure of the Earth and plate boundaries</li> <li>Earthquakes – Causes, impacts and responses (Nepal and Christchurch)</li> <li>Reducing the impacts of earthquakes</li> <li>Global atmospheric circulation</li> <li>Tropical storms (formation and structure)</li> <li>Hurricane Katrina – causes, impacts, responses</li> <li>Reducing the impacts of tropical storms</li> <li>UK weather events (named example: Boscastle floods)</li> <li>Evidence for climate change</li> <li>Causes and impacts of climate change</li> <li>Mitigation and adaptation</li> </ul>	<b>ISSUE EVALUATION</b> All students will know: <p>The pre-release material is provided by the exam board towards the end of March. The series of lessons surrounding this, and preparation for paper 3 exam, will be delivered during this half term.</p> <p><b>Use the remainder of the term to complete revision for their upcoming exams</b></p>
<b>SKILLS</b>	A comprehensive list of all geographical skills required can be found at: <a href="#">AQA   Geography   Subject content   Geographical skills</a>				
<b>ASSESSMENT</b>	Examination style questions Students assessed formatively throughout: Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.	<b>One summative assessment (exam)</b> Examination style questions Students assessed formatively throughout: Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.	Examination style questions. Students assessed formatively throughout: Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.	<b>One summative assessment (exam)</b> Examination style questions Students assessed formatively throughout: Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.	Examination style questions Students assessed formatively throughout: Low-stakes formative and interleaving present throughout - knowledge and understanding quizzes, key terms quizzes and spelling tests, questioning, cold calling, etc.
<b>VOCAB</b>	Hypothesis, Primary / Secondary data, Qualitative data, Quantitative data, Random/Systematic sampling, Social Inequality, Deprivation Proportional symbols, Divided bar chart	Constructive / destructive waves, Mass movement, Weathering, Freeze-thaw, Headlands and Bays, Spits and bars, Sand dunes	Gross National Income, Life expectancy, Human Development Index, Demographic Transition Model, Development gap, Industrial structure, Primary, Secondary, Tertiary, Quaternary, Transnational corporation (TNC), International aid, Post-industrial economy, De-industrialisation, Science Park / Business Park, Infrastructure, North-South Divide	Destructive (subduction and collision), Constructive, Conservative, Earthquake, Focus, Epicentre, Immediate / long-term responses, Planning, prediction, preparation, Tropical storm, Milankovitch Cycles, Greenhouse gases, Mitigation, Adaptation	Unknown until pre-release materials are received.

### READING SKILLS

Vocabulary, Interpreting text, Analysis, Assessment, Suggestion

### CAREERS LINKS

Data analytics, environmental management, coastal management, economics, charity and aid organisation, hazard planning, climate change analyst

### SUPPORTING STUDENTS AT HOME

Reading/watching/listening to Global News, Using GCSEPod, AQA online