GEOGRAPHY

Year 10

What are the aims and intentions of this curriculum?

The aim of our Key Stage 4 Curriculum is to:

- Prepare students for the future by developing key communication, literacy and digital and online skills.
- Allow students to experience the importance of creativity, wellbeing and individuality
- Allow students to experience a curriculum with a richness, breadth and depth that develops a web of knowledge
- Give students equitable opportunities for success

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	Global Temperatures Global Circulation Climate Changes Careers: meteorologist, weather forecaster, climatologist	**How does the world's climate system function, why does it change and how can this be hazardous for people?** Students will gain knowledge of how winds and oceans impact global weather patterns and climate. Students will become aware of the suggested causes of past climate changes, and will evaluate the evidence provided. They will also gain a greater understanding about the role of human activities in the occurrence of the enhanced greenhouse effect and subsequent global warming. **Key terms:** atmospheric cells, ocean currents, ITCZ, high pressure, low pressure, Coriolis force, atmosphere, enhanced greenhouse effect, global warming PSHE-pg.34: physical health and fitness; pg. 36: mental wellbeing	Students will improve their map skills through the use of the globe and atlas as they locate the movement of winds and ocean currents globally. They will label these on world maps. They will interpret satellite imagery of weather systems, from websites which provide live feed. Students will analyze graphs which illustrate temperature changes throughout the centuries and calculate differences. Students will conduct debates about the role of human activities in the occurrence of global warming and efforts to combat increasing global warming.	• Worksheets • Homework • Models • Research • Group presentations • Classwork

Autumn 2	Tropical Cyclones Planning and preparing for cyclones *Careers: meteorologist, disaster risk management*	**How are extreme weather events increasingly hazardous for people?** Students will increase their knowledge of the formation, path and effects of tropical cyclones. They will compare the mitigation strategies used in a more developed country versus those used in a lesser developed country. **Key Terms:** tropical cyclone, storm surge, Saffir Simpson Hurricane Scale, cyclone warning, hurricane shelter, evacuation PSHE-pg.34: physical health and fitness; pg. 36: mental wellbeing	Students will improve their map skills by using the globe and atlas to plot the path taken by hurricanes. They will also use websites which provide live satellite imagery, along with maps to track current atmospheric disturbances. Students will work in groups to research and compare the mitigation strategies used in different countries to deal with the occurrence of tropical cyclones.	• Termly Test • Homework • News /weather reports of the passage of cyclones
Spring 1	Measuring development Global Inequality	**What are the causes of global disparities in development?** Students will enhance their knowledge of the key indicators of development and causes of global disparities in development with detailed examination of development dynamics in Malawi. **Key Terms:** birth rates, death rates, fertility rates, infant mortality rates, HDI, literacy rate, landlocked, corruption index, GDP per capita, GNP per capita, purchasing power parity, life expectancy, dependency ratio, models of development, standard of living, poverty. PSHE-pg. 29: Sexual health; pg. 37: health and prevention	Students will compare rankings of countries using development measures and interpret population pyramids of these countries. Students will improve their map skills by locating places using map, atlas and globe. Students will conduct research and make presentations about development in Malawi.	• Research • Classwork • Home Work • Presentations • Peer assessment .
Spring 2	Development Theories	**How do countries develop over time?** Students will examine how Rostow's Modernisation and Frank's Dependency theories can be used to explain the development of countries. Students will highlight the development dynamics of an emerging country: India.	The students will debate the relevance/merits of the sited theories and models in their attempts to account for disparities in development. They will use numerical data to make comparisons of countries and create likely development strategies.	• Research and presentation Group project • Homework • Worksheets

	Careers: social development consultant, urban planner, environmental consultant	Key terms: Rostow's Model, Frank's Dependency Theory, Clarke-Fisher Model, top-down and bottom -up development strategies, TNCs, NGOs PSHE-pg. 29: Sexual health; pg. 37: health and prevention	Students will conduct research and make presentations about development in India. Students will improve their map skills by locating places using maps, atlas and globe.	
Summer 1	Urbanisation Sustainable Mumbai *Careers: social development consultant, urban planner, environmental consultant*	**What are the causes and effects of rapid urbanization?** Students will be able to broaden their knowledge of the causes and consequences of rapid urban growth. They will develop an awareness of the factors which have influenced the growth of a megacity: Mumbai, the challenges faced and efforts attempted to overcome them. **Key Terms:** site, situation, sustainability, and use models, spatial, Vision Mumbai, top down and bottom up development PSHE-pg.34: physical health and fitness; pg. 36: mental wellbeing,	Students will examine the latest trends in urbanisation and the impacts of urban change. They will conduct research and make presentations about urban change in Mumbai. Students will improve their map skills by locating places using maps, atlas and globe. The students will debate the viability of attempts at achieving sustainability in Mumbai.	• Groupwork: research and presentations • Debates
Summer 2	Alliance Challenge Landscapes from the past UK's relief and geology UK's coastline Coastal erosion and deposition Human activities and the coast Managing the coasts	During Alliance Challenge, the form classes are given tasks to complete as they compete for the top place. **Why does the physical landscape of the UK vary from place to place?** Students will gain an appreciation for the variations in the United Kingdom's landscape by examining the factors which caused them, including geology, glaciation, plate tectonics and human activities. **Key terms**: igneous, metamorphic, sedimentary, weathering	Students will develop communication and collaborative skills as they work together during the Transition period. During the Alliance Challenge, their creative, innovative and collaborative skills are enhanced. They are able to communicate more with their peers as they work together and present their productions. Students will analyse photographs of landscapes and features across the United Kingdom. They will also identify and locate and physical landforms on relief and Ordnance Survey (OS) maps of the United Kingdom and make comparisons with the geological map of the United Kingdom.	• Discussions • Projects • Presentations • Models • Students will participate in World Environmental Day activities, through class discussions, debates, poster/comic/poem creation and display and conducting and presentation during assembly.

		How does wave action influence the United Kingdom's coastline? Students will enhance their knowledge of the impacts of wave action along the United Kingdom's coastline, the processes at work and the resultant landforms and effects. The importance of the coast to humans will be examined as well as the coastal management strategies utilized along some coastlines. Key Terms: bay, cliff, cove, spit, stump, stack, headland, hard and soft engineering, joint, faults, coastal flooding, coastal processes and human modification, coastal management PSHE- pg.34: physical health and fitness; pg. 36: mental wellbeing	The students will calculate the mean rates of coastal erosion at various sites in the United Kingdom. They will also use OS maps and GIS to investigate threats from coastal erosion. The students will conduct Cost Benefit Analysis on various sites to investigate coastal management strategies used. The students will create models which depict how coastlines can be managed.	
	Careers: hydrologist, disaster risk management consultant, urban planner, geologist, coastal management consultant, civil engineer			