## Geography

Year 10 Curriculum Overview



Intent: By the end of the year... Continued and further development of skills and knowledge from year 9. To understand causes and effects of climate change. To identify some of the UK's diverse physical velocities. In the end of the year... Continued and further development of skills and knowledge from year 9. To understand causes and effects of climate change. To identify some of the UK's diverse physical velocities. In the latter of understand climate systems and their influence on the world's biomes. To know how and why these environments are being threatened, how they are being sustainably managed and why they are important. To know that the UK's landscapes are shaped by a range of physical processes. To identify the global pattern of urban change and the factors that affect the rate of urbanisation.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
		Assessment 1		Assessment 2			
Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	Extreme Weather and climate change (Paper 1)	Rainforests & Hot environments (Paper 1)	Rainforests & Hot desert environments  Coasts and Rivers (Paper 1)	Complete Coasts and Rivers (Paper 1)	Urban Issues (Paper 2)	Complete Urban Issues (Paper 2)  Fieldwork (Human/Physical) and unfamiliar fieldwork questions (Paper 3)	
Additional support links:  Knowledge: Included here is the specific knowledge your child will learn in detail	Climate Change Link Climatic Hazards Link Revision Link / Link  • Extreme weather in the UK • Recent extreme weather events in the UK. • Causes of climate change • Impacts of climate change • Management of climate	Tropical Rainforests Link Hot Deserts Link Revision Link/ Link / Link  • UK small scale ecosystem – interactions between different elements. • Distribution of ecosystems • Characteristics of tropical rainforests (TRF): Location,	Revision Link Revision Link Coasts Link Rivers Link Coasts:  • Wave types and characteristics • Coastal processes – weathering, mass movement, erosion,	Rivers Link Global Urbanisation Link Coasts Link Revision Link/ Link/ Link UK Landscapes – location of major upland/lowland areas and river systems. Complete Rivers and Coasts Rivers:	Revision Link Global Urbanisation Link  Urban Issues:  Global patterns of urban change Urban trends in HICs and LICs Factors affecting urbanisation rates – migration, natural increase Emergence of mega-cities	Global Urbanisation Link Urban Growth Link Revision Link Fieldwork Link  Population change in the UK and a named city Location and importance of a named UK city Cultural change in a named UK city Urban regeneration in a named UK	
	change	structure, importance, Plant and animal adaptation.  Case study of causes and impacts of deforestation in TRF  Management of TRFs (Malaysia)  Location of Hot deserts  Climate of hot deserts  Animal and plant adaptation in hot deserts  Causes, impacts and management of climate change in hot deserts  Economic development in hot deserts (Thar desert)  Causes and solutions of desertification (Sahel)	transportation, deposition  Coastal landforms resulting from different rock types, structures and physical processes.  Management strategies used to protect coastlines – Lyme Regis and Medmerry Example of UK coastline – Swanage	<ul> <li>Long profile and changing cross-profile</li> <li>Fluvial processes – erosion, transportation, deposition.</li> <li>Fluvial landform creation</li> <li>Human and physical influences</li> </ul>	Differences between HICs, LICs and NEEs Case study of one LIC/NEE city: Location and importance of the city Zones within the city Causes of growth of the city Opportunities and challenges created by urban growth Inequality within the city Strategies to improve QOL within the city Case study is Lagos, Nigeria	<ul> <li>city</li> <li>Environmental challenges in a named UK city</li> <li>Rural/urban differences in UK</li> <li>Features of urban sustainability</li> <li>Completion of at least one day of fieldwork (2nd to be completed at suitable time for the school)</li> <li>Development of fieldwork knowledge</li> </ul>	
Skills: Included here is the specific skills your child will learn in detail	Identify trends & patterns of climate change Evaluate the success of management strategies Use, interpret and draw global maps Link physical processes to human activity Sequence causes, impacts and management of deforestation Draw and analyse climate graphs Make future predictions based on evidence	Describe and explain global distribution Evidence taken from ground photos Draw and analyse a climate graph Evaluate success of managing hot deserts Make links between the landscape hot deserts and economic development	Draw and annotate photos/diagrams Link geographical processes and their impacts Categorise impacts into social, economic and environmental factors Use and interpret OS maps Evaluate management strategies – hard/soft engineering	Draw and annotate processes and river landforms Draw cross sections of rivers Categorise into social, economic and environmental factors Use and interpret OS maps to show river courses Use and analyse storm hydrographs Compare and evaluate different management strategies	Use and interpret numerical data Draw a series of graphs using numerical data Identify, describe and explain trends and patterns Make future predictions based on evidence Link physical processes to human activity Develop evaluation and critical thinking	Analyse a map of the UK and population distribution Compare and contrast different areas of the UK Draw a line graph Develop decision making skills Draw and interpret population pyramids Explain changes in terms of positives and negatives Fieldwork skills	
Common Lexicon: These are the key words and terms	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.	

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learnt. These can be found on knowledge organisers.						THE HART SCHOOL Creative Education
Ambition Curriculum	Real world – Current environmental problems and solutions Aspirations – Careers in sustainability, environmentalism, urban design and renewable energy companies Leadership – decision making and presentation collaboration skills Beyond the classroom – Eco clubs Growth Mindset – resilience and confidence through self-assessment and DIRT work.	Real world – Current environmental problems and solutions (deforestation/ desertification) Aspirations – Careers in sustainability, environmentalism, urban design and renewable energy companies Leadership – decision making and presentation collaboration skills Beyond the classroom – Eco clubs Growth Mindset – resilience and confidence through selfassessment and DIRT work.	Real world – Current environmental problems and solutions (hard and soft engineering) coastal flooding social/economic/environmental impacts.  Aspirations – Careers in sustainability, environmentalism, urban design and Environmental Agency and Shoreline Mgt planning Leadership – decision making and presentation collaboration skills  Beyond the classroom – Eco clubs  Growth Mindset – resilience and confidence through selfassessment and DIRT work.	Real world – Current environmental problems and solutions (hard and soft engineering) fluvial flooding social/economic/environmental impacts.  Aspirations – Careers in sustainability, environmentalism, urban design and Environmental Agency and Shoreline Mgt planning Leadership – decision making and presentation collaboration skills Beyond the classroom – Eco clubs Growth Mindset – resilience and confidence through self-assessment and DIRT work.	Real world – Current urban problems and solutions social/economic/environmental impacts.  Lagos/Rio de Janeiro as real-life case studies.  Aspirations – Careers in sustainability, environmentalism, urban design, Environmental Agency and NGOs.  Leadership – decision making and presentation collaboration skills  Beyond the classroom – Eco clubs  Growth Mindset – resilience and confidence through self-assessment and DIRT work.	Real world – Current urban problems and solutions (Bristol) social/economic/environmental impacts. Field work in relation to local context (Sherbrook fluvial investigation and Rugeley urban investigation of land use). Aspirations – Careers in sustainability, environmentalism, urban design, Environmental Agency and NGOs. Leadership – decision making and presentation collaboration skills Beyond the classroom – Eco clubs Growth Mindset – resilience and confidence through self-assessment and DIRT work.

