

Curriculum Overview – Year 10 Geography

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
Ecosystems and Tropical Rainforests	<ul style="list-style-type: none"> • What an ecosystem is and examples at different scales (local to biome) • Main components of an ecosystem and how food webs operate. (producers, consumers, decomposers, nutrient cycling) • Interrelationships between elements of an ecosystem and how changes can have wider impacts. • Example of Epping Forest ecosystem • How the world’s major ecosystems are distributed. • Applying what has been learnt about ecosystems to the tropical rainforest (soil, vegetation, living creatures, climate, people) • Adaptation of plants and animals to the specific rainforest conditions. (a number of examples for each) 	<ul style="list-style-type: none"> • Interpreting diagrammatic information (e.g. food webs) • Handling and interpreting climate data and climate graphs. • Describing data and location. • Using case study details in answers. 	<ul style="list-style-type: none"> • Rainforest research project • Book look • End of topic assessment 	<ul style="list-style-type: none"> • Learning key terms • Educake tasks • GCSE exam questions • Reading articles and the news 	<p>United in harmony: when we consider the global impact of deforestation</p> <p>Discerning and joyful: at the vast biodiversity found in tropical rainforests</p> <p>Leading others in pursuit of justice: The power of activism on global issues such as deforestation</p> <ul style="list-style-type: none"> ○ Care for creation ○ Solidarity ○ Personal ○ Cultural ○ Social ○ Science ○ English ○ Maths 	<p>KS3 links Builds on the knowledge of weather and climate</p> <p>Builds on knowledge of the ecosystem and rainforests topic</p> <p>KS4 links Creates a basis for the hot desert topic</p> <p>KS5 links Links to Amazon rainforest case study</p>

<ul style="list-style-type: none">• The meaning of biodiversity and what this means in the rainforest.• Causes of deforestation in the Amazon rainforest (subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth)• Local and Global impacts of deforestation in the Amazon (including economic development, soil erosion, contribution to climate change.)• The value of the Amazon to people and environment e.g. carbon sink, biodiversity, sustainable economic activity, discovery of medicines.• Sustainable management of the Amazon on a Global, National and Local scale (selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction.) <p>Key terms:</p> <ul style="list-style-type: none">-Ecosystem-Biodiversity-Adaptation-Abiotic-Biotic-Interdependence-Food web				<ul style="list-style-type: none">○ Biologist○ Environmentalist○ Law○ International management	
--	--	--	--	---	--

	<ul style="list-style-type: none"> -Deforestation -Forest degradation -Soil erosion -Sustainable management -NGO's 					
--	---	--	--	--	--	--

Autumn Term 2

<p>River landscapes</p>	<ul style="list-style-type: none"> • The long profile and changing cross profile of a river and its valley. • Erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion • Transportation – traction, saltation, suspension and solution • Deposition – why rivers deposit sediment. • Erosion Landforms – interlocking spurs, waterfalls and gorges. • Landforms of erosion and deposition – meanders and ox-bow lakes. • Deposition landforms – levées, flood plains and estuaries. • Example of River Severn throughout the teaching of rivers as an example. • Physical and Human causes of flooding. • Interpretation of flood hydrographs. 	<ul style="list-style-type: none"> • Drawing, labelling and annotating diagrams effectively. • Clearly outlining geographical sequences. • Incorporating explanation of processes within answers. • Applying knowledge to unseen situations e.g. photographs of landforms. • Interpreting graphs (quite advanced with Hjulstrom and hydrograph). 	<ul style="list-style-type: none"> • River landforms poster • Book look • End of topic assessment 	<ul style="list-style-type: none"> • Learning key terms • Research tasks • Educake tasks • GCSE exam questions • Reading articles and the news 	<p>Appreciation and awareness: Of the huge impacts, flooding has on people's lives in other parts of the world in comparison to UK weather</p> <p>Empathy and compassion: To understand the ethical issues of flood management and stakeholders</p> <p>Discerning and joyful: Of the beautiful landscapes created by fluvial processes</p> <ul style="list-style-type: none"> ○ Care for creation ○ Dignity of God's people ○ Solidarity ○ Personal ○ Social ○ Moral ○ Cultural 	<p>KS3 links</p> <p>Builds on the year 7 topic of the water cycle</p> <p>KS4 links</p> <p>Foundation for coastal landscapes topic</p> <p>KS5 links</p> <p>Links to water and the carbon cycle topic</p>
--------------------------------	---	---	--	---	---	--

	<ul style="list-style-type: none"> • Hard and Soft engineering including: dams and reservoirs, straightening, embankments, flood relief channels, flood warnings and preparation, flood plain zoning, planting trees and river restoration. • The Jubilee river flood relief Channel in Windsor. How it works, advantages and disadvantages of the scheme. <p>Key terms:</p> <ul style="list-style-type: none"> -Fluvial -Erosion -Deposition -Transport -Landform -Hydrograph -Soft engineering -Hard engineering 				<ul style="list-style-type: none"> ○ Art ○ Science - biology ○ English ○ Maths ○ Meteorologist ○ Town planner ○ Government ○ Policy advisor ○ NGO and Charity work 	
--	---	--	--	--	---	--

Spring Term 1

<p>Economic Development & Quality of Life</p> <p>Reducing the Development Gap</p>	<ul style="list-style-type: none"> • Different ways of classifying parts of the world according to their level of economic development and quality of life. • Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). 	<ul style="list-style-type: none"> • Interpreting and comparing data sets • Reading/interpreting a variety of maps and graphs • To analyse photographs to provide information on quality of life 	<ul style="list-style-type: none"> • Homework assessment • End of topic assessment 	<ul style="list-style-type: none"> • Learning key terms • Research tasks • Educake tasks • GCSE exam questions 	<p>United in harmony: To reduce the development gap between countries</p> <p>Dignity of the human person When considering those who live in LIC</p>	<p>KS3 links</p> <p>Builds on the knowledge from the development topic</p> <p>KS4 links</p> <p>Creates a foundation for Nigeria and UK</p>
---	--	---	--	--	---	--

	<ul style="list-style-type: none"> • Limitations of economic and social measures. • Link between stages of the Demographic Transition Model and the level of development. • Causes of uneven development: physical, economic and historical. Consequences of uneven development: disparities in wealth and health, international migration. • Reducing the development gap strategies: TNC investment, industry changes, aid, fair trade, debt relief, intermediate technology, micro finance loans and tourism • Case study of tourism in Tunisia <p>Key terms: -GNI -HDI -Life expectancy -Adult literacy rate -DTM -Birth rate -Death rate -Natural increase/decrease</p>	<ul style="list-style-type: none"> • To complete evaluative extended writing • Research skills for homework tasks • Using GIS to describe and analyse places 			<p>Compassion and empathy: Awareness of colonisations impact on LIC</p> <ul style="list-style-type: none"> ○ Dignity of God’s people ○ Peace and reconciliation ○ Solidarity ○ Personal ○ Social ○ Moral ○ Cultural ○ History ○ Maths ○ English ○ NGO ○ Research ○ Policy ○ Government 	<p>economic development</p> <p>Links to the urban challenges in Lagos and informal settlement topic</p> <p>KS5 links</p> <p>Links to population change and futures</p>
Spring Term 2						
<p>Nigeria – Economic Development</p>	<ul style="list-style-type: none"> • Nigeria – Where it is and why it has an important role in Africa and the World (population and economy size) 	<ul style="list-style-type: none"> • Interpretation of a line graph which shows 	<ul style="list-style-type: none"> • Homework assessment 	<ul style="list-style-type: none"> • Learning key terms 	<p>Listening and attentive: to the wonders of the world and learning about places links with other</p>	<p>KS3 links Builds on the population and development</p>

	<ul style="list-style-type: none"> • Nigeria’s physical environment as well as political background such as different ethnic groups and issues with Boko Haram extremism. • Nigeria’s economy and how it is changing – agriculture to industry and growth of telecommunications, film industry etc. How oil and manufacturing have helped Nigeria to develop and improve their wealth. • The role of TNCs like Shell in Nigeria’s oil industry. What advantages and disadvantages do they bring e.g. investment and jobs v take profit away and damage the environment. • How Nigeria’s trade with the rest of the world is changing E.g. from mainly with UK to large economies and increasingly with China. • The type of aid that Nigeria has received and how this has benefitted Nigeria. • How development has affected the population in Nigeria e.g. improved life expectancy and schooling yet many still risk their lives to leave. 	<p>percentage growth of GDP</p> <ul style="list-style-type: none"> • Interpretation of bar graph showing the predicted top economies in the year 2050 • Use of maps to understand the distribution of ethnic groups as well as the biomes in Nigeria. • To be able to describe a cross section diagram of how vegetation changes from Southern to Northern Nigeria. 	<ul style="list-style-type: none"> • End of topic assessment 	<ul style="list-style-type: none"> • Educake tasks • GCSE exam questions • Reading articles and the news 	<p>cultures and the cultures of some students in our school</p> <p>Compassionate: when learning about those who live in informal settlements</p> <p>Joyful: when learning about the sustainable nature of urban planning and considering how we can adapt in the future</p> <ul style="list-style-type: none"> ○ Community and participation ○ Care for creation ○ Solidarity ○ Personal ○ Social ○ Moral ○ Cultural ○ English ○ Maths ○ History ○ Politics ○ Biologist ○ Environmentalist ○ Researcher ○ NGO ○ Economist 	<p>KS4 links</p> <p>Creates a foundation for the Nigeria and UK economy topic</p> <p>KS5 links</p> <p>Created a foundation for the population and environment topic</p>
--	---	--	---	---	---	---

	<p>Key words:</p> <ul style="list-style-type: none"> -Colonialism -Trade -TNC -Multiplier effect -International aid -Life expectancy -HDI 					
--	---	--	--	--	--	--

Summer Term 1

<p>Coasts: landscapes and hazards</p>	<ul style="list-style-type: none"> • Knowledge of wave types and wave characteristics. • Coastal processes: weathering processes – mechanical, chemical, mass movement – sliding, slumping and rock falls, erosion – hydraulic power, abrasion and attrition, transportation – longshore drift, deposition – why sediment is deposited in coastal areas. • How geological structure and rock type influence coastal forms. • Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. • Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars. 	<ul style="list-style-type: none"> • Using research and map skills to consider which countries will have a large fetch • Creating geographical diagrams to show the formation of coastal landforms • To use teamwork and decision-making skills to decide how coastlines should be managed • Clearly outlining geographical sequences. 	<ul style="list-style-type: none"> • Homework assessment • End of topic assessment 	<ul style="list-style-type: none"> • Learning key terms • Educake tasks • GCSE exam questions • Reading articles and the news 	<p>Appreciation and awareness: Of the beautiful landscapes and landforms found along coastlines in the UK</p> <p>Compassion and Grateful: For others around the world at risk of coastal flooding. How that in the UK we are fortunate in that we can use management to protect against the increased risks of coastal flooding</p> <p>Stewardship: clear reasons as to why reducing our carbon footprint is so important for coastal communities.</p>	<p>KS3 links</p> <p>Builds on from coasts topic</p> <p>KS4 links</p> <p>Links to the processes from Rivers</p> <p>KS5 links</p> <p>Basis for coastal systems A-level</p>
--	--	--	--	---	---	---

	<ul style="list-style-type: none"> • Major landforms of erosion and deposition on the Dorset coast. • The costs and benefits of the following management strategies: hard engineering – sea walls, rock armour, gabions and groynes, soft engineering – beach nourishment and reprofiling, dune regeneration, managed retreat – coastal realignment. • Case study of coastal realignment at Medmerry. Reasons for strategy, how it works, advantages and disadvantages. <p>Key terms:</p> <ul style="list-style-type: none"> -Coastline -Fetch -Swash -Backwash -Long-shore drift -Erosion -Hydraulic action -Abrasion -Mass movement -Hard engineering -Soft engineering 	<ul style="list-style-type: none"> • Incorporating explanation of processes within answers. • Applying knowledge to unseen situations e.g. photographs of landforms. 			<ul style="list-style-type: none"> ○ Community and participation ○ Care for creation ○ Solidarity ○ Social ○ Moral ○ Cultural ○ Science – physics ○ History ○ English ○ Maths ○ Environmentalist ○ Human rights ○ Coastal management ○ Environmental law ○ Researcher 	
--	--	--	--	--	---	--

Summer Term 2

<p>Fieldwork & Geographical Enquiry</p>	<ul style="list-style-type: none"> • Main sequence of geographical enquiry. • A range of data collection methods for physical geography including: sampling, land cover using quadrats, calculation of tree height, measurement of tree girth, measurement of soil depth, sampling of soil type, field sketches. • A range of data collection methods for human geography including: EQI, pedestrian counts, land use survey, photographs. • Data presentation techniques including graphical and cartographical skills as well as annotation of photographs and sketches. • Analysing findings, drawing conclusions and evaluating a study. • Completion of physical and human fieldwork (1 day each). 	<ul style="list-style-type: none"> • Using data collection within written answers . • Interpreting and explaining various sources of information e.g. graphs and charts. • Evaluating different strategies and justifying answers. • Using examples to support answers. • All skills related to the content and geographical enquiry. • Organisation of large piece of work and development of independence. 	<ul style="list-style-type: none"> • Homework assessment • End of topic assessment 	<ul style="list-style-type: none"> • Learning key terms • Research tasks • New article task 	<p>United in Harmony- In working as a group to investigate physical and human geographical processes</p> <p>Listening and attentive- When learning a range of new fieldwork skills and data collection methods</p> <ul style="list-style-type: none"> ○ Community and participation ○ Care for creation ○ Solidarity ○ Social ○ Moral ○ Cultural ○ Personal ○ Biology ○ English ○ Maths ○ Environmentalist ○ Journalist ○ Data analyst ○ Researcher 	<p>KS3 links</p> <p>Links to the maps and fieldwork lessons</p> <p>KS4 links</p> <p>Helps to develop understanding of the ecosystem and urban challenges topics</p> <p>KS5 links</p> <p>Links to the NEA</p>
--	---	--	--	--	---	---