Curriculum Map: Year 10 Subject Geography Teacher 1

Topic	Key Knowledge *What will all students KNOW by the end of the topic?*	Key Skills *What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?*	Assessment Opportunities *What are the key pieces of assessment? How will students be assessed?*
UK Geology	• This is a GCSE unit of work designed to allow students to understand what natural and human factors create the world they live in. • The characteristics and distribution of different types of geology • The role of geology and tectonic processes in the formation of upland and lowland areas. Students should be able to make the link between the rock types and either upland or lowland areas.	• Students create sketches of rock types and provide more detailed annotation of a range of characteristics. We also consider why the geology is distributed where it is in relation to Earth's history. • Students should focus on learning key rock types and a few simple characteristics of each – a table of characteristics would be helpful. A labelled map to show where rocks are mainly distributed will help.	Exam practice is carried out every 2 – 3 weeks, plus there is a mid and end of unit test.
Rivers	• There is a large focus on processes and landforms. Some of the physical processes cross over with coasts for interleaved learning. • This unit is also revisited in the fieldwork unit. • Understanding how rivers change downstream may help students understand the reasons for occurrence of landforms. It is important to understand processes so they can be applied to landforms. • Human activities should be covered in a general context, as should the effects of recession and flooding. • Managing rivers with defences is a familiar concept.	• Students should be able to apply processes to landforms and try to consider reasons for differences in landforms between different places. They should be able to adopt a holistic outlook on the interactions between the physical and human processes in the development of river landscapes. • Students should learn basic processes and sequences in landforms. They should be able to identify features on a landscape and try and make links between the features if possible.	Exam practice is carried out every 2 – 3 weeks, plus there is a mid and end of unit test.

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	• All the above will need to be drawn together to understand a stretch of river and the relationships between human and physical factors to help form and develop this landscape over time.		
Changing cities - Manchester	• This covers an overview of global urban processes and trends Detailed case studies of a major UK city (Manchester) • An understanding of global urban processes and trends. The changes and challenges in major cities that result from processes; including migration, deindustrialisation and globalisation, and how these challenges are being managed in cities in contrasting parts of the world, in this part we look at Manchester, a developed city. • Links to global development unit.	• Map and line graph analysis • Map • Video analysis • Literacy • Mage interpretation • Sequencing • Demography • Population pyramids • Demography • Concept of deindustrialisation • Exam skills • Comprehension • Assessing	Exam practice is carried out every 2 – 3 weeks, plus there is a mid and end of unit test.
Changing cities – Sau Paulo	• The changes and challenges in major cities that result from processes; including migration, deindustrialisation and globalisation, and how these challenges are being managed in cities in contrasting parts of the world, in this part we look at Manchester, a developed city. • Links to global development unit. • The focus is Sao Paulo.	• Map and line graph analysis • Map • Video analysis • Literacy • Mage interpretation • Sequencing • Demography • Population pyramids • Demography • Concept of deindustrialisation • Exam skills • Comprehension Assessing	Exam practice is carried out every 2 – 3 weeks, plus there is a mid and end of unit test.

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Ecosystems Part 1 TRF	• an overview of the distribution and characteristics of global and UK ecosystems and two detailed studies of deciduous woodlands and tropical rainforests. • Tropical rainforests and Deciduous woodlands, including factors that influence these ecosystems, how the biodiversity adapts, threats, management and the goods and services that they provide. There are 7 key ideas in total and this spans over two parts. • Ecosystem overview: • Key idea 3.1: Large-scale ecosystems are found in different parts of the world and are important. • Key idea 3.2: The biosphere is a vital system. • Key idea 3.3: The UK has its own variety of distinctive ecosystems that it relies on. Tropical rainforests: • Key idea 3.4: Tropical rainforests show a range of distinguishing features. • Key idea 3.5: Tropical rainforest's ecosystems provide a range of goods and services, some of which are under threat. • This united is taught as a general overview first and then later on a case study level	• Differences between biotic and abiotic • Food chains and webs • Literacy • Ecosystems characteristics • Thematic maps • Climate graphs • Image interpretation • Map work • Image interpretation • GCSE answers • Complete PLC • Nutrient cycling • Adaptations • GCSE answers • Cause, effect • Cause, effect and response • Debating	Exam practice is carried out every 2 – 3 weeks, plus there is a mid and end of unit test.
Ecosystems Part 2 DF	Deciduous woodland • Key idea 3.6: Deciduous woodland shows a range of distinguishing features. • Key idea 3.7: Deciduous woodlands' ecosystems provide a range of goods and services, some of which are under threat.	As above	Exam practice is carried out every 2 – 3 weeks, plus there is a mid and end of unit test.
Energy Resource Management	• This covers an overview of the global and UK distribution of food, energy and water	(1) Use and interpretation of UK and world maps showing the distribution of resources	Exam practice is carried out every 2 – 3 weeks, plus there is a mid and end of unit test.

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	• One detailed study of energy resource management at different scales sustainable energy in China, an emerging country	(2) Using different choropleth maps and data visualisations such as Gapminder.	
Climate change	• This covers an overview of the global climate patterns, global climate change due to natural causes, • Evidence of climate change • Negative effects of climate change • How human activities enhance the greenhouse effect • One detailed study of UK climate change challenges; adaptation and mitigation as responses to these issues.	• Map analysis • Cell diagrams • Atmospheric diagrams • Greenhouse effect • Koppen Climate maps • Greenhouse effect • Assess • Evaluate and conclude	Exam practice is carried out every 2 – 3 weeks, plus there is a mid and end of unit test.
Physical Geography fieldwork - river	The experience of fieldwork helps students to develop new geographical insights into the two contrasting environments, this is environment 1.	Students apply their geographical knowledge, understanding and skills to these environments. 1. Formulating Enquiry questions Students must have an opportunity to develop understanding of the kinds of questions that can be investigated through fieldwork in river environments. Students must have an opportunity to develop a question(s) based on their location and the task. 2. Fieldwork methods Fieldwork data collection must include at least: ● one quantitative fieldwork method to measure river discharge ● one qualitative fieldwork method to record landforms that make up the river landscape.	Exam practice is carried out every 2 – 3 weeks, plus there is a mid and end of unit test.

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		Human interaction: students must develop their understanding of the implications of river processes for people living in the catchment area. 3. Secondary data sources ● A flood risk map e.g. Environment Agency flood risk map. ● One other secondary source.	
Drought	• A part of the weather hazards and climate change unit – interleaved learning to provide an overview of the global circulation of atmosphere creates and impacts drought. • Two detailed case studies are included, one for a developed country (California, USA) and one for a developing country (Tanzania). Students should have an understanding of how and why the global climate has changed, and how climate change has potentially influenced the severity of drought. • As well as looking at the other causes of these, students also need to develop an understanding of how the impacts of and responses to drought vary due to a country's level of economic development. • There also needs to be an awareness of the global atmospheric circulation and ocean currents, and how these operate as systems to transfer heat and energy around the planet. • This unit connects to climate change and cyclones.	• Comprehension • Picture interpretation • Climate graphs • Comprehension IT skills	Exam practice is carried out every 2 – 3 weeks, plus there is a mid and end of unit test.