

St Cuthbert Mayne School Curriculum Map



Department: Geography

Year 10

Department Intent and Overview

Our Geography curriculum will inspire curiosity and fascination about the world and its people.

Key Stage 4 Curriculum Summary

Geography is the study of the Earth's people, places, landscapes and environments. It mixes the arts and the sciences, and bridges the learning gap between many other subjects.

The aim of our KS4 curriculum is to deepen their understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical skills. Students have the opportunity to engage with a wide variety of learning resources and styles, and develop their problem solving and researching skills by using ICT, fieldwork and diagrams, internet, maps, videos, newspaper articles, photographs and books.

The following units are covered:

- **The Challenge of Natural Hazards** - In this unit we will be learning about natural hazards and how they are the result of physical processes. We will be considering the effects of, and responses to, hazards in contrasting areas of wealth and how they are being managed. Finally, we will examine the causes and effects of climate change, and the various strategies to manage this issue.
- **The Living World** - In this unit we will explore living with the physical environment. We will be learning about physical processes and systems and how they change in different environments. We will be looking in particular at the environmental characteristics and development opportunities in tropical rainforests and hot desert ecosystems, and how these are sustainably managed.
- **Physical Landscapes of the UK** - In this unit we will explore living with the physical environment, and a focus on the physical landscapes in the UK. We will be looking in particular at the environmental characteristics and processes which have shaped our coastal landscapes and river landscapes. We will study how different management strategies can be used to protect coastlines and rivers from the effects of physical processes.
- **Urban Issues and Challenges** - In this unit we will be learning about human processes and systems, and how these change in space and time. In order to do this, we will be learning about different places in various stages of development, and how the development is being managed. We will be focusing on Rio de Janeiro and Bristol and examining the challenges and opportunities experienced by both cities. The issue of sustainability will be considered.
- **Changing Economic World** - In this unit we will be looking at human processes and systems, and how these change in space and time. In order to do this, we will be learning about different places in various stages of development, and how the development is being managed. We will particularly focus on Nigeria and the UK.
- **The Challenge of Resource Management** - In this unit we will be looking at how resources are distributed around the world and the issues that are caused by this uneven distribution. We will be considering food security and management strategies around the world to / deal with food issues. An important element of the GCSE course is that of critical thinking and problem-solving. This will be covered in Paper 3 which will provide students with the opportunity to demonstrate geographical skills, and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. Students will also undertake two geographical enquiries using primary data, collected as part of a fieldwork exercise.

Autumn Term 1 - The Challenge of Resource Management

Topic/Unit	Provision of food in the UK	Global Food Demand	Impacts of food Security	Increasing Food Supply	Sustainable Food Production
Knowledge (Content covered)	Importing food, its responses and solutions to the challenges	Surplus/deficit global patterns, increasing food consumption Factors affecting food supply	Definitions of food security and food insecurity. Factors involved and impacts of food security	Strategies for increasing food supply around the world. Case study - Indus Basin Irrigation System	Different strategies. Managing food supply in a sustainable way
Skills	Analysis of media clips Identification of patterns Map work	Interpretation of graphs Categorisation of factors	Analysis of media clips Identification of patterns Graphical work - patterns and trends	Analysis of media clips Identification of patterns Graphical work - patterns and trends	Evaluation of strategies Application to different places
Assessment	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes End of unit Formal Assessment
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK K4	GIS Specialist Environmental consultant Conservation Manager Human Rights Officer Refugee & Asylum Advisor Sustainability Consultant Environmental Lawyer International				

	quizzes	various quizzes	quizzes	quizzes	quizzes	quizzes	quizzes	quizzes	quizzes End of unit Formal Assessment
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Biologist Zoologist Conservationist GIS specialist Researcher for university National Park ranger Civil Engineer Military Environmental Agency Sustainability consultant								

Spring Term 2- Urban Issues and Challenges

Topic/Unit	Introduction to Urbanisation	Emergence of Megacities	What is Rio de Janeiro like?	Social Challenges and Opportunities in Rio	Economic Challenges and Opportunities in Rio	Environmental Challenges and Opportunities in Rio	Managing the Growth of Squatter Settlements
Knowledge (Content covered)	Important definitions. World population growth. Impacts of migration on urbanisation. Differences around the world	What is a megacity and where are they located? An understanding of why cities grow and categorisation of reasons.	Location of Rio and its importance as a global city. How and why has Rio grown and what is the land used for in the city?	An understanding of the main social challenges in providing important services for the people of Rio, and what the authorities are	An understanding of the main economic challenges for the people of Rio, and what the authorities are doing to create	An understanding of the main environmental challenges for the people of Rio, and what the authorities are doing to create	An understanding of why the favelas have grown and the challenges for the people who live in them.

				doing to create opportunities for the people.	opportunities for the people	opportunities for the people	
Skills	Understanding Population data, interpreting graphs and identifying patterns. Understanding choropleth maps. Extended writing	Interpretation of maps and understanding numerical data. Statement sorting and further categorization into social, economic and environmental.	Map/atlas work Producing a factfile with city statistics Interpretation of photographs Interpretation of land use	Interpretation of population data and analysis of trends. Information gathering. Interpretation of visual images. Extended writing	Economic data to understand and analyse. Visual images to interpret. Extended GCSE writing	Interpretation and analysis of environmental data. Statement sorting - categorisation into social, economic and environmental. Extended writing	Understanding choropleth maps. Numerical data to understand and interpret living conditions in squatter settlements. Annotation of diagrams
Assessment	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing Mid-point assessment
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK K4	International Aid Worker Sustainability Consultant Human Rights Officer Epidemiologist Hydrologist Voluntary worker Climate Change Analyst Environmental Lawyer City Planner						

GATSBY BENCHMA RK 4	Land surveyor Air pollution analyst Environmental Lawyer								
---	--	--	--	--	--	--	--	--	--

Summer Term 2 - The Challenge of Natural Hazards							
Topic/Unit	Introduction to Natural Hazards	Plate tectonics	Types of plates and plate movements	Effects and Responses to a Natural Hazard - Earthquakes	The Global Atmospheric Circulation Model	Tropical Storms	The Causes, Effects and Responses of a Tropical Storm - Typhoon Haiyan
Knowledge (Content covered)	Important definitions, understanding different natural hazards and categorisation into groups. Location of hazards and identification of patterns.	Understanding of the Earth's structure and characteristics of the zones. How do plates move - idea of convection currents. Theory of plate tectonics and evidence provided.	Types of plates, characteristics and movements. Understanding of what happens at plate boundaries and different features present.	Features of an earthquake and an understanding of the effects and responses of two earthquakes in contrasting areas of development. Evaluation of the management strategies.	What is the GACM and what does the model show? How does the GACM work and link to the world's weather?	The effects and responses of tropical storms. Categorisation into primary/secondary /immediate and long-term	Examples of extreme UK weather. Why do we have extreme events in the UK? The roundabout location
Skills	Atlas work - mapping hazards and looking at patterns Interpreting information from	Interpretation of visual media - questions Labelling of diagrams Information	Labelling diagrams Diagram interpretation Application of theory to real-life	Interpretation of visual media Statement sorting Information gathering Application of	Labelling of diagrams Information gathering - characteristics of cells and	Map description and interpretation Understanding links Labelling diagrams	Information gathering carousel - further categorisation in effects and responses

	maps and visual media Numeracy - graphing task on deaths from natural disasters	gathering of evidence for continental drift	examples Statement sorting task - features of plates	theory to real life examples	explanation of conditions Visual media Application of theory to UK conditions	Effects of TS - categorisation into human and physical	Application of Interpretation of patterns Map/atlas work
Assessment	Teacher/Peer Assessment Low stakes testing - various quizzes. Past GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. Past GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. Past GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. Past GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. Past GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. Past GCSE questions.	Teacher/Peer Assessment Low stakes testing - various quizzes. Past GCSE questions.
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK K4	GIS Specialist Environmental Consultant SSSI Warden Environmental Lawyer Disaster and Emergency Planner International Aid Worker Seismologist Volcanologist Geologist						

