



Year 10 Geography Curriculum Summary



YEAR GROUP: Year 10

SUBJECT: Geography

When?	Understanding	Knowledge	Assessment
<p>Autumn Half Term 1</p> <p>6/7 weeks</p>	<p>People and the Biosphere</p> <p>Why is the biosphere so important to human wellbeing and how do humans use and modify it to obtain resources?</p> <p>What are the threats to forest biomes and how can they be reduced?</p> <p>How can the growing demand for energy be met without serious causing environmental consequences?</p> <p>Forests under threat</p> <p>How does the TRF have plant and animal adaptations that differ to the Taiga biome</p>	<p>Students will recap KS3 units including biomes and ecosystems, superpowers, energy security etc.</p> <p>Knowledge is centered around the views of how population growth will impact resources – with a positive Boserup view compared to a pessimistic Malthus view.</p> <p>Pupils acquire knowledge of biomes and their location on a local and global scale – including factors that affect the distribution of certain biomes</p>	<ul style="list-style-type: none"> • Students are assessed through homework tasks. Students are expected to complete two homework tasks per week. • Every 3 weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. • Student’s classwork must also be marked in alignment with the school and department policy. • Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). • Students are required to complete a mid-topic assessment/recap assessment to assess what they have learned so far. • They are required to complete a formal assessment at the end of the unit, - October



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	<p>How does the nutrient cycle vary between the two biomes?</p> <p>What threats are there for both biomes?</p>		<p>time for People and the Biosphere and Forests Under Threat assessment</p>



When?	Understanding	Knowledge	Assessment
<p>Autumn Half Term 2 6/7 weeks</p>	<p>Consuming Energy Resources</p> <ul style="list-style-type: none"> • What are the different types of energy and what impact do they have on the environment? • What new ways are there for fossil fuel and renewable futures? • How can we reduce our carbon footprint and increase energy security? 	<p>Students will look at the different types of energy and how they are classified into renewables, non-renewables, and recyclables.</p> <p>Oil prices with regards to supply and demand provide a good economic link including the current conflict involving the Middle East</p> <p>Pupils to look at advantages and disadvantages of energy types – including new sources of sustainable future energy.</p>	<ul style="list-style-type: none"> • Students are assessed through homework tasks. Students are expected to complete two homework tasks per week. • Every 3 weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. • Student’s classwork must also be marked in alignment with the school and department policy. • Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). • Students are required to complete a mid-topic assessment/recap assessment to assess what they have learned so far. • They are required to complete a formal assessment at the end of the unit, - December topic test for Energy Resources



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<p>Spring term (half-term 1)</p> <p>5/6 weeks</p> <p>Unit 4: UK's Evolving Physical Landscape</p>	<p>UK's Evolving Physical Landscape</p> <p>Why does the physical landscape of the UK vary from place to place?</p> <p>Why is there a variety of distinctive coastal landscapes in the UK and what are the processes that shape them?</p> <p>What are the challenges for coastal landscapes and communities and why is there conflict about how to manage them?</p> <p>Why is there a variety of river landscapes in the UK and what are the processes that shape them?</p> <p>What are the challenges for river landscapes, people and property and how can they be managed?</p>	<p>Students re-visit knowledge from KS3 regarding river and coastal processes – as well as local UK Geography learnt in Year 7.</p> <p>Pupils learn the 4 types of erosion and landforms created at the coast and within a river</p> <p>A key component is the knowledge of what factors cause flooding and sea-level rise – a mixture of human and physical factors.</p> <p>Importantly, pupils acquire the knowledge around hard and soft engineering (methods to prevent flooding in rivers and at the coast)</p>	<ul style="list-style-type: none"> • Students are assessed through homework tasks. Students are expected to complete two homework tasks per week. • Every 3 weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. • Student's classwork must also be marked in alignment with the school and department policy. • Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). • Students are required to complete a mid-topic assessment/recap assessment to assess what they have learned so far. • They are required to complete a formal assessment at the end of the unit, - February assessment / after half-term



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<p>Spring term 2 (half-term)</p> <p>5/6 weeks</p> <p>Unit 5: UK's Evolving Human Landscape</p>	<p>UK's Evolving Human Landscape</p> <ul style="list-style-type: none"> Why are places and people changing in the UK? How is ONE major* UK city changing? – London <p>Students will recap KS3 Human Geography modules including human geography of the UK, population, development dilemmas, globalization etc</p> <p>Knowledge Recap tests are used within the unit to recap each enquiry question. This ensures pupils revisit the work which they have learnt with in the unit to prepare themselves for assessment</p>	<p>Pupils re-visit and use knowledge acquired from Year 9 with regards to globalisation of the UK and the different economic sectors</p> <p>Knowledge revolves around the idea of gentrification and regeneration within areas of London</p> <p>Pupils obtain knowledge around the influence of migration within the UK and the impact of urban areas against rural areas socially, economically, and environmentally.</p>	<ul style="list-style-type: none"> Students are assessed through homework tasks. Students are expected to complete two homework tasks per week. Every 3 weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. Student's classwork must also be marked in alignment with the school and department policy. Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). Students are required to complete a mid-topic assessment/recap assessment to assess what they have learned so far. They are required to complete a formal assessment at the end of the unit, - Easter assessment for UK Physical and Human Landscape.



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<p>Summer term 1 (half-term)</p> <p>5/6 weeks</p>	<p>UK's Evolving Physical Landscape</p> <p>UK's Evolving Human Landscape</p> <p>Consolidation of both units and enquiry questions</p> <p>Before students start exploring coastal landscapes, they revisit the four main processes they learnt at the start of the unit to be apply to apply their prior knowledge correctly.</p> <p>Students will recap KS3 Physical Geography modules including water world, physical geography, rivers, coasts, glaciation etc.</p>	<p>Pupils require knowledge to compare elements of the physical landscape first – to the human landscape of the UK</p> <p>Knowledge required is how social impacts are created due to physical processes operating on the landscape e.g., due to flooding many people may become environmental refugees.</p> <p>Economically pupils acquire knowledge about short-term and long-term business implications. Furthermore, environmental issues are explored within the UK comparing physical and human damage.</p>	<ul style="list-style-type: none"> • Students are assessed through homework tasks. Students are expected to complete two homework tasks per week. • Every 3 weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. • Student's classwork must also be marked in alignment with the school and department policy. • Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). • Students are required to complete a mid-topic assessment/recap assessment to assess what they have learned so far. • In-class assessment (mid-topic)



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<p>Summer term 2 (half-term)</p> <p>6/7 weeks</p> <p>Unit 6: Fieldwork Investigations Prep</p>	<p>Fieldwork Investigations Prep</p> <p>Urban Fieldwork: “How and why does quality of life vary in urban areas?” (Slough vs Windsor - inequality)</p> <p>Physical Fieldwork: ‘To investigate how coastal environments suffer from erosion – South Coast’</p> <p>Fieldtrips X2 – Urban and Physical</p>	<p>Students will use knowledge from Year 7 fieldwork and Year 8 microclimate investigations.</p> <p>Pupils acquire knowledge – physical fieldtrip – by learning how to measure a beach gradient, calculate longshore drift and a conflict matrix</p> <p>During human fieldwork pupils gain knowledge on why inequality exists through questionnaires. Pupils learn the difference between primary and secondary data through carrying out environmental quality surveys.</p>	<ul style="list-style-type: none"> • Students are assessed through homework tasks. Students are expected to complete two homework tasks per week. • Every 3 weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. • Student’s classwork must also be marked in alignment with the school and department policy. • Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). • Students are required to complete a mid-topic assessment/recap assessment to assess what they have learned so far. • End of Year 10 assessment on all content covered