**Y10 – Geography**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
|  | The Challenge of Natural Hazards | The Challenge of Natural Hazards | The Changing Economic World | The Changing Economic World | | The Living World | The Living World |
| Topics | Tectonic Hazards  Plate Tectonics  Natural Hazard  Risk  Opportunities  Comparison of Risk NIC LIC  Nepal  Japan/Chile  Why do people live in areas of risk? | Weather Hazards  Global Circulation  Distribution of Hazard  Impact of Hazards  UK Extreme Weather  Climate Change  Managing and Adaption | Global Variations in Development  Reducing the Development Gap  Development in NEE’s  Rio De Janiero | The UK Economy  The UK in the Wider World  The move to a post-industrial economy  The North South Divide  Levelling UP | | Ecosystems – Scales and Distribution  Tropical Rain Forest  Characteristics  Opportunities, Challenges and Management  Sustainability | Hot Deserts  Characteristics  Opportunities, Challenges and Management  Desertification |
| Skills | DEVELOPMENT OF GEOGRAPHIC THINKING  - Understanding how wealth links risk  Use of understanding of other places and comparison to each other and UK  - Appreciate ethical issues  - Describe and evaluate methods of research  Mapping locations  - | | SKILLS & STRATEGIES  Birmingham  Fieldwork collection  Graphing of Data  Ecotourism DME  - | | | TECHNIQUES  Comparison of data  Linking Data at different scales  Climate Graphs and Comparison  Statistical mapping  Statistical Techniques | |
| Assessment | Frequent Low-level testing  Range of learning & skill-based homework.  End of unit assessments | Frequent Low-level testing  Range of learning & skill-based homework.  End of unit assessments | Frequent Low-level testing  Range of learning & skill-based homework.  End of unit assessments | Frequent Low-level testing  Range of learning & skill-based homework.  DME write up | | Frequent Low-level testing  Range of learning & skill-based homework.  End of unit assessments | Frequent Low-level testing  Range of learning & skill-based homework.  End of unit assessments  End of Year Exam |
| Linked learning | Students will build on knowledge and skills developed in Key Stage 3 and Year 10 each topic area. Skills are further developed, along with literacy and numeracy. Learning components at the start of the lesson remind students of prior learning and point out links to previous topics.  Links with other subjects: Maths – calculations, analysis, basic mathematical functions, and graph drawing. Science – plate tectonics, sustainability, global circulation and global warming. RE – Ethical Issues | | | | | | |
| \*SMSC Links | 253 Provision for the spiritual development of pupils includes developing their:  - ability to be reflective about their own beliefs and perspective on life  - sense of enjoyment and fascination in learning about themselves, others, and the world around them,  - Use of imagination and creativity in their learning  254 Provision for the moral development of pupils includes developing their:  -understanding of the consequences of their behaviour and actions  - interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues | | | | | | |
| Literacy | Geographic vocabulary, terminology, and definitions  Interpret observations, write conclusions, describe, and evaluation | | | Numeracy | Mean, Mode, Median, Standard Deviation, Graphing and analysis of data using simple techniques | | |
| Enrichment | GCSE Birmingham Trip  Carding Mill Valley | | | | | | |
| Impact | Students are required to memorise key facts and be able to recall them and apply their knowledge to real life situations. A successful student will be able to link concepts together. Demonstrate the ability to work towards to problem solving, expanding and development of explanations. Geographical thinking will help students to gain a better understanding of the world around them. The course will also encourage resilience, the ability to consider ethical implications and how actions can impact others. | | | | | | |

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| Ways to support student learning in this subject |
| * Encourage the completion of homework. * Encourage discussion of geographic issues that arise in the news. * Encourage a positive attitude towards school and geography. * Encourage self-assessment and reflection using personalised learning checklists (PLCs) * Use of low stakes questioning and exam material to build confident and knowledge base * Encourage students to use GCSEPod to consolidate knowledge and build on recall skills * Refer students to LaunchPad revision materials * Purchase CGP revision guides and workbooks for independent revision and practice |