**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 HazardsPlate TectonicsNatural HazardRisk OpportunitiesComparison of Risk NIC LICNepalJapan/ChileWhy do people live in areas of risk? | Weather HazardsGlobal CirculationDistribution of HazardImpact of HazardsUK Extreme WeatherClimate ChangeManaging and Adaption | Global Variations in DevelopmentReducing the Development GapDevelopment in NEE’sRio De Janiero  | The UK EconomyThe UK in the Wider WorldThe move to a post-industrial economyThe North South DivideLevelling UP | Ecosystems – Scales and DistributionTropical Rain ForestCharacteristicsOpportunities, Challenges and ManagementSustainability | Hot DesertsCharacteristicsOpportunities, Challenges and ManagementDesertification |
| 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 & STRATEGIESBirmingham Fieldwork collectionGraphing of DataEcotourism DME- | TECHNIQUESComparison of dataLinking Data at different scales Climate Graphs and ComparisonStatistical mappingStatistical Techniques |
| Assessment | Frequent Low-level testingRange of learning & skill-based homework.End of unit assessments | Frequent Low-level testingRange of learning & skill-based homework.End of unit assessments | Frequent Low-level testingRange of learning & skill-based homework.End of unit assessments | Frequent Low-level testingRange of learning & skill-based homework.DME write up | Frequent Low-level testingRange of learning & skill-based homework.End of unit assessments | Frequent Low-level testingRange of learning & skill-based homework.End of unit assessmentsEnd 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 learning254 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 definitionsInterpret observations, write conclusions, describe, and evaluation | Numeracy | Mean, Mode, Median, Standard Deviation, Graphing and analysis of data using simple techniques |
| Enrichment | GCSE Birmingham TripCarding 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
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