



Year 10 Geography Curriculum Overview

Geography in year 10 begins students learning journey through the AQA GCSE Geography course. It is studied over the course of five lessons across the fortnight. The topics throughout the year include a combination of predominantly human as well as physical topics, the first being a topic on natural hazards, the second topic being on the challenge of managing the resources of food, water and energy, the third topic is the interaction of coastal landscapes and how they can be managed by coastal management strategies and the final topic consolidates a topic from year 9 on ecosystems through the utilisation of enquiry based fieldwork.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
			Approximately 1 hour per 5 timetabled lessons of homework will be set.
Autumn term The Challenge of natural hazards	The Challenge of natural hazards Throughout this unit students will examine the dynamic nature of natural hazards including tectonic hazards and climatic hazards. They will look at the causes of these hazards, the impacts on people and the environment as well as how the hazards can be managed. The effects of, and management of, tectonic hazards will be examined in countries at contrasting levels of development in order to evaluate how contrasting the hazards are. The two case studies currently used are the Japan earthquake of 2011 and the Haiti earthquake of 2010. Weather hazards will also be examined, these will be at a UK scale by looking at an extreme weather event, currently we examine the Beast from the East in 2018, as well as a global scale, currently we examine typhoon Haiyan that	Assessment The topic will include four formal assessments:- 1)Completion of a 6 mark question. This will be completed under formal supervision within an allocate lesson. The question will assess students knowledge and understanding of the physical processes at plate boundaries. Students will receive a mark and GCSE grade as well as written feedback. The feedback will provide action points to improve their answers further. Students will have allocated lesson time to respond to the teachers feedback. 2)Mid unit test on tectonic hazards. This will be completed under formal supervision within an allocate lesson. It will be the same format as AQA GCSE papers with a combination low, medium and high tariff questions, the highest tariff question is worth 12 marks, 3 of which are	A range of homework tasks will be set throughout this topic. This will include:- Completion of worksheets to consolidate lesson content. Completion of worksheets to consolidate fieldwork skills. Revision of key vocabulary in preparation for regular vocabulary tests. Revision for end of topic test, to include interleaving revision of previous coastal landscapes of the UK topic. Students will be provided with revision resources including quiz questions and knowledge organisers.

	<p>struck the Philippines in 2013. Students will be develop evaluative skills through discussion of how severe impacts are of these events and how best they could be managed into the future. Where applicable students will examine natural hazards that occur in the news during the course of studying this very relevant topic.</p>	<p>awarded for spelling, punctuation and grammar. These questions will assess knowledge and understanding of places and processes, demonstrate understanding of processes as well as interpreting and evaluating information and resources to make judgements. Students will receive a mark and GCSE grade as well as written feedback. The feedback will provide action points to improve their answers further. Students will have allocated lesson time to respond to the teachers feedback.</p> <p>3) Completion of a 9 mark question. This will be completed under formal supervision within an allocate lesson. The question will assess students knowledge and understanding of how people can respond to tropical storms, and they will be required to interpret a photo resource to make judgements. Students will receive a mark and GCSE grade as well as written feedback. The feedback will provide action points to improve their answers further. Students will have allocated lesson time to respond to the teachers feedback.</p> <p>4) End of topic test on the challenge of natural hazards. This will be completed under formal supervision within an allocate lesson. It will be the same format as AQA GCSE papers with a combination low, medium and high tariff questions, the highest tariff question is worth 12 marks, 3 of which are awarded for spelling, punctuation and grammar. These questions will assess knowledge and understanding of places and processes, demonstrate understanding of processes as well as interpreting and evaluating information and resources to make judgements.</p>	<p>Optional homework tasks and Literacy resources</p> <p>Oak continuity have video based lessons within the year 11 section, unit 1, 2, 3 and 4. Complete the weekly Geography in the news quiz found at:- https://www.tutor2u.net/geography</p> <p>Watch the revision videos on the challenge of natural hazards topic, found on tutor2u website – see below https://www.tutor2u.net/geography/collections/aqa-gcse-geography-revision-videos-paper-1-the-challenge-of-natural-hazards-natural-hazards</p> <p>Use the Cool Geography website to revise the topic, found at:- https://www.coolgeography.co.uk/gcsen/challenge_natural_hazards.php</p> <p>Can We Protect People From Natural Disasters? (Earth Debates)</p> <p>Hurricanes vs. Tornadoes vs Typhoons: Wind Systems of the World</p>
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<p>Spring 1</p> <p>The challenge of resource management</p>	<p>The challenge of resource management</p> <p>In this topic the fundamental resources needed for human development will be examined, these include water, food and energy. All three resources will be studied in the context of the UK and will include issues such as the changing demand for these resources, the impacts of their use as well as future management of them. The demand for water will be explored in greater detail at a global scale also. Several sources of numerical and graphical data will be examined on the availability and consumption of resources and therefore students will develop both graphical data presentation skills as well as data interpretation.</p>	<p>The topic will include one formal assessment:-</p> <p>1) Completion of a 6 mark question. This will be completed under formal supervision within an allocate lesson. The question will assess students knowledge and understanding of either water, food or energy. Students will receive a mark and GCSE grade as well as written feedback. The feedback will provide action points to improve their answers further. Students will have allocated lesson time to respond to the teachers feedback.</p> <p>2) End of topic test on the challenge of resource management. This will be completed under formal supervision within an allocate lesson. It will be the same format as AQA GCSE papers with a combination of low and medium tariff questions, the highest tariff question is worth 6 marks. The questions will assess knowledge and understanding of places and processes, demonstrate understanding of these processes and explain the interrelationships between places, environments and processes. Students will be required to interpret a range of resources. There will also be a series of questions based on</p>	<p>Homework and literacy resources</p> <p>A range of homework tasks will be set throughout this topic. This will include:-</p> <p>Completion of worksheets to consolidate lesson content.</p> <p>Completion of worksheets to consolidate fieldwork skills.</p> <p>Revision of key vocabulary in preparation for regular vocabulary tests.</p> <p>Revision for end of unit test. Students will be provided with revision resources including quiz questions and knowledge organisers.</p> <p>Optional homework tasks and Literacy resources</p>

		<p>a previous topic taught in year 9 about urban areas (in order to develop long term retention of previous knowledge).</p> <p>Students will receive a mark and GCSE grade as well as written feedback. The feedback will provide action points to improve their answers further. Students will have allocated lesson time to respond to the teachers feedback.</p>	<p>Oak continuity have video based lessons within the year 11 section, unit 8 “Understanding Resources”. Also unit 9 “The Global Water Resource”</p> <p>Complete the weekly Geography in the news quiz found at:- https://www.tutor2u.net/geography</p> <p>Watch the revision videos on the challenge of natural hazards topic, found on tutor2u website – see below</p> <p>https://www.tutor2u.net/geography/topics/resource-management</p> <p>Use the Cool Geography website to revise the topic, found at:- https://www.coolgeography.co.uk/gcsen/resource_management.php</p> <p>Complete revision from BBC bitesize https://www.bbc.co.uk/bitesize/topics/zybnhv4</p> <p>No One Is Too Small to Make a Difference: Greta Thunberg</p>
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<p>Spring 2 and summer 1</p> <p>Physical landscapes of the UK (Coastal landscapes)</p>	<p>Physical landscapes of the UK (Coastal landscapes)</p> <p>This topic focusses on the diverse landscapes of the UK, including highland and lowland areas, river systems and in greater depth coastal landscapes. The influence of physical processes will be examined and their influence will be investigated in greater detail at the Dorset coastline. The interaction with the human environment will be explored through investigating sea defences. Students will develop skills such as map reading and interpretation of images as well as skills such as exploring issues from different peoples perspective.</p>	<p>The topic will include two formal assessment:-</p> <p>1) Completion of a 6 mark question. This will be completed under formal supervision within an allocated lesson. The question will assess students knowledge and understanding physical geography processes through interpretation of a resource. Students will receive a mark as well as written feedback. The feedback will provide action points to improve their answers further. Students will have allocated lesson time to respond to the teachers feedback.</p> <p>2) End of topic test on physical landscapes of the UK. This will be completed under formal supervision within an allocated lesson. It will be the same format as AQA GCSE papers with a combination of low and medium tariff questions, the highest tariff question is worth 6 marks. The questions will assess knowledge and understanding of places and processes, demonstrate understanding of these processes and explain the interrelationships between places, environments and processes. Students will be required to interpret a range of resources. There will also be a series of questions based on the previous topic (the</p>	<p>Homework and literacy resources</p> <p>A range of homework tasks will be set throughout this topic. This will include:-</p> <p>Completion of worksheets to consolidate lesson content.</p> <p>Completion of worksheets to consolidate fieldwork skills.</p> <p>Revision of key vocabulary in preparation for regular vocabulary tests.</p> <p>Revision for end of unit test. Students will be provided with revision resources including quiz questions and knowledge organisers.</p> <p>Optional homework tasks and Literacy resources</p>

		<p>challenge of natural hazards) in order to develop long term retention of previous knowledge.</p> <p>Students will receive a mark and GCSE grade as well as written feedback. The feedback will provide action points to improve their answers further. Students will have allocated lesson time to respond to the teachers feedback.</p>	<p>Use the Cool Geography website to revise the topic, found at:-</p> <p>https://www.coolgeography.co.uk/gcsen/physical_landscapes.php</p> <p>Complete revision from BBC bitesize</p> <p>https://www.bbc.co.uk/bitesize/topics/zs3ptyc</p> <p>Coast: Our Island Story: A Journey of Discovery Around Britain's Coastline – by Nicholas Crane</p> <p>Coast: The Journey Continues by Christopher Sommerville</p>
<p>Summer 2</p> <p>Living World and fieldwork</p>	<p>Living World and fieldwork</p> <p>Building on a topic from year 9 students will study ecosystems at a range of scales from</p>	<p>1) Completion of a 6 mark question.</p> <p>This will be completed under formal supervision within an allocated lesson. The question will assess students</p>	<p>A range of homework tasks will be set throughout this topic. This will include:-</p>

	<p>small scale ecosystems to biomes. In order to develop their depth of knowledge as well as develop Geography fieldwork skills student will participate in fieldwork – currently this is based on a half day fieldtrip to a local nature reserve – Brandon Marsh. From this fieldtrip students will follow an enquiry led investigation in order to come to Geographical conclusions. Students will be utilise the fieldtrip experience in examination questions for paper three in the summer exams of year 11.</p>	<p>knowledge and understanding of places and processes, demonstrate understanding of these processes and explain the interrelationships between places, environments and processes. Students will receive a mark as well as written feedback. The feedback will provide action points to improve their answers further. Students will have allocated lesson time to respond to the teachers feedback.</p> <p>2) Completion of a 12 mark question. This will be completed under formal supervision within an allocate lesson. The question will assess students knowledge and understanding their physical geography fieldwork and the conclusions they have drawn from it. Students will receive a mark as well as written feedback. The feedback will provide action points to improve their answers further. Students will have allocated lesson time to respond to the teachers feedback.</p>	<p>Completion of worksheets to consolidate lesson content.</p> <p>Preparation for designing an eco-lodge, e.g. collecting images, maps, resources for creating model.</p> <p>Revising spellings as per the key words on the students personal learning checklist.</p> <p>Revision for end of topic test.</p> <p>Optional homework tasks and Literacy resources</p> <p>Watch episodes of “The Green Planet” documentaries. Read any of the “Horrible Geography books”.</p> <p>Read the book “This is Planet Earth: Your ultimate guide to the world we call home (New Scientist Instant Expert)</p> <p>Research the meaning of the Geography word of the week</p>
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