

Curriculum Assessment Map: Year 10 Geography

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Topic	Natural Hazards: Tectonics	Natural Hazards: Weather and Climate Change	Physical Landscapes: Coasts and Rivers	Resource Management and Energy	Ecosystems: Tropical Rainforests and Deserts	Fieldwork Enquiry: Physical Geography Rivers
Key Learning & Skills	<p>Students will learn what consists a hazard and explore the causes, impacts and management of volcanoes and earthquakes. This will be done in the context of the Chile and Nepal earthquake.</p> <p>Students will develop their skills relating to maps, graphs, data and photographs to explain tectonic hazards.</p>	<p>Students will develop their understanding of hazards in the context of weather and climate change. The location, structure, causes, impacts and management of tropical storms will be explored in the context of Hurricane Katrina and Typhoon Haiyan. More local weather events will also be explored such as the Somerset Levels flooding in terms of the causes, impacts and management.</p> <p>Students will develop their use of maps, graphs, data and photographs to explain weather hazards, including climate change.</p>	<p>Students will develop their understanding of coasts and river landscapes within the context of the UK. Key processes, landforms and management strategies will be explored with the case studies of Swanage, Lyme Regis, River Tees and Banbury.</p> <p>Students will develop their use of maps, graphs, data and photographs to explain coast and river landscapes</p>	<p>Students will deepen their understanding of the importance of food, water and energy on a national and global scale. Opportunities and challenges of the resources will be covered with a deeper understanding of energy to consider implications for the future.</p> <p>Students will develop their use of maps, graphs, data and photographs to explain resource management and energy.</p>	<p>Students will use the Malaysian Tropical Rainforest and Thar Desert to deepen their understanding of the physical characteristics of ecosystem. This will be built upon in the context of opportunities, challenges and sustainable management.</p> <p>Students will develop their use of maps, graphs, data and photographs to explain tropical rainforest and hot desert ecosystems.</p>	<p>Students will apply their understanding of river landscapes to an onsite fieldwork experience to Leasowes Woods.</p> <p>Students will develop their investigation skills relating to the fieldwork enquiry process: an enquiry question. Collecting data, presenting data, interpreting data (description, analysis, explanation and conclusions) and evaluation. This will include the use of GIS.</p>
End points	<p>Explain how natural hazards pose major risks to people and property</p> <p>Explain why earthquakes and volcanic eruptions are the result of physical processes</p> <p>Explain the effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth – Chile and Nepal</p> <p>Explain how management can reduce the effects of a tectonic hazard.</p>	<p>Explain how the global atmospheric circulation helps to determine patterns of weather and climate</p> <p>Explain why tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions</p> <p>Explain how tropical storms have significant effects on people and the environment</p> <p>Explain why the UK is affected by a number of weather hazards</p>	<p>Explain the UK's range of diverse landscapes</p> <p>Explain how the coast is shaped by a number of physical processes</p> <p>Explain the distinctive coastal landforms as a result of rock type, structure and physical processes</p> <p>Assess the different management strategies that can be used to protect coastlines from the effects of physical processes</p>	<p>Explain why food, water and energy are fundamental to human development</p> <p>Explain the changing demand and provision of resources in the UK to create opportunities and challenges</p> <p>Appreciate the demand for energy resources is rising globally but supply can be insecure, which may lead to conflict</p>	<p>Explain that ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components</p> <p>Explore the fact that tropical rainforest ecosystems have a range of distinctive characteristics</p> <p>Explain that deforestation has economic and environmental impacts</p> <p>Explain why and how tropical rainforests need to be managed to be sustainable</p>	<p>Formulate a hypothesis to investigate</p> <p>Justify described data collection methods</p> <p>Measure and record data using varying sampling methods</p> <p>Present fieldwork data appropriately using a range of techniques – graphs and maps</p> <p>Describe, explain, analyse and draw conclusions relating to fieldwork data</p>

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		<p>Explain how extreme weather events in the UK have impacts on human activity</p> <p>Explain why climate change is the result of natural and human factors, and has a range of effects</p> <p>Explain the management of climate change - mitigation (reducing causes) and adaptation (responding to change).</p>	<p>Explain the shape of river valleys changes as rivers flow downstream</p> <p>Explain the distinctive fluvial landforms result from different physical processes</p> <p>Assess the different management strategies can be used to protect river landscapes from the effects of flooding.</p>	<p>Assess different strategies can be used to increase energy supply.</p>	<p>Explain the range of distinctive characteristics that hot desert environments have</p> <p>Explain how hot desert environments create opportunities and challenges</p> <p>Explain why areas on the fringe of hot deserts are at risk of desertification and how this can be reduced.</p>	<p>Assess the extent to which conclusions are reliable based on limitations of data collection methods.</p>
<p>Informal (formative) Assessment</p>	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term.
<p>Formal (summative) Assessment</p>	<p>Assessment Point 1: GCSE questions on tectonics.</p>	<p>Assessment Point 1: GCSE questions on tectonics, weather hazards and climate change.</p>	<p>Assessment Point 2: GCSE questions on tectonics, weather hazards, climate change, coasts and rivers.</p>	<p>Assessment Point 2: GCSE questions on tectonics, weather hazards, climate change, coasts, rivers, resource management and energy.</p>	<p>Assessment Point 3: GCSE questions on tectonics, weather hazards, climate change, coasts, rivers, resource management, energy, tropical rainforests and deserts.</p>	<p>Assessment Point 3: GCSE questions on tectonics, weather hazards, climate change, coasts, rivers, resource management, energy, tropical rainforests, deserts and physical geography fieldwork.</p>

Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects

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	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Topic	Urban Issues and Challenges	Fieldwork Enquiry: Human Geography Urban Environments	The Changing Economic World	Issues Evaluation	Review of the GCSE Geography course	GCSE Geography examinations
Key Learning & Skills	<p>In this unit students will compare and contrast two urban areas of differing levels of economic development – Birmingham, UK and Rio de Janeiro, Brazil. Students will learn about the opportunities and challenges facing the cities over time. Sustainable management.</p> <p>Students will continue to practice their use of maps, OS maps, graphs, data handling and photographs to explain urban issues and challenges.</p>	<p>In this unit students will have an additional opportunity to practice their fieldwork data collection skills alongside embedding knowledge from the Urban Issues and Challenges unit. Students will visit Brindley Place and consider the extent to which it is an example of a sustainable urban regeneration project.</p> <p>Students will develop their investigation skills relating to the fieldwork enquiry process: an enquiry question. Collecting data, presenting data, interpreting data (description, analysis, explanation and conclusions) and evaluation. This will include the use of GIS.</p>	<p>In this unit students will compare and contrast the opportunities and challenges presented to countries of differing levels of economic development. Nigeria and the UK will be used to present students with how differing economies impact the makeup of each place.</p> <p>Students will continue to practice their use of maps, OS maps, graphs, data handling and photographs to explain how the economic world is changing.</p>	<p>Dependent on AQA pre-release resource materials that are sent 12 weeks before the examination</p> <p>Students develop knowledge and understanding of physical geography themes in unit 3.1 and human geography themes in unit 3.2.</p> <p>Students will develop their ability to use maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups. This will enable them to be able to draw valid conclusions relating to the issue determined by the exam board.</p>	<p>A weekly review of each section of the GCSE course to ensure that students are fully prepared for the examinations.</p> <p>During each weekly review students will revisit the key skills that the GCSE Geography course covers: (Geographical, Graphical, Numerical and Statistical).</p>	
End points	<p>Explain why a growing percentage of the world's population lives in urban areas</p> <p>Explain how urban growth creates opportunities and challenges for cities in LICs and NEEs</p> <p>Explain how urban change in cities in the UK leads to a variety of social, economic and environmental</p>	<p>Create a suitable question for geographical enquiry</p> <p>Select, measure and record data appropriate to the chosen enquiry</p> <p>Select appropriate ways of processing and presenting fieldwork data</p> <p>Describe, analyse and explain fieldwork data</p>	<p>Explain the global variations in economic development and quality of life</p> <p>Explain the various strategies that exist for reducing the global development gap</p> <p>Explain why some LICs and NEEs are experiencing rapid economic development which leads to significant</p>	<p>Dependent on AQA pre-release resource materials that are sent 12 weeks before the examination</p> <p>Students develop knowledge and understanding of physical geography themes in unit 3.1 and human geography themes in unit 3.2.</p>	<p>Week 1: Review Unit 1, Section A (Natural Hazards)</p> <p>Week 2: Review Unit 1, Section B (The Living World)</p> <p>Week 3: Review Unit 1, Section C (UK Physical Landscapes)</p> <p>Week 4: Review Unit 2, Section A (Urban Issues)</p>	



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	<p>opportunities and challenges</p> <p>Explain why urban sustainability requires management of resources and transport.</p>	<p>Reach conclusions</p> <p>Evaluate the geographical enquiry.</p>	<p>social, environmental and cultural change</p> <p>Explain the major changes in the UK economy and how they have affected, and will continue to affect, employment patterns and regional growth.</p>		<p>Week 5: Review Unit 2, Section B (Economic World)</p> <p>Week 6: Review Unit 2, Section C (Resource Management and Energy).</p>	
<p>Informal (formative) Assessment</p>	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term. 	<ul style="list-style-type: none"> • Do Now tasks • Teacher questioning • Class discussions • Quizzes • GRIT tasks • Plenaries • Whole class feedback – one GRIT per half term. 	
<p>Formal (summative) Assessment</p>	<p>Assessment Point 1: GCSE Geography Unit 1 mock exam in November.</p>	<p>Assessment Point 1: GCSE Geography Unit 1 mock exam in November.</p>	<p>Assessment Point 2: GCSE Geography Unit 1 and Unit 2 mock exam in March.</p>	<p>Assessment Point 2: GCSE Geography Unit 1 and Unit 2 mock exam in March.</p>	<p>Assessment Point 3: GCSE Geography Unit 3 mock exam to form part of final predictions.</p>	

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