

Subject Curriculum Map: Geography Year 10 2024-25

Exam Board & Assessment Method: AQA – 3 Papers

Paper 1: Living with the physical environment – 88 marks – 1hr 30mins

Paper 2: Challenges in the human environment – 88 marks – 1hr 30mins

Paper 3: Geographical applications – 76 marks – 1hr 15mins

Curriculum Intent:

To develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material)

To gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer)

Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)

Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

Curriculum Implementation:

Year 10 students cover six topics across the year, across up to 5/6 classes taught by three specialist teachers to the subject. Students have 5 lessons of geography per fortnight. Homework in the form of SAM Learning, project based tasks and preparation for timed assessments is set at least once over the 5 lesson period.

Year 10	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Themes, Concepts & Ideas	Paper 1 The Living World Ecosystems & Tropical Rainforests (TRFs)	Paper 1 The Living World Cold Environments	Paper 1 Physical Landscapes in the UK Coastal Landscapes	Paper 1 Physical Landscapes in the UK River Landscapes	Paper 1 The Challenge of Natural Hazards Climate Change Tropical Storms	Paper 1 The Challenge of Natural Hazards Tectonic Hazards
Knowledge and understanding	<ul style="list-style-type: none"> • Small-scale ecosystems, • Change affecting ecosystems – Epping Forest • Global ecosystems • Characteristics of TRFs • Causes and impacts of deforestation in Malaysia • Managing TRF's Sustainable management of TRF's 	<p>Cold environments (polar and tundra) have a range of distinctive characteristics. The physical characteristics of a cold environment. The interdependence of climate, permafrost, soils, plants, animals and people. How plants and animals adapt to the physical conditions. Issues related to biodiversity. Development of cold environments creates opportunities and challenges. A case study of a cold environment to illustrate.</p>	<ul style="list-style-type: none"> • Wave types • Weathering and mass movement • Coastal erosion, transportation and deposition • Headland, bay and wave-cut platform formation • Spit and bar formation • Sand dune formation • Coastal landforms at Swanage • Managing coastlines – hard engineering • Managing coastlines – soft engineering • Managed retreat – Medmerry, West Sussex <p>Coastal management at Lyme Regis</p>	<ul style="list-style-type: none"> • River and valley changes • Fluvial processes • River erosion and deposition • River landforms • Flood risk • Managing floods – hard and soft engineering Banbury case study 	<ul style="list-style-type: none"> • Evidence for climate change • Natural Cause for climate change • Human causes for climate change • Mitigating climate change • Adapting to climate change • Where and how are tropical storms formed? • The structure and features of tropical storms • Typhoon Haiyan case study • Reducing the effects of tropical storms 	<ul style="list-style-type: none"> • What are natural hazards • Distribution of tectonic hazards • Physical processes at plate margins • Effects of earthquakes • Responses to earthquakes • Living with risk from tectonic hazards • Reducing the risk of tectonic hazards

		<p>Cold environments are at risk from economic development. The value of cold environments as wilderness areas</p> <p>Strategies used to balance the needs of economic development.</p>				
Subject specific skills	<ul style="list-style-type: none"> • Reading climate graphs • Beginning to analyse data • Creating annotated field sketches • Understanding and beginning in use appropriate terminology successfully • Understanding key physical processes • Understanding importance of social, economic and environmental factors • Making decisions on issues 	<p>Reading OS Maps (6 figure and recognising OS map symbols)</p> <p>Analysing and beginning to linking data to support ideas and conclusions</p> <ul style="list-style-type: none"> • Understanding and using appropriate terminology successfully • Linking and assessing relevance of social, economic and environmental factors to form evidence based conclusions 	<ul style="list-style-type: none"> • Reading OS Maps (6 figure and recognising OS map symbols) • Analysing and beginning to linking data to support ideas and conclusions • Creating annotated field sketches that link ideas together • Understanding and using appropriate terminology successfully • Clearly understanding the stages of key 	<ul style="list-style-type: none"> • Reading storm hydrographs • Beginning to analyse data • Creating annotated field sketches • Understanding and beginning in use appropriate terminology successfully • Understanding the stages of key physical processes • Linking social, economic and environmental factors • Decision making leading to 	<ul style="list-style-type: none"> • Reading OS Maps (4 figure basics, more able may begin to explore 6 figure) • Beginning to analyse data and use it to support conclusions • Creating annotated field sketches that link ideas together • Understanding and using appropriate terminology successfully • Understanding key physical processes 	<ul style="list-style-type: none"> • Beginning to analyse data and use it to support conclusions • Understanding and using appropriate terminology successfully • Understanding the stages of key physical processes • Linking and assessing relevance of social, economic and environmental factors • Decision making leading to clearly

	<ul style="list-style-type: none"> • Describing and beginning to explain key issues • 	<ul style="list-style-type: none"> • Decision making that links evidence to justify outcomes • Describing and explaining how key issues link confidently More able to analyse and link key issues with confidence and accuracy using data • 	<p>physical processes</p> <ul style="list-style-type: none"> • Linking and assessing relevance of social, economic and environmental factors • Decision making that links evidence to justify outcomes • Describing and explaining how key issues link confidently More able to analyse and link key issues with confidence and accuracy using data 	<p>evidence based outcomes</p> <ul style="list-style-type: none"> • Describing and explaining key issues More able to begin analysing and linking key issues 	<ul style="list-style-type: none"> • Linking social, economic and environmental factors • Decision making leading to evidence based outcomes • Describing and explaining key issues confidently • More able to begin analysing and linking key issues • Reading satellite tracking maps and using the data to support answers • Analysing data and using it to support conclusions • Creating annotated diagrams that link ideas together • Using a wide range of appropriate terminology within written responses. • Understanding key physical 	<p>justified and evidenced based outcomes</p> <ul style="list-style-type: none"> • Describing and explaining key issues appropriately and confidently • Confident in analysing and linking key issues
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					<p>processes and how tropical storms are formed</p> <ul style="list-style-type: none"> • Describing and explaining key issues appropriately and confidently • Confident in analysing and linking key issues 	
1.SMSC	<p>To appreciate the complexity of the physical world we live in.</p> <p>To value and respect the views of others in relation to moral and ethical management of TRF's</p> <p>To work successfully alongside peers to explore the opportunities and challenges faced within TRF's</p> <p>To develop good citizens for the future who realise the importance of and react to the</p>	<p>To value and respect the views of others in relation to cold environments.</p> <p>To work successfully alongside peers to explore the wider impacts of changes and their impacts on the human and physical landscape.</p> <p>Developing good citizens for the future who understand the need to act now to prevent further risks.</p>	<p>To value and respect the views of others in relation to coastal management.</p> <p>To work successfully alongside peers to explore the wider impacts of coastal changes and their impacts on the human and physical landscape.</p> <p>Developing good citizens for the future who understand the need to act now to prevent further</p>	<p>To value and respect the views of others in relation to river management and flood prevention.</p> <p>To work successfully alongside peers to explore the wider impacts of river changes and their impacts on the human and physical landscape.</p> <p>Developing good citizens for the future who understand the need to act now to</p>	<p>To appreciate the complexity of the physical world we live in, particularly within the UK and how this impacts humans.</p> <p>To value the views of others in relation to extreme weather events and their impacts.</p> <p>To work successfully alongside peers to consider the solutions to coping with extreme weather.</p> <p>Developing good citizens for the</p>	<p>To value and respect the views of others in relation to exploring the causes, effects and responses to natural hazards.</p> <p>Developing citizens of the future who actively promote awareness towards mitigating the impacts of natural hazards.</p> <p>To work successfully alongside peers to explore the opportunities and challenges within hazardous locations.</p>

	needs of protecting ecosystems globally.	<p>To work successfully alongside peers to explore the opportunities and challenges within hazardous locations.</p> <p>To appreciate the complexity of interactions between the physical and human elements in what are becoming increasingly unpredictable environments due to climate change issues.</p>	future coastal risks, especially within the UK.	prevent further future flood risks, especially within the UK.	<p>future who care about the potential rise in UK extreme weather and act on raising awareness about how we can reduce its effects.</p> <p>To work successfully alongside peers to explore the opportunities and challenges within hazardous locations.</p> <p>To appreciate the complexity of interactions between the physical and human elements in what are becoming increasingly unpredictable environments due to climate change issues.</p>	Develop good citizens for the future who acknowledge the need to live more sustainably and respect the environment.
2.Skills For life	<u>Listening</u> Listening and responding with confidence to new ideas and concepts surrounding a potentially	<u>Aiming High</u> Linking ideas regarding the challenges of responding to cold environments and climate change and	<u>Problem Solving</u> Exploring and identifying a range of problems such as flood risk and river management and explaining why	<u>Problem Solving</u> Exploring and identifying a range of problems such as flood risk and river management and explaining why	<u>Aiming High</u> Linking ideas regarding the challenges of responding to tropical storms and climate change and	<u>Teamwork</u> Working successfully with peers to encourage their involvement in discussions surrounding the

	<p>unfamiliar concepts such as small scale ecosystems and biomes.</p> <p><u>Problem Solving</u> Exploring and identifying a range of problems such as deforestation within TRF's and explaining why different approaches might be needed to address them.</p> <p><u>Teamwork</u> Students identify that their peers contribute valuable ideas about issues such as TRF management and sustainability and are willing to work together to reach a justified consensus on the issues.</p>	<p>using this to further develop and justify their responses to work towards their target.</p> <p><u>Listening</u> and responding successfully to new ideas and concepts surrounding potentially unfamiliar concepts linked to the impacts of development of cold environments.</p> <p><u>Staying Positive</u> Showing the ability to explore issues related to the impacts of climate change</p> <p><u>Problem Solving</u> Complex problems can be identified, such as are primary or secondary impacts the greater threat, and students can explain in confidence why different approaches might</p>	<p>different approaches might be needed to address them.</p> <p><u>Listening</u> and responding successfully to new ideas and concepts surrounding potentially unfamiliar concepts such as fluvial process.</p>	<p>different approaches might be needed to address them.</p> <p><u>Listening</u> Listening and responding successfully to new ideas and concepts surrounding potentially unfamiliar concepts such as fluvial process.</p>	<p>using this to further develop and justify their responses to work towards their target.</p> <p><u>Listening</u> and responding successfully to new ideas and concepts surrounding potentially unfamiliar concepts linked to the causes of climate change</p> <p><u>Staying Positive</u> Showing the ability to explore issues related to the impacts of climate change in the UK with confidence and independence.</p> <p><u>Problem Solving</u> Complex problems can be identified, such as are primary or secondary impacts the greater threat, and students can explain in confidence why different approaches might</p>	<p>causes of natural hazards and their wider impacts.</p> <p><u>Problem Solving</u> Complex problems can be identified, such as are primary or secondary impacts the greater threat, and students can explain in confidence why different approaches might be needed to address them.</p> <p><u>Aiming High</u> Students use appropriate structure and geographical vocabulary to illustrate their key points linked appropriately to key case studies linked to the issues.</p>
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	<ul style="list-style-type: none"> • Extensions tasks built into lessons • Choice of exam questions based on ability 	<ul style="list-style-type: none"> • Extensions tasks built into lessons • Choice of exam questions based on ability 	<ul style="list-style-type: none"> • Extensions tasks built into lessons • Choice of exam questions based on ability 	<ul style="list-style-type: none"> • Extensions tasks built into lessons • Choice of exam questions based on ability 	<ul style="list-style-type: none"> • Extensions tasks built into lessons • Choice of exam questions based on ability 	<ul style="list-style-type: none"> • Extensions tasks built into lessons • Choice of exam questions based on ability
Key assessment focus, suggested assessments	<p>Assessment focus:</p> <p>End of topic assessment on ecosystems – 30 minutes</p> <p>End of topic assessment on TRF's – 30 minutes</p> <p>Keyword spelling/definition tests</p>	<p>Assessment focus:</p> <p>End of topic assessment on opportunities and challenges of cold environments – 30 minutes</p> <p>Keyword spelling/definition tests</p>	<p>Assessment focus:</p> <p>End of topic assessment on river landscapes – 30 minutes (depending on length of term)</p> <p>Keyword spelling/definition tests</p>	<p>Assessment focus:</p> <p>End of topic assessment on river landscapes – 30 minutes (depending on length of term)</p> <p>Keyword spelling/definition tests</p>	<p>Assessment focus:</p> <p>End of topic assessment on UK weather hazards, tropical storms and climate change – 45 minutes</p> <p>Keyword spelling/definition tests</p>	<p>Assessment focus:</p> <p>End of topic assessment on tectonic hazards – 30 minutes</p> <p>Keyword spelling/definition tests</p>
Visits/extra-curricular	Field trip – Cannock Chase/ Downs Banks		Field trip – River Trent in Stone	Field trip – River Trent in Stone		
Homework/Independent Learning	Project on the Amazon rainforest, SAM learning tasks and assessment revision	Case Study : Alsaka	Project on the River Trent in Staffordshire and how it poses flood risk and how this is managed, SAM learning tasks and assessment revision	Project on the River Trent in Staffordshire and how it poses flood risk and how this is managed, SAM learning tasks and assessment revision	Project – UK extreme weather in 2022 Project - Hurricane Sandy Case Study 2012 Practice exam questions and assessment revision	Project – Contemporary earthquake/ volcano case study based on causes, effects, and responses to the event, e.g. Turkey earthquake 2023 / Philippines, Mayon eruption 2023. Practice exam questions and

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Lessons in year 10 build on existing skills from year 9 as well as introduce new concepts that have been specifically chosen to be taught in year 10 to support this existing knowledge as well as consolidate previous learning.

Lessons have been developed and adapted by staff once again, in line with the exam boards SOW (See attached documentation).

Teachers build on a range of different strategies in lessons that were developed in year 9 to encourage students to further develop independence and resilience including: group work, timed independent work, peer/self-assessment and exploring model responses.

Students are still offered opportunities to attend focus sessions after school to further explore case study locations, watch geographical related documentaries that will further inspire and motivate them to take an active role within learning about the subject.

Curriculum Impact:

To consolidate and further students' interest in geography at GCSE. To appreciate the wider importance of both local and global issues over time and understand how important it is to have an awareness of the challenges both the planet and humans face in the future. It is also important that students also have a strong understanding of the ability they have to make a real difference and address these challenges as they move into their adult life.

To develop transferable skills applicable to a wide range of careers and degree subjects, for example developing confidence in communication, decision making and analysis and evaluation. By the end of the GCSE course students will have developed a desire to want to explore the world with compassion and curiosity.

	Key
	Themes
	Concepts and Ideas
	Numeracy
	Literacy