



| Year 10 Geography Curriculum – AQA GCSE Geography specification |  |   |   |  |  |   |
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|   | Autumn Term  |   | Spring Term   |  | Summer Term  |   |
|   | HT 1   | HT2   | HT3   | HT4  | HT5  | HT6   |
| <b>Key Concepts</b>   | <p><b><u>Paper 1 Section C: Physical landscapes in the UK</u></b></p> <p><b>River landscapes in the UK</b></p> <p>Students will explore the physical processes involved in creating different landforms along contrasting parts of UK rivers. In addition, the causes of floods along with flood management will be investigated, which will be illustrated by a UK example.</p> | <p><b><u>Paper 2 Section A: Urban issues and challenges</u></b></p> <p><b>Urbanisation and Lagos (NEE case study)</b></p> <p>Students will study global patterns and the emergence of megacities. They will then focus on a case study of a rapidly growing megacity in a NEE; Lagos in Nigeria. This will include importance, causes of growth, opportunities and challenges, largely linked to slum growth, and strategies used to improve quality of life.</p> | <p><b><u>Paper 1 Section A: The challenge of natural hazards</u></b></p> <p><b>Tectonic hazards and climate change</b></p> <p>Students will explore types of natural hazards and risk factors before focusing on tectonic hazards. This will include physical processes linked to different plate margins as well as the impacts of earthquakes in areas of contrasting wealth using examples. Students will investigate the reasons people live in tectonic areas as well as management strategies to reduce</p> | <p><b><u>Paper 2 Section A: Urban issues and challenges</u></b></p> <p><b>Liverpool (UK city case study) and sustainable urban living</b></p> <p>Students will study the city of Liverpool. As with their NEE case study, they will explore importance, causes of growth, opportunities and challenges, linked to deindustrialisation, and a regeneration project. Sustainable urban living will then be studied, as well as the impacts of traffic congestion and</p> | <p><b><u>Paper 2 Section B: The changing economic world</u></b></p> <p><b>United Kingdom</b></p> <p>The UK case study will focus on reasons for our changing economy including the emergence of a Post-Industrial Economy as well as the impacts of change on rural areas and on creating a North-South Divide. Strategies to reduce regional inequalities will be investigated, including transport improvements, alongside the links the UK has with the wider world due to globalisation.</p> | <p><b><u>Paper 3 Section B: Fieldwork</u></b></p> <p><b>Physical enquiry at Blyth Beach – longshore drift</b></p> <p><b>Human enquiry at Whitley Bay - regeneration</b></p> <p>Students will carry out two compulsory fieldwork enquiries focusing on aspects of physical and human geography. They will work through the six-part enquiry process from hypothesis to evaluation, which they will be assessed on as part of the paper 3 exam.</p> |



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|  |  |  | the impacts of disasters.  | strategies used in traffic management.   |  |   |
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|  | <b>Autumn Term</b>   |  | <b>Spring Term</b>   |  | <b>Summer Term</b>   |   |
|  | <b>HT 1</b>  | <b>HT2</b>   | <b>HT3</b>   | <b>HT4</b>   | <b>HT5</b>   | <b>HT6</b>  |
| <p><b>Knowledge &amp; Understanding</b><br/>(National Curriculum)<br/><i>Skills are across the whole year.</i></p> | <p><u>Paper 1 Section C: Physical landscapes in the UK</u></p> <p>River landscapes in the UK</p> <p>Types of weathering<br/>Types of erosion<br/>Types of transportation<br/>When does deposition occur?<br/>·Definition of drainage basin<br/>Definition of river long / cross profiles<br/>Factors affecting flooding<br/>How/why does a river’s long profile change?<br/>How/why does a river’s cross profile</p> | <p><u>Paper 2 Section A: Urban issues and challenges</u></p> <p>Urbanisation and Lagos (NEE case study)</p> <p>Definition of urbanisation<br/>Rate of urbanisation in HIC/NEE/LICs<br/>Definition of rural-urban migration<br/>Definition of natural increase<br/>Definition of megacities<br/>Push and pull factors<br/>Social opportunities/challenges (Lagos)<br/>Economic opportunities/challenges (Lagos)</p> | <p><u>Paper 1 Section A: The challenge of natural hazards</u></p> <p>Tectonic hazards and climate change</p> <p>Definition of natural hazards<br/>Types of natural hazards<br/>Types of plate margins<br/>Earthquakes - Effects<br/>Earthquakes – Responses<br/>Why live in hazardous areas<br/>MP3 – Tectonics<br/>Factors affecting hazard risk<br/>Pattern of earthquakes and volcanoes<br/>Tectonic plates – types and differences</p> | <p><u>Paper 2 Section A: Urban issues and challenges</u></p> <p>Liverpool (UK city case study) and sustainable urban living</p> <p>UK migration<br/>Parts of a city (Burgess)<br/>Urban decline<br/>Regeneration<br/>Urban sprawl<br/>Commuter settlements<br/>Brownfield/greenfield sites<br/>Definition of sustainability<br/>Traffic congestion<br/>Impact of migration in the UK</p> | <p><u>Paper 2 Section B: The changing economic world</u></p> <p>United Kingdom</p> <p>Define deindustrialisation<br/>Define globalisation<br/>Define post industrial economy<br/>Examples of post industrial economy<br/>Define N/S Divide<br/>Evidence of N/S Divide<br/>Causes and impacts of deindustrialisation<br/>Causes and impacts of globalisation<br/>Science and business parks<br/>Traditional and modern industry<br/>Rural changes</p> | <p><u>Paper 3 Section B: Fieldwork</u></p> <p>Physical enquiry at Blyth Beach – longshore drift<br/><br/>Human enquiry at Whitley Bay - regeneration</p> <p>Longshore drift<br/>Hard engineering (groynes)</p> <p>Deindustrialisation, urban decline, regeneration</p> <p>Geographical enquiry (Hypothesis, method, data collection, data presentation, data analysis, conclusion and evaluation)</p> |



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|  | <p>change?<br/>V-shaped valley and interlocking spurs<br/>Waterfall/gorge formation<br/>Meander formation<br/>Levee and floodplain formation<br/>Storm hydrographs<br/>Flood management – Soft<br/>Flood management – Hard</p> | <p>Environmental opportunities/challenges(Lagos)<br/>Challenges in slums<br/>Makoko Floating School</p> | <p>Destructive plate margin processes<br/>Constructive plate margin processes<br/>Conservative plate margin processes</p> | <p>Social opportunities/challenges (Liverpool)<br/>Economic opportunities/challenges (Liverpool)<br/>Environmental opportunities/challenges(Liverpool)<br/>Urban Regeneration (Anfield Project)<br/>Benefits and problems of greenfield/brownfield sites<br/>Water, energy and waste management<br/>Green spaces<br/>SEE problems of traffic congestion<br/>Strategies to solve traffic congestion</p> | <p>Strategies to reduce N/S Divide<br/>Transport improvements<br/>UK global links</p> |  |
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| <p><b>Skills</b></p> | <p><b>R</b> <i>Develop RESILIENCE</i></p> | <p>Tackling challenging extended writing tasks in a timely manner and incorporating complex subject specific vocabulary</p> |
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|                         | <b>A</b> Possess <b>AMBITION</b>   |   |   |   |                              | Regular use of curriculum checkpoints where students are expected to respond to feedback in a timely manner as well as responding to think pink boxes.                                     |   |  |  |
|                         | <b>I</b> Demonstrate <b>INTEGRITY</b>  |   |   |   |                              | Taking responsibility for all work produced within lessons. Demonstrating and upholding strong moral and ethical values when learning about particular topics throughout the year.         |   |  |  |
|                         | <b>S</b> Embed <b>Self-Discovery</b>   |   |   |   |                              | Regular 30 minute homework tasks which students are expected to engage in. As well as this, students have access to a wider reading list to further bolster their understanding of topics. |   |  |  |
|                         | <b>E</b> Display <b>EMPATHY</b>  |   |   |   |                              | Understanding and having compassion when learning about more complex and ethically challenging topics.   |   |  |  |
| <b>Curriculum Links</b> | Year 7 geography - factfulness (development) , UK, rivers, population, No Planet B (climate change?) | Links to year 8 geography - Tectonic activity, urbanisation, Africa | Links to year 9 geography - earthquakes, development gap, India | Links to history - industrialisation and urbanisation | Links to RE - sustainability | Links to Science - rock cycle, water cycle, climate, climate change  | Develop revision skills/revision techniques applicable to History/EBacc and other subject situations. |  |  |



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| <b>Assessment</b>                | <p>Retrieval knowledge from previous topics</p> <p>Curriculum checkpoint:</p> <p>Paper 1 Section C coasts and rivers (30 mins)</p> | <p>Retrieval knowledge from previous topics</p> <p>Curriculum checkpoint:</p> <p>Paper 1 Section C coasts and rivers and Paper 2 Section A urbanisation (60 mins)</p> | <p>Retrieval knowledge from previous topics</p> <p>Curriculum checkpoint:</p> <p>Paper 1 Section A natural hazards (30 mins)</p> | <p>Retrieval knowledge from previous topics</p> <p>Curriculum checkpoint:</p> <p>Paper 1 Section A natural hazards Paper 2 Section A Urbanisation (60 mins)</p> | <p>Retrieval knowledge from previous topics</p> <p>Curriculum checkpoint:</p> <p>Paper 2 Section B Economic change (30 mins)</p> | <p>Retrieval knowledge from previous topics</p> <p>Curriculum checkpoint:</p> <p>Mock exams Paper 1 Section A and C (60 mins) and paper 2 Section A and B (60 mins)</p> <p>Paper 3 Section B fieldwork (45 mins)</p> |  | <p>Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year.</p>                         |  |
| <b>Aspirations &amp; Careers</b> | <p>Environment Agency Civil engineer</p>   | <p>Urban planner</p>  | <p>Aid worker climate change officer</p>   | <p>Urban planner Traffic management officer</p>   | <p>Rural planner Development officer</p>   | <p>Project manager</p>   |  | <p>Universally applicable to employment. Developing life skills of knowledge retention, recall and integration.</p> |  |