

St Cuthbert Mayne School Curriculum Map 2021-2022



Department: Geography

Year 10

Department Intent and Overview

Our Geography curriculum will inspire curiosity and fascination about the world and its people.

Key Stage 4 Curriculum Summary

Geography is the study of the Earth's people, places, landscapes and environments. It mixes the arts and the sciences, and bridges the learning gap between many other subjects.

The aim of our KS4 curriculum is to deepen their understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical skills. Students have the opportunity to engage with a wide variety of learning resources and styles, and develop their problem solving and researching skills by using ICT, fieldwork and diagrams, internet, maps, videos, newspaper articles, photographs and books.

The following units are covered:

- **The Challenge of Natural Hazards** - In this unit we will be learning about natural hazards and how they are the result of physical processes. We will be considering the effects of, and responses to, hazards in contrasting areas of wealth and how they are being managed. Finally, we will examine the causes and effects of climate change, and the various strategies to manage this issue.
- **The Living World** - In this unit we will explore living with the physical environment. We will be learning about physical processes and systems and how they change in different environments. We will be looking in particular at the environmental characteristics and development opportunities in tropical rainforests and hot desert ecosystems, and how these are sustainably managed.
- **Physical Landscapes of the UK** - In this unit we will explore living with the physical environment, and a focus on the physical landscapes in the UK. We will be looking in particular at the environmental characteristics and processes which have shaped our coastal landscapes and river landscapes. We will study how different management strategies can be used to protect coastlines and rivers from the effects of physical processes.
- **Urban Issues and Challenges** - In this unit we will be learning about human processes and systems, and how these change in space and time. In order to do this, we will be learning about different places in various stages of development, and how the development is being managed. We will be focusing on Rio de Janeiro and Bristol and examining the challenges and opportunities experienced by both cities. The issue of sustainability will be considered.
- **Changing Economic World** - In this unit we will be looking at human processes and systems, and how these change in space and time. In order to do this, we will be learning about different places in various stages of development, and how the development is being managed. We will particularly focus on Nigeria and the UK.
- **The Challenge of Resource Management** - In this unit we will be looking at how resources are distributed around the world and the issues that are caused by this uneven distribution. We will be considering food security and management strategies around the world to / deal with food issues. An important element of the GCSE course is that of critical thinking and problem-solving. This will be covered in Paper 3 which will provide students with the opportunity to demonstrate geographical skills, and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. Students will also undertake two geographical enquiries using primary data, collected as part of a fieldwork exercise.

Autumn Term 1 - Urban Issues and Challenges

Topic/Unit	Introduction to Urbanisation	Emergence of Megacities	What is Rio de Janeiro like?	Social Challenges and Opportunities in Rio	Economic Challenges and Opportunities in Rio	Environmental Challenges and Opportunities in Rio	Managing the Growth of Squatter Settlements
Knowledge (Content covered)	Important definitions. World population growth. Impacts of migration on urbanisation. Differences around the world	What is a megacity and where are they located? An understanding of why cities grow and categorisation of reasons.	Location of Rio and its importance as a global city. How and why has Rio grown and what is the land used for in the city?	An understanding of the main social challenges in providing important services for the people of Rio, and what the authorities are doing to create opportunities for the people.	An understanding of the main economic challenges for the people of Rio, and what the authorities are doing to create opportunities for the people	An understanding of the main environmental challenges for the people of Rio, and what the authorities are doing to create opportunities for the people	An understanding of why the favelas have grown and the challenges for the people who live in them.
Skills	Understanding Population data, interpreting graphs and identifying patterns. Understanding choropleth maps. Extended writing	Interpretation of maps and understanding numerical data. Statement sorting and further categorization into social, economic and environmental	Map/atlas work Producing a factfile with city statistics Interpretation of photographs Interpretation of land use	Interpretation of population data and analysis of trends. Information gathering. Interpretation of visual images. Extended writing	Economic data to understand and analyse. Visual images to interpret. Extended GCSE writing	Interpretation and analysis of environmental data. Statement sorting - categorisation into social, economic and environmental. Extended writing	Understanding choropleth maps. Numerical data to understand and interpret living conditions in squatter settlements. Annotation of diagrams
Assessment	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing Mid-point assessment
Gatsby 4 (Linking curriculum)	International Aid Worker Sustainability						

learning to careers) GATSBY BENCHMARK K4	Consultant Human Rights Officer Epidemiologist Hydrologist Voluntary worker Climate Change Analyst Environmental Lawyer City Planner							
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Autumn Term 2 - Urban Issues and Challenges									
Topic/Unit	Overview of UK major cities	Introduction to Bristol	Social Opportunities in Bristol	Economic Opportunities in Bristol	Environmental Opportunities in Bristol	Environmental Challenges	Social Challenges	Urban Regeneration Project	Sustainable Urban Living and Transport
Knowledge (Content covered)	Location of major towns and cities in the UK. Population distribution and density, factors involved	Location and importance of Bristol - nationally and internationally. Pattern and impacts of migration	Social and cultural factors and the opportunities they have created in Bristol	Changing industrial landscape in Bristol, and the development of high-tech industries	To know what Bristol is doing to improve its environment - focusing on integrated transport systems and urban greening	The changes in the economy and industry have created problems and challenges - derelict buildings and urban sprawl	Changes in Bristol have created social challenges - inequalities in two contrasting areas of Bristol	Reasons for the regeneration and how it has led to social, economic and environmental improvements	What a sustainable city looks like. Freiburg - social, environmental and economic planning, and sustainable living
Skills	Map/Atlas work Describing patterns	Identification of patterns. Describing trends Interpretation of	Describing trends Interpretation of photographs	Presenting data using graphical techniques	Describing trends Interpretation of photographs	Presenting data using graphical techniques	Interpretation of visual media, analysis of economic data	Identification of patterns. Describing trends Interpretation of	Identification of patterns. Describing trends Interpretation of

		photographs						photographs	photographs
Assessment	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing	Teacher/Peer Assessment Low stakes testing End of unit assessment
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMA RK 4	Town planner Landscape Architect Transport planner Sustainability Consultant Land surveyor Air pollution analyst Environmental Lawyer								

Spring Term 1 - The Living World

Topic/Unit	Introduction to Ecosystems	Global Distribution of Ecosystems?	The Tropical Rainforest ecosystem	Animal and plant adaptations	Deforestation in Malaysia	The Hot Desert ecosystem	Animal and plant adaptations	Opportunities and Challenges in the Thar Desert	Desertification
Knowledge (Content covered)	To understand the components of an	To know what a biome is and where they are found. To	To understand the main features of a TRF	To know the main features of the TRF soil. To understand	To understand the causes, impacts and management	To understand the main features of the hot desert	To understand how the plants and animals have	To understand how the challenges and	To understand the definition and causes of desertification

	ecosystem and how changes impact on the whole system.	understand the reasons why biomes are in certain locations		how the plants and animals have adapted to the climate	strategies of deforestation. Case study work on Malaysia	ecosystem	adapted to the climate	opportunities in the Thar Desert can affect development	. To consider the management strategies in different parts of the world
Skills	Understanding new geographical terms. Extended writing. Statement sorting and categorisation	Interpretation of atlas maps. Understanding distribution of patterns. Interpretation of maps. Extended writing	Interpretation of visual media. Constructing and identifying patterns on climate graphs. Analysis of climate data.	Interpretation of visual media. Annotation of diagrams. Information gathering and extended writing	Interpretation of visual media. Identifying patterns on maps. Statement sorting and then further categorisation	Interpretation of visual media. Constructing and identifying patterns on climate graphs. Analysis of climate data.	Interpretation of visual media. Annotation of diagrams. Information gathering and extended writing	Identification of patterns on maps, atlas work. Annotation of maps and key statistical data. Extended writing	Recognising global patterns on maps. Statement sorting task. Interpretation of climate data and links to desertification
Assessment	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes End of unit Formal Assessment
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Biologist Zoologist Conservationist GIS specialist Researcher for university National Park ranger Civil								

	Engineer Military Environmental Agency Sustainability consultant								
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Spring Term 2 – Challenge of Resource Management

Topic/Unit	Global distribution of food, water and energy	Provision of food in the UK	Provision of Water in the UK	Provision of Energy in the UK	Global Food Demand	Impacts of food Security	Increasing Food Supply	Sustainable Food Production
Knowledge (Content covered)	To understand that food, water and energy are not distributed evenly and the reasons for this	Importing food, its responses and solutions to the challenges	Changing demand, water quality, supply/demand. Strategies to manage UK water	Changing energy mix, renewable energy, economic and environmental issues.	Surplus/deficit global patterns, increasing food consumption Factors affecting food supply	Definitions of food security and food insecurity. Factors involved and impacts of food security	Strategies for increasing food supply around the world. Case study - , Indus Basin Irrigation System	Different strategies. Managing food supply in a sustainable way
Skills	Identification of patterns, comprehension and literacy - extended writing. Map work	Analysis of media clips Identification of patterns Map work	Analysis of media clips Identification of patterns Extended writing Comprehension	Analysis of media clips Identification of patterns Graphical work - patterns and trends	Interpretation of graphs Categorisation of factors	Analysis of media clips Identification of patterns Graphical work - patterns and trends	Analysis of media clips Identification of patterns Graphical work - patterns and trends	Evaluation of strategies Application to different places
Assessment	Teacher/Peer	Teacher/Peer	Teacher/Peer	Teacher/Peer	Teacher/Peer	Teacher/Peer	Teacher/Peer Assessment	Teacher/Peer Assessment

	Assessment Low stakes testing - various quizzes	Assessment Low stakes testing - various quizzes	Assessment Low stakes testing - various quizzes	Assessment Low stakes testing - various quizzes	Assessment Low stakes testing - various quizzes	Assessment Low stakes testing - various quizzes	Low stakes testing - various quizzes	Low stakes testing - various quizzes End of unit Formal Assessment
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	GIS Specialist Environmental consultant Conservation Manager Human Rights Officer Refugee & Asylum Advisor Sustainability Consultant Environmental Lawyer International Aid Worker							

Year 10 Summer Term - Changing Economic World							
Topic/Unit	What is Development?	The DTM and population structures	The Causes of Uneven Development	Consequences of Uneven Development	Strategies to Reduce the Development Gap	Economic Development in the UK	UK and the wider world
Knowledge (Content covered)	To understand the definition of development and the different	To understand what the DTM is and how countries move	To know the three main causes of uneven development and	To understand the main consequences of uneven	To know the different strategies aimed at reducing the	To understand how areas of the UK have issues with development	An understanding of the relationships and connections

	ways of measuring it	through the stages. To be able to identify different shapes of population pyramids and understand the reasons for the shapes	understand how each of these can lead to uneven development around the world.	development and to understand how inequalities in wealth, health and migration can lead to uneven development	development gap and an understanding of each of these work.	and what is being done to reduce these	between the UK and the EU and Commonwealth
Skills	Interpretation of photographs and stereotypical images, map work and identification of global patterns.	Construction of DTM and population pyramids. Interpretation of shapes and analysis of data. Short written answers, evaluation and extended answers	Information gathering. Application of knowledge and understanding to questions. Short written answers and extended GCSE writing	Information gathering and application of knowledge. Understanding and application of population and economic data.	Information gathering, analysis of various global strategies. Understanding and analysis of population and economic statistics.	Information gathering. Application of knowledge and understanding to questions. Short written answers and extended GCSE writing	Information gathering. Application of knowledge and understanding to questions. Short written answers and extended GCSE writing
Assessment	Explanation of patterns shown on map; Spider diagram showing development indicators - categorisation into social and economic; Understanding of relationship between	Statement sorting task; GCSE question to evaluate DTM; Comparison of Mexico and Japan pyramids	Low stakes testing; various GCSE questions on causes of uneven development, short and extended answers	Low stakes testing, various GCSE questions - short and extended writing.	Low stakes testing, various GCSE questions - short and extended writing. Analysis of relationships between different data sets.	Low stakes testing; various GCSE questions on causes of uneven development, short and extended answers	Low stakes testing; various GCSE questions on causes of uneven development, short and extended answers

	economic and social factors; HDI independent research						
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	GIS Specialist Emergency Coordinator Diplomat Disaster and Emergency Planner Politician Human Rights Officer Refugee and Asylum advisor Voluntary Service Overseas International Aid Worker						