

# *St Cuthbert Mayne School Curriculum Map 2023-2024*



**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 - The Challenge of Resource Management

Topic/Unit	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
<b>Knowledge (Content covered)</b>	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
<b>Skills</b>	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
<b>Assessment</b>	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
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	GIS Specialist Environmental consultant Conservation Manager Human Rights Officer Refugee & Asylum Advisor Sustainability Consultant Environmental Lawyer International					



	quizzes	various quizzes	quizzes	quizzes	quizzes	quizzes	quizzes	quizzes	quizzes End of unit Formal Assessment
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK 4</a>	Biologist Zoologist Conservationist GIS specialist Researcher for university National Park ranger Civil Engineer Military Environmental Agency Sustainability consultant								

### Spring Term 2- 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
<b>Knowledge (Content covered)</b>	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	An understanding of the main economic challenges for the people of Rio, and what the authorities are doing to create	An understanding of the main environmental challenges for the people of Rio, and what the authorities are doing to create	An understanding of why the favelas have grown and the challenges for the people who live in them.

				doing to create opportunities for the people.	opportunities for the people	opportunities for the people	
<b>Skills</b>	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
<b>Assessment</b>	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
<b>Gatsby 4 (Linking curriculum learning to careers)</b> <a href="#">GATSBY BENCHMARK K4</a>	International Aid Worker Sustainability Consultant Human Rights Officer Epidemiologist Hydrologist Voluntary worker Climate Change Analyst Environmental Lawyer City Planner						



