## 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			
Knowledge (Content covered)	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	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 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) <u>GATSBY</u> <u>BENCHMAR</u> <u>K 4</u>	GIS Specialist Environmental consultant Conservation Manager Human Rights Officer Refugee & Asylum Advisor Sustainability Consultant Environmental Lawyer International								

	Autumn Term 2/Spring Term 1 - The Living World									
Topic/Unit	Introduction to Ecosystems	Global Distribution of Ecosystems ?	The Tropical Rainforest ecosystem	Animal and plant adaptations	Deforestatio n in Malaysia	The Hot Desert ecosystem	Animal and plant adaptations	Opportunitie s and Challenges in the Thar Desert	Desertificati on	
Knowledge (Content covered)	To understand the components of an ecosystem and how changes impact on the whole system.	To know what a biome is and where they are found. To understand the reasons why biomes are in certain locations	To understand the main features of a TRF	To know the main features of the TRF soil. To understand how the plants and animals have adapted to the climate	To understand the causes, impacts and management strategies of deforestation. Case study work on Malaysia	To understand the main features of the hot desert ecosystem	To understand how the plants and animals have adapted to the climate	To understand how the challenges and opportunities in the Thar Desert can affect development	To understand the definition and causes of desertification . 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. Understandi ng 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	Teacher/Pee r Assessment Low stakes testing -	Teacher/Peer Assessment Low stakes testing - various	Teacher/Peer Assessment Low stakes testing - various	Teacher/Peer Assessment Low stakes testing - various	Teacher/Peer Assessment Low stakes testing - various	Teacher/Peer Assessment Low stakes testing - various	Teacher/Peer Assessment Low stakes testing - various	Teacher/Peer Assessment Low stakes testing - various	

	quizzes	various quizzes	quizzes End of unit Formal Assessment						
Gatsby 4 (Linking curriculum learning to careers) <u>GATSBY</u> <u>BENCHMAR</u> <u>K 4</u>	Biologist Zoologist Conservationis t 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		
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	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	
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 learning to careers) <u>GATSBY</u> <u>BENCHMAR</u> <u>K 4</u>	International Aid Worker Sustainability Consultant Human Rights Officer Epidemiologist Hydrologist Voluntary worker Climate Change Analyst Environmental Lawyer City Planner						

	Summer Term - Urban Issues and Challenges									
Topic/Unit	Overview of UK major cities	Introduction to Bristol	Social Opportunit ies in Bristol	Economic Opportunitie s in Bristol	Environme ntal Opportunit ies in Bristol	Environment al Challenges	Social Challenges	Urban Regeneratio n 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 photographs	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 photographs	Identification of patterns. Describing trends Interpretation of photographs	
Assessmen t	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)	Town planner Landscape Architect Transport planner Sustainability Consultant									

<u>GATSBY</u> <u>BENCHMA</u> <u>RK 4</u>	Land surveyor Air pollution analyst Environmental Lawyer									
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