



Year 10 Geography PoS

Learning	Loving	Living
<p>Key Knowledge</p> <p>Link apply and adapt</p> <p>Build knowledge and skills</p> <p>Self-regulated, reflective independent</p> <p>Know what they are good at and what to improve</p> <p>Stretched, challenged supported</p> <p>Wider ideas culture and the world</p> <p>Use technology flexibly and responsibly</p>	<p>Well informed global citizens</p> <p>Believe they can make a difference</p> <p>Shape community and school</p> <p>Care about the environment and each other</p> <p>Responsible for their own behaviour</p> <p>Grow spiritually</p> <p>Respect and tolerance</p> <p>Charity, volunteering and fundraising</p>	<p>Wider learning</p> <p>Leadership, teamwork, collaboration</p> <p>Success for all abilities</p> <p>Value creative subjects</p> <p>Interactions with the world of work</p> <p>Safety, mental and physical health</p> <p>Equipped for their unique future</p> <p>Apply to the world beyond</p>
Curriculum Intent		
<p><u>Provide pupils with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life.</u></p> <ul style="list-style-type: none"> • Students will learn about geographical processes and consider the ways in which humans interact with their environment. They will assess the impacts of humans on the environment e.g. climate change and why inequality occurs (development dynamics). • Students are given the opportunity to think independently, as well as work collaboratively with their peers. • Students are given opportunities to reflect on their learning, and practice memory retrieval. • Students are encouraged to develop their critical analysis and evaluation skills to enable them to form and express their own opinions, whilst remaining respectful to the views of others. <p><u>Clearly state the end points that pupils are building towards and the knowledge and skills required to reach them.</u></p> <ul style="list-style-type: none"> • Students are studying for Geography GCSE Edexcel B; this year they will study Topic 1 and 2 in Paper 1 and begin to study The UK's evolving Physical Landscape – Component 2. They will also complete Component 3 – they began studying this in year 9. Students are also taught about exam technique for answering the GCSE Geography questions. • Students continue developing geographical skills e.g. interpreting data, map skills, numeracy, synoptic links, decision making. <p><u>The curriculum is planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points.</u></p> <ul style="list-style-type: none"> • The topics from Component 1 and Component 2 build upon students' prior learning of these topics last year – climate change, globalisation, and at KS3 – coasts / rivers and flooding. • There are lessons focusing on metacognition and revision lessons prior to regular assessments. <p><u>Has high ambition for all pupils</u></p> <ul style="list-style-type: none"> • Resources differentiated to support SEND and lower ability students • PowerPoints / resources to include support and challenge materials 		



Term	Topic NB To include Spaced memory retrieval	No. of Lessons	Assessment
Autumn 1	<p><u>Component 3: Recap of People and the Biosphere and Forests under Threat</u> Students will investigate the differences between the tropical rainforest and the taiga (boreal) forest., the threats they face, and their sustainable use and management.</p> <p><u>Component 3: Making Geographical Issues: Consuming energy resources</u> Students consider the growing demand for energy and how this can be met without serious consequences. The students investigate renewable and non-renewable energy, the supply of, and demand, for energy, access to energy and energy security and finally the sustainable use and management of energy.</p>	6 12	Regular homework tasks every 2 weeks - exam style questions. Practice Paper 3: Set for all classes. Feed forward activities based on this.
Autumn 2	<p><u>Component 1: Hazardous Earth: Tectonics</u> In this unit, students will learn about plate tectonics and the hazards associated with different plate boundaries. Students will learn about hazards within developed and developing countries and the impact earthquakes and volcanoes have socially, economically and environmentally. There are opportunities for students to work collaboratively, and to complete BYOD tasks. Begin Global climate lessons when finished</p>	10	Regular homework tasks every 2 weeks - exam style questions. End of topic test and feed forward - 30 mins Section A. Set for all classes.
Spring 1	<p><u>Component 1: Hazardous Earth: Global climate</u> (Finishing the topic). Students will study global circulation of the atmosphere and learn how the world's climate functions, and why and how the climate changes. Students will consider how developed and developing countries are impacted by, prepare for, and manage tropical storms.</p>	10	Regular homework tasks every 2 weeks - exam style questions. / consolidation of classwork.



	<p>Spaced memorial retrieval takes the form of recall questions within each lesson, and a revision lesson before the end of topic assessment).</p> <p><u>Component 1: Development Dynamics: Measuring Development</u> In this unit, students follow students follow Edexcel B GCSE Geography. Students will look at how development can be measured, investigate global inequality. Students will investigate a variety of factors that hinder the world's poorest countries. This will be continued after half term</p>	8	<p>End of topic test and feed forward - 30 mins Section A. Set for all classes.</p>
Spring 2	<p><u>Component 1: Development Dynamics: Measuring Development continued</u></p> <p><u>Component 1: Development Dynamics: Case study India</u> Students will look in detail at how, India, an emerging country is developing. They will study the impact this will have on the people, the environment and the country's relationship with the wider world.</p>	8 10	<p>Regular homework tasks every 2 weeks - exam style questions.</p> <p>Longer 8 -mark question on India prior to half term.</p> <p>End of topic test and feed forward - 30 mins Section B Development Dynamics. Set for all classes.</p>
Summer 1	<p><u>Component 2: Overview of the UK's Physical Environment</u> In this unit, students follow. Students will learn about the physical landscapes of the UK – consideration of the impact of geology and past processes such as glaciation and tectonics. There are opportunities for students to work collaboratively, and to complete BYOD tasks.</p> <p><u>Component 2: The UK's Physical Environment: Coasts</u> Pupils will investigate a variety of coastal landscapes in the UK, studying a range of coastal processes and landforms. Students will investigate the challenges posed in coastal areas and explore ways in which coastal areas can be managed.</p>	12 (but 1 or 2 lessons missed due to work experience)	<p>Regular homework tasks every 2 weeks – begin to set revision style homework.</p> <p>Write up of own fieldwork tasks / presentation.</p>



Summer 2	<p><u>Component 2: The UK's Physical Environment: Rivers</u></p> <p>Students will study rivers in the UK. They will learn about river processes and landforms. They will investigate the human and physical causes of flooding and what interventions are needed to resolve the social and economic consequences of flooding. Students to undertake physical fieldwork within the Summer Term – either Coasts or Rivers. Then to write up their own fieldwork. The timing of this depends on availability of fieldwork providers.</p>	12	End of Year 10 exam - feed forward task based on this.
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