Hawkley Hall High School

Key Stage 4 Curriculum Journey: Geography Year 10 UPDATED

	Week 1 → Week 39						
	Paper 2 – Section A – Urban issues and challenges. Manchester including human geography fieldwork (to be completed July).	**Paper 1 – Section C - Physical landscapes in the UK – Coasts including physical fieldwork (to be completed July).**	**Paper 2 – Section A – Urban issues and challenges. Mumbai.**	**Paper 1 Section C – Rivers**	**Paper 2 Section B -The changing economic world (Global).**	**Paper 1 – Section B - Living World part 1**	**Paper 3 – Section B – Fieldwork.**
Key content (know that…Know how…)	To know the global pattern of urban change. To know the urban trends in different parts of the world including LICs and HICs. To know the factors affecting the rate of urbanisation. To know the emergence of megacities. To know the distribution of population and major cities in the UK. To know using a case study of a major UK city to illustrate; the location and importance of the city to the UK and wider world, impacts of national and international migration on the growth and character of the city, how urban change has created opportunities, how urban change has created challenges. To know an example of urban regeneration to show why it was needed and the main features of the project.	To know an overview of the location of major upland/lowland areas and rivers systems. To know the difference between constructive and destructive waves. To know the processes shaping the coastlines. To know how geological structure and rock type influence coastal forms. To know the characteristics and formations of landforms resulting from erosion. To know the characteristics and formations of landforms resulting from deposition. To know an example of a section of coastline in the UK to identify major landforms of erosion and deposition. To know the cost and benefits of hard and soft engineering. To know an example of a coastal management scheme in the UK to show; the reasons for management, the management strategy and	To know using a case study of a major city in an LIC/NEE to illustrate; the location and importance of the city regionally, nationally and internationally, causes of growth, how urban growth has created opportunities, how urban growth has created challenges. To know an example of how urban planning is improving the quality of life for the urban poor. Within each unit students will learn how to construct and interpret a range of different data presentation techniques. Within each unit students will learn how to use a range of statistical tools from mean, mode, medium and range.	To know the long and cross profile of a river and its valley. To know the fluvial processes. To know the characteristics and formation of landforms resulting from erosion. To know the characteristics and formation of landforms resulting from transportation. To know the characteristics and formation of landforms resulting from deposition. To know an example of a river valley in the UK to identify its major landforms. To know the physical and human factors affecting flooding. To know how hydrographs show the relationship between precipitation and discharge. To know the costs and benefits of hard and soft engineering. To know an example of a flood management	To know different ways to classify parts of the world according to levels of development and quality of life. To know different social and economic indicators of development. To know the limitations of social and economic indicators. To know the links between DTM and levels of development. To know causes of uneven development. To know the consequences of uneven development. To know various strategies to reduce the development gap. To know an example of how growth in tourism can reduce the development gap. To know using a case study to illustrate; the location and importance of the country, regionally and globally, the wider political, social, cultural and	To know an example of a small scale ecosystem to show understanding of; interrelationship within a natural system, an understanding of producers, consumers, decomposers, food chains, food webs and nutrient cycling. To know the balance between components and the impact on ecosystems of changing one component. To know the distribution and characteristics of large scale natural global ecosystems. To know the physical characteristics of a tropical rainforest. To know the interdependence of climate, water,	To know how to complete physical geography field work; apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry. To know how to complete physical geography fieldwork; select and adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings. Within each unit students will learn how to construct and interpret a range of different data presentation techniques. Within each unit students will learn how to use a range of statistical tools from mean, mode, medium and range.

	To know the features of sustainable urban living. To know how urban transport strategies are used to reduce traffic congestion. To know how to complete human geography field work; apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry. To know how to complete human geography fieldwork; select and adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings. Within each unit students will learn how to construct and interpret a range of different data presentation techniques. Within each unit students will learn how to use a range of statistical tools from mean, mode, medium and range.	the resulting effects and conflicts. Within each unit students will learn how to construct and interpret a range of different data presentation techniques. Within each unit students will learn how to use a range of statistical tools from mean, mode, medium and range.		scheme in the UK; why the scheme was needed, the management strategy and social, economic and environmental issues. Within each unit students will learn how to construct and interpret a range of different data presentation techniques.	environmental context within the country, the changing industrial structure – balance between structures and manufacturing can stimulate economic development, role of TNCs and advantages and disadvantages to host country, the changing political and trading relationships with the wider world, international aid, the environmental impacts of economic development on quality of life. Within each unit students will learn how to construct and interpret a range of different data presentation techniques. Within each unit students will learn how to use a range of statistical tools from mean, mode, medium and range.	soils, plants, animals and people. To know how plants and animals adapt to the physical conditions. To know the issues relating to biodiversity. To know the changing rates of deforestation. To know a case study of a tropical rainforest to illustrate the causes and impacts of deforestation. To know the value of tropical rainforests to people and the environment. To know strategies to manage the rainforest sustainably. Within each unit students will learn how to construct and interpret a range of different data presentation techniques. Within each unit students will learn how to use a range of statistical tools from mean, mode, medium and range.	

Prior Knowledge	Retrieval from Year 7: - location of major oceans and continents (where is my place in the world). -Latitude and longitude lines (Extraordinary earth). - Map skills (where is my place in the world). -how to complete a geographical enquiry (Tourism adventures). -Las Vegas water problems and solutions (Extraordinary Earth). Retrieval from Year 8: -Classification of industry, how primary industry has changed in Wigan (Our amazing island). - Global distribution of people (population). -Factors that affect movement of people (Our amazing island). -how UKs population has changed overtime (Our amazing island). -Flooding enquiry (Water works). Retrieval from Year 9: - Singapore as a sustainable city (Asia). - Plastics enquiry (Resources).	Retrieval from Year 7: - location of major oceans and continents (where is my place in the world). -Latitude and longitude lines (where is my place in the world?) Retrieval from year 8: -Caves, arches, stacks and stumps (Europe). - Flooding enquiry (water works). Retrieval from Year 9: - Plastics enquiry (Resources).	Retrieval from Year 7: - location of major oceans and continents (where is my place in the world). -Latitude and longitude lines. - tourism geographical enquiry (Tourism adventure). Retrieval from Year 8: -Global distribution of people (population). -Factors that affect movement of people (Our amazing island). Retrieval from Year 9: - Problems of squatter settlements and how they can be improved (Africa).	Retrieval from Year 7: - location of major oceans and continents (where is my place in the world). -Latitude and longitude lines (Extraordinary earth). -Map skills (where is my place in the world). Retrieval from Year 8: - Water cycle (water works). - Erosional processes (water works). - How waterfall and gorges are formed (water works). - How meanders and oxbow lakes are formed (water works). -Effects of Storm Ciara (water works). - Causes and effects of flooding (water works).	Retrieval from Year 7: - location of major oceans and continents (where is my place in the world). -Latitude and longitude lines (Extraordinary earth). - Map skills (where is my place in the world). -Main types of tourism and tourism in the UK (Tourism adventures). Retrieval from Year 8: -Different classifications of industry (Our amazing island). - Employment opportunities linked to tourism in Scotland (Our Amazing island). -DTM (Population). - Different ways to measure development (Europe). -Comparing levels of development in Europe (Europe). Retrieval from Year 9: - Different ways to measure development (Africa). - How disease affects development (Africa).	Retrieval from Year 7: - location of major oceans and continents (where is my place in the world). -Latitude and longitude lines (where is my place in the world?). Retrieval from Year 8: - Animal adaptations in Antarctica (Antarctica). - Causes, effects and responses to climate change (Antarctica). -Difference between ecosystem and biome (Global biomes). -Location of global biomes. (Global biomes). Retrieval from Year 9: -Animal adaptations to Tundra (Asia). - Layers of rainforest (TRF). -Food webs and food chains (TRF). - Animal adaptations (TRF). - Benefits of the Amazon (TRF). -How to manage the rainforest sustainable (TRF).	Retrieval from Year 7 – Tourism enquiry Retrieval from Year 8 – Flooding enquiry. Retrieval from Year 9 – Weather hazards enquiry.

						-Animals adapted to the Sahara (Africa).	
Assessment objectives	The exams will measure how students have achieved the following assessment objectives. AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%). AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%). AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)). AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).	The exams will measure how students have achieved the following assessment objectives. AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%). 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Assessments	Diagnostic feedback on 9 marker linked to Manchester.	Diagnostic feedback on a coast 6 marker. End of unit topic test on coast.	Diagnostic feedback on 9 marker linked to Mumbai. End of unit topic test on urban environments.	Diagnostic feedback on rivers 6 marker. End of unit topic test on rivers	Diagnostic feedback on data presentation 6 marker. End of unit topic test on Fieldwork	Diagnostic feedback on 9 marker.	End of Year 10 mock.