Geography Department – Year 10: The Competent Geographer

Shirley High Curriculum Map	***Year 10 The Competent Geographer:*** *Students will develop their geographical skills and knowledge further and start their GCSEs journey.*					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	The challenge of natural Hazards	The living world	Physical landscapes and the UK	Consolidation / catch up half / review half term	Urban issues and Challenges	The changing Economic world
Why Now?	To build upon KS3 tectonic and Weather unit for processes and other units for knowledge of impacts e.g. Asia and monsoon. This is a sound first unit as has some complex but familiar topics to build learner confidence on their GCSE journey.	To build upon KS3 learning added more detailed knowledge to rainforest structure and flora and fauna adaptation as well a topical subjects such as palm oil. Revisiting the ideas of sustainable management. Also draws upon knowledge of hot deserts to focus on their challenges and opportunities.	To revisit and build upon KS3 concepts to have an more in depth understanding of specific examples of challenges and opportunities people face and how Geographers can manage in a sustainable way. The competent Geographer will start to hone evaluative skills.	This provides time to pause for though and embed, for PLC analysis and revisiting of work if identified as missing or lacking, in depth exam practise and targeted work. Also gives time to complete any identified gaps before moving on.	To revisit an build upon themes of Urban challenges and opportunities, including drawing on favela work of (y8) as a holistic view on Rios issues and challenges. A focus on the UK London as a near place supports the competent geographer question and evaluate their surroundings, applying substantiality lessons at a variety of scales and examples.	This unit pulls together various KS 3 learning and builds into a greater understanding for the competent Geographer. Revisiting the DTM, development indicators but then considering what stapes can be taken to narrow these gaps in development. This leads to a focus on Nigeria (y8) and how this country has changes and adapted to fit the world economy, before applying this learning to the familiarity of the UK and this challenges post-industrial era has brought and if there is a North/ south divide and what can be done.
Fundamental Concepts	Natural hazards Tectonic hazards Weather Hazards Climate change	Ecosystems Tropical Rainforests Hot deserts (optional unit)	The UKs relief and landscape Coastal landscapes in the UK River landscapes in the UK (optional unit)	Use of PLCs Gaps identified and addressed Time to practise exam technique Ensuring spec coverage	The urban world with a focus on Rio de Janeiro Urban change in the UK with a focus on London Urban sustainability	The development gap Nigeria: a Newley emerging economy The changing UK economy
Students will…	Learn about: • What are natural hazards • Tectonic hazards • Distribution of volcanoes and earthquakes • Physical processes at plate margins • The effects of Earthquakes • Responses to Earthquakes • Living with the risk from tectonic hazards • Reducing the risk from tectonic hazards • Global atmospheric circulation • Where and how tropical storms are formed • The structure and features of tropical storms • Example of a tropical storm e.g. Katrina • Reducing the effects of tropical storms • Weather hazards in the UK • The Somerset Levels flooding • Extreme weather in the UK • What evidence there is for climate change • Natural and human causes of climate change • Managing and mitigating the impacts of climate change	Learn about: • About a small-scale ecosystem • How change affects ecosystems • To revisit global ecosystems • Environmental characteristics of rainforests • Causes and impacts of deforestation • Managing tropical rainforest sustainably • Environmental characteristics of hot deserts • Opportunities for development in hot deserts • Challenges of development in hot deserts • Reducing desertification in hot deserts • Use of case study examples throughout.	Learn about: • The UK's relief and landscapes • Waves types and their characteristics • Weathering and mass movement • Coastal marine processes • Coastal erosion processes • Coastal depositional landforms • Managing coasts using hard engineering • Managing coasts using soft engineering • Case study examples to be used throughout • Changes in rivers and their valleys • Fluvial processes • River erosional and depositional landforms • River landforms on the River Tees • Factors increasing flood risk • Manging floods using hard and soft engineering • Case study examples to be used.	• Use PLCs to identify gaps in knowledge / understanding and address these • Practise exam questions to hone technique • Re do questions if attainment is not on target • Catch up any work which has been missed • Secure case study knowledge • Use revision materials	Learn about: • An increasingly urban world • The emergence of Megacities • Introducing Rio de Janeiro • Social and economic challenges in Rio • Improving Rios environment • Managing the growth of squatter settlement • Planning for Rio's poor • Where people live in the UK • Introducing London • Urban challenges and opportunities of London • Urban Greening • Environmental challenges in London • Inequality in London (comparing K+C & Newham) • Regeneration of London Dockland and/or Olympic park • Planning for urban sustainability including traffic. • Case study examples used throughout.	Learn about: The development gap/ unequal world Measuring development including HDI The DTM Changing population structures Causes of uneven development Uneven development – wealth and health Uneven development migration Reducing the development gap: through: aid and intermediate technology: fair trade: debt relief: tourism: Changes in the UK economy A post-industrial economy UK science and business parks Environmental impacts of industry Changing rural landscape in the UK Changing transport infrastructure The UK North / south divide The UK in the wider world.
Language for Life (Key terms/Vocabulary)	A glossary and PLC is provided for each unit and checked.	A glossary and PLC is provided for each unit and checked.	A glossary and PLC is provided for each unit and checked.	A glossary and PLC is provided for each unit and checked.	A glossary and PLC is provided for each unit and checked.	A glossary and PLC is provided for each unit and checked.
Extended writing Opportunities	Presentation on ways to mitigate climate change 9 mark exam questions	Detailed case study of Thar desert 9 mark exam questions	Report on flooding 9 mark exam questions	9 mark exam questions	9 mark exam questions	9 mark exam questions
Maths Across the Curriculum	Data analysis and logarithmic Richter scale	Climate graphs	Calculating distance on OS maps	Look at questions containing maths e.g. calculating distance or central tendency theory element	Proportional symbols Population graphs	DTM Comparing GNI HDI interpretation
Links to careers/ aspirations	Volcanologist Geologist Meteorologist Environmental agency	Conservationist	Engineer of costal management Environment agency Planner	Varied: opportunity to reflect	Town planner Police Teacher TfL	Charity worker University / Apprenticeships
Cultural Capital	Look at extinction rebellion and Greta Thunberg	Looking at advertising campaigns	Handling of rocks to "feel" resistance	Reading news articles and considering stakeholder / opposing views	Use of photos of areas of London and older maps.	Stormzy lyrics Lowry paintings of North Nollywood Jamaica tourism
Practical Application of Skills	Presentation of mitigating climate change GIS use New apps	Experiment with digguetes/ low stone walls	Use of OS maps and GIS to look at coastal retreat Possible wave tank and meander experiment	Using supporting sites such as GCSE pod, Kerboodle Seneca	Use of OS maps Living graph of London	Looking for sustainable environmental measures in own home