

Year 10 Geography Curriculum Plan							
Unit	Core		Hinterland		NC Coverage	Assessment	Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills			
3.2 Challenges in the Human Environment 3.2.2 Section B: The Changing Economic World LIC/NEE – Nigeria HIC – United Kingdom	<ul style="list-style-type: none"> There are global variations in economic development and quality of life Various strategies exist for reducing the global development gap Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth 	<p>Cartographic skills</p> <p>Atlas maps</p> <ul style="list-style-type: none"> recognise and describe distributions and patterns of both human and physical features maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them <p>OS Maps</p> <ul style="list-style-type: none"> use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic 	<ul style="list-style-type: none"> All economies vary around the world, knowledge of LIC/NEE/HIC are a judgement Perception of the bigger connection of economic areas through globalisation Global economy can be affected by different impacts which affects all income levels 	<ul style="list-style-type: none"> Connection of knowledge to other countries outside of the case study – deepen thinking Ability to apply knowledge to different context including current affairs 	<ul style="list-style-type: none"> 3GA1 3GA2 3GA3b 3AG3c 3GL1 3GL2 3GH1b 3GH2 3GG1-3 	<ul style="list-style-type: none"> Formal end of unit/topic assessment created using AQA sample assessment material and/or past papers Skills based questions and practice developing cartographic and graphic knowledge Formative exam questions within lessons, focusing on 4, 6 and 9 mark questions and utilising AQA command words. Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> Links to Business in growth of economies Links to Philosophy in the ethics of the poverty gap Links to Maths in utilising different graphical skills and interpretation of data. Links to English in structuring answers to 9 mark questions.
3.3 Geographical Applications 3.3.2 Section B: Fieldwork Human: Urban Regeneration, East London Physical: Woodland Ecosystems, Amersham	<ul style="list-style-type: none"> Developing suitable questions for geographical enquiry Selecting, measuring and recording data appropriate to the chosen enquiry Selecting appropriate ways of processing and presenting fieldwork data Describing, analysing and explain fieldwork data Reaching conclusions Evaluation of geographical enquiry 	<ul style="list-style-type: none"> use and understand coordinates – four and six-figure grid references use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales use and understand gradient, contour and spot height identify basic landscape features and describe their characteristics from map evidence 	<ul style="list-style-type: none"> Understanding of how fieldwork is created from previous units of study 	<ul style="list-style-type: none"> Connection of ideas to understand the importance of fieldwork Communication skills in data collections – questionnaires Research skills to collect secondary data Formulation of a complete enquiry. Project presentation 	<ul style="list-style-type: none"> 3GA1 3GA2 3GA3a-c 3GG2-4 	<ul style="list-style-type: none"> Formal end of unit/topic assessment created using AQA sample assessment material and/or past papers Skills based questions and practice developing cartographic and graphic knowledge Formative exam questions within lessons, focusing on 4, 6 and 9 mark questions and utilising AQA command words. Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> Links to Science in establishing a project based study Links to Maths in utilising different graphical skills and interpretation of data. Links to English in structuring answers to 9 mark questions.
3.1 Living with the Physical Environment 3.1.1 Section A: The Challenge of Natural Hazards 3.1.1.1 Natural Hazards 3.1.1.2 Tectonic Hazards 3.1.1.3 Weather Hazards 3.1.1.4 Climate Change	<ul style="list-style-type: none"> Natural hazards pose major risks to people and property Earthquakes and volcanic eruptions are the result of physical processes The effects of, and responses to, a tectonic hazard vary between area of contrasting levels of wealth Management can reduce the effects of a tectonic hazard Global atmospheric circulation helps to determine patterns of weather and climate Tropical storms develop as a result of particular physical conditions Tropical storms have significant effects on people and the environment The UK is affected by a number of weather hazards Extreme weather events in the UK have impacts on human activity Climate change is the result of natural and human factors, and has a range of effects Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). 	<ul style="list-style-type: none"> describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs draw sketches from photographs label and annotate diagrams, maps, graphs, sketches and photographs. <p>Maps in association with photographs</p> <ul style="list-style-type: none"> be able to compare maps sketch maps: draw, label, understand and interpret photographs: use and interpret ground, aerial and satellite photographs describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs draw sketches from photographs label and annotate diagrams, maps, graphs, sketches and photographs. <p>Graphical skills</p> <ul style="list-style-type: none"> select and construct appropriate graphs and charts 	<ul style="list-style-type: none"> There are many other types of hazards Scientific knowledge that underpins the concept of Global Atmospheric Circulation 	<ul style="list-style-type: none"> Connection of ideas to wider geography and current geographical impacts 	<ul style="list-style-type: none"> 3GA1 3GA2 3GA3b 3GH1a 3GH2 3GG1-3 	<ul style="list-style-type: none"> Formal end of unit/topic assessment created using AQA sample assessment material and/or past papers Skills based questions and practice developing cartographic and graphic knowledge Formative exam questions within lessons, focusing on 4, 6 and 9 mark questions and utilising AQA command words. Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> Links to History in the past impact of natural hazards Links to Science in understanding of how the atmosphere works – water cycle Links to Maths in utilising different graphical skills and interpretation of data. Links to English in structuring answers to 9 mark questions.

		<p>to present data, using appropriate scales</p> <ul style="list-style-type: none">• suggest an appropriate form of graphical representation for the data provided• plot information on graphs when axes and scales are provided• interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs. <p><u>Formulate enquiry and argument</u> <u>identify questions and sequences of enquiry</u></p> <ul style="list-style-type: none">• write descriptively, analytically and critically• communicate their ideas effectively• develop an extended written argument• draw well-evidenced and informed conclusions about geographical questions and issues.					
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