

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  3.2.3 Section C: The Challenge of Resource Management  3.2.3.1 Resource Management 3.2.3.4 Energy	<ul style="list-style-type: none"> <li>Food, water and energy are fundamental to human development</li> <li>The changing demand and provision of resources in the UK create opportunities and challenges</li> <li>Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict               <ul style="list-style-type: none"> <li>Different strategies can be used to increase energy supply</li> </ul> </li> </ul>	<b>Cartographic skills</b> <b>Atlas maps</b> <ul style="list-style-type: none"> <li>recognise and describe distributions and patterns of both human and physical features</li> <li>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</li> </ul> <b>OS Maps</b> <ul style="list-style-type: none"> <li>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</li> <li>use and understand coordinates – four and six-figure grid references</li> <li>use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales</li> <li>use and understand gradient, contour and spot height</li> <li>identify basic landscape features and describe their characteristics from map evidence</li> </ul>	<ul style="list-style-type: none"> <li>Resources are a commodity and can be traded further widening the development gap</li> <li>The connection to existing knowledge from Science</li> <li>Understanding of the value of resources</li> </ul>	<ul style="list-style-type: none"> <li>Transition of knowledge from other subjects</li> <li>Connecting area of study to their lives</li> </ul>	<ul style="list-style-type: none"> <li>3GA1</li> <li>3GA2</li> <li>3GA3b</li> <li>3AG3c</li> <li>3GL1</li> <li>3GL2</li> <li>3GH1b</li> <li>3GH2</li> <li>3GG1-3</li> </ul>	<ul style="list-style-type: none"> <li>Formal end of unit/topic assessment created using AQA sample assessment material and/or past papers</li> <li>Skills based questions and practice developing cartographic and graphic knowledge</li> <li>Formative exam questions within lessons, focusing on 4, 6 and 9 mark questions and utilising AQA command words.</li> <li>Peer, self and whole class marking / DIRT</li> </ul>	<ul style="list-style-type: none"> <li>Links to Science in previous study of energy – renewable and non-renewable</li> <li>Links to Maths in utilising different graphical skills and interpretation of data.</li> <li>Links to English in structuring answers to 6 mark questions.</li> </ul>
3.1 Living with the Physical Environment  3.1.2 Section B: The Living World  3.1.2.1 Ecosystems 3.1.2.2 Tropical Rainforests	<ul style="list-style-type: none"> <li>Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components</li> <li>Tropical rainforest ecosystems have a range of distinctive characteristics</li> <li>Deforestation has economic and environmental impacts</li> <li>Tropical rainforests need to be managed to be sustainable</li> </ul>	<ul style="list-style-type: none"> <li>use and understand coordinates – four and six-figure grid references</li> <li>use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales</li> <li>use and understand gradient, contour and spot height</li> <li>identify basic landscape features and describe their characteristics from map evidence</li> <li>describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs</li> <li>draw sketches from photographs</li> <li>label and annotate diagrams, maps, graphs, sketches and photographs.</li> </ul>	<ul style="list-style-type: none"> <li>The value and importance of different biomes around the world, knowledge restricted to biomes studied</li> <li>The impact the varying exploitation of ecosystems has around the world</li> </ul>	<ul style="list-style-type: none"> <li>Connection of ideas to wider geography</li> <li>The link between the analysis of large scale biomes and local area</li> </ul>	<ul style="list-style-type: none"> <li>3GA1</li> <li>3GA2</li> <li>3GA3b</li> <li>3GH1a</li> <li>3GH2</li> <li>3GG1-3</li> </ul>	<ul style="list-style-type: none"> <li>Formal end of unit/topic assessment created using AQA sample assessment material and/or past papers</li> <li>Skills based questions and practice developing cartographic and graphic knowledge</li> <li>Formative exam questions within lessons, focusing on 4, 6 and 9 mark questions and utilising AQA command words.</li> <li>Peer, self and whole class marking / DIRT</li> </ul>	<ul style="list-style-type: none"> <li>Links to Science in understanding components and interactions of ecosystems</li> <li>Links to Science in knowledge of adaptations of both flora and fauna within different ecosystems</li> <li>Links to Maths in utilising different graphical skills and interpretation of data.</li> <li>Links to English in structuring answers to 9 mark questions.</li> </ul>
3.3 Geographical Applications  3.3.2 Section B: Fieldwork  Physical: Woodland Ecosystems, Epping Forest	<ul style="list-style-type: none"> <li>Developing suitable questions for geographical enquiry</li> <li>Selecting, measuring and recording data appropriate to the chosen enquiry</li> <li>Selecting appropriate ways of processing and presenting fieldwork data</li> <li>Describing, analysing and explain fieldwork data</li> <li>Reaching conclusions</li> <li>Evaluation of geographical enquiry</li> </ul>	<ul style="list-style-type: none"> <li>draw sketches from photographs</li> <li>label and annotate diagrams, maps, graphs, sketches and photographs.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of how fieldwork is created from previous units of study</li> </ul>	<ul style="list-style-type: none"> <li>Connection of ideas to understand the importance of fieldwork</li> <li>Communication skills in data collections – questionnaires</li> <li>Research skills to collect secondary data</li> <li>Formulation of a complete enquiry.</li> <li>Project presentation</li> </ul>	<ul style="list-style-type: none"> <li>3GA1</li> <li>3GA2</li> <li>3GA3a-c</li> <li>3GG2-4</li> </ul>	<ul style="list-style-type: none"> <li>Formal end of unit/topic assessment created using AQA sample assessment material and/or past papers</li> <li>Skills based questions and practice developing cartographic and graphic knowledge</li> <li>Formative exam questions within lessons, focusing on 4, 6 and 9 mark questions and utilising AQA command words.</li> <li>Peer, self and whole class marking / DIRT</li> </ul>	<ul style="list-style-type: none"> <li>Links to Science in establishing a project based study</li> <li>Links to Maths in utilising different graphical skills and interpretation of data.</li> <li>Links to English in structuring answers to 9 mark questions.</li> </ul>

<p>3.1.3 Section C: Physical Landscapes of the UK</p> <ul style="list-style-type: none"> <li>3.1.3.1 UK Physical Landscapes</li> <li>3.1.3.4 Glacial Landscapes in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Location of the major upland/lowland areas and river systems</li> <li>Ice was a powerful force in shaping the physical landscape of the UK.</li> <li>Distinctive glacial landforms result from different physical processes</li> <li>Glaciated upland areas provide opportunities for different economic activities, and management strategies can be used to reduce land use conflicts</li> </ul>	<p><b>Maps in association with photographs</b></p> <ul style="list-style-type: none"> <li>be able to compare maps</li> <li>sketch maps: draw, label, understand and interpret</li> <li>photographs: use and interpret ground, aerial and satellite photographs</li> <li>describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs</li> <li>draw sketches from photographs</li> <li>label and annotate diagrams, maps, graphs, sketches and photographs.</li> </ul> <p><b>Graphical skills</b></p> <ul style="list-style-type: none"> <li>select and construct appropriate graphs and charts to present data, using appropriate scales</li> <li>suggest an appropriate form of graphical representation for the data provided</li> <li>plot information on graphs when axes and scales are provided</li> <li>interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs.</li> </ul> <p><b>Formulate enquiry and argument</b></p> <p><b>identify questions and sequences of enquiry</b></p> <ul style="list-style-type: none"> <li>write descriptively, analytically and critically</li> <li>communicate their ideas effectively</li> <li>develop an extended written argument</li> <li>draw well-evidenced and informed conclusions about geographical questions and issues.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of the difference between the local area and a glaciated landscape</li> <li>The importance of understanding the physical Geography for all of the UK and not isolated areas</li> <li>The connection and value of river systems and the links to both glaciated landscapes and coasts</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation and analysis of data</li> <li>Connection that the processes in the UK are similar/varied in other countries (UK focus)</li> </ul>	<ul style="list-style-type: none"> <li>3GA1</li> <li>3GA2</li> <li>3GA3b</li> <li>3GH1a</li> <li>3GH2</li> <li>3GG1-3</li> </ul>	<ul style="list-style-type: none"> <li>Formal end of unit/topic assessment created using AQA sample assessment material and/or past papers</li> <li>Skills based questions and practice developing cartographic and graphic knowledge</li> <li>Formative exam questions within lessons, focusing on 4, 6 and 9 mark questions and utilising AQA command words.</li> <li>Peer, self and whole class marking / DIRT</li> </ul>	<ul style="list-style-type: none"> <li>Links to Science in relation to geology</li> <li>Links to Maths in utilising different graphical skills and interpretation of data.</li> <li>Links to English in structuring answers to 9 mark questions.</li> </ul>
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	<p>3.2 Challenges in the Human Environment</p> <p>3.2.1 Section A: Urban Issues and Challenges</p> <p>HIC – London</p>	<ul style="list-style-type: none"> <li>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges</li> <li>Urban sustainability requires management of resources and transport</li> </ul>		<ul style="list-style-type: none"> <li>All urban areas vary around the world, knowledge of LIC/NEE/HIC cities restricted to cities studied</li> <li>Perception of the bigger connection of urban areas through globalisation</li> </ul>	<ul style="list-style-type: none"> <li>Connection of ideas to wider geography</li> <li>Social understanding of the impact of poverty (empathy)</li> </ul>	<ul style="list-style-type: none"> <li>3GA1</li> <li>3GA2</li> <li>3GA3b</li> <li>3AG3c</li> <li>3GL1</li> <li>3GL2</li> <li>3GH1b</li> <li>3GH2</li> <li>3GG1-3</li> </ul>	<ul style="list-style-type: none"> <li>Formal end of unit/topic assessment created using AQA sample assessment material and/or past papers</li> <li>Skills based questions and practice developing cartographic and graphic knowledge</li> <li>Formative exam questions within lessons, focusing on 4, 6 and 9 mark questions and utilising AQA command words.</li> <li>Peer, self and whole class marking / DIRT</li> </ul>	<ul style="list-style-type: none"> <li>Links to Maths in utilising different graphical skills and interpretation of data.</li> <li>Links to English in structuring answers to 9 mark questions.</li> <li>Links to Philosophy on the social ethics of exploiting the world for profit/development</li> </ul>
<p>3.3 Geographical Applications</p> <p>3.3.2 Section B: Fieldwork</p> <p>Human: Urban Regeneration, East London</p>	<ul style="list-style-type: none"> <li>Developing suitable questions for geographical enquiry</li> <li>Selecting, measuring and recording data appropriate to the chosen enquiry</li> <li>Selecting appropriate ways of processing and presenting fieldwork data</li> <li>Describing, analysing and explain fieldwork data</li> <li>Reaching conclusions</li> <li>Evaluation of geographical enquiry</li> </ul>		<ul style="list-style-type: none"> <li>Understanding of how fieldwork is created from previous units of study</li> </ul>	<ul style="list-style-type: none"> <li>Connection of ideas to understand the importance of fieldwork</li> <li>Communication skills in data collections – questionnaires</li> <li>Research skills to collect secondary data</li> <li>Formulation of a complete enquiry.</li> <li>Project presentation</li> </ul>	<ul style="list-style-type: none"> <li>3GA1</li> <li>3GA2</li> <li>3GA3a-c</li> <li>3GG2-4</li> </ul>	<ul style="list-style-type: none"> <li>Formal end of unit/topic assessment created using AQA sample assessment material and/or past papers</li> <li>Skills based questions and practice developing cartographic and graphic knowledge</li> <li>Formative exam questions within lessons, focusing on 4, 6 and 9 mark questions and utilising AQA command words.</li> <li>Peer, self and whole class marking / DIRT</li> </ul>	<ul style="list-style-type: none"> <li>Links to Science in establishing a project based study</li> <li>Links to Maths in utilising different graphical skills and interpretation of data.</li> <li>Links to English in structuring answers to 9 mark questions.</li> </ul>	