



Subject:

Year 10 Curriculum Overview

2018-2019

<p><u>Half Term 1</u> Unit Title</p>	<p>Subject Content / Knowledge</p>	<p>Different ways of classifying parts of the world according to their level of economic development and quality of life. Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). Limitations of economic and social measures. Link between stages of the Demographic Transition Model and the level of development. Causes of uneven development: physical, economic and historical. Consequences of uneven development: disparities in wealth and health, international migration.</p> <p>An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans. An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap.</p>
	<p>Skills</p>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales 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 AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>
	<p>Assessment</p>	<p>Mid-term assessment and written assessment of at least 1 answer to GCSE 12 mark question</p>
<p><u>Half Term 2</u> Unit Title</p>	<p>Subject Content / Knowledge</p>	<p>A case study of one LIC or NEE to illustrate: • the location and importance of the country, regionally and globally • the wider political, social, cultural and environmental context within which the country is placed</p>

		<ul style="list-style-type: none"> • the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development • the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country • the changing political and trading relationships with the wider world • international aid: types of aid, impacts of aid on the receiving country • the environmental impacts of economic development • the effects of economic development on quality of life for the population.
	Skills	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales</p> <p>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</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>
	Assessment	End of term assessment and written assessment of at least 1 answer to GCSE 12 mark question
Half Term 3 Unit Title	Subject Content / Knowledge	<p>Overview of the distribution of population and the major cities in the UK. A case study of a major city in the UK to illustrate:</p> <ul style="list-style-type: none"> • the location and importance of the city in the UK and the wider world • impacts of national and international migration on the growth and character of the city • how urban change has created opportunities: <ul style="list-style-type: none"> • social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems • environmental: urban greening • how urban change has created challenges: <ul style="list-style-type: none"> • social and economic: urban deprivation, inequalities in housing, education, health and employment • environmental: dereliction, building on brownfield and greenfield sites, waste disposal • the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements. An example of an urban regeneration project to show: <ul style="list-style-type: none"> • reasons why the area needed regeneration • the main features of the project.
	Skills	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales</p> <p>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</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p>

Half Term 4 Unit Title		AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.
	Assessment	Mid-term assessment and written assessment of at least 1 answer to GCSE 12 mark question
	Subject Content / Knowledge	<p>General atmospheric circulation model: pressure belts and surface winds.</p> <p>Global distribution of tropical storms (hurricanes, cyclones, typhoons). An understanding of the relationship between tropical storms and general atmospheric circulation. Causes of tropical storms and the sequence of their formation and development. The structure and features of a tropical storm. How climate change might affect the distribution, frequency and intensity of tropical storms.</p> <p>Primary and secondary effects of tropical storms. Immediate and long-term responses to tropical storms. Use a named example of a tropical storm to show its effects and responses. How monitoring, prediction, protection and planning can reduce the effects of tropical storms.</p> <p>An example of a recent extreme weather event in the UK to illustrate: • causes • social, economic and environmental impacts • how management strategies can reduce risk. Evidence that weather is becoming more extreme in the UK</p> <p>Evidence for climate change from the beginning of the Quaternary period to the present day. Possible causes of climate change: • natural factors – orbital changes, volcanic activity and solar output • human factors – use of fossil fuels, agriculture and deforestation. Overview of the effects of climate change on people and the environment.</p> <p>Managing climate change: • mitigation – alternative energy production, carbon capture, planting trees, international agreements • adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels.</p>
	Skills	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales</p> <p>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</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>
	Assessment	End of term assessment and written assessment of at least 1 answer to GCSE 12 mark question

Half Term 5 Unit Title	Subject Content / Knowledge	<p>The physical characteristics of a tropical rainforest. The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the physical conditions. Issues related to biodiversity. Changing rates of deforestation. A case study of a tropical rainforest to illustrate: • causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth • impacts of deforestation – economic development, soil erosion, contribution to climate change.</p> <p>Value of tropical rainforests to people and the environment. Strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction.</p>
	Skills	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales 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 AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>
	Assessment	Mid-Term assessment and written assessment of at least 1 answer to GCSE 12 mark question
Half Term 6 Unit Title	Subject Content / Knowledge	<p>The long profile and changing cross profile of a river and its valley. Fluvial processes: • erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion • transportation – traction, saltation, suspension and solution • deposition – why rivers deposit sediment.</p> <p>Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges. Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes. Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries. An example of a river valley in the UK to identify its major landforms of erosion and deposition.</p> <p>How physical and human factors affect the flood risk – precipitation, geology, relief and land use. The use of hydrographs to show the relationship between precipitation and discharge. The costs and benefits of the following management strategies: • hard engineering – dams and reservoirs, straightening, embankments, flood relief channels • soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration. An example of a flood management scheme in the UK to show: • why the scheme was required • the management strategy • the social, economic and environmental issues.</p>

	Skills	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales</p> <p>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</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>
	Assessment	End of year assessment and written assessment of at least 1 answer to GCSE 12 mark question