



Year Group	YEAR 10					
Subject intent	<p>The Geography curriculum is designed to give all students the confidence and experience to help inform and shape ideas; investigating human and physical strands of the multi-faceted subject. This will enable students to become global citizens and have the cultural literacy to be role models for the future and set a trail for others to emulate. Considering themes such as sustainability, development and climate change in their everyday lives.</p> <p>Geography offers the opportunity to study a range of topics that investigate the physical processes of our planet, human societies and the economic and environmental challenges within the local, national and global context. This gives students the confidence to interact with the wider world, leading to fulfilled and positive life experiences. The curriculum encourages students to ask questions, develop critical thinking skills, and layer a deeper understanding of complex concepts as the course navigates through the curriculum.</p> <p>Geographical skills are embedded within units of work throughout all key stages. Students develop their cartographic, graphical, ICT and GIS skills. Fieldwork enquiries enable students to apply their skills, knowledge and understanding within both human and physical Geography.</p> <p>Geography bridges the curriculum from the physical process in Science, creativity in English to the quantitative skills of Mathematics. Students are able to use these connections to excel in the wider world.</p>					
Subject Implementation	AUTUMN 1: DEVELOPMENT DYNAMICS	AUTUMN 2: THE UK'S EVOLVING PHYSICAL LANDSCAPE	SPRING 2: THE UK'S EVOLVING PHYSICAL LANDSCAPE	SPRING 2: CHALLENGES OF AN URBANISING WORLD	SUMMER 1: THE UK'S EVOLVING HUMAN LANDSCAPE	SUMMER 2: GEOGRAPHICAL INVESTIGATIONS
Knowledge	<ul style="list-style-type: none"> ■ Measuring Development ■ Demographics and Development ■ Theories of Development ■ Top-Down and Bottom-Up Development ■ Introduction to Nigeria ■ Historical Factors on Nigeria's Development ■ Economic Change in Nigeria ■ TNCs in Nigeria ■ Demographic Change in Nigeria ■ Environmental Impacts 	<ul style="list-style-type: none"> ■ Physical Geography of the UK. ■ Landscapes of the Past ■ Geology and Physical Processes ■ Human Processes ■ Waves ■ Marine Processes and Geology ■ Erosional Landforms ■ Sub-Aerial Processes and Mass Movements ■ Transportation and Landforms of Deposition ■ Human Activities at the Coastline 	<ul style="list-style-type: none"> ■ Hydrological Cycle and Drainage Basin ■ Long Profile of Rivers ■ River Processes ■ Upper Course ■ Middle Course ■ Lower Course ■ Case Study: River Tees ■ Storm Hydrographs ■ Human Causes of Flooding ■ Physical Causes of Flooding ■ Flooding in Sheffield ■ Flood Management 	<ul style="list-style-type: none"> ■ Urbanisation ■ Cities in Developing, Emerging and Developed Countries ■ Cities Changing over Time ■ Location of Mumbai ■ Mumbai's Structure ■ Mumbai's Growth ■ Opportunities and Challenges of Living in Mumbai ■ Differences in the Quality of Life in Mumbai ■ Improving Mumbai 	<ul style="list-style-type: none"> ■ UK Population Distribution ■ Rural UK Regions ■ UK Population Change ■ Changing UK Economy ■ Globalisation of the UK Economy ■ London's Site and Situation ■ London's Structure ■ London's Population ■ Inequality in London ■ London's Decline ■ Reversing London's Decline ■ Case Study: London Olympic Park 	<ul style="list-style-type: none"> ■ Introduction to Fieldwork ■ Producing a Hypothesis and Choosing a Site ■ Risk Assessment ■ Methodology ■ Fieldwork ■ Data Presentation ■ Data Analysis ■ Conclusions ■ Evaluation of Investigation



	<ul style="list-style-type: none"> of Development on Nigeria Nigeria's Political and Trading Relationships 	<ul style="list-style-type: none"> Emerging Threats to the UK Coastline Protecting the UK Coastline 			<ul style="list-style-type: none"> Improving London London's Urban-Rural Fringe 	
Skills	<ul style="list-style-type: none"> Map reading Data analysis Mathematical skills Statistics Population pyramids Photographic inference Extended writing 	<ul style="list-style-type: none"> Map reading Data analysis Mathematical skills Statistics Photographic inference Extended writing Geology maps OS Maps Four and six figure grid references Compass points and directions 	<ul style="list-style-type: none"> Map reading Data analysis Mathematical skills Statistics Photographic inference Extended writing Geology maps OS Maps Four and six figure grid references Compass points and directions 	<ul style="list-style-type: none"> Map reading Data analysis Mathematical skills Statistics Population pyramids Photographic inference Extended writing 	<ul style="list-style-type: none"> Map reading Data analysis Mathematical skills Statistics Photographic inference Extended writing Geology maps OS Maps Four and six figure grid references Compass points and directions Fieldwork Data presentation Data analysis Methodology Risk Assessment 	<ul style="list-style-type: none"> Map reading Data analysis Mathematical skills Statistics Photographic inference Extended writing Geology maps OS Maps Four and six figure grid references Compass points and directions Fieldwork Data presentation Data analysis Methodology Risk Assessment
Subject Impact	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> The key ideas taught within the module Linking each topic to prior learning, are self-reflective and resilient in learning Demonstrating key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. They can analyse strengths and 	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> The key ideas taught within the module Linking each topic to prior learning, are self-reflective and resilient in learning Demonstrating key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. They can analyse strengths and 	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> The key ideas taught within the module Linking each topic to prior learning, are self-reflective and resilient in learning Demonstrating key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. They can analyse strengths and 	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> The key ideas taught within the module Linking each topic to prior learning, are self-reflective and resilient in learning Demonstrating key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. They can analyse strengths and 	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> The key ideas taught within the module Linking each topic to prior learning, are self-reflective and resilient in learning Demonstrating key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. They can analyse strengths and 	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> The key ideas taught within the module Linking each topic to prior learning, are self-reflective and resilient in learning Demonstrating key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. They can analyse strengths and



	<p>weaknesses of arguments and form their own judgement.</p> <ul style="list-style-type: none"> ■ They can make reference to external sources to support their arguments. 	<p>weaknesses of arguments and form their own judgement.</p> <ul style="list-style-type: none"> ■ They can make reference to external sources to support their arguments. 	<p>weaknesses of arguments and form their own judgement.</p> <ul style="list-style-type: none"> ■ They can make reference to external sources to support their arguments. 	<p>weaknesses of arguments and form their own judgement.</p> <ul style="list-style-type: none"> ■ They can make reference to external sources to support their arguments. 	<p>weaknesses of arguments and form their own judgement.</p> <ul style="list-style-type: none"> ■ They can make reference to external sources to support their arguments. 	<p>weaknesses of arguments and form their own judgement.</p> <ul style="list-style-type: none"> ■ They can make reference to external sources to support their arguments.
Assessment	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests. 	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests. 	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests. 	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests. 	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests. 	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests.