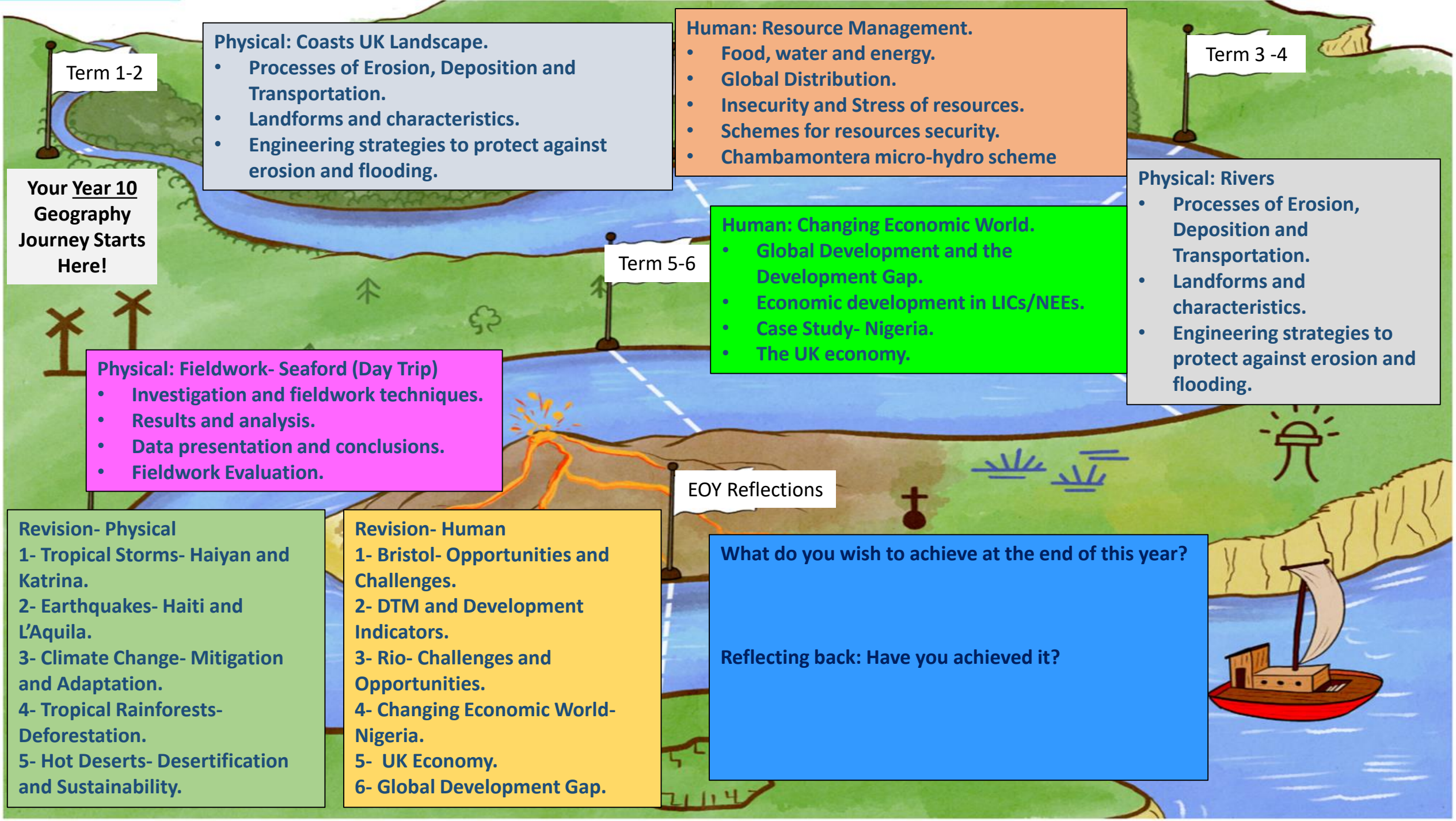
Term 1-2
Physical: Coasts UK Landscape.
• Processes of Erosion, Deposition and Transportation.
• Landforms and characteristics.
• Engineering strategies to protect against erosion and flooding.
Human: Resource Management.
• Food, water and energy.
• Global Distribution.
• Insecurity and Stress of resources.
• Schemes for resources security.
• Chambamontera micro-hydro scheme
Term 3 -4
Your Year 10 Geography Journey Starts Here!
Term 5-6
Human: Changing Economic World.
• Global Development and the Development Gap.
• Economic development in LICs/NEEs.
• Case Study- Nigeria.
• The UK economy.
Physical: Rivers
• Processes of Erosion, Deposition and Transportation.
• Landforms and characteristics.
• Engineering strategies to protect against erosion and flooding.
Physical: Fieldwork- Seaford (Day Trip)
• Investigation and fieldwork techniques.
• Results and analysis.
• Data presentation and conclusions.
• Fieldwork Evaluation.
EOY Reflections
Revision- Physical
1- Tropical Storms- Haiyan and Katrina.
2- Earthquakes- Haiti and L'Aquila.
3- Climate Change- Mitigation and Adaptation.
4- Tropical Rainforests- Deforestation.
5- Hot Deserts- Desertification and Sustainability.
Revision- Human
1- Bristol- Opportunities and Challenges.
2- DTM and Development Indicators.
3- Rio- Challenges and Opportunities.
4- Changing Economic World- Nigeria.
5- UK Economy.
6- Global Development Gap.
What do you wish to achieve at the end of this year?
Reflecting back: Have you achieved it?

Term 1/2- Year 10- Physical Geography- Coasts

This topic is taught with the intent of not only teaching students about the physical makeup of our Earth, but ensuring they have a knowledge of the social, economic and environmental effects of erosion and flooding. Builds foundation for the teaching of rivers. Provides insight into careers available in fluvial and river locations.

Lesson:	1- Waves and Tides	2- Erosional Processes and Deposition + Weathering and Mass Movement.	3- Headland erosion- Old Harry Rocks	4- Erosional Landforms: Headlands and Bays, Cliffs and Wave-cut Platforms.	5- Transportation and Longshore Drift.	6- Depositional Landforms- Beaches, Sand dunes, Spits and Bars.	7- Coastal Landforms and OS Maps- Map Skills.	8- Managing the Coast- Hard and Soft Engineering + Managed Retreat.	9- Coastal Management at Holderness.	10- Exam Practice using Holderness.
Learning Objectives:	To understand the difference between waves and tides. To explain how tides are formed. To compare the characteristics of constructive and destructive waves.	To know the key coastal processes. To explain the processes of erosion, weathering and mass movement. To analyse the effects of mass movement on a coastline.	To understand key formations of headlands. To explain how a stack is formed. To discuss how Old Harry Rocks may change its form in the future based on knowledge.	To understand the formation of key erosional landforms. To explain the formation of a wave-cut platform. To describe how a headland and bay are formed using their own diagrams.	To know the differences in how sediment is transported. To explain how sediment size affects the rate of transportation and deposition. To explain the process of longshore drift.	To know what a depositional landform is. To describe how beaches and sand dunes are formed. To explain the formation of a spit and bar using diagrams.	To know how to use 4 and 6 figure grid references. To identify coastal landforms on an OS map. To describe how to find scale and distance on map.	To define hard and soft engineering. To analyse management strategies. To evaluate the use of hard engineering.	To locate the Holderness coastline. To explain why Holderness needs protecting and managing. To evaluate responses to managing the Holderness Coastline.	To recall why Holderness needs protecting. To analyse management strategies. To evaluate management plans at the Holderness Coastline.
Opportunities for learning:	Key vocabulary and a chance to articulate definitions and explore their meaning in geography and the topic.	Key processes and new vocabulary. Oracy opportunities in questioning.	Locational knowledge. Cultural capital. Opportunities for oracy.	Explanation and description.	Use of diagrams to support description.	Explanation and description. Chances to peer mark.	Map skills.	Key terminology for GCSE geography: social, economic environmental. Evaluation skills.	locational knowledge. Key vocab. Evaluation and decision making. Key command words investigated.	Evaluation of solutions and decision making. Oracy for decision made + Extended writing and literacy to explore decision.

Term 1/2- Year 10- Human Geography- Resource Management

How does this help students? Provides necessary knowledge about how vital resources are distributed and sourced around the world. Links to future careers that may be dependent on these. i.e. Council/Governmental worker addressing strategies for resource management in a community.

Lessons	Lesson 1- Global Resources Introduction	Lesson 2- Global Consumption of Resources- Exam Practice	Lesson 3- Importing Food and Food Miles.	Lesson 4- Solutions to the UK importing Food.	Lesson 5- Food Insecurity.	Lesson 6- Water Insecurity.	Lesson 7- Water Quality.
Objectives:	To know what a resource is. To understand the importance of resources. To be able to explain the significance of food, energy and water.	To know the global consumption of resources. To understand how to read a distribution map. To be able to apply knowledge from a figure to an exam question.	To know what food miles are. To understand why the UK imports food. To be able to make wider curricular links to food miles and the greenhouse effect.	To know how the UK can produce more of their own food. To understand agribusiness. To be able to evaluate solutions to reduce our food imports.	To know the terms deficit and insecurity. To describe the impacts of food insecurity. To explain how LICs/NEEs may face challenges due to food insecurity.	To know which locations face water insecurity. To understand the challenges faced when in a water deficit. To explain the concept of water transfer schemes.	To know what influences the quality of water supplies. To explain the main causes of poor water quality. To be able to apply knowledge to an exam question.
Pupil Profile	Generous, curious.	Discerning, Prophetic	Intentional, Compassionate.	Hopeful, Generous	Compassionate, Active	Attentive, curious	Curious, truthful
Key words	Resource, distribution, quantity, nutrition.	Consume, consumption, distribution.	Food miles, import, greenhouse gas and effect.	Agribusiness, organic, profit, solution, exports	Insecurity, deficit, surplus,	Deficit, surplus, distribution, scheme, transfer, reservoir.	Eutrophication, algae, quality.

Lesson	Lesson 8- UK Energy Mix and Introduction	Lesson 9- Factors Affecting Energy Supply and Impacts of Insecurity.	Lesson 10- Fossil Fuels and Non-Renewable Energy	Lesson 11- Renewable Energy	Lesson 12- Sustainability of Domestic and National Energy Resources.	Lesson 13- The Chambamontera Micro-Hydro Scheme	Lesson 14- Exam Practice and Revision
Objectives:	To know what an energy mix is. To understand where the UK sources its energy. To be able to explain the UK's energy mix.	To know how different factors can influence energy supply. To understand the impacts of energy insecurity. To evaluate the challenges of insecurity.	To know what non-renewable energy is. To understand the challenges faced with fossil fuels. To explain the need to switch to alternate energies.	To know what renewable energy is. To explain how renewable energy solutions work. To evaluate the ability of renewable energies.	To know what sustainability is. To understand how we manage our resources. To examine how we can be more sustainable on a domestic and national scale.	To know where Chambamontera is. To understand the energy challenges developing countries face. To evaluate a micro-hydro scheme.	To apply energy resource knowledge to 6 mark questions. To understand a mark scheme. To be able to peer mark and offer feedback.
Key words:	Energy, energy mix, renewable, non-renewable.	Insecurity, security, sustainability.	Fossil fuel, non-renewable, fuel, combust, greenhouse effect.	Renewable, sustainable, solar, wind turbines, geothermal.	Domestic, national, usage, scale, management, sustainability.	Micro, hydro, scheme, renewable, sustainable.	Sustainable, renewable, alternative, mix.
Pupil Profile:	Intentional, Learned	Truthful. grateful	Compassionate, active	Eloquent, loving.	Loving, hopeful	Attentive, hopeful.	Active, learned.

Term 3/4- Year 10- Physical Geography- Rivers

This topic is taught with the intent of not only teaching students about the physical makeup of our Earth, but ensuring they have a knowledge of the social, economic and environmental effects of erosion and flooding. Builds upon the learning of coastal processes and landforms and offers a chance to discuss career opportunities; such as engineer or urban planner.

Lesson:	Lesson 1- Drainage Basin and Water Cycle	Lesson 2- River Courses	Lesson 3- Erosion, Deposition and Weathering	Lesson 4- River Landforms in the upper course.	Lesson 5- River Landforms in the Middle Course	Lesson 6- River Landforms in the Lower Course.	Lesson 7- Flooding and hydrographs	Lesson 8- Hard Engineering	Lesson 9- Soft Engineering	Lesson 10- Banbury Case Study
Learning Objectives:	To know the key words associated with rivers. To understand the components of a drainage basin and the water cycle. Excellent if we are able to identify features on a diagram.	To know the three courses of the river. To understand the characteristics of each stage of the river. Excellent if we are able to list and refer to landforms at each stage of the river.	To know the definitions of erosion, transportation and deposition. To understand the effects of erosion, transportation and deposition on a river. Excellent if we are able to explain which courses of the river have the most impacts of erosion and deposition.	To know the characteristics of the upper course of the river. To understand the formation of specific landforms: V-Shaped Valley, interlocking spurs, Waterfalls and Gorges. Excellent if we are able to explain the formation of specific landforms whilst being able to draw annotated diagrams.	To know the characteristics of the middle course of the river. To understand the formation of specific landforms: Meanders and Ox-Bow lakes. Excellent if we are able to explain the formation of specific landforms whilst being able to draw annotated diagrams.	To know the characteristics of the lower course of the river. To understand the formation of specific landforms: floodplains, levees, estuaries. Excellent if we are able to explain the formation of specific landforms whilst being able to draw annotated diagrams.	To know why rivers can flood. To understand the effects of river flooding- human and physical. Excellent if we are able to explain how causes of flooding influence the shapes of hydrographs.	To know we can defend against flooding. To understand the difference between hard and soft engineering. Excellent if we are able to evaluate the effectiveness of hard engineering river strategies.	To know we can defend against flooding. To understand the difference between hard and soft engineering. Excellent if we are able to evaluate the effectiveness of soft engineering river strategies.	To locate Banbury and understand why flood management is needed there To investigate how flood management has been implemented in Banbury To assess the social, economic and environmental issues.
Opportunities for learning:	Key vocabulary and a chance to articulate definitions and explore their meaning in geography and the topic.	Key processes and new vocabulary. Oracy opportunities in questioning.	Recall and revision of coastal processes.	Explanation and description.	Use of diagrams to support description.	Explanation and description. Chances to peer mark.	Map and graphical skills.	Key terminology for GCSE geography: social, economic environmental. Evaluation skills.	locational knowledge. Key vocab. Evaluation and decision making. Key command words investigated.	Evaluation of solutions and decision making. Oracy for decision made + Extended writing and literacy to explore decision.

Term 3/4-Human Geography- Changing Economic World

The Changing Economic World topic enlightens students to the varying levels of development throughout the world. It follows on heavily from the development topic in Year 8. Students build on their knowledge of development indicators and explore rationale behind the development gap, before looking towards an in depth case study of Nigeria. During this they will explore the causes and responses to Nigeria's growing development. The students then use the UK as a case study to understand how it has changed economically over time, and what impact that has on their day to day lives.

Lesson	Lesson 1 –World Development	Lesson 2 – Measures of development	Lesson 3 – Population & DTM	Lesson 4 – Causes of Uneven development	Lesson 5 – Consequences of uneven development	Lesson 6 – Reducing the development gap part 1	Lesson 7 – Reducing the development gap part 2	Lesson 8 – Intro to Nigeria	Lesson 9 – Nigeria Industrial Structure
Learning Objectives	To identify what quality of life is. To explain factors influencing quality of life. To assess quality of life in varying parts of the world.	To identify different measures of development To explain the strengths and limitations of development indicators. To evaluate the reliability of development indicators.	Identify what the DTM and describe each stage. Explain how the DTM links to development. Evaluate the impacts of population growth.	Identify the causes of uneven development. Explain how the causes create uneven levels of development Evaluate the biggest cause of uneven development	Identify the problems caused by uneven development Explain the impact of uneven development Evaluate the effectiveness of remittance payments.	Identify a variety of methods used to reduce the development gap. Explain how the development gap can be reduced Evaluate the effectiveness of methods used to reduce the development gap.	Identify a variety of methods used to reduce the development gap. Explain how the development gap can be reduced Evaluate the effectiveness of methods used to reduce the development gap.	Describe the location of Nigeria. Explain the importance of Nigeria both nationally and internationally. Evaluate Nigeria's level of development in the world.	Identify the structure of Nigeria's job sectors. Explain the shift in Nigeria's job sector. Evaluate the significance the industrial shift has on Nigeria's economy.
Pupil Profile	Intentional, Learned	Truthful. grateful	Compassionate, active	Eloquent, loving.	Loving, hopeful	Attentive, hopeful.	Active, learned.	Attentive, hopeful.	Active, learned.
Key Words	development, quality of life, standard of living, development indicator.	development indicator, literacy rate, GDP, GNI, Infant mortality, death rate, birth rate.	population, demographic, DTM, growth, urbanisation, birth rate, death rate.	uneven development, poverty, war, famine, disaster.	Poverty, remittance payment, uneven, inequality, debt.	solutions, aid, debt.	Development gap, aid, debt, solution.	national, international, development, location.	Industry, primary, secondary, tertiary, quaternary.

Lesson	Lesson 10 – Nigeria TNC	Lesson 11 – Aid in Nigeria	Lesson 12 – UK – Causes of Economic change	Lesson 13 Impacts of Industry on physical envi	Lesson 14 – Rural changes in UK	Lesson 15 – Infrastructuredevelopments - transport	Lesson 16 – North-South Divide	Lesson 17 – UK place in the wider world.
Learning Objectives	Identify the main TNC's located in Nigeria. Explain the advantages and disadvantages of TNC's being hosted in Nigeria Evaluate the impact of Shell in Nigeria.	Define what Aid is and why it's used in Nigeria Explain the varying types of Aid used in Nigeria Evaluate the impact Aid has on Nigeria's development.	Identify the UK's employment structure. Explain the causes of the UK's employment structure change. Evaluate the biggest impact on the employment structure change.	Describe the location of Torr Quarry, Somerset. Describe and explain the impacts industry has on the environment in Somerset. Explain how the UK has moved to a Post-industrial economy.	Identify characteristics of rural UK. Explain how population has changed in rural UK Evaluate the impact of change in rural areas on the UK.	Identify the importance of infrastructure to the UK. Describe the variety of transport developments in the UK. Evaluate the impact of the infrastructure development on the UK economy.	Describe what the North-South divide is. Explain the causes of the north-south divide. Assess the effectiveness of methods used to reduce the North-South divide.	Describe the importance of the UK to wider world. Examine the factors making UK a global powerhouse. Evaluate the importance of the UK to the global trade network.
Pupil Profile	Compassionate, active	Eloquent, loving.	Loving, hopeful	Attentive, hopeful.	Active, learned.	Attentive, hopeful.	Active, learned.	Active, learned.
Key Words	TNC, GDP, Profit, Exploit, Impacts, Environmental	Aid, debt, direct, payment, charity, NGO.	Economic, employment, primary, secondary, tertiary, quaternary.	Industry, post-industrial, industrialisation, employment.	rural, urban, population, demographic, isolated.	Infrastructure, transport, economy, development,	north-south divide, transport, development, education.	Employment, trade, powerhouse, globalisation, transport.

Term 5/6- Year 10- Physical Geography- Fieldwork-Seaford

This topic is taught with the intent of not only teaching students about the physical makeup of our Earth, but ensuring they have a knowledge of the social, economic and environmental effects of erosion and flooding. Builds upon the learning of coastal processes and landforms and offers a chance to discuss career opportunities; such as engineer or urban planner. This encompasses a trip to Seaford, Sussex to provide students with a practical learning experience

Lesson:	1- What is an enquiry and how can we collect data?	2- Qualitative and Quantitative Data Collection	3- Presentation of Data Collection.	4- Introduction to Seaford	5- Analysing results	6- Exam Practice- Writing Conclusions and Analysing results	7- Evaluating the fieldtrip and the enquiry.
Learning Objectives:	To understand the process of an enquiry. To develop our own enquiry questions. To evaluate the uses of primary and secondary data.	To define qualitative and quantitative data. To analyse how we use qualitative and quantitative data. To explain how data can be collected in a fluvial (rivers) setting.	To understand why we use a variety of graphs and images to present data. To identify different modes of representation based on data type. To assess appropriate presentation for different data sets.	To locate Seaford. To explain how we will collect primary data. To produce a risk assessment for the trip.	To collate our data collected on the fieldtrip. To discuss data presentation methods we could apply. To analyse results and begin to draw conclusions.	To analyse our findings from Seaford. To write our own conclusion to the enquiry question. To apply knowledge to an exam question.	To evaluate the success and limitations of your fieldwork. To discuss how we could have improved the reliability of our results. To apply the above to an exam question + peer marked.
Opportunities for learning:	Key vocabulary and a chance to articulate definitions and explore their meaning in geography and the topic.	Key processes and new vocabulary. Oracy opportunities in questioning. Homework: Sketch of data collection.	Mathematical and Graphical skill. Homework: Online GIS worksheet.	Map and graphical skills. Risk assessment and real life application.	Key terminology for GCSE geography: social, economic environmental. Evaluation skills. Homework: Create your own graphs from your fieldtrip data.	locational knowledge. Key vocab. Evaluation and decision making. Key command words investigated.	Evaluation of solutions and decision making. Oracy for decision made + Extended writing and literacy to explore decision.
Pupil Profile	Compassionate, active	Eloquent, loving.	Loving, hopeful	Attentive, hopeful.	Active, learned.	Attentive, hopeful.	Active, learned.

Term 6- Year 10- Physical Geography- Revision

This topic is taught with the intent of recall from previous topics to prepare the students for Year 10. It is an opportunity to refine exam skill and ensure students are set up for the summer break homework. Builds confidence in the subject and ensures they are aware of the links between topics.

Lesson:	1- Natural Hazards- Haiti 2010 and L'Aquila 2009- 9 mark question.	2- Tropical Storms- Hurricane Katrina and Typhoon Haiyan	3- Climate Change- Mitigation and Adaptation.	4- Tropical Rainforests- Deforestation and Sustainability in the Amazon	5- Hot Deserts- Desertification	6- Rivers and Coasts- Engineering and Protection at Holderness and Banbury
Learning Objectives:	To recall movements at plate boundaries. To explain the primary and secondary effects of an earthquake. To evaluate levels of response to an earthquake dependent of variations in wealth.	To explain how a tropical storm is formed and the conditions needed for this. To explain the primary and secondary effects of a tropical storm. To evaluate responses to a tropical storm with varying levels of wealth.	To recall the greenhouse effect and the causes. To explain the difference between mitigation and adaptation strategies. To evaluate mitigation and adaptation strategies.	To explain why humans continue to exploit the TRF. To define sustainability and list solutions. To evaluate the role of international agreements in protecting the TRF.	To define desertification. To explain human causes of desertification. To analyse how we can protect the Hot Desert biome and act sustainably to prevent desertification.	To recall how Holderness and Banbury are in need of protection. To describe how Holderness and Banbury are protecting their communities. To analyses methods of protection against flooding and erosion.
Opportunities for learning:	Key vocabulary and a chance to articulate definitions and explore their meaning in geography and the topic. Development of answers and case study application.	locational knowledge. Key vocab. Application of case studies and extended answers.	Graphical Skills and scientific links. Links to wider syllabus.	Locational knowledge, links to global community. Key vocabulary. Evaluation skills.	Key terminology for GCSE geography. Evaluation skills. Analytical discussion.	Key terminology for GCSE geography. Evaluation skills. Analytical discussion.
Pupil Profile:	Attentive, Curious, Learned.	Wise, Curious, hopeful.	Active, Curious, Learned	Active, Compassionate, Wise, Learned	Curious, Learned, Attentive	Curious, Learned, Attentive

Assessment:

Term 6- Year 10- Human Geography- Revision

This topic is taught with the intent of recall from previous topics to prepare the students for Year 10. It is an opportunity to refine exam skill and ensure students are set up for the summer break homework. Builds confidence in the subject and ensures they are aware of the links between topics.

Lesson:	1- Demographic Transition Model (DTM) and Urbanisation	2- Urban World- Rio de Janiero Case Study.	3- Urban Change in the UK- Bristol	4- Sustainable urban development- Freiburg	5- Resource Management – Provision of Food in the UK	6- Energy- Chambamontera Micro-hydro scheme.
Learning Objectives:	To recall reasons for the changes of development and population in the DTM. To explain the process of urbanisation. To explain the causes of urbanisation in relation to Rio de Janiero.	To explain the social challenges in Rio. To explain the economic challenges in Rio. To analyse how quality of life has been improved in an NEE (Favela Bairro Project).	To explain common causes of urban change. To explain how Bristol has changed and why. To explain how urban change has created opportunities in Bristol.	To explain the concept of urban sustainability. To outline how Freiburg provides sustainable energy and water supply. To evaluate Freiburg's solutions to traffic management.	To recall key terms: organic, agribusiness, importing, food miles, dependency. To explain the impacts of importing food. To analyse how the UK has attempted to respond to changing demands for food.	To explain the benefits of a 'bottom-up' scheme. Explain how this is a sustainable way to provide energy. Evaluate the success of the micro-hydro scheme.
Opportunities for learning:	Key vocabulary and a chance to articulate definitions and explore their meaning in geography and the topic.	locational knowledge. Key vocab. Application to extended answers.	Graphical Skills and map links. Links to wider syllabus. Extended writing.	Locational knowledge, links to global community. Key vocabulary. Evaluation skills.	Key terminology for GCSE geography. Evaluation skills. Analytical discussion.	Key terminology for GCSE geography. Evaluation skills. Analytical discussion.
Pupil Profile	Attentive, Curious, Learned.	Wise, Curious, hopeful.	Active, Curious, Learned	Active, Compassionate, Wise, Learned	Curious, Learned, Attentive	Active, Compassionate, Wise, Learned

Assessment: