

YEAR 10 GEOGRAPHY CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent: Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	URBAN ISSUES & CHALLENGES	NATURAL HAZARDS	LANDSCAPES OF THE UK	LANDSCAPES OF THE UK & CHANGING ECONOMIC WORLD	CHANGING ECONOMIC WORLD	FIELDWORK
Core Knowledge/ Threshold Concept	<ol style="list-style-type: none"> Recap urban growth in NEEs. Recap exam technique in urban growth in NEEs. Importance of Newcastle Urban change 1: the environment Urban change 2: urban sprawl Consolidation and formative assessment Challenges in Newcastle Regeneration in Newcastle Sustainable urban living in Newcastle Sustainable traffic management Consolidation 	<ol style="list-style-type: none"> Natural Hazards Plate movement Plate margins Haiti EQ, LIC Japanese Tsunami 3Ps EQ Consolidation and summative assessment GAC Hadley Cell Structure TS Typhoon Haiyan 3Ps TS Extreme Weather in the UK Consolidation and summative assessment Natural climate change Enhanced climate change Mitigation and adaptation 	<ol style="list-style-type: none"> Consolidation and summative assessment Natural climate change Enhanced climate change Mitigation and adaptation <ol style="list-style-type: none"> Distribution of population in UK Landscape processes Factors affecting rates of erosion Consolidation and formative assessment Waves Erosional landforms on the coast Depositional landforms on the coast 	<ol style="list-style-type: none"> Holderness Coastal management strategies Management conflicts Coasts formative assessment River profiles River Tees profile Upper course landforms lower course landforms Consolidation and formative assessment Hydrographs Flood management on the River Leven What is development Development indicators DTM and pop pyramids Causes of uneven development 	<ol style="list-style-type: none"> Reducing uneven development Brazil introduction Brazil 'A changing country' TNCs in Brazil Aid Impacts of Development on Brazil Post-industrial UK Impacts of industry Rural changes The north-south divide UK transport links UK links to the wider world 	<ol style="list-style-type: none"> The Bradshaw Model and Counter-urbanisation The scientific method Statistical analysis of results

<p>Why this learning now?</p>	<p>Beginning with <i>Urban Issues and Challenges</i> enables was chosen due to levels of accessibility. The topic builds from earlier understanding from Y9 so that exam technique can be emphasised and focussed upon as the content is a familiar format with ideas of HIC/LIC contrasts, sustainability and pollution. This develops outwards to the unfamiliar in the second part of the sustainability.</p> <p>This then explains why <i>Natural Hazards</i> follows this as some of the case studies are familiar from KS3. The alternating between physical and human topics is for means of engagement – students will frequently have strengths in one area or another and this approach enables early and effective interventions on areas of weakness in terms of this division in geographical themes, whilst also maintaining engagement when topics are deemed “difficult”.</p>	<p>50:50 ratio of human to physical geography with an element of both in at least 2 lessons of each topic to emphasise connections.</p> <p>Revisiting of key geographical themes throughout these topics will enable additional complexity to be brought in and consolidate. <i>Natural Hazards</i> builds upon 2 topics from year 9 (tectonics and weather hazards), <i>Weather and Climate</i> and <i>LAGI</i> from Y7 in considerably more depth.</p>	<p>This time we do not skip back to human. Landscapes of the UK builds on content from Y7 Coasts and Settlement and from Y8 Rivers. The timing of this unit is in part to align with fieldwork in the summer term so that this crucial knowledge has been learnt in advance of this and so it can be recapped appropriately so it is embedded- and because students typically find Natural Hazards and Landscapes very knowledge heavy. The positioning of this unit here enables more time for recall before external examinations. Interventions can be planned based on formative and summative assessments that assess this understanding frequently, in order to close any gaps by class teacher.</p>	<p>In the summer term with many fieldwork opportunities happening, we need a fairly straightforward unit that the students feel is familiar. This uses the hook of A Contrasting World from Y9 and Population from Y8 so they already feel that the distant, global half of the unit is more familiar. Then the more familiar UK element of the unit can be done and stopping for fieldwork is not such an issue to pick up from and the flow is easier to find again. In the summer term with many fieldwork opportunities happening, we need a fairly straightforward unit that the students feel is familiar. This uses the hook of A Contrasting World from Y9 and Population from Y8 so they already feel that the distant, global half of the unit is more familiar. Then the more familiar UK element of the unit can be done and stopping for fieldwork is not such an issue to pick up from and the flow is easier to find again.</p>	<p>This is embedded amongst Changing Economic World and is timed around the actual fieldwork days in order to maximise these opportunities outside of the classroom. Both build on theories from earlier in the year so act as recall and develop these in more detail. All of the statistical tests are also done by the maths department prior to this time, so that the maths is recapped for them and students do not find it overwhelming when not delivered by non-subject specialists in maths so the same terminology is used and methods of calculating.</p>
--------------------------------------	---	--	--	--	---

Assessment Opportunities:	Formative, low-stakes assessment underpins every lesson. 1. Rio Exam Question 2. Rio & Newcastle mini-test 3. EoU test	Formative, low-stakes assessment underpins every lesson. 1. Mini test tectonics 2. Mini test weather hazards	Formative, low-stakes assessment underpins every lesson. 3. EoU test 1. Coasts mid-unit test	Formative, low-stakes assessment underpins every lesson. 1. Coasts and Rivers EoU test 2. Recall assessment	Formative, low-stakes assessment underpins every lesson. 1. Development mini-assessment WEX	Formative, low-stakes assessment underpins every lesson. 1. Mocks in class 2. Fieldwork exam
Learning at Home	Home learning will adapt and respond to the arising needs of learners but will focus on consolidation quizzes and time to demonstrate applied geographical understanding.					
Key Vocabulary	ITS Urban sprawl Regeneration Sustainability	Plate margin Tsunami Hadley Cell Mitigation Adaptation	Abrasion Hydraulic action Longshore drift Fetch Lateral erosion Impermeable	Uneven development Population pyramids Manufacturing Service sector Deindustrialisation	Bradshaw model Counter-urbanisation Method Conclusion	
Spiritual, Moral, Social and Cultural concepts covered	<p>Students are encouraged to understand their role in society, by considering different viewpoints, values and attitudes through the topics that cover Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use.</p> <p>The aim of this course is to develop an understanding of the factors that produce a diverse variety of environments; the dynamic nature of these environments that change over time and the need for sustainable management; and the areas of current and future challenge and opportunity for these environments; the direct and indirect effects of human interaction with the Earth and the atmosphere. Students will develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives; the wider political, social, cultural and environmental context within which various examples and countries are placed.</p> <p>Students will develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts.</p>					
Links to careers and the world of work	Detailed insights into the daily activities of human and physical Geographical careers. Students invited to KS5 events and lectures. EA jobs and apprenticeships highlighted in River Leven case study How does this person link to Geography? Visual reminders of Geography careers and avenues.					

YEAR 11 GEOGRAPHY CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent: Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	CHANGING ECONOMIC WORLD & RESOURCES & FOOD	RESOURCES & FOOD & THE LIVING WORLD	THE LIVING WORLD	PRE-RELEASE & SKILLS	EXAMINATIONS	EXAMINATIONS
Core Knowledge/ Threshold Concept	12. The north-south divide 13. UK transport links 14. UK links to the wider world 1. Water supply 2. Water pollution 3. Energy mix 4. Energy futures 5. The importance of food 6. Food miles 7. Food insecurity	8. Increasing food supply 9. Sustainable food 10. Reducing food waste 11. Almeria 12. Jamalpur 1. Ecosystems 2. Small scale ecosystem 3. Rewilding 4. Biomes 5. TRF characteristics 6. TRF adaptations 7. Interdependence 8. Value of TRF 9. Causes of deforestation 10. Solutions to deforestation	11. Characteristics of hot deserts 12. Interdependence in hot deserts 13. Adaptations in hot deserts 14. Biodiversity 15. Development in hot deserts 16. Desertification	Unseen fieldwork practice Pre-released information analysis – 4 lessons and practice Exams start mid-May – recall and consolidation.	Recall and consolidation.	Recall and consolidation.
Why this learning now?	In terms of content this unit is a nice contrast to the fieldwork in terms of the skills required and is not too dissimilar to Changing Economic World. We recap the last unit ahead of	Content wise again, this unit has the least case studies so students find this reassuring ahead of the January mock exams and it acts as a confidence booster – hence its	The Living World has a lot of overlap with content covered in Biology GCSE and dual-award science. This means that this information can be delivered quicker as it is	This is determined by the exam board as it is only released on a certain date. Having covered and recalled all crucial knowledge from Paper 1		

	mocks and to consolidate after the holidays, culminating in a 'walking talking mock' to aid recall of examination skills.	positioning due to these softer reasons rather than the content building on previous knowledge as a priority	recalling and consolidating information that has already been covered; we are 'piggy-backing off of science's hard work. This physical unit again feels 'safe' and familiar for the students in the build-up to the examinations so we can nit-pick technique whilst still maintaining confidence that has been built.	and 2, we now focus on Paper 3. We take a week to prepare and then the pre-release is digested over 4 - 6 lessons depending on timing of exams, we then practice exam technique in these unfamiliar circumstances before recapping skills for the fieldwork and unseen fieldwork elements of Paper 3.		
Assessment Opportunities:	Formative, low-stakes assessment underpins every lesson. 1. Changing Econ World EoU 2. Mocks in class	Formative, low-stakes assessment underpins every lesson. 1. EoU Resources and Food 1. Mini-test ecosystems	Formative, low-stakes assessment underpins every lesson. 2. EoU assessment Living World 3. Mocks	Formative, low-stakes assessment underpins every lesson. 1. Practise paper on pre-release		
Learning at Home	Home learning will adapt and respond to the arising needs of learners but will focus on consolidation quizzes and time to demonstrate applied geographical understanding.					
Key Vocabulary	Deindustrialisation Energy mix Food insecurity	Hydroponics Green revolution Biotic/abiotic Rewilding	Sustainable management Desertification	Depends on information given: Evaluate Compare Describe Explain	All of them	All of them

Spiritual, Moral, Social and Cultural concepts covered	<p>Students are encouraged to understand their role in society, by considering different viewpoints, values and attitudes through the topics that cover Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use.</p> <p>The aim of this course is to develop an understanding of the factors that produce a diverse variety of environments; the dynamic nature of these environments that change over time and the need for sustainable management; and the areas of current and future challenge and opportunity for these environments; the direct and indirect effects of human interaction with the Earth and the atmosphere. Students will develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives; the wider political, social, cultural and environmental context within which various examples and countries are placed.</p> <p>Students will develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts.</p>
Links to careers and the world of work	<p>Detailed insights into the daily activities of human and physical Geographical careers. Students invited to KS5 events and lectures. EA jobs and apprenticeships highlighted in River Leven case study How does this person link to Geography? Visual reminders of Geography careers and avenues.</p>