


Year 10 and 11 Geography Curriculum Rationale

The Geography curriculum is intended to be an exciting and challenging series of lessons which will allow students to explore the world around them and the processes which shape and direct it. The curriculum is designed to the OCR specification B syllabus over the two years of study and includes fieldwork and geographical skills within some specific lessons. The intention is to inspire student's curiosity about how and why the world works in the way it does and to build on the skills required of a Geographer including: data analysis and the manipulation of datasets but also cartographic, graphical and cartoon sources. To develop critical thinking and the ability to construct coherent arguments and articulate personal views based on evidence around and beyond the eight core topics taught as part of the GCSE specification. To develop place knowledge and then seek to extrapolate that knowledge to other similar situations and/or countries. Ultimately, we want to create enthusiastic, well informed geography students who have the opportunity and skills to progress their studies onto A level and for future academic studies.

Unit:	Core knowledge/skill development/Key questions:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
Climate Change	<p>What is climate and what does climate change mean?</p> <p>What is the evidence/proof for climate change?</p> <p>What are the physical triggers for Climate change?</p> <p>What is the greenhouse effect and how have human actions created this?</p> <p>What are the global consequences?</p> <p>How is the UK affected by CC – national and local effects?</p>	<p>Geography at KS4 is taught to balance practical needs alongside best practice. Our first unit Climate change is a topic which is familiar to students in the news and has also been covered in Yr7 to some extent. It is the shortest unit in the GCSE specification and the most accessible which provides an exciting and gentler introduction to GCSE Geography for the new Year 10s.</p> <p>We then alternate to cover one of the Human topics</p>	<p>Assessment FOR learning will be ongoing throughout the unit via FORMS quizzes, lessons quizzes using whiteboards, traffic lights and think, pair share activities will be used throughout each unit to evaluate student understanding and then lead to responsive teaching when misconceptions are identified amongst the group.</p> <p>Mid-point of the unit – a knowledge check using FORMS quizzes and some short</p>	<p>Topic-specific skills:</p> <ul style="list-style-type: none"> • observation skills • measurement and geo-spatial mapping skills • data manipulation and statistical skills applied to field measurements • climate graphs • unit conversions • analysis and presentation of field data • the use of geospatial data to 	<p>Discussion, videos, reading, independent presentations and decision making exercises mean there is involvement of all the HPL traits. But in particular:</p> <p> Linking between key concepts, skills and places will be a regular feature in Geography. Students should be able to apply skills and content covered in each of the units with others. The GCSE exam specifically forces students to do this within Unit 3 paper which is a synoptic exam and asks questions that combine at least two of the topics together and</p>	<p>Homework is set after each lesson from the Geography teachers. This will include wider reading, research, exam questions and videos.</p> <p>Extra reading materials is available via Teams and will include book extracts, articles and news stories.</p> <p>Consolidation / Revision tasks set several times per unit BUT especially before each End of Unit assessment. Revision will have targeted GCSEpod videos, A3 summary sheets, flashcards and some Seneca quizzes that students will be directed to.</p>
Dynamic Development	<p>What is development? How is development measured?</p> <p>What are the physical and human reasons for the wealth inequality present in the world?</p> <p>What barriers prevent countries from breaking out of poverty currently?</p>					

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	<p>What are models of development? How can countries attempt to develop? Case study – How does Ethiopia demonstrate our understanding of development?</p>	<p>‘Dynamic Development’ which is relatively unfamiliar to our students but has some cross over with the content taught in Year 8 on Population and Wealth. By</p>	<p>answer practice questions. End of each unit will be assessed with a test under exam conditions using a mixture of short answer, resource based and longer answer/extended questions which require students to apply case studies and their own knowledge to address exam questions. These end of unit exams may also incorporate interleaving with additional questions from previous learning to force students to recall back and build-in the importance of interleaving revision. There are 7 End of Unit assessments completed at the end of each half term over the two-year course. The FINAL unit (UK in 21st Century) will be assessed alongside</p>	<p>present place characteristics</p> <ul style="list-style-type: none"> • how quantitative data is used to present place characteristics. 	<p>then applies these concepts to an unfamiliar setting that students have to grapple with by making links to their own knowledge along with evidence from the sources provided by the exam board.</p>	<p>Additional tasks to really push your grades up to the highest levels would include:</p>
Global Hazards	<p>Global circulation model and the formation of climate zones. Examples of extreme weather – temperature, wind & rainfall The formation of hurricanes. The causes, consequences and management of a high-pressure weather event (Big Dry drought, Australia) and a low-pressure event (Boscastle flash flood, 2004). The Earth’s internal structure, the four plate margins, the formation of earthquakes, the formation of volcanoes and their products. The causes, consequences and management of an earthquake event – Haiti.</p>	<p>Christmas students have then had chance to experience to the two branches of Geography: Human and Physical. Unit 3 is often one of the more complicated units taught and involves TWO aspects under the same umbrella (if you are still following me then well done). Tectonic hazards are taught first followed then by Climatic hazards. There are aspects of the course that students will be building on from their</p>	<p>Maths cross over – Geography will require students to be able to hone and practice selected quantitative skills. This includes:</p> <ul style="list-style-type: none"> • Understanding the purposes and difference between the following and be able to use them in appropriate contexts: a) mean, median, mode, range, interquartile range b) lines of best fit and correlation on graphical representation 	<p>Meta Thinking – how and why the world works in the way it does. Students will often be presented with some big picture questions to get them to develop their own curiosity to know the answers.</p> <p>Analysing – Students will need to analyse evidence from a wide range of sources in Geography. These can include interrogating graphical, numerical, cartographic information as well as photos, cartoons,</p>	<p><u>In the news:</u> Encourage students to download the BBC news app and to regularly keep up to date with news about people, places and the environment. If students can apply some relevant examples of these up to date events into their answers it will help gain them credit for the highest marks (grade 8-9).</p> <p><u>Online:</u></p> <ol style="list-style-type: none"> 1. GCSEpod – the FIRST point of call to start your revision and to recap your learning from our topics. 2. Seneca – Hyperlearning quizzes and other useful topics are here to help with your learning and re-learning of content. This should be your SECOND point of 	
Sustaining Ecosystems	<p>The definition of ecosystems, the inter-relationships between ecosystem components.</p>	<p>Year 9 unit on Flooding and Earthquake/Volcano hazards as well as</p>				

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	<p>The location & pattern of the major world biomes. The characteristics of the world biomes. The goods and services provided by ecosystems. Tropical rainforest case study – Costa Rica Polar case study – Antarctic treaty system & ecotourism in Arctic.</p>	<p>their Year 7 SOW relating to Weather. However, the GCSE goes into greater depth & breadth and introduces pupils to new concepts such as El Nino, the Global circulation model and the effect of slab pull. Unit 3 is taught in Year</p>	<p>more topics as this will mark the beginning of the revision season for Yr11. Major assessment points which will be completed more formally include:</p>	<p>s c) measurement, measurement errors, and sampling. Cross over with History, English and other essay-based subjects – the ability to construct coherent, evidenced and persuasive extended answers. This is particularly critical in Paper 3 with the longer answer questions but also the case study-based questions in Paper 1& 2.</p>	<p>tables and text with information and data about the world around them. Students will need to think critically about the evidence they are given and work with precision in selecting the most useful information to address their chosen topic. The HPL skills of critical analysis and precision come up repeatedly in Geography. The analysis of sources, critically evaluating evidence and selecting precise examples or factual recall are skills that are required in Paper 1, 2 and 3 for GCSE Geography.</p>	<p>reference as you prepare for exams. 3. BBC bitesize – this provides some useful summaries, videos and quizzes. This is your THIRD reference point to recall content we have learnt in class.</p>
Urban Futures	<p>The global urban trends in Acs, EDCs & LIDCs. The growth of mega and world cities The causes, consequences & management of rapid urbanisation in EDCs – Lagos case study. Contrast the causes, consequences and management of city growth in Acs -London case study.</p>	<p>10 over two half terms since it is a larger unit. After Easter students move onto the final two topics of Year 10. These are Ecosystems followed by Urban Futures. Both the concept of ecosystems and the effect of urbanisation have been examined in</p>	<p>1. Dec/Jan in Yr10 will be a larger assessment point covering two topics and focuses on assessing students' application to the longer answer questions. Completed in class. 2. May/June in Yr10 with an End of Year exam (PPE). This will be summative assessment of the FIVE topics covered in the first year (Climate/Development/Hazards/Ec</p>			<p>Watch: Watch BBC series such as Blue Planet, Frozen planet II or Volcano Live or 'Race across the World' Watch films such as "Queen of Katwe", "Encanto", "Boy who harnessed the Wind" or "The impossible" and discuss the places presented. Each week the Geography Team highlight the programmes you can watch on the BBC, Channel 4 and ITV that connect with Geography – check out our 'GoogleBox posters'</p>
Distinctive landscapes	<p>What is a landscape and what factors make a landscape. Where are the upland and lowland landscapes of the UK? What is the role of weathering, glaciated, climate, geology and soil in influencing landscapes?</p>	<p>Year 9 looking at Cities such as Brazil and their own town of Northampton and in Year 8 looking at the Tropical rainforest of the Amazon. These units are taught at the end of Year 10 to allow us the chance to then</p>		<p>Cross over with the Sciences – Physical Geography touches upon an number of areas where you will notice cross curricular links with Biology, Chemistry</p>		<p>Read: Join a magazine subscription such as</p>

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	<p>The formation of river landscapes – River Tees case study focus on meanders, waterfalls, gorges, floodplain and levees.</p> <p>The formation of coastal landscapes – Dorset coastline case study focus on concordant and discordant coasts with spits, beaches, headlands and bays, coves, caves, stacks, stumps.</p> <p>The impact of human activity and management on landscapes – coasts and rivers.</p>	<p>book in fieldtrips during the summer term looking at data collection in urban environments and to evaluate the impact of human activity in local ecosystems.</p> <p>Year 11 begins by finishing off the Urban topic and the moving onto examining Landscapes. This topic includes the features of Coasts and Rivers and also ties into later learning for the units 'Resource reliance AND UK in the 21st century'. As a result of these ties, it makes the most sense to teach Landscapes first to provide the foundation for the penultimate two topics.</p> <p>After Christmas the Year 11s will move onto Resource reliance which examines the ways in which key</p>	<p>cosystems/Urban). This paper will be a combination of Paper 1 & 2.</p> <p>3. Nov/Dec in Year 11 will be a PPE based on paper 3 (skills and decision-based assessment). This will be a 1-hour 30min assessment completed under exam conditions. The topics covered are SYOPTIC and cover multiple sections of the course.</p> <p>4. March in Year 11 will be a PPE based on both paper 1 & 2 and will cover the 3 topics taught in their final year plus the last topic of Year 10 (Urban/Landscape s/Resource reliance/UK in 21st Century)</p>	<p>and Physics. Including Climate Change & the role of the GHG effect, chemical weathering and erosional processes and the structure and evolution of ecosystems.</p> <p>Cross over with economics & business studies – this is most noticeable within some of the Human units especially the UK in the 21st century looking at the UK's exports, Development when we examine trade and aid and then finally in Resource reliance unit where we look at critical commodities and why we have the patterns of development that</p>		<p>WiderWorld or even the A level magazine Geography Review.</p> <p>It is not essential but would be useful for you to gain a wider appreciation of what the subject of Geography touches upon. Below is a list of some interesting books that it would be worth trying to have a go at reading. Some of these are fiction whilst others are non fiction:</p> <p>Author Title</p> <ul style="list-style-type: none"> • Marshall, Tim 'Prisoners of Geography' • Rosling, Hans 'Factfulness: Why things are better than you think' • Butcher, Tim [2008] 'Blood River' • Hosseini, Khaled (2004 & 2008) 'The Kite runner' AND ' A thousand splendid suns' • Berners-Lee, Mike (2010) 'How bad are bananas? The carbon footprint of everything'
Resource Reliance	<p>What is a resource, carrying capacity and why are resources under pressure? Pattern of food, water, fuel resources distributed around the world and rates of consumption.</p> <p>The physical and economic reasons for the pattern of resources shortages – food security and insecurity.</p> <p>The environmental impacts of resource consumption – farming, fishing, water transfer and fuel mining.</p> <p>Models of consumption – Boserup vs Malthus</p>	<p>and also ties into later learning for the units 'Resource reliance AND UK in the 21st century'. As a result of these ties, it makes the most sense to teach Landscapes first to provide the foundation for the penultimate two topics.</p> <p>After Christmas the Year 11s will move onto Resource reliance which examines the ways in which key</p>	<p>cosystems/Urban). This paper will be a combination of Paper 1 & 2.</p> <p>3. Nov/Dec in Year 11 will be a PPE based on paper 3 (skills and decision-based assessment). This will be a 1-hour 30min assessment completed under exam conditions. The topics covered are SYOPTIC and cover multiple sections of the course.</p> <p>4. March in Year 11 will be a PPE based on both paper 1 & 2 and will cover the 3 topics taught in their final year plus the last topic of Year 10 (Urban/Landscape s/Resource reliance/UK in 21st Century)</p>	<p>and Physics. Including Climate Change & the role of the GHG effect, chemical weathering and erosional processes and the structure and evolution of ecosystems.</p> <p>Cross over with economics & business studies – this is most noticeable within some of the Human units especially the UK in the 21st century looking at the UK's exports, Development when we examine trade and aid and then finally in Resource reliance unit where we look at critical commodities and why we have the patterns of development that</p>		<p>WiderWorld or even the A level magazine Geography Review.</p> <p>It is not essential but would be useful for you to gain a wider appreciation of what the subject of Geography touches upon. Below is a list of some interesting books that it would be worth trying to have a go at reading. Some of these are fiction whilst others are non fiction:</p> <p>Author Title</p> <ul style="list-style-type: none"> • Marshall, Tim 'Prisoners of Geography' • Rosling, Hans 'Factfulness: Why things are better than you think' • Butcher, Tim [2008] 'Blood River' • Hosseini, Khaled (2004 & 2008) 'The Kite runner' AND ' A thousand splendid suns' • Berners-Lee, Mike (2010) 'How bad are bananas? The carbon footprint of everything'

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	Solutions to food shortages at a local and national level - UK	resources (water, food, energy) are distributed and shared at an		we do and how this relates to trade.		<ul style="list-style-type: none"> • <i>Bryson, Bill (1996) 'Notes from a small island'</i>
UK in the 21 st Century	<p>Economic hubs – what, where and level of importance at a local, regional and national = Oxford hub.</p> <p>Economic changes in the UK – political decisions (EU, Brexit, Credit Crunch, govt change).</p> <p>The UK's importance in the world – the UK's influence through military intervention (Ukraine). Cultural influence – media and film.</p> <p>The role of migration in the economic, cultural and demographic landscapes of the UK.</p>	<p>international and then at a national level. The concepts of Malthus & Boserup, resource curse theory and other key ideas are some of the topics students will investigate before moving onto the final unit which is also relatively short. UK in the 21st century draws together concepts covered in Climate change, Urban Futures, Resource reliance and Landscapes as it examines the Geographies of the UK and its place in the world. As a result, this unit acts like a synoptic lynchpin and draws together all of the other topics and marks the end point of the GCSE course.</p> <p>We finish the year by spending our lessons</p>				<ul style="list-style-type: none"> • <i>Lewycka, Marina (2006) 'A short History of Tractors in Ukraine'</i> • <i>Davis, Mike (2007) 'Planet of Slums'</i> • <i>Parker, Mike (2010) 'Map addict: a tale of obsession, fudge & the OS'</i>

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		revising all the content covered, recapping exam technique and reviewing fieldwork techniques that students need to apply for Section B of both Paper 1 & 2.				