

Geography Curriculum Map

Year 10	GCSE Topic 2 – Development Dynamics	The second GCSE topic looks at countries differing levels of development which pupils began to look at in Year 7 and 8. Pupils will look at a range of countries, including the UK, but they will focus on looking at Malawi and especially India. Understanding how and why countries education, healthcare and economy differs helps pupils to understand the UK and its place in an increasingly globalised world, which in turn helps with the Year 10 topics focusing on the UK.	<p>Knowledge and Understanding</p> <p>The differences between developed, emerging and developing countries, how to use development indicators to measure a countries level of development, the barriers to development, India case study including regional differences, the impact of TNCs and top down and bottom up development projects.</p> <p>Skills</p> <p>Population pyramids, making comparisons,</p>	<p>AO1 and AO2 Test</p> <p>Pupils will complete an end of unit test that assesses their basic knowledge of the topics covered as well as their deeper understanding. Includes multiple 3 and 4 mark questions.</p> <p>AO2 and AO3 – India development assessment</p> <p>Assessment based on India and the ways to help develop India’s healthcare, education and economy</p>
	Topic 3 – The Challenges of an Urbanised World	This topic asks students to build upon what they learned in Year 7 when they studied settlements by asking them to think about the land use in developing and developed cities, how cities change over time, jobs in urban areas and moves on to focusing on a case study of an urban area in a developing country, for example Mumbai, learning about slum settlements and how to sustainably improve these areas	<p>Knowledge and Understanding</p> <p>Why countries are becoming more urbanised, megacities, migration in to urban areas, how urban areas have changed over time, land use in developed and developing cities and the Mumbai case study</p> <p>Skills</p> <p>Land use diagrams, Answering Assess and Evaluate 8 mark questions</p>	<p>AO1 and AO2 Test</p> <p>Pupils will complete an end of unit test that assesses their basic knowledge of the topics covered as well as their deeper understanding. Includes multiple 3 and 4 mark questions as well as an 8 mark question</p> <p>AO3 – Mumbai case study 8 mark question</p> <p>Pupils will answer an 8 mark question evaluating the schemes aimed at improving Mumbai</p>
	Topic 4 – The UK’s Evolving Physical Landscape	Pupils build on the knowledge and understanding gained in Year 7 and 8 by looking at the UKs physical landscape in greater detail and how that impacts human activity. The topic is in 3 distinct sections; landscapes (which covers uplands and lowland processes including geology), coasts (which builds upon the learning from Year 8 on erosion features and preventing coastal erosion / flooding) and rivers (which was studied in Year 7 and is now done in greater detail).	<p>Knowledge and Understanding</p> <p>Uplands and lowlands, impacts of past glacial and tectonic activity on landscapes, rock types and characteristics, river systems, river flooding and defences, coastal systems and pressures, coastal flooding and defences, how climate change links to increased flood risk</p> <p>Skills</p> <p>OS Map skills, annotating diagrams and maps, answering Assess and Evaluate 8 mark questions</p>	<p>AO1 and AO2 Test</p> <p>Pupils will complete an end of unit test that assesses their basic knowledge of the topics covered as well as their deeper understanding. Includes multiple 3 and 4 mark questions as well as an 8 mark question</p> <p>AO4 – Skills test</p> <p>Pupils undertake a skills based test focusing on Maths and Map skills</p>
	Topic 5 – The UK’s Evolving Human Landscape	In this topic pupils will gain a greater understanding of the UK, focusing on urban and rural areas and the differences between them. It covers deindustrialisation, both internal and external migration to cities in the UK, the impacts of globalisation on London, uneven quality of life in urban areas as well as looking at why some rural areas, such as Cornwall are much more deprived than their urban neighbours.	<p>Knowledge and Understanding</p> <p>Urban-rural differences, globalisation, decline of primary and secondary industries, rise of tertiary and quaternary industries, London case study including land use, migration, importance of site, rise and decline of areas, gentrification, impact of rebranding and the 2012 Olympic Games, and sustainability. Rural area case study: Cornwall, decline of primary industries and new opportunities in tourism</p> <p>Skills</p> <p>OS Map skills, annotating diagrams and maps, answering Assess and Evaluate 8 mark questions</p>	<p>AO1 and AO2 Test</p> <p>Pupils will complete an end of unit test that assesses their basic knowledge of the topics covered as well as their deeper understanding. Includes multiple 3 and 4 mark questions as well as an 8 mark question</p> <p>AO3 – London case study 8 mark question</p> <p>Pupils will answer an 8 mark question assessing sustainability schemes in London</p> <p>AO4 – Pupils undertake a skills based test focusing on Maths and Map skills</p>

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	<p>Topic 6 – Geographical Investigations</p>	<p>Known as the fieldwork topic, pupils will build on their enquiry skills from Year 7 and 8 by investigating two geographical issues; the likelihood and impacts of flooding along the river Derwent in Derbyshire and how and why quality of life varies in a local urban area such as Nottingham. Pupils will write up a report on both investigations which will help them answer the familiar and unfamiliar questions in the exams at the end of Year 11.</p>	<p>Knowledge and Understanding Assessing flood risk and quality of life in an urban area</p> <p>Skills Testing a hypothesis, collecting primary and secondary data, presenting data using a range of charts, maps and GIS, analysing results, drawing relevant conclusions and evaluating their findings</p>	<p>AO1 and AO2 Test Pupils will complete an end of unit test that assesses their basic knowledge of the topics covered as well as their deeper understanding. Includes multiple 3 and 4 mark questions as well as an 8 mark question</p> <p>AO3 and AO4 – Geographical Investigations write up Pupils will write up the findings of their two investigations, including the results from their fieldwork tasks</p>
<p>Year 11</p>	<p>Topic 7 – People and the Biosphere</p>	<p>The shortest GCSE topic sets the scene for the final exam which focuses on the environment. This topic introduces pupils to the differing biomes and the strains humanity is putting on the natural world.</p>	<p>Knowledge and Understanding Biome distribution, goods and services from the biosphere, pressures on the biosphere, theories on resource consumption,</p> <p>Skills Analysing maps, charts and graphs.</p>	<p>AO1 and AO2 Test Pupils will complete an end of unit test that assesses their basic knowledge of the topics covered as well as their deeper understanding. Includes multiple 3 and 4 mark questions as well as an 8 mark question and a 12 mark question</p> <p>AO3 – 12 mark Select and Justify question Pupils have to read about an issue and then choose from 3 options on how to proceed, drawing on their knowledge and understanding to justify their answer</p>
	<p>Topic 8 – Forests Under Threat</p>	<p>Building on topic 7, this topic delves deeper into environmental issues surrounding two forest biomes; rainforests and the taiga. Pupils use past learning from Year 8 to look at sustainability choices including how climate change is putting pressure on flora and fauna in sensitive areas. For the first time students will be asked to think about the best way to manage resources such as forests to help both the environment and the economy.</p>	<p>Knowledge and Understanding Layers of the rainforest, plant and animal adaptations in the rainforest and taiga biomes, causes and impacts of deforestation, indirect threats to the rainforest, natural threats to the taiga, global and local actions to conserve the rainforest and taiga biomes, including sustainable logging and ecotourism</p> <p>Skills GIS Mapping, interpreting data, structuring 12 mark 'Select and justify' answers</p>	<p>AO1 and AO2 Test Pupils will complete an end of unit test that assesses their basic knowledge of the topics covered as well as their deeper understanding. Includes multiple 3 and 4 mark questions as well as an 8 mark question and a 12 mark question</p> <p>AO3 – 12 mark Select and Justify question Pupils have to read about an issue and then choose from 3 options on how to proceed, drawing on their knowledge and understanding to justify their answer</p>

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	<p>Topic 9 – Consuming Energy Resources</p>	<p>In this topic students look at the conflicts around energy resources including the benefits and costs of developing renewable energy. Pupils make links between other topics in the GCSE and other subject areas such as science to discover that energy supply and demand is not evenly distributed and that extracting and using non-renewable energy sources has an environmental cost but that attitudes are changing through education and advancing technologies.</p>	<p>Knowledge and Understanding Energy types, environmental impacts of harnessing energy, access to energy resources, global energy consumption patterns, how supply and demand affects energy prices, impacts of developing unconventional energy sources such as tar sands and mining in ecologically sensitive areas such as the Arctic, energy efficiency in homes and transport and changing attitudes toward energy sources</p> <p>Skills GIS Mapping, interpreting data, structuring 12 mark 'Select and justify' answers</p>	<p>AO1 and A02 Test Pupils will complete an end of unit test that assesses their basic knowledge of the topics covered as well as their deeper understanding. Includes multiple 3 and 4 mark questions as well as an 8 mark question and a 12 mark question</p> <p>A03 – 12 mark Select and Justify question Pupils have to read about an issue and then choose from 3 options on how to proceed, drawing on their knowledge and understanding to justify their answer</p>
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