Intent: The breadth and depth of the content is designed to inspire curiosity and fascination about the world, creating responsible citizens that care about the future of our planet
To introduce and improve students' understanding of peoples' relationship with forest biomes; the pressures they face from increased energy demand; how and why landscapes continue to evolve through the study of Mumbai and river landscapes in the UK.
Students also develop their physical and human fieldwork and analytical skills at a regional level

Key Stage 3 Curriculum
- **Locational Knowledge**
- **Place knowledge**
- **Human & Physical Geography**
- **Geography Skills & Fieldwork**

Year 10 Geography Curriculum Sequence

Careers and Aspirations: Our aim is to link each topic and the skills gained to career options using case study examples. Using varied pedagogy and resources, we aim to inspire students to learn about other countries and cultures around the world and encourage them to help tackle the issues of the future.

HT1 : Urban Investigation & Fieldwork	HT2: Forests Under Threat	HT3: Energy	HT5: The Physical Landscape & Rivers	HT6: Rivers Investigation & Fieldwork
Pupils will learn about: • **Formulating enquiry questions** Students will have an opportunity to develop understanding of the kinds of questions capable of being investigated through fieldwork in urban environments. Students will have an opportunity to develop a question(s) based on their location and the task. • **Selecting fieldwork methods** Fieldwork data collection will involve at least one qualitative fieldwork method to collect data on the views and perceptions of quality of life and one quantitative fieldwork method. • **Selecting secondary data sources** Students will use census data e.g. Office for National Statistics (ONS) Neighbourhood Statistics and one other source of secondary data. Students will learn how to present data, analyse and evaluate results in order to answer their enquiry question. **P; P&C; SuS; E&S**	**Pupils will learn about:** • The structure, functioning and adaptations of the tropical rainforest* reflect the equatorial climate • How the taiga shows different characteristics, reflecting the more extreme and highly seasonal climate • How and why tropical rainforests are threatened directly by deforestation and indirectly by climate change • Why the taiga is increasingly threatened by commercial development • How and why conservation and sustainable management of tropical rain forests is vital if goods and services are not to be lost for future generations • Why the taiga wilderness areas need to be protected from overexploitation **P; P&C; SuS; E&S; CZ**	**Pupils will learn about:** • How energy resources can be classified in different ways and their extraction and use has environmental consequences • How access to energy resources is not evenly distributed which has implications for people • How the global demand for oil is increasing, but supplies are unevenly available • Why the world's continuing reliance of fossil fuels increases pressure to exploit new areas • How and why reducing reliance on fossil fuels presents major technical challenges • Why attitudes to energy and environmental issues are changing **P; P&C; SuS; E&S**	**Pupils will learn about:** • How geology and past processes have influenced the physical landscape of the UK • How a number of physical and human processes work together to create distinct UK landscapes • How distinctive river landscapes have different characteristics formed by interacting physical processes • How river landscapes are influenced by human activity interacting with physical processes • Why some rivers are more prone to flood than others and how there is a variety of river management options **P; P&C; E&S**	**Pupils will learn about**: • **Formulating enquiry questions** Students will have an opportunity to develop understanding of the kinds of questions capable of being investigated through fieldwork in river environments. Students will have an opportunity to develop a question(s) based on their location and the task. • **Selecting fieldwork methods** Fieldwork data collection will involve at least one quantitative fieldwork method to measure changes in river channel characteristics and one qualitative fieldwork method • **Selecting secondary data sources Students will use a** flood risk map e.g. Environmental Agency Flood Risk map one other source of secondary data Students will learn how to present data, analyse and evaluate results in order to answer their enquiry question. **P; P&C; E&S**
Teaching 'Urban Investigation & Fieldwork' supports: Use and interpretation of UK population pyramids form different time periods Use of census data sets to understand changes to the UK's population Understanding the enquiry process Planning, collection, collation, presentation and analysis of primary and secondary data	**Teaching 'Forests Under Threat' here supports:** Use an interpretation of nutrient cycle diagrams and food webs diagrams Use of GIS to identify the pattern of forest loss.	**Teaching 'Energy' here supports:** Use and interpretation of world maps showing the distribution of energy resources Use of oil price and oil production data to graph trends over time. Calculation of carbon and ecological footprints Decision Making Skills	**Teaching 'The Physical Landscape & Rivers' here supports:** Photograph analysis of common glacial, fluvial and coastal landscapes and features Using simple geological cross-sections to show the relationship between geology and relief Locating key physical features (uplands, lowland basins, rivers) on outline UK maps Recognition of physical and human geography features on 1:25000 and 1:50000 OS maps Explore the kinds of questions capable of being investigated through fieldwork	**Teaching 'Rivers Investigation & Fieldwork' here supports** Explore the kinds of questions that can be investigated through fieldwork Use 1:25000 and 1:50000 OS maps to determine valley cross-section from contour lines Use of BGS Geology maps (paper or online) to link river-long profiles to geology Recognition of river landforms on 1:25000 and 1:50000 OS maps Drawing simple storm hydrographs using rainfall and discharge data. Explore the kinds of questions that can be investigated through fieldwork
'Urban Investigation & Fieldwork' feeds from Transition & Induction Phase: Builds on the knowledge from 'Meet the UK: Economic Activity'; 'The story of migration to the UK'; 'World development' and 'To what extent is population change a threat to our future?' topics.	**'Forests Under Threat' feeds from 'Transition & Induction Phase:** Builds on knowledge from 'The Future of Energy in the UK' ; 'Global Climatic Hazards'; 'Frozen planet and it's fragile future' and ''To what extent can we reduce the impacts of climate change?' topics.	**'Energy' feeds from Transition & Induction Phase:** Builds on knowledge from 'The Future of Energy in the UK' topic	**'The Physical Landscape & Rivers' feeds from: Transition & Induction Phase:** Builds on knowledge from the 'Rivers: What happens when water and land meet?'' & 'Meet the UK! Landscape processes' topics.	**'Rivers Investigation & Fieldwork' feeds from: Transition & Induction Phase:** Builds on knowledge from the 'Rivers: What happens when water and land meet?'' & 'Meet the UK! Landscape processes' topics.