

Intent: To build on prior knowledge from KS3: To inspire curiosity and fascination about the world, creating responsible citizens that care about the future of our planet

Year 10 Geography Curriculum Sequence

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

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	HT4: Urbanised World & Mumbai	HT5: The Physical Landscape & Rivers	HT6: Rivers Investigation & Fieldwork
<p>Pupils will learn about:</p> <ul style="list-style-type: none">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. <p>Students will learn how to present data, analyse and evaluate results in order to answer their enquiry question.</p>	<p>Pupils will learn about:</p> <ul style="list-style-type: none">The structure, functioning and adaptations of the tropical rainforest* reflect the equatorial climateHow the taiga shows different characteristics, reflecting the more extreme and highly seasonal climateHow and why tropical rainforests are threatened directly by deforestation and indirectly by climate changeWhy the taiga is increasingly threatened by commercial developmentHow and why conservation and sustainable management of tropical rain forests is vital if goods and services are not to be lost for future generationsWhy the taiga wilderness areas need to be protected from overexploitation	<p>Pupils will learn about:</p> <ul style="list-style-type: none">How energy resources can be classified in different ways and their extraction and use has environmental consequencesHow access to energy resources is not evenly distributed which has implications for peopleHow the global demand for oil is increasing, but supplies are unevenly availableWhy the world’s continuing reliance of fossil fuels increases pressure to exploit new areasHow and why reducing reliance on fossil fuels presents major technical challengesWhy attitudes to energy and environmental issues are changing	<p>Pupils will learn about:</p> <ul style="list-style-type: none">How the world is becoming increasingly urbanisedHow urbanisation is a result of socio-economic processes and changeHow cities change over time and this is reflected in changing land useHow the location and context of the chosen megacity influences its growth, function and structureHow and why the megacity in the chosen country is growing rapidlyHow rapid population growth creates opportunities and challenges for people living in the chosen megacityHow quality of life in the chosen megacity can be improved by different strategies for achieving sustainability	<p>Pupils will learn about:</p> <ul style="list-style-type: none">How geology and past processes have influenced the physical landscape of the UKHow a number of physical and human processes work together to create distinct UK landscapesHow distinctive river landscapes have different characteristics formed by interacting physical processesHow river landscapes are influenced by human activity interacting with physical processesWhy some rivers are more prone to flood than others and how there is a variety of river management options	<p>Pupils will learn about:</p> <ul style="list-style-type: none">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 methodSelecting secondary data sources Students will use a flood risk map e.g. Environmental Agency Flood Risk map one other source of secondary data <p>Students will learn how to present data, analyse and evaluate results in order to answer their enquiry question.</p>
<p>Teaching ‘Urban Investigation & Fieldwork’ supports:</p> <p>Use and interpretation of UK population pyramids form different time periods Use of census data sets to understand changes to the UK’s population</p> <p>Understanding the enquiry process</p> <p>Planning, collection, collation, presentation and analysis of primary and secondary data</p>	<p>Teaching ‘Forests Under Threat’ here supports:</p> <p>Use an interpretation of nutrient cycle diagrams and food webs diagrams Use of GIS to identify the pattern of forest loss.</p>	<p>Teaching ‘Energy’ here supports:</p> <p>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</p>	<p>Teaching ‘Urbanised World & Mumbai’ here supports:</p> <p>The use and interpretation of line graphs and calculating of rate of change/annual or decadal percentage growth Using satellite images to identify different land use zones in urban areas.</p>	<p>Teaching ‘The Physical Landscape & Rivers’ here supports:</p> <p>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</p>	<p>Teaching ‘Rivers Investigation & Fieldwork’ here supports</p> <p>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</p>
<p>‘Urban Investigation & Fieldwork’ feeds from</p> <p>Transition & Induction Phase:</p> <p>Builds on the knowledge from ‘Urban Giants & Development’ topics.</p>	<p>‘Forests Under Threat’ feeds from ‘Transition & Induction Phase:</p> <p>Builds on knowledge from the ‘Weather, Climate and World Biomes’ & ‘Can the Earth Cope?’ topics.</p>	<p>‘Energy’ feeds from Transition & Induction Phase:</p> <p>Builds on knowledge from ‘The Future is Energy’ topic</p>	<p>‘Urbanised World & Mumbai’ feeds from: Transition & Induction Phase:</p> <p>Builds on knowledge from the ‘What happens when water meets land’ & ‘What is distinctive about the UK?’ topics.</p>	<p>‘The Physical Landscape & Rivers’ feeds from: Transition & Induction Phase:</p> <p>Builds on knowledge from the ‘What happens when water meets land’ & ‘What is distinctive about the UK?’ topics.</p>	<p>‘Rivers Investigation & Fieldwork’ feeds from: Transition & Induction Phase:</p> <p>Builds on knowledge from the ‘What happens when water meets land’ & ‘What is distinctive about the UK?’ topics.</p>