



Geography

Intent
 Physical Geography: These units develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.
 Human Geography: These units develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Year 10	Unit 1 The Challenge of Natural Hazards September to November	Unit 2 Urban Issues and Challenges December to February	Unit 3 Physical Landscapes in the UK February to April	Unit 4 The Challenge of Resource Management May to July
Knowledge (facts, information, concepts and key terminology)	Continental drift, global atmospheric circulation model, climate change, management, protection, prediction, planning, primary and secondary effects, immediate and long-term responses.	Economic and social opportunities and challenges, inequalities, migration, social deprivation, urbanisation, sustainable urban living.	Landform, landscape, physical processes, weathering, erosion, transportation, deposition, hard engineering, soft engineering, management.	Carbon footprint, energy mix, food miles, fossil fuels, over abstraction, sustainable water supply, water conflict, water conservation, water deficit and surplus, water quality, water transfer.
Understanding (ability to connect and synthesise knowledge within a context)	To understand the causes, effects and management of tectonic hazards, and be able to compare the level of impact in areas of contrasting levels of wealth. To understand the relationship between tropical storms and GACM, and be aware of the specific conditions needed for one to develop. To be aware of the effects of tropical storms and identify management techniques. To understand how extreme weather in the UK can impact human activity. To understand the causes and effects of climate change, and identify how it can be managed.	To be aware of the reasons why a growing percentage of the world's population lives in urban areas. To understand the opportunities and challenges created by urban growth in cities in LICs and NEEs. To be aware of the social, economic and environmental opportunities and challenges created by urban change in cities in the UK. To be aware of ways in which transport and resources can be managed to achieve urban sustainability.	To be aware of the physical processes which shape the coast. To explain how rock type, structure and physical processes lead to the formation of distinctive coastal landforms. To weigh up the costs and benefits of different management strategies used to protect coastlines. To make comparisons of valley shape with increased distance from source. To explain how the physical processes form fluvial landforms. To explain how physical and human factors influence flood risk and identify management strategies.	To understand the significance of food, water and energy to economic and social well-being. To be aware of global inequalities in the supply and consumption of resources. To understand how the changing demand and provision of resources in the UK creates opportunities and challenges. To be aware that the demand for water is increasing globally and can lead to conflict. To be aware of strategies to increase water supply.
Skills (successful application of knowledge and understanding to a specific task)	Introduction to exam technique Answering 9 mark questions Map skills (Somerset levels flooding lesson) Interpreting graphs – line graph (SAM 1) Choropleth maps (SAM 1)	Choropleth maps (SAM 1) Interpreting graphs – bar and line (SAM 1) Grid references (SAM 1) Links to fieldwork/enquiry	Grid references (SAM 1) Calculating distance on a map (SAM 1) Reading OS maps (SAM 1) Links to fieldwork/enquiry	Interpreting graphs – bar chart (SAM 1) Choropleth maps (SAM 1) Interpreting graphs
Formal Assessments (those done by all/vast majority of the cohort)	3x Exampro homework booklet 1x summative assessment			

By the end of the year students on course for at least a grade 5 will...
 Demonstrate mostly accurate and appropriate knowledge, understanding and application of geographical information and issues.
 Demonstrate clear understanding of interactions and interrelationships between people and the environment and between geographical phenomena.
 Construct coherent arguments to draw conclusions supported by evidence.
 Use a range of geographical skills and techniques accurately, showing understanding of their purpose.