

Year 10 Curriculum intent

Being a global citizen means you contribute positively to the local and global community. You will be aware of the importance of interacting with our planet to meet the needs of today, without compromising the needs of those in the future.

GCSE Geography Curriculum Overview

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Coasts	Changing Cities	Urban Fieldwork	Weather hazards and climate change	Resource management	Changing landscapes and Rivers

Key Question

Coastal landscapes and processes	Changing Cities	Investigating urban areas	Weather Hazards and climate change	Resource management and energy resource management	River landscapes and processes
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Key Vocabulary

- Fetch - Mass movement - Sub-aerial processes - Concordant coastline - Discordant coastline - Wave-cut platform - Longshore drift - Salt marsh - Lagoon - Gabions - Managed Retreat	- Urbanisation - Natural increase - Megacity - Site - Situation - Urbanisation - Suburbanisation - Deindustrialisation - Inequality - Deprivation - Sustainability	- Enquiry - Methodology - Primary data - Secondary data - Quantitative - Qualitative - Random sampling - Systematic - Stratified - Risk assessment - Data presentation - Analysis - Conclusions - Evaluation	- Atmospheric circulation cells - Jet stream - Eccentricity - Axial tilt - Precession - Climate change - Enhanced greenhouse effect - Thermal expansion - Maritime - Tropical storms - Drought - Meteorological - Hydrological	- Abiotic - Biotic - Renewable resource - Non-renewable resource - Consumption - Geothermal energy - Energy mix - Hydroelectric power (HEP) - Tar sands - Fracking - Uranium / Nuclear energy - Carbon footprint	- Weathering - Erosion - Mass movement - Long profile of a river - Interlocking spurs - Waterfall and gorges - Meanders - Oxbow Lakes - Flood plains - Levees - Infiltration - Deforestation - Hydrograph - Hard engineering - Soft engineering - Land use management
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Year 11 Curriculum intent

Being a global citizen means you contribute positively to the local and global community. You will be aware of the importance of interacting with our planet to meet the needs of today, without compromising the needs of those in the future.

GCSE Geography Curriculum Overview

Topic 7	Topic 8	Topic 9	Topic 10	Topic 11
Coasts Fieldwork	Global development	Global development India	Ecosystems	UK Challenges
Key Question				
Investigating coastal landscapes	Global development	Global development India	Ecosystems, Biodiversity and Management	UK Challenges
Key Vocabulary				
- Enquiry - Methodology - Primary data - Secondary data - Quantitative - Qualitative - Random sampling - Systematic - Stratified - Risk assessment - Data presentation - Analysis - Conclusions - Evaluation	- Development - Quality of life - Food security - Water security - Gross domestic product (GDP) - Human development index - Development gap - Gini Coefficient - Colonialism - Neo colonialism - Informal sector - Foreign direct investment (FDI) - Multilateral Aid - Bilateral aid	- Top-down investment - Bottom-up investment - Diaspora - Core regions - Peripheral regions - Quaternary sector - Outsourcing - Privatisation - Replacement level fertility - Geopolitics - Foreign policy - Carbon sink - G20 - BRICS nations	- Ecosystem - Biome - Altitude - Biosphere - Biomass - Eutrophication - Stratification - Biodiversity - Tavy - Sustainable agriculture - Deciduous - Sustainable management - Sustainable use	- Agribusiness - Greenbelt - Greenfield site - Brownfield site - Congestion charge - Two speed economy - Migration - Net migration - Immigrant - Emigrant - National Park - Storm surges

The knowledge you will need to recall:

How you will apply this knowledge:

This links to:

1

Coasts

You will learn about: -

- The physical processes in the development of coastal landscapes.
- The role of geology and how this impacts upon coastal landscapes.
- The role of erosional and depositional processes in the development of coastal landforms.
- The human and physical causes of coastal erosion.
- The different coastal management techniques.
- A distinctive coastal environment within the UK, including how it has been formed and the key factors in its change.

The key concept focus for this unit is physical processes. Students will apply their knowledge by:

- Explaining how different processes of erosion, transportation, mass movement and weathering shape the coastline.
- Explain how different landforms are created by coastal erosion.
- Explain how landforms of deposition are created.
- Analyse the different causes of coastal erosion.
- Assess the different methods of coastal defence.
- Investigate a named UK coastal landscape assessing the physical processes impacting on the environment and human impacts on it.

Students will continue to build on their knowledge of physical processes which were investigated during the units of Shaping of the UK unit in year 7 and during the Rivers unit in year 8. The unit also builds upon the knowledge mastered during the weather and climate unit studied in year 7. The focus on changing weather conditions during the weathering processes as well as the role of low pressure in the formation storm surges.

2

Changing Cities

You will learn about:

- The causes of urban growth.
- Areas of urbanisation at a global scale.
- Population trends across the UK and examine population characteristics of Newcastle and the reasons for these.
- The impact of migration on Newcastle's population.
- The process of deindustrialisation, its causes and impact on Newcastle.
- How retail patterns have changed in Newcastle.
- How Newcastle is trying to become more sustainable and improve the quality of life for residents.

The key concept focus for this unit is human interactions. Students will apply their knowledge by:

- Making comparisons of Newcastle's growth compared to theoretical urban growth models.
- Interpret population pyramids.
- Interpret IMD data to identify areas of deprivation and explain why these areas exist.
- Assess the impacts of national and international migration on Newcastle.
- Examine how different approaches are trying to make Newcastle more sustainable.

Students will build upon the knowledge mastered during the Population unit in Year 7 and the Development unit in Year 8. Students will apply previous knowledge when looking at the population demographic of different cities around the world as well as the impact of migration on these contrasting cities. The growth of cities and the issues these cities face due to rapid urbanisation are also linked to the issues such as increasing pollution levels and pressure on housing which countries face as they develop at a rapid rate.

3

Physical Landscapes and Rivers

You will learn about:

- The main types and distribution of rock in the UK.
- How the characteristics of river changes downstream.
- The role of erosional and depositional processes in the development of river landforms.
- The physical and human causes of flooding.
- The impact of river flooding on people and the environment.
- The use of different river management techniques.
- The significance of the location of a distinctive river landscape within the UK, including how it has been formed and the most influential factors in its change.

The key concept focus for this unit is physical processes. Students will apply their knowledge by:

- Explaining how different processes of erosion, transportation, mass movement and weathering shape the drainage basin.
- Explain how different landforms in the upper and middle course of a river are created..
- Explain how landforms of deposition are created in the middle and lower course.
- Analyse the different causes of river flooding.
- Assess the different methods of flood defence.
- Investigate a named UK river landscape assessing the physical processes impacting on the environment and human impacts on it.

Students will continue to build on their knowledge of physical processes which were investigated during the units of Shaping of the UK unit in year 7 and in the Rivers unit in year 8. The unit also builds upon the knowledge mastered during the weather and climate unit studied in year 7. The focus on changing weather conditions during the weathering processes as well as the role of low-pressure systems and how these increase the flood risk in river basins.

The knowledge you will need to recall:

How you will apply this knowledge:

This links to:

4

Resource Management

You will learn about:

- The differences between renewable and non-renewable energy resources.
- The advantages and disadvantages of the production and development of renewable and non-renewable energy resources.
- The composition of the UK energy mix.
- How the global energy mix varies due to several factors.
- How and why the global energy demand and supply has changed over the past 100 years.
- How non-renewable and renewable energy resources are being developed and their impact on people and the environment.
- The different attitudes to the exploitation and consumption of energy resources.
- Why renewable and non-renewable resources require sustainable management.
- The different views on management and sustainable use of energy resource

The key concept focus for this unit is human interactions.. Students will apply their knowledge by:

- Explaining how a countries choice of energy source is influenced by physical, climatic, socio economic, religious, political and historical factors
- Describing and explaining the positive and negative consequences of developing different types of energy sources.
- Describe and explain the changes to energy use in China and Germany.
- Assess the viewpoints of different stakeholders in the management of energy resources

Students will further develop their knowledge on resources and energy resource management that they were introduced to during the Middle East unit in year 9. They will look at the impacts of fossil fuel use and how renewable alternatives are offering countries an alternative route when selecting their energy mix. The unit also looks at the issues mastered during the 21st Century Issue unit in year 9 during which the impacts on the energy market were investigated when studying the Russia – Ukraine conflict.

5

Weather hazards and climate change

You will learn about:

- How global heat transfers around the globe.
- How climate has changed overtime and what the human and natural causes of climate change are.
- The impacts of climate change
- The climate of the UK .
- The formation/impacts/responses to 2 contrasting tropical storms
- The formation/impacts/responses to 2 contrasting droughts

The key concept focus for this unit is physical processes. Students will apply their knowledge by:

- Explaining how global circulation and weather hazards such as tropical storms or droughts are affected by a range of locational factors.
- Explaining how different causes (human and physical) have contributed to climate change.
- Assessing how climate has changed over time including trends and patterns.
- Assessing how social, economic and environmental impacts in a country can influence the type and level of response to a weather hazard.

The knowledge mastered during the year 7 unit of weather and climate provides a foundation of knowledge that this unit will develop further. There are strong links between the development of high and low pressure systems studied in year 7 result in weather hazards such as cyclones and droughts. During the ecosystems unit in year 8 students are introduced to global atmospheric circulation cells and how these are key contributing factors to the locations of the world biomes.

6

Urban Fieldwork Investigation

You will learn about:

- The stages of fieldwork investigation and how will it be assessed.
- Regeneration, deindustrialisation and sustainable development. State why sites where located.
- How to keep safe during the fieldwork. Draw a field sketch and annotate a photo.
- The 3 types of sampling, quantitative and qualitative data and simple and sophisticated methods of data presentation techniques. Calculate averages. Draw compound bar chart, radar graph and a scatter graph.
- How secondary data supports the enquiry.
- Evaluate data collection, presentation and conclusions.

The key concept focus for this unit is geographical skills. Students will apply their knowledge by:

- Describe the stages of fieldwork investigation.
- Describe regeneration, deindustrialisation and sustainable development. State why sites where located.
- Describe how to keep safe during the fieldwork.
- Describe the 3 types of sampling, quantitative and qualitative data and simple and sophisticated methods of data presentation techniques.
- Draw compound bar chart, radar graph and a scatter graph.
- Explain how secondary data supports the enquiry.
- Evaluate data collection, presentation and conclusions.
- Evaluate the viewpoints of different stakeholders in the management of the Ouseburn.

This unit of study allows students to practically apply their theoretical knowledge they have from Changing Cities in year 10. Students will be applying knowledge of regeneration to the Ouseburn area of Newcastle. They will also further develop their data collection skills they originally started in year 7 during the microclimate investigation.

The knowledge you will need to recall:

How you will apply this knowledge:

This links to:

7

Coasts fieldwork

- The stages of this fieldwork investigation
- The key processes of longshore drift, erosion, deposition, weathering and transportation.
- How to keep safe during the fieldwork.
- Appropriate equipment: Quadrat, Calliper, Tape Measure, Clinometer, Ranging Pole and Random number generator to collect data. Draw a field sketch and annotate a photo.
- The 3 types of sampling, Quantitative and Qualitative data and simple and sophisticated methods of data presentation techniques.
- How secondary data supports the enquiry.
- Evaluate data collection, presentation and conclusions.

The key concept focus for this unit is geographical skills . Students will apply their knowledge by:

- Explain how human ingenuity (coastal defences) can overcome the limitations of the coastal environment (erosion, LSD) allowing places to develop or be managed despite physical constraints.
- Explain how coastal processes interact to change the beach morphology and sediment.
- Describe how beach morphology (shape) and beach sediment change from north to south of the beach.
- Suggest and evaluate fieldwork methods and techniques.

This unit of study allows students to practically apply their theoretical knowledge they have from coasts in year 10. Students will be applying knowledge of physical processes such as longshore drift, processes of erosion and coastal landforms to Marsden Bay. They will also further develop their data collection skills they originally started in year 7 during the microclimate investigation.

8

Ecosystems

- The distributions and characteristics of the world's large-scale ecosystems
- The resources that the biosphere provides including goods and services, Distribution and characteristics of the UK's ecosystems.
- The characteristics of Tropical Rainforests including Abiotic and Biotic factors. How climate change can impact on the Tropical Rainforest.

The key concept focus for this unit is physical processes. Students will apply their knowledge by:

- Explain the different factors that influence the location of biomes.
- Explain the different causes of deforestation. Compare and contrast how climate change has affected the Tropical Rainforest.
- Evaluate different perspectives (local, national and international) on the need to manage tropical rainforests in a sustainable way

During year 8 students were introduced to ecosystems and biomes. During this unit they will continue to develop their knowledge of how the global atmospheric circulation cells drive the climate in the key biomes around the world. Students will continue to look at tropical rainforest which were studied during year 8 as part of the ecosystem's unit of study.

9

Global development

- Contrasting ways of defining development.
- Measures of development and different factors that contribute to the human development of a country.
- The global pattern of development and its unevenness.
- The impacts of uneven development and how top down and bottom-up approaches are utilised to reduce the development gap
- The impact of uneven development on the quality of life in different parts of the world.
- The range of international strategies that attempt to reduce uneven development.

The key concept focus for this unit is human interactions. Students will apply their knowledge by:

- Explain how development patterns occur in India because of physical, climatic, socio economic, religious, political, historical, and cultural factors.
- Describe and explain the negative and positive consequences of development.
- Describe the changes to development in India over time using data. Explain how decisions made outside of India have an impact on its development (geopolitical)

Students will build upon the knowledge mastered during the population unit in year 7 and the development unit in Year 8. Students will apply previous knowledge when looking at the different factors that impact in the level of development within a country and how these factors can result in a development gap. The growth of cities and the issues these cities face due to rapid development are also linked to issues such as increasing pollution levels and pressure on housing which countries face as they develop at a rapid rate.

The knowledge you will need to recall:

How you will apply this knowledge:

This links to:

10

India

- The location and position of India in its region and globally.
- The broad political, social, cultural and environmental context of India in its region and globally.
- Unevenness of development within India and explain the reasons why development does not take place at the same rate across all regions.
- Positive and negative impacts of changes that have occurred in the sectors of India's economy.
- The characteristics of international trade and aid, and the India's involvement in both.
- The changing balance between public investment and private investment for India.
- Changes in population structure and life expectancy that have occurred in the last 30 years in India.
- Changing social factors for India.
- How geopolitical relationships with other countries affect the India's development.
- How technology and connectivity support development in different parts of India and for different groups of people.
- The positive and negative social, economic, and environmental impacts of rapid development for India.
- How India's government and people are managing the impacts of its rapid development to improve quality of life and its global status.

- The key concept focus for this unit is human interactions. Students will apply their knowledge by:
- Explaining how the development of a developing or emerging country (India) is influenced by its location and context in the world.
- Assess how the interactions of economic, social, and demographic process influence the development of India.
- Assess the ways in which changing geopolitics and technology have impacted on the country's level of development.
- Assess the positive and negative impacts of rapid development on people and the environment in India.

Students will build upon the knowledge mastered during the Population unit in year 7 and the Development unit in Year 8. Students will apply previous knowledge when looking at the different factors that impact on the level of development within a country and how these factors can result in a development gap. The growth of cities and the issues these cities face due to rapid development are also linked to issues such as increasing pollution levels and pressure on housing which countries face as they develop at a rapid rate.

11

UK Challenges

- How the population of the UK is expected to change over time.
- To describe and explain the pressures UK ecosystems will face because of a growing population.
- How transport in the UK can be made more sustainable, the 'two-speed economy' in the UK and how the economic gap between North and South can be addressed.
- The costs and benefits of development on greenfield and brownfield sites in the UK.
- Migration to and from the UK and the views stakeholders have on migration.
- How sustainability can be addressed in the UK's National Parks.
- Risk of river flooding in the UK. Describe and explain the risk of coastal flooding in the UK.
- The variations to the UK's climate because of global climate change. Suggest reasons for differences in the reliability of predictions of changes to the UK's climate.
- The possible impact global climate change can have on the UK and how responses to climate change can be enacted at local and national scales.

- The key concept focus for this unit is both human interactions and physical processes. Students will apply their knowledge by:
- Explain how the UK's population is expected to change over time and how this may cause pressures on ecosystems and transport systems.
- Explain how the two speed economy in the UK has create wealth gaps between the North and South.
- Explaining the costs and benefits of using greenfield and brownfield sites for future housing developments.
- Explaining different views on migration into the UK.
- Investigating the impacts of river and coastal flooding and how this can be managed.
- Explaining the impact of climate change on the UK and the different levels of response that could be used to prevent it.

UK Challenges has links to year 7 population when it investigates migration and its impacts. There are links to year 8 Rivers and year 9 Coasts when coastal and river flooding is investigated. The challenge of climate change and the impacts on the UK is introduced during the year 7 Weather and Climate unit as well as in the year 9 21st Century Issues and Challenges unit where students investigate the impacts of climate change.