

YEAR 10 GEOGRAPHY

THE FUTURE OF THE WORLD WITHIN OUR HANDS

Geography helps students to make sense of their surroundings and to understand the variety of physical and human conditions found on the earth's surface. Geography prepares students with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape our societies and environments at the local, national and global scales. We strive to ensure geography stimulates an interest and a sense of wonder about places. Personal experiences are used to investigate places from the personal to the global.

| Autumn | Spring | | Summer | |
|-----------------------------|--------------------------------------|-------------------------|---------------------|-------------------|
| Urbanisation and Challenges | Climate Change - Global and UK focus | Changing economic world | Resource Management | Fieldwork (Human) |

- Students will be required to complete one piece of homework every week.
- Homework will consist of a variety of different tasks, for example: revision, spelling/definitions, research tasks, exam questions.

| Unit | Duration (lessons) | Learning Objectives/Outcomes |
|--------------------------------------|--------------------|--|
| Urbanisation and Challenges | 13 | <ul style="list-style-type: none"> • To find out about the processes of urban change in the UK considering urbanisation, suburbanisation, counter-urbanisation, re-urbanisation and infill • To investigate the impact of change on rural areas of the UK • To analyse the processes of urban change over time and the characteristics created considering zones of affluence, deprivation, regeneration, multi-cultures and multi-purpose zoning • To examine the factors that help to drive urban and rural change in the UK • To analyse the regional inequalities and social factors that contribute to population movement within the UK • To evaluate the challenges of creating sustainable living environments in urban and rural locations • To examine the causes and effects of change in retail provision across the UK • To investigate the issues associated with leisure use in urban and rural areas across the UK • To know the concepts of urbanisation and re-urbanisation • To investigate global cities and their development overtime considering social, economic and cultural patterns • To analyse the global cities in an LIC and a HIC an their current challenges • To examine the strategies that can be used to manage the impact of urbanisation in global cities |
| Climate Change - Global and UK focus | 6 | <ul style="list-style-type: none"> • To justify the evidence for climate change • To evaluate the natural and human causes for climate change • To evaluate the impacts of climate change |

| | | |
|--|-----------|---|
| <p>Changing economic world</p> | <p>30</p> | <ul style="list-style-type: none"> • To find out about how development data and images are used to learn about levels of development in different countries including the UK. • To investigate the limitations of using data to ascertain levels of development. • To analyse the merits of using economic data alongside human/ social development data. • To analyse how we define groups of countries that have similar characteristics including LEDCs, LICs and NICs. • To evaluate the drivers of globalisation including trade, technology, geo-political links, cultural exchange, migration and economic investment by multi-national companies. • To justify how the UK is connected to other countries by the processes of globalisation. • To analyse how the key drivers of globalisation have caused uneven levels of development at a global scale and within nations. • To justify the causes of uneven development including the UK, a LIC and a NIC |
| <p>Living with the physical environment</p> <p>Hazards</p> | <p>13</p> | <ul style="list-style-type: none"> • To identify the nature of natural hazards • To describe the distribution of earthquakes and volcanoes • To explain the physical processes at plate margins • To analyse the effects of earthquakes • To evaluate the responses to earthquakes • To evaluate the likelihood of living with the risk of tectonic hazards • To evaluate ways to reduce the risk of tectonic hazards • To analyse global atmospheric circulation • To analyse the different weather hazards and extreme weather events in the UK • To analyse two contrasting extreme weather events • To explain where and how tropical storms have formed • To evaluate the causes and effects of the Carlisle floods • To evaluate the causes and effects of Typhoon Haiyan • To evaluate the ways to reduce the effects from a hurricane |