Curriculum Content Map — **Subject: Year 10 Geography**

			Term 1				Term 2						Term 3		
Month			September	October	November	December	January	Febuary Half term 1	Febuary Half term 2	March	April	May	June	July	
	Units of Work		The challenge of natural hazards AQA	The challenge of natural hazards	The challenge of natural hazards	The challenge of natural hazards	Climate change	Climate change	Climate change	Climate change	The living world	UK Physical landscapes	UK Physical landscapes	UK Physical landscapes	
Cultural Transmission	National Curriculum area – KS3		Definitions of natural hazards Types of natural hazard Factors affecting hazard risk	Plate tectonic theory	The UK is affected by a number of weather hazards. An overview of types of weather hazard experienced in the UK		Climate change is the result of natural and human factors, and has a range of effects. Tropical storms have significant effects on people and the environme	Extreme weather events in the UK have impacts on human activity	Climate change is the result of natural and human factors, and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation responding to change).	Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components Tropical rainforest ecosystems have a range of distinctive characteristics.	Tropical rainforest ecosystems have a range of distinctive characteristics.	Distinctive coastal landforms are the result of rock type, structure and physical processes	Different management strategies can be used to protect coastlines from the effects of physical processes	Rivers and management systems	
	Substantive Knowledge	*The What!*	Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity	Primary and secondary effects of a tectonic hazard: Immediate and long-term responses to a tectonic hazard. Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth	Hazards. An overview of types of weather hazard experienced in the UK Extreme weather events in the UK have impacts on human activity. n example of a recent extreme weather event in the UK to illustrate: • causes • social, economic and environmental impacts • how management strategies can reduce risk.		Causes of tropical storms and the sequence of their formation and development. The structure and features of a tropical storm. How climate change might affect the distribution, frequency and intensity of tropical storms. Primary and secondary effects of tropical storms. Immediate and long-term responses to tropical storms.	Extreme weather events in the UK have impacts An example of a recent extreme weather event in the UK to illustrate: • causes • social, economic and environmental impacts • how management strategies can reduce risk. Evidence that weather is becoming more extreme in the UK.	Evidence for climate change from the beginning of the Quaternary period to the present day. Possible causes of climate change: • natural factors – orbital changes, volcanic activity and solar output • human factors – use of fossil fuels, agriculture and deforestation. Overview of the effects of climate change on people and the environment.	An example of a small scale UK ecosystem to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling. The balance between components. The impact on the ecosystem of changing one component. An overview of the distribution and characteristics of large scale natural global	The physical characteristics of a tropical rainforest. The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the physical conditions. Issues related to biodiversity Deforestation has economic and environmental impacts. Hot desert ecosystems have a range of	Wave types and characteristics. Coastal processes: • weathering processes – mechanical, chemical • mass movement – sliding, slumping and rock falls • erosion – hydraulic power, abrasion and attrition • transportation – longshore drift • deposition – why sediment is deposited in	he costs and benefits of the following management strategies: • hard engineering – sea walls, rock armour, gabions and groynes • soft engineering – beach nourishment and reprofiling, dune regeneration • managed retreat – coastal realignment. An example of a coastal management scheme in the UK to show:	Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges. Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes. Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries
	Disciplinary knowledge	*The How!*	Geological maps 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.	Use of BGS Geology maps (paper or online) to link coastal form to geology Using UK weather and climate data and calculation of mean rates of erosion using a multi-year data set Recognition of coastal landforms on 1:25000 and 1:50000 OS maps Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate the impact of human intervention	Use of BGS Geology maps (paper or online) to link river long profiles to geology Using UK weather and climate data Recognition of river landforms on 1:25000 and 1:50000 OS maps	Drawing simple storm hydrographs using rainfall and discharge data Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate the impact of human intervention	Use and interpretation of line graphs/bar charts showing climate change Use of GIS to track the movement of tropical storms	on human activity	Use of weather and storm surge data tocalculate the Saffir-Simpson scale Use of social media sources, satellite images and socio-economic data to assess impact	Use of social media source, satellite images and socio-economic data to assess impact Use and interpretation of graphs showing medium term rainfall trends Use and interpretation of socio-economic data	Use of world maps to show the location of global biomes Comparing climate graphs for different biomes Interpreting GIS maps. Use and interpretation of nutrient cycle diagrams and food webs diagrams	Interpreting GIS maps Using and interpreting nutrient cycle diagrams and food webs diagrams Use and interpretation of line graphs showing the range of future global population projections, and population in relation to likely available resources. Use of GIS to identify the pattern of forest loss.	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 Using a combination of population pyramids, choropleth maps and GIS Using Census output area data for 2011 Calculating the ecological footprint of people in the city, and comparing it to other locations Using GIS/satellite images, historic images and maps to investigate spatial growth Using quantitative and qualitative information to judge the scale of variations in quality of life	Using census output data for 2011 Calculating the ecological footprints of people in the city, and comparing it to other locations Using quantitative and qualitative informationto judge the scale and variation s in quality of life
	Sequencing (How)	*Retrieval& Extension*	Builds upon background physical aspects of the UK covered throughout key stage 3 in terms of locational features of various natural landforms, in particular mountain ranges and coastlines. Coastal landforms (headlands, stacks and stumps) and processes (coastal erosion) were introduced in Year 9 as part of the marine environment / interaction of the sea and the land module. This is further developed in October when coastal landforms and processes are studied with reference to the case study of Swanage Bay and the Dorset area, as well as the subsequent river topic (in November and December) when the physical processes of erosion, transportation and deposition	Builds upon the processes and landforms introduced in September in terms of the physical factors of mass movement, weathering erosion, transportation and deposition that affect the coastal zone, particualrly the located case study of Swanage Bay in Dorset. This is further developed in November when the physical processes that affece the coast are studied and adpted in the context of rivers as oppossed to coastlines. Human activities affecting natural features are also explored in December when investigating the impact of man-on-a named river location.	Builds upon the study of the physical processes that affect the coast covered in October; these processes are applied from a coastal context to a river context. Also builds upn the interaction between physical and man-made impacts on the landscape, again being applied to rivers rather than coasts. This is further developed in December with both the application of river processes to named landforms (waterfalls, ox-bow lakes, flood plains) as well as the located case study of High Force waterfall, continuing with the theme of man's interaction with the natural landscape.	Builds upon the physical processes that affect natural landscapes (both coastal and river) covered since September, as well as the theme of man's impact on and use of rivers covered in November. is further developed in Unit 3 with the links between the atmosphere and the hydrosphere and man's relationship with the natural world, whether it be rivers or climatic systems. This is further developed in January with the links between the atmospheres and the hydrosphere, in particular the impact that changing rainfall levels and climate change has on river systems and man's management of river flooding.	Builds upon the links between the atmosphere and the hydrosphere and man's relationship with the natural world, whether it be rivers or climatic systems. Additionally builds upn how man manages physical changes that may not be natural, whether it be river or climate based, as well as the impact of rising sea levels on coastal processes and landforms from the first unit. This is further developed in February with an investigation of the UK c;limate and how it could be changing in the long term, as well as the lonk between climate change and natural hazards such as tropical storms and drought.	Build upon the links between the atmosphere and the hydrosphere and man's relationship with the natural world, in particular climatic systems and how they could be changed in the UK due to man-made activity, covered in January. This is further developed in March with the link between climate change and changing weather systems which can lead to increased frequency of hign impact events such as tropical storms and drought.	Builds upon the relationship between climate and tropical storms, in particular global atmospheric patterns covered in January. This is further developed in March when the relationship between changing global air circulation and systems caused by man's activities is linked to the changing frequency and magnitude of tropical storms and droughts.	Builds upon the relationship between climate change and natural hazards, in particular tropical storms and drought, as well as the rivers unit in November and December when man's management of water is considered. This is further developed in April when the physical characteristics of tropical and sub-tropical climates are studied in the context of biomes, as well as the links between the hydrosphere and biosphere covered in the next unit..	Builds upon the features of the climate typical in tropical and sub-tropical zones typical of locations where floods and droughts take place and where tropical, sub-tropical and grassland biomes take place. This is further developed in May when a specific biome is studied, moving the focus from the distribution of global biomes and the climatic factors that affect it, to the location of one particular biome and how the physical factors that influence global biome distribition are also relevant to a continental ecosystem.	Builds upon the concept of global biomes and factors affecting them from the previous module, focussing on these same factors at a continental level for ecosystems in Africa (Madagascar's rainforest) and the UK (Epping forest's deciduous woodland). Also draws on previous modules in terms of man's relationship with the natural environment, whether it be ecosystem, river or coastal management, as well as the link between deforestation and climate change (completion of Paper 1) This is further developed in the first unit of Paper 2 when rates of urbanisation are investigated, one of the main reasons for global biome loss.	Start of Paper 2: Builds upon the causes of biome loss from May, making the link between environmental degradation such as deforestation to population growth and urbanisation. This is further developed in the final unit of Year 10 when the causes of urban change in Birmingham are linked with bocth the impact and the possible solutions.	Builds uponthe causes and effects of, and solutions to, urban change in Birmingham as a case study of the global urban picture. This is further developed in the first unit of Year 11 when the issues facing Birmingham as an MEDC city as used as a reference point for the study of Mexico City as a case study of urban change in an Emerging Economy.
	Summative Assessment		AP1	AP1	AP1	AP2	AP2	AP2	AP2	AP2 (all topics covered so far)	AP3	AP3	AP3	AP3	
Personal Empowerment	Virtue	*This opportunities reflect, think about and actively adopt virtues.*	Friendliness & Civility	Leadership	Courage	Generosity	Gradittude	Good Speech	Good Speech	Good Temper & Humour	Self-Mastery	Self-Mastery	Compassion	Good Sense	
	Link to Virtue		Friendliness and civility are required to solve coastal issues	(B) Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate the impact of human	Courage is required to solve the issues of river management	Generosity is required to solve the issues of river management	We need to show gratitude as a global community to solve the climate crisis	Good speech is practised during presentations about the climate crisis	Good speech is practised during presentations about the climate crisis	The world needs to retain good temper and humour in the face of increasing natural disasters	Self-mastery is needed by the global community to sustainably manage the world's natural environments such as rainforests	Self-mastery is needed by the global community to sustainably manage the world's natural environments such as rainforests	Compassion is needed by the global community to sustainably manage the world's natural environments such as rainforests	The good sense to solve the problems of urbanisation	
Preparation for Work	Skill	*Transferable skills*	Listening	Leadership	Problem-solving	Creativity	Staying Positive	Speaking	Speaking	Staying Positive	Aiming High	Aiming High	Speaking	Teamwork	
	Link to Skill		Listening to the differing views of coastal management	Leading on coastal management issues	Problem solving various river management issues	Being creative when considering how to manage rivers	Staying positive when tackling the global climate challenge	Speaking whilst making presentations on the global climate challenge and the UK's climate, establishing the link between them.	Speaking whilst making presentations on the global climate challenge	The world needs to retain good temper and humour in the face of increasing natural disasters	Aiming high to solve the globe's environmental issues such as saving the rainforest!	Aiming high to solve the globe's environmental issues such as saving the rainforest!	Discussion required to consider opposing viewpoints about environmental protection	Teamwork required when working in groups to look at urban issues	
Preparation for Citizenship	SMSC & British Values	*Developing opinions on current issues*	Having the individual liberty to enjoy the coastal features of our landscapes	Having the individual liberty to enjoy the coastal features of our landscapes	Having the individual liberty to enjoy the river features of our landscapes	Having the individual liberty to enjoy the river features of our landscapes	The moral imperative to deal with aspects of climate change	The moral imperative to deal with aspects of climate change	The moral imperative to deal with aspects of climate change and helping the global community who are affected by storms and droughts	The moral imperative to deal with aspects of climate change and helping the global community who are affected by storms and droughts	The role of the law in environmental protection, both in the UK and globally.	The role of the law in environmental protection, both in the UK and globally.	The role of the law in environmental protection, both in the UK and globally.		
	Link to SMSC & British Values														