

Curriculum Progression Map

Geography



Geography		
Year 10	Topic	Programme of Study
Autumn 1 Autumn 2	Physical landscapes in the UK	<p>Why This? Retrieves information and develops knowledge from KS3 on coasts and rivers. We live on the coast so it is important that we understand it clearly and in a rural area with lots of rivers around. Important that students can think and question like a geographer which these topics allow them to do. Vital part of understanding the way the world works in the way that it does.</p> <p>Why Now? Teach this in the Autumn term so that we can combine with fieldwork activity whilst weather is still reasonable. Section has small exam questions in to build confidence in addressing GCSE work at the start of the course. Starting the GCSE course with topics based in the UK that students will have more knowledge of.</p> <p>Key Knowledge Coasts - Processes of erosion, transportation and deposition, features formed by erosion and deposition- caves, arches and stacks, headlands and bays, wave cut platforms, beaches, sand dunes, spits and bars, how we can defend our coastlines Rivers – processes of erosion, transportation, deposition, features formed by erosion and deposition, waterfalls and gorges, v shaped valleys, meanders, oxbow lakes, floodplains, levees, estuaries, how we can protect ourselves from flooding.</p> <p>Key Vocabulary erosion, transportation and deposition, caves, arches and stacks, headlands and bays, wave cut platforms, beaches, sand dunes, spits and bars, waterfalls and gorges, v shaped valleys, meanders, oxbow lakes, floodplains, levees, estuaries, hydrographs, hard and soft engineering</p> <p>Sources Departmental resources, internet geography, TES</p> <p>Curriculum Assessment tasks Past exam questions from old papers on both content and fieldwork skills Opinion based activities to prepare them for being critical thinkers</p> <p>Personal Development links</p>
Spring 1 Spring 2	Urban Issues and Challenges	<p>Why This? Most people in HIC's live in urban areas and is likely that students will one day live in an urban area for a period of time. The issues and challenges are things that affect all students wherever they live so it is important to understand how these areas have grown to be how they are and how that affects the culture and life of the city.</p> <p>Why Now? This topic involves areas in the UK as well as areas abroad so continues to broaden locational knowledge. Human topic following a physical one.</p> <p>Key Knowledge Urbanisation and the causes of it, economic, social and environmental opportunities and challenges in Rio de Janeiro and Bristol, projects improving the lives of the urban</p>

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		<p>poor, regeneration projects in Temple Quarter, how a city can be made sustainable, what makes Freiburg a sustainable city?</p> <p>Key Vocabulary challenges, opportunities, urban, rural, economic, social, environmental, urbanisation, natural increase, birth rate, death rate, pollution, business, international, national, healthcare, education, housing.</p> <p>Sources Departmental resources, internet geography, TES</p> <p>Curriculum Assessment tasks Past exam questions from old papers on content Opinion based activities to prepare them for being critical thinkers</p> <p>Personal Development links</p>
<p>Summer 1 Summer 2</p>	<p>Living world</p>	<p>Why This? Students need to learn about how the world can manage its resources so that there is enough for everyone. Develops knowledge of global issues we face with regards to food building on knowledge from Y8 global issues topic. This topic is an up to date relevant topic linked to what is happening in countries around the world linking to the climate crisis.</p> <p>Why Now?</p> <p>Key Knowledge Distribution of the worlds' sources of food, water and energy and the impact on the UK. Why there is food insecurity and what the impacts are. Strategies to increase food supplies and ways that food can be made more sustainable.</p> <p>Key Vocabulary Resources, carbon footprint, food miles, water transfer, exploitation, economic, environmental, Strategies, appropriate technology, aeroponics and hydroponics, green revolution, biotechnology, irrigation, food insecurity, water, energy, sustainable, organic, seasonal, permaculture</p> <p>Sources Departmental resources, internet geography, TES</p> <p>Curriculum Assessment tasks Knowledge test Decision making exercise-</p> <p>Personal Development links</p>