

YEAR 10 CURRICULUM INFORMATION - GEOGRAPHY

| YEAR 10 CURRICULUM INFORMATION - GEOGRAPHY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Autumn 1 | Autumn 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What will students be learning? | Uk Landscapes – Rivers | Urban Issues and Challenges | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| How will students be assessed? | Milestone – River processes and landforms | Milestone – Flood management and Change in urban areas in LICs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literacy – What keywords will be taught? | <table border="1"> <tr><td>Source</td></tr> <tr><td>Mouth</td></tr> <tr><td>Traction</td></tr> <tr><td>Saltation</td></tr> <tr><td>Suspension</td></tr> <tr><td>Solution</td></tr> <tr><td>Load</td></tr> <tr><td>Hydraulic Action</td></tr> <tr><td>Abrasion</td></tr> <tr><td>Attrition</td></tr> <tr><td>Solution</td></tr> <tr><td>Deposition</td></tr> <tr><td>Waterfall</td></tr> <tr><td>Meander</td></tr> <tr><td>Oxbow Lake</td></tr> <tr><td>Floodplain</td></tr> <tr><td>Levee</td></tr> <tr><td>Estuary</td></tr> <tr><td>Flood</td></tr> <tr><td>Flood hydrograph</td></tr> </table> | Source | Mouth | Traction | Saltation | Suspension | Solution | Load | Hydraulic Action | Abrasion | Attrition | Solution | Deposition | Waterfall | Meander | Oxbow Lake | Floodplain | Levee | Estuary | Flood | Flood hydrograph | <table border="1"> <tr><td>Urban</td></tr> <tr><td>LIC</td></tr> <tr><td>HIC</td></tr> <tr><td>NEE</td></tr> <tr><td>National migration</td></tr> <tr><td>International migration</td></tr> <tr><td>Natural increase</td></tr> <tr><td>Squatter settlement</td></tr> <tr><td>Greenfield</td></tr> <tr><td>Brownfield</td></tr> <tr><td>Regeneration</td></tr> <tr><td>Segregation</td></tr> <tr><td>Sustainable</td></tr> <tr><td>Social deprivation</td></tr> <tr><td>Industrialisation</td></tr> <tr><td>Urban Sprawl</td></tr> </table> | Urban | LIC | HIC | NEE | National migration | International migration | Natural increase | Squatter settlement | Greenfield | Brownfield | Regeneration | Segregation | Sustainable | Social deprivation | Industrialisation | Urban Sprawl |
| Source | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mouth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Traction | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Saltation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Suspension | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Solution | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Load | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hydraulic Action | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Abrasion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attrition | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Solution | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Deposition | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Waterfall | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Meander | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oxbow Lake | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Floodplain | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Levee | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Estuary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Flood | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Flood hydrograph | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Urban | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LIC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HIC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NEE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| National migration | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| International migration | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Natural increase | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Squatter settlement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Greenfield | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Brownfield | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Regeneration | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Segregation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sustainable | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social deprivation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Industrialisation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Urban Sprawl | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|---|---|--|------------------|--|
| | <table border="1"> <tr> <td>Hard engineering</td> </tr> <tr> <td>Soft engineering</td> </tr> </table> | Hard engineering | Soft engineering | |
| Hard engineering | | | | |
| Soft engineering | | | | |
| What employability skills are being developed? | Information use, issue evaluation, analytical skills, problem-solving. | Analysis, information management, organisation, independence | | |
| Wider Curriculum Links? | Numeracy – map skills – grid reference, scale, direction Literacy – writing stepped processes, building paragraphs of alternative points Science – Rock cycles and weathering, ecosystem succession | Numeracy – costs, benefits, graph work – flow lines, located bar charts, line graphs Literacy – extended exam answers – ‘to what extent’ Science – Earth’s resources and Energy + environmental impacts | | |
| What useful websites are there for this topic? | Continuity Oak (previously Oak Academy) Curriculum - Curriculum (continuityoak.org.uk) - Y10 Unit 1 landscapes & Unit 7 Rivers BBC Bitesize River landscapes in the UK - GCSE Geography Revision - AQA - BBC Bitesize Cool Geography Coolgeography - GCSE - Physical landscapes in the UK | Continuity Oak (previously Oak Academy) Curriculum - Curriculum (continuityoak.org.uk) - Y10 Unit 5 Urbanisation BBC Bitesize Urban issues and challenges - GCSE Geography Revision - AQA - BBC Bitesize Cool Geography Coolgeography - GCSE - Urban Issues and Challenges | | |
| What wider reading could be done for this topic? | Recommended subject guides: <i>Recommended:</i> Hodder GCSE 9-1 Geography AQA Revision Guide, available from school via ParentPay <i>Or</i> Pocket Posters GCSE Geography (including digital book login), available from school via ParentPay <i>Alternative:</i> CGP GCSE 9-1 Geography AQA Revision Guide <i>Useful:</i> CGP Grade 9-1 GCSE Geography AQA Revision Question Cards | Recommended subject guides: <i>Recommended:</i> Hodder GCSE 9-1 Geography AQA Revision Guide, available from school via ParentPay <i>Or</i> Pocket Posters GCSE Geography (including digital book login), available from school via ParentPay <i>Alternative:</i> CGP GCSE 9-1 Geography AQA Revision Guide <i>Useful:</i> CGP Grade 9-1 GCSE Geography AQA Revision Question Cards | | |
| What else can students be doing independently to develop their understanding of this topic? | Apps: BBC GCSE Bitesize, Seneca Learning, GCSEPod, YouTube: Geography Hawks, I’m Stuck – GCSE Revision iPlayer Watch – Earth on iPlayer, Time for geography Rivers (timeforgeography.co.uk) Visit – Local rivers to observe processes and landforms we learn in class | Apps: BBC GCSE Bitesize, Seneca Learning, GCSEPod, YouTube: Geography Hawks, I’m Stuck – GCSE Revision Rio case study RIO DE JANEIRO a case study of a city in a Newly Emerging Economy - YouTube London case study London Urbanisation Case Study Introduction - SUNDAY MORNING COFFEE - AQA GCSE 9-1 Geography 2021 - YouTube & Development of London due to Urbanisation - SUNDAY MORNING COFFEE - AQA GCSE 9-1 Geography 2021 - YouTube Visit – Birmingham City Library- for a great view of an urban area | | |