Curriculum Map

Sandringham School
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Subject:

Year group: 10

Time period	Autumn Term	Spring Term	Summer Term
Content *Declarative Knowledge – 'Know What'*	**Paper 2 - Section A - Urban Issues and Challenges** <u>Urbanisation</u> ● Global pattern of urban change ● Factors that increase the rate of urbanisation ● The pattern of the emergence of megacities <u>Urban Growth in a NEE</u> ● Case Study [Rio de Janeiro (NEE)] - Importance of the city and reasons for growth ● Social opportunities – access to services (health and education, water supply, energy) ● Economic opportunities – Industrial areas stimulate development ● Social challenges – managing urban growth in slums and squatter settlements, providing clean water, sanitation and energy, access to services such as health and education, reducing unemployment and crime ● Environmental challenges – waste disposal, air and water pollution, traffic congestion ● Example [Favela Bairro] – Urban planning scheme improving quality of life <u>Urban Change in the UK</u> ● Population distribution in the UK ● Case Study [Bristol] – Location and importance in UK/wider world ● Impacts of migration on character of the city ● Social and economic opportunities – culture, entertainment, employment ● Environmental opportunities – urban greening ● Social and economic challenges – urban deprivation, housing inequalities, education, health and employment ● Environmental challenges – dereliction, brownfield/greenfield sites, waste disposal, urban sprawl on the rural-urban fringe ● Example [Temple Quarter] – Urban regeneration project – Reasons for regeneration and features of the project ● Features of sustainable urban living – waste and energy conservation, waste recycling, creating green space ● Urban transport strategies to reduce traffic congestion **Paper 1 - Section A - The Challenge of Natural Hazards (Tectonic Hazards and Tropical Storms Only)** <u>Natural Hazards</u> ● Types of hazard and the factors affecting hazard risk <u>Tectonic Hazards</u> ● Plate tectonics theory – why plates move?	**Paper 1 - Section A - The Challenge of Natural Hazards (Extreme Weather in the UK and Climate Change Only)** <u>Meteorological Hazards - Extreme Weather in the UK</u> ● Types of weather hazard in the UK ● Example [Somerset Levels Flood, 2014] – Causes, impacts and responses/management strategies ● Evidence to suggest the weather in the UK is becoming more extreme <u>Climate Change</u> ● Evidence for climate change ● Causes of climate change – natural and human factors ● The effects of climate change on people and the environment ● Managing climate change – mitigation and adaptation **Paper 1 - Section B - The Living World** <u>Ecosystems</u> ● Example [Freshwater pond ecosystem] – Small-scale ecosystems: interrelationships within natural system (producers, consumers, decomposers and food webs) ● The process of nutrient cycling ● Ecosystem balance – the impacts of change on ecosystems ● The distribution and characteristics of global ecosystems <u>Tropical Rainforests</u> ● The physical characteristics of rainforests, and interdependence of climate, water, soils, plants, animals and people ● Plant and animal adaptations ● The importance of biodiversity in tropical rainforests ● Rates of deforestation in tropical rainforests ● Example [Malaysian Rainforests] – causes of deforestation (farming, logging, road building, mining, energy, settlement and population growth) ● Example [Malaysian Rainforests] – impacts of deforestation (economic gains and losses, environmental impacts, climate change)	**Paper 1 - Section C - Physical Landscapes of the UK** <u>Landscapes of the UK</u> ● Location of the major upland and lowland areas and river systems of the UK <u>Coastal Landscapes</u> ● Wave types and their characteristics (constructive and destructive) ● Coastal processes (weathering, mass movement, erosion, transportation, deposition) ● Landforms of erosion (headlands and bays, cliffs and wave cut platform, caves, arches and stacks) ● Landforms of deposition (beaches, sand dunes, spits and bars) ● Example [Swanage] – section of coastline with landforms of erosion and depositions ● Costs and benefits of hard engineering (sea walls, rock armour, gabions, groynes), soft engineering (beach nourishment, dune regeneration) and managed retreat ● Example [Lyme Regis] – Coastal management scheme – reasons for management, strategies used, effects and conflicts <u>Fluvial Landscapes</u> ● Long and cross profiles of a river along its valley ● Fluvial processes – erosion, transportation and deposition ● Landforms of erosion – interlocking spurs, waterfalls and gorges ● Landforms of erosion and deposition – meanders and ox-bow lakes ● Landforms of deposition – levees, flood plains and estuaries ● Example [River Tees] – river valley with landforms of erosion and deposition

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	• Distribution of earthquakes and volcanoes and their relationship to plate margins • Different types of plate margin (constructive, destructive and conservative) and the processes that occur at each one • Examples [Nepal and Chile] – Primary and secondary effects • Examples [Nepal and Chile] – Immediate and long-term responses • Examples [Nepal and Chile] – How effects and responses vary between the two places as a result of contrasting levels of wealth • Reasons people live in areas at risk of tectonic hazards • Reducing the risk of tectonic hazards – monitoring, prediction, protection and planning <u>Meteorological Hazards - Tropical Storms</u> • Global atmospheric circulation model – patterns of weather and climate • Global distribution of tropical storms • The causes of tropical storms and the sequence of their formation and development • Structure and features of a tropical storm • Influence of climate change on distribution, frequency and intensity of tropical storms • Example [Typhoon Haiyan] – Primary and secondary effects of tropical storms • Example [Typhoon Haiyan] – Immediate and long-term responses to tropical storms • Reducing the risk from tropical storms – monitoring, prediction, protection and planning	• The value of tropical rainforests to people and the environment • Sustainable management strategies (selective logging, replanting, conservation, ecotourism, international agreements, debt reduction) <u>Hot Deserts</u> • The physical characteristics of hot deserts, and interdependence of climate, water, soils, plants, animals and people • Plant and animal adaptations • The importance of biodiversity in hot deserts • Example [Thar Desert] – Opportunities for development in hot deserts (mining, energy, farming and tourism) • Example [Thar Desert] – Challenges for development in hot deserts (extreme temperatures, water supply, inaccessibility) • Causes of desertification (climate change, population growth, overgrazing, farming and soil erosion) • Strategies used to reduce the risk of desertification (water and soil management, tree planting and technology)	
Skills *Procedural Knowledge – 'Know How'*	Cartographic Skills • Application of knowledge to OS maps, combined with the use of grid references, scales, understanding of relief and symbols • Use of atlases to build locational knowledge • Proportional flow maps • Choropleth maps Graphical Skills • Bar charts - simple, divided and compound • Pie charts	Cartographic Skills • Use of atlases to build locational knowledge • Choropleth maps Graphical Skills • Creation of climate graphs • Food webs, trophic pyramids Other • Use of GIS for hazard mapping • Develop detailed annotations rather than labelling	Cartographic Skills • Application of knowledge to OS maps, combined with the use of grid references, scales, understanding of relief and symbols • Use of atlases to build locational knowledge Other • Creation of systems diagrams - sequences

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Key Questions	• What are the trends of urban change and how have they changed over time? • To what extent does urban change in a LIC or a NEE bring challenges for the people who live in low income areas? • To what extent does urban change in the UK create opportunities and challenges? • How do tectonic hazards impact areas of contrasting wealth differently? • How easy is it to respond to the impacts of tropical storms?	• Is extreme weather on the increase in the UK? • What impacts of extreme weather are the most significant and why? • What are the main drivers of climate change; is it a natural or human phenomenon? • What is the best approach to tackling climate change - mitigation or adaptation? • How are small-scale ecosystems impacted by natural and human factors? • Why is biodiversity so important? • What are the greatest threats to tropical rainforest ecosystems? • What are the most significant reasons for protecting rainforests? • What strategies are the most appropriate to protect rainforests? • Why are hot deserts ecosystems so sensitive to human activity? • What is most responsible for the process of desertification?	• How do processes influence landscapes on a small, and large scale? • How are unique landforms created by a combination of different coastal processes? • What are the best strategies for protecting threatened coastal landscapes? • Do coastal management schemes provide mainly benefits or costs for local people and the environment? • How and why do river systems vary from source to mouth? • How do fluvial processes change as a river moves downstream? • How does this change influence the formation of specific river landforms?
Assessment	**Major Assessment Points -** Unseen exam-style assessments covering content from the unit of study. Questions vary, covering command words examined by the AQA specification, including high tariff 'assess', 'evaluate' and 'to what extent' commands. • **Mid-Unit** – Internal Assessment – [Autumn 1] • **End of Unit** – SAMs [Set 3] – [Autumn 2] **Extended Writing Assessment Points -** Planned extended written pieces answered at home. Involve evaluating or assessing a key issue from the content covered to reach a clear judgement. • **Urban Change in Rio** – Benefits and Problems [Autumn 1] • **Urban Change in Bristol** – Opportunities and Challenges [Autumn 2] • **Tectonic Hazards** – Effectiveness of Responses [Autumn 2] **Regular 'Knowledge Testing'** - Students tested on knowledge and skills, including key definitions, case study facts and examples, and maths and map skills. These are completed 'blind' during contact time and scores are recorded.	**Major Assessment Points -** Unseen exam-style assessments covering content from the unit of study. Questions vary, covering command words examined by the AQA specification, including high tariff 'assess', 'evaluate' and 'to what extent' commands. • **Mid-Unit – (Tectonic Hazards and Tropical Storms) SAMs (Set 2) – [Spring 1]** • **End of Unit –** SAMs (Set 3) **– [Spring 2]** ***Year 10 Trial Exam (April – After Easter)*** **Extended Writing Assessment Points -** Planned extended written pieces answered at home. Involve evaluating or assessing a key issue from the content covered to reach a clear judgement. • **Tropical Storms –** Primary and Secondary Effects [Spring 1] • **Tropical Rainforests** – Benefits and Costs for Locals [Spring 2] **Regular 'Knowledge Testing'** - Students tested on knowledge and skills, including key definitions, case study facts and examples, and maths and map skills. These are completed 'blind' during contact time and scores are recorded.	**Major Assessment Points -** Unseen exam-style assessments covering content from the unit of study. Questions vary, covering command words examined by the AQA specification, including high tariff 'assess', 'evaluate' and 'to what extent' commands. • **Mid-Unit** – Coastal Landscapes – SAMs (Set 3) – [Summer 2] **Extended Writing Assessment Points -** Planned extended written pieces answered at home. Involve evaluating or assessing a key issue from the content covered to reach a clear judgement. **Hot Deserts** – Opportunities and Challenges **[Summer 1]** **Regular 'Knowledge Testing'** - Students tested on knowledge and skills, including key definitions, case study facts and examples, and maths and map skills. These are completed 'blind' during contact time and scores are recorded.

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Literacy/Numeracy/ SMSC/Character	**Literacy** ● Continued development of **PEE(EE)L paragraph** structure ● Development of evaluative language and judgement-making ● Continued development of **TEA method** ● Development of student's use of tier 2 vocabulary and tier 3 geographical terminology **Numeracy** ● Measures of central tendency - mean, median, mode and range ● Percentage change - increase and decrease **SMSC/Character -** Messaging throughout this unit focuses on core geographical concepts such as **inequality**, **development, sustainability, poverty** and **change**. Students should be able to build **tolerance,** and become '**global citizens**' as a result.	**Literacy** ● Continued development of **PEE(EE)L paragraph** structure ● Development of evaluative language and judgement-making ● Continued development of **TEA method** ● Development of student's use of tier 2 vocabulary and tier 3 geographical terminology **Numeracy** ● Measures of central tendency - mean, median, mode and range ● Percentage change - increase and decrease **SMSC/Character -** Messaging throughout this unit focuses on core geographical concepts such as **risk**, **interdependence**, **development, sustainability,** and **change**. Students should be able to build **tolerance,** and become '**global citizens**' as a result.	**Literacy** ● Continued development of **PEE(EE)L paragraph** structure ● Development of evaluative language and judgement-making ● Continued development of **TEA method** ● Development of student's use of tier 2 vocabulary and tier 3 geographical terminology **Numeracy** ● Measures of central tendency - mean, median, mode and range ● Percentage change - increase and decrease **SMSC/Character -** Messaging throughout this unit focuses on core geographical concepts such as **thresholds**, **systems, sustainability** and **change**. Students should be able to build **tolerance,** and become '**global citizens**' as a result.

Subject: Geography **Year group: 11**

Time period	Autumn Term	Spring Term	Summer Term

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Content			
Declarative Knowledge – 'Know What'	**Paper 1 - Section C - Physical Landscapes of the UK (Finishing River Landscapes)** <u>Fluvial Landscapes (ctd)</u> ● Factors that affect flood risk – physical and human ● Storm hydrographs – what they show and key terms ● Cost and benefits of hard engineering (dams and reservoirs, channelisation, embankments and flood relief channels), soft engineering (flood warnings, flood plain zoning, tree planting and river restoration) ● Example [Jubilee River] – Flood management scheme – reasons for management, strategies used, social, economic and environmental issues **Paper 3 - Section B - Familiar and Unfamiliar Fieldwork** <u>Trip to Preston Montford FSC - Human and Physical Enquiry Questions</u> ● 1. Suitable question for geographical enquiry ○ The factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry. ○ The geographical theory/concept underpinning the enquiry. ○ Appropriate sources of primary and secondary evidence, including locations for fieldwork. ○ The potential risks of both human and physical fieldwork and how these risks might be reduced. ● 2. Selecting, measuring and recording data appropriate to the chosen enquiry ○ Difference between primary and secondary data. ○ Identification and selection of appropriate physical and human data. ○ Measuring and recording data using different sampling methods. ○ Description and justification of data collection methods. ● 3. Selecting appropriate ways of processing and presenting fieldwork data ○ Appreciation that a range of visual, graphical and cartographic methods is available. ○ Selection and accurate use of appropriate presentation methods. ○ Description, explanation and adaptation of presentation methods ● 4. Describing, analysing and explaining fieldwork data ○ Description, analysis and explanation of the results of fieldwork data. ○ Establish links between data sets. ○ Use appropriate statistical techniques.	**Paper 2 - Section B - The Changing Economic World** <u>Economic Change in the UK</u> ● Causes of economic change in the UK – deindustrialisation, globalisation and government policies ● Post-industrial economy – information technology, services, finance, research and science and business parks ● Example [Torr Quarry] – Impacts of industry on the physical environment ● Changing rural landscapes – population growth and population decline ● Changing transport infrastructure in the UK – road, rail, air and sea ● The north-south divide – strategies to resolve regional inequalities ● UK in the wider world – links through trade, culture, transport and communication, as well as political links with the EU and the Commonwealth **Paper 2 - Section C - The Challenge of Resource Management** <u>Resource Management in the UK</u> ● The significance of food, water and energy to economic and social wellbeing on a global scale ● Inequalities in the supply and demand of resources ● Food in the UK – growing demand for imports from LICs, increasing carbon footprints, local sourcing and the trend of agribusiness ● Water in the UK – Changing demand for water, water pollution and quality, water deficits and surpluses, and the need for water transfer ● Energy in the UK – changing energy mix in the UK, reduced supply of fossil fuels, economic and environmental issues with energy exploitation <u>Challenges with Energy</u> ● Areas of surplus (security) and deficit (insecurity) – global distribution of supply and demand ● Reasons for increasing energy consumption – economic development, population growth, technology ● Factors affecting energy supply – physical factors, costs, technology, politics	**Paper 3 - Section A - Issue Evaluation (ctd)** Any available time is used for revision, exam practice and preparation for final examinations.

	○ Identification of anomalies in fieldwork data. ● 5. Reaching conclusions Draw evidenced conclusions in relation to original aims of the enquiry. ● 6. Evaluation of geographical enquiry ○ Identification of problems of data collection methods. ○ Identification of limitations of data collected. ○ Suggestions for other data that might be useful. ○ Extent to which conclusions were reliable. **Paper 2 - Section B - The Changing Economic World** <u>The Development Gap</u> ● Different ways of classifying parts of the world according to their level of economic development and quality of life ● Different economic and social measures of development and their limitations: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). ● The Demographic Transition Model and development ● Causes (physical, economic and historic) and consequences (disparities in health and wealth, international migration) of uneven development ● Strategies to reduce the development gap – investment, industrial development, aid, intermediate technology, fair trade, debt relief and microfinance loans ● Example [Jamaica] – How growth of tourism in a LIC or NEE reduces the development gap <u>Economic Change in a NEE</u> ● Case Study [Nigeria (NEE)] – Location and importance of country regionally and internationally ● Political, social, cultural and environmental context of Nigeria ● Changing industrial structure of Nigeria, and growth of secondary industry ● Trans-National Corporations [TNCs] – Role in Nigeria and the advantages and disadvantages they bring ● Changing political and trading relationships with the wider world ● International aid – types of aid and impacts on the country ● Impacts of economic development on environment and quality of life	● Impacts of energy insecurity – economic and environmental costs, food production, industry, energy conflicts ● Strategies to increase energy supply – renewable (biomass, wind, hydro, tidal, geothermal, wave and solar) and non-renewable (fossil fuels and nuclear power) sources of energy ● Example [Natural Gas] – Extraction of fossil fuels has both advantages and disadvantages ● Sustainable resource futures – individual energy use and carbon footprints, energy conservation, reducing demand and use of technology ● Example [Chambamontera] – Local renewable energy scheme in a LIC or NEE to provide sustainable energy supplies **Paper 3 - Section A - Issue Evaluation** A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material.Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups. Assessment will consist of a series of questions related to a contemporary geographical issue(s), leading to a more extended piece of writing which will involve an evaluative judgement. Students will develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives. The exam will also require students to consider physical and human interrelationships and to make reasoned justifications for proposed solutions in terms of their likely impact on both people and the physical environment. (Usually released towards the end of March)	

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Skills *Procedural Knowledge – 'Know How'*	Cartographic Skills • application of knowledge to OS maps, combined with the use of grid references, scales, understanding of relief and symbols • Use of atlases to build locational knowledge • Dot and isoline maps Graphical Skills • Bar charts - simple, divided and compound • Pie charts Other • Interquartile range	Cartographic Skills • application of knowledge to OS maps, combined with the use of grid references, scales, understanding of relief and symbols • Use of atlases to build locational knowledge • Choropleth maps Graphical Skills • Bar charts - simple, divided and compound • Pie charts	Cartographic Skills • application of knowledge to OS maps, combined with the use of grid references, scales, understanding of relief and symbols • Use of atlases to build locational knowledge Graphical Skills • Bar charts - simple, divided and compound • Pie charts
Key Questions	• What are the best strategies to reduce the risk of river flooding? • Can river management ever be truly sustainable? • What makes a suitable fieldwork enquiry? • How can risks be reduced when carrying out fieldwork? • What data collection, data presentation and analytical methods, are most suitable for your fieldwork enquiry? • What conclusions can be reached from your fieldwork enquiry? • What limitations are there to your fieldwork, and how may that have influenced your results and conclusions? • What measures of development are the most appropriate and why? • Which strategies to overcome the development gap are the most suitable? • Do TNCs drive economic development or stifle social progress? • Is aid an appropriate strategy to help Nigeria's development? • Has quality of life improved in NIgeria?	• Has economic change in the UK brought mainly benefits or costs for people and the environment? • How does the north-south divide impact quality of life in the UK? • Are strategies aimed at reducing regional differences able to overcome this divide? • How might changes in the UK's international relationships impact it's global reputation in the future? • What are the major challenges for providing the UK with food, water and energy, and how effectively can they be tackled? • How significant is energy security on a global scale? • Are fossil fuels a necessary part of a country's energy mix? • Can renewable energies make the world more sustainable in the future? • Issue Evaluation - Should proposal X have happened? (Based on annual Resource Booklet)	n/a
Assessment	**Major Assessment Points -** Unseen exam-style assessments covering content from the unit of study. Questions vary, covering command words examined by the AQA specification, including high tariff 'assess', 'evaluate' and 'to what extent' commands. • **End of Unit** – (June 2018 Paper) – [Autumn 1 [11]] **Extended Writing Assessment Points -** Planned extended written pieces answered at home. Involve evaluating or assessing a key issue from the content covered to reach a clear judgement. • **The Development Gap** - Aid as a Strategy [Autumn 1]	**Major Assessment Points -** Unseen exam-style assessments covering content from the unit of study. Questions vary, covering command words examined by the AQA specification, including high tariff 'assess', 'evaluate' and 'to what extent' commands. • **End of Unit – [June 2018 Paper] – Spring 1** • ***Year 11 Trial Exam - (March)*** **Extended Writing Assessment Points -** Planned extended written pieces answered at home. Involve	**Regular 'Knowledge Testing'** - Students tested on knowledge and skills, including key definitions, case study facts and examples, and maths and map skills. These are completed 'blind' during contact time and scores are recorded.

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	• **TNCs in Nigeria** – Benefits and Costs [Autumn 2] • **North-South Divide –** Strategies to Reduce Regional Differences [Autumn 2] **Regular 'Knowledge Testing'** - Students tested on knowledge and skills, including key definitions, case study facts and examples, and maths and map skills. These are completed 'blind' during contact time and scores are recorded.	evaluating or assessing a key issue from the content covered to reach a clear judgement. **Regular 'Knowledge Testing'** - Students tested on knowledge and skills, including key definitions, case study facts and examples, and maths and map skills. These are completed 'blind' during contact time and scores are recorded.	
Literacy/Numeracy/ SMSC/Character	**Literacy** • Continued development of **PEE(EE)L paragraph** structure • Development of evaluative language and judgement-making • Continued development of **TEA method** • Development of student's use of tier 2 vocabulary and tier 3 geographical terminology **Numeracy** • Measures of central tendency - mean, median, mode and range • Percentage change - increase and decrease • Dependency ratios **SMSC/Character -** Messaging throughout this unit focuses on core geographical concepts such as **development**, **inequality, sustainability, poverty** and **change.** Also, core ideas driven by the UN's **Sustainable Development Goal**s are explored. Students should be able to build **tolerance** and **integrity,** and become '**global citizens**' as a result.	**Literacy** • Continued development of **PEE(EE)L paragraph** structure • Development of evaluative language and judgement-making • Continued development of **TEA method** • Development of student's use of tier 2 vocabulary and tier 3 geographical terminology **Numeracy** • Measures of central tendency - mean, median, mode and range • Percentage change - increase and decrease • Dependency Ratios **SMSC/Character -** Messaging throughout this unit focuses on core geographical concepts such as **development**, **inequality, sustainability, poverty** and **change.** Also, core ideas driven by the UN's **Sustainable Development Goal**s are explored. Students should be able to build **tolerance** and **integrity,** and become '**global citizens**' as a result.	**Literacy** • Continued development of **PEE(EE)L paragraph** structure • Development of evaluative language and judgement-making • Continued development of **TEA method** • Development of student's use of tier 2 vocabulary and tier 3 geographical terminology **Numeracy** • Measures of central tendency - mean, median, mode and range • Percentage change - increase and decrease **SMSC/Character -** Messaging throughout this unit focuses on core geographical concepts such as **development**, **inequality, sustainability, poverty** and **change.** Also, core ideas driven by the UN's **Sustainable Development Goal**s are explored. Students should be able to build **tolerance** and **integrity,** and become '**global citizens**' as a result.