

Subject Curriculum Overview for Academic Year 2022/2023

Subject: Geography		Subject Leader: Abbie Wakefield	Year Group: 10	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Why are some tectonic hazards more deadly than others?	<ul style="list-style-type: none"> - The earth crust consists of different plate that move (tectonic theory) - What evidence is there to suggest the plates have moved. - What hazards are associated with each plate boundary. - How are volcanoes formed - Why are volcanoes a risk - How do we mitigate those risks. - Where do you find earthquakes? - Why are earthquakes dangerous? - What is the difference between primary and secondary impacts? - Understand a real life case study are different economic levels (A High income and Low income country) - To know how you can protect yourself against these hazards. 	<ul style="list-style-type: none"> - Boundary - Tectonic - Volcano - Earthquake - Tsunami - Lahar - Pyroclastic flow - Subduction - Primary - Secondary - Liquefaction 	<p>Formal assessment: 30 minute end of topic assessment including multiple choice questions, skills questions, short answer questions and an extended writing task.</p> <p>Informal assessment:</p> <ul style="list-style-type: none"> • True/false quizzes • Homework • Review questions • Literacy tasks 	
Who has the regeneration in Worcester benefited?	<ul style="list-style-type: none"> - To know the theory of Regenerations - To understand how that was applied to Worcester - To understand the enquiry process - To plan and collect data - To know the various methods of presenting data - To understand how to analyse data - To know how to draw conclusions from data - To evaluate an enquiry process 	<ul style="list-style-type: none"> - Regeneration - Socio-Economic - Transport - Process - Primary - Secondary - Methods - Analysis - Conclusions - Evaluation - Theory 		

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Topic	Key Learning Points		Key Vocabulary	Assessments
What Challenges do Cities face?	<ul style="list-style-type: none"> - What is a Mega city? - How have they developed? - What are the problems with Megacities? - How can we manage those? - Where is Mumbai? - What is the site and situation of Mumbai? - How has Mumbai changed? - What are the strengths and weaknesses of Mumbai? - Who are the players in managing them? 		<ul style="list-style-type: none"> - Boundary - Tectonic - Volcano - Earthquake - Tsunami - Lahar - Pyroclastic flow - Subduction - Primary - Secondary - Liquefaction 	<p>Formal assessment: 30 minute end of topic assessment with 50% based on prior knowledge – including multiple choice questions, skills questions, short answer questions and an extended writing task.</p> <p>Informal assessment:</p> <ul style="list-style-type: none"> • True/false quizzes • Homework • Review questions • Literacy tasks
Is the world becoming more dangerous? Climate change and tropical storms	<ul style="list-style-type: none"> - The atmosphere operates as a global system which transfers heat around the Earth - Climate has changed in the past through natural causes on timescales ranging from hundreds to millions of years - Global climate is now changing as a result of human activity, and there is uncertainty about future climates - Tropical cyclones are caused by particular meteorological conditions - Tropical cyclones present major natural hazards to people and places - The impacts of tropical cyclones are linked to a country's ability to prepare and respond to them 		<ul style="list-style-type: none"> - Urban - India - Megacity - Sustainability - Environment - Social - Economic - Political - Charity - Organisations - Trans national corporation - Foreign Direct investment - Quality of life 	

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Subject: Geography		Subject Leader: Abbie Wakefield	Year Group: 10	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Is the world becoming more dangerous? Climate change and tropical storms.	<ul style="list-style-type: none"> - The atmosphere operates as a global system which transfers heat around the Earth - Climate has changed in the past through natural causes on timescales ranging from hundreds to millions of years - Global climate is now changing as a result of human activity, and there is uncertainty about future climates - Tropical cyclones are caused by particular meteorological conditions - Tropical cyclones present major natural hazards to people and places - The impacts of tropical cyclones are linked to a country's ability to prepare and respond to them. 		<ul style="list-style-type: none"> - Weather - Climate - Typhoon/ Cyclone/ Hurricane - Pressure - Atmospheric - Circulation - Precipitation - Vulnerable - Modify - Adapt 	<p>Formal assessment: 30 minute end of topic assessment with 50% based on prior knowledge – including multiple choice questions, skills questions, short answer questions and an extended writing task.</p> <p>Informal assessment:</p> <ul style="list-style-type: none"> • True/false quizzes • Homework • Review questions • Literacy tasks
How does a river change as it travels towards the sea? – Refresh	<ul style="list-style-type: none"> - Know how river landscapes contrast between the upper courses, mid-courses and lower course of rivers. - Know how river features such as waterfalls, - Know how to read and interpret storm hydrographs. - Know how the interaction of physical and human processes is causing river flooding. - Increasing risks from river flooding (increased frequency of storms and land-use change) and the threats to people and environment. - Know how flood risk is being managed by hard engineering (flood walls, embankments, flood barriers) and by soft engineering (flood plain retention, river restoration) strategies and the costs and benefits of these methods. 		<ul style="list-style-type: none"> - Velocity - River discharge - River load - Transportation - Erosion - Flood plain, estuary and delta - Source - Mouth - Sampling: 	

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Fieldwork: Investigating the physical landscape	<p>Develop understanding of the kinds of questions capable of being investigated through fieldwork in river environments.</p> <p>To understand and evaluate data collected on the day including:</p> <ul style="list-style-type: none"> - one quantitative fieldwork method to measure changes in river channel characteristics - one qualitative fieldwork method to collect data on factors that might influence flood risk <p>To understand and evaluate secondary data collected including:</p> <ul style="list-style-type: none"> - A flood risk map e.g. Environmental Agency Flood Risk map - Previous newspaper articles detailing flood damage - To analyse trends in their data and create conclusions <p>To Evaluate the success of their project as a whole.</p>	<ul style="list-style-type: none"> - Velocity - River discharge - River load - Transportation - Erosion - Flood plain, estuary and delta - Source - Mouth - Sampling - Stratified, Systematic and Random 			
How parents can support learning in the subject this academic year					
<p>There are a variety of ways parents can support the learning of the Geography curriculum. One of the most effective ways to embed learning is through wider reading and repetition. We encourage you to watch the news or read an article with your child to enhance the understanding of the world around us! These topical pieces of information will allow students to apply theoretical knowledge gained in class to the real world.</p>					
<p>Alternatively, if it is the core knowledge you are concerned about we as a school provide KS4 revision guides and work books. The consistent use of these across the 2 years will help students remember more. For those who prefer the use of technology there are also multiple apps available to Geography students on the Edexcel B curriculum, Seneca learning, GCSE pod or BBC bite size website.</p>					
Recommended Reading					
<p>KS4/5 recommended reading:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> - Prisoners of Geography - No. More. Plastic - Under the Weather </td> <td style="width: 50%;"> <ul style="list-style-type: none"> - Factfulness - Adventure: Anthropocene - There is no Planet B </td> </tr> </table>				<ul style="list-style-type: none"> - Prisoners of Geography - No. More. Plastic - Under the Weather 	<ul style="list-style-type: none"> - Factfulness - Adventure: Anthropocene - There is no Planet B
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