



**Intent for the Year** *Year 10/11 geography* **Curriculum 2019-2020**

*Use the whole school intent to develop a subject specific intent for each year group that aligns with this vision. Identify specifically what children should be able to do by the end of this year.*

'All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.'

We follow the AQA specification. Many local schools also follow this specification which allows sharing of ideas, resources and other CPD opportunities.

We do not follow the GCSE curriculum in a linear fashion. Instead we move between physical and human geography topics. In units, such as Living World and Natural Hazards are split into separate units to allow embedding of key knowledge (Interleaving)

We aim to deliver the GCSE specification in an engaging and challenging way, taking into account the wide range of student ability among our cohort.

Curiosity in the department character trait. Reference to character traits is a key part of the preparation for their GCSE including, of course resilience.

We ensure that students have practical experience of geography through two fieldwork days in year 10.

Students have PLC's and are encouraged to be reflective about their learning.

We aim to develop reflective, independent students with a keen sense of enquiry about the world around them.

**Careers – we aim to help students develop employability skills through content and class activities. These include independence and team work. Much of the GCSE specification has links to possible future careers**

**For example – Urban Issues could lead to a job in planning.**

**Physical landscapes and hazards links to careers in the environment and planning**

**Energy, water and food for students looking at careers as varied as logistics, working for energy providers or at Hinkley Point, in energy supply or in renewable technologies/engineering - e.g. solar and wind power.**

**We study a number of local case studies – for example Hinkley Point that engage students in employment opportunities locally as well as global and and British case studies that may lead to students choosing university (Bristol case study for example) or working/studying overseas.**

**Implementation**

We do not follow the GCSE curriculum in a linear fashion. Instead we move between physical and human geography topics. In units, such as Living World and Natural Hazards are split into separate units to allow embedding of key knowledge (Interleaving)

Students sit a Paper 1 and 2 as part of their HCSE then a paper 3 in class as well as sitting regular practice questions/papers.

Skills are embedded across the course and cross-curricular links are highlighted.

Students have a PLC and all buy or are given (FSM) a revision guide in year 10.

This is an adapted version of the scheme of work which is a living document on the F-Drive.

<b>Term</b>	<b>Enquiry/Topic /Unit:</b> <i>What is going to be taught?</i>	<b>Key Outcomes:</b> <i>These are the key areas as outlined in the curriculum.</i>	<b>Character Education:</b> <i>How does this topic link to a</i>	<b>Assessment:</b> <i>Will there be formative and/or summative</i>	<b>Vocabulary:</b> <i>What are the key words for this topic/unit</i>	<b>Home-Learning:</b> <i>What homework will be set and why (e.g.</i>
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			<i>sense of Self, Others and the World, in terms of Character Education?</i>	<i>testing? What role will interleaving play? How will this be marked?</i>	<i>that students must know?</i>	<i>consolidate/extend)? How will this be marked?</i>
<b>1a</b>	<b>Resource management and energy.</b>	<p>Food, water and energy are fundamental to human development.</p> <p>The changing demand and provision of resources in the UK create opportunities and challenges.</p> <p><b>Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.</b></p> <p>Different strategies can be used to increase energy supply.</p>	<p><b>Curiosity about the world.</b></p> <p><b>Empathy towards those suffering shortages of food, water etc.</b></p> <p><b>Reflective about sustainability.</b></p> <p><b>Confidence with the subject matter.</b></p>	<p><b>End of unit test for each topic.</b></p> <p><b>All students enrolled on Seneca as revision tool.</b></p> <p><b>Regular weekly revision quizzes/tests.</b></p>	<p><b>Students have a glossary of key terms in revision guide and separate booklet.</b></p>	<p><b>H/W set on SMHW and Seneca</b></p>
<b>1a/b</b>	<b>Weather hazards.</b>	<p><b>Global atmospheric circulation helps to determine patterns of weather and climate.</b></p> <p><b>Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions</b></p> <p><b>Tropical storms have significant effects on people and the environment.</b></p> <p>The UK is affected by a number of weather hazards.</p> <p><b>Extreme weather events in the UK have impacts on human activity.</b></p>	<p><b>Empathy when studying case studies</b></p> <p><b>Responsibility for own learning</b></p> <p><b>Resilience is an element within responses to hazards.</b></p>	<p><b>End of unit test for each topic.</b></p> <p><b>All students enrolled on Seneca as revision tool.</b></p> <p><b>Regular weekly revision quizzes/tests.</b></p>	<p><b>Students have a glossary of key terms in revision guide and separate booklet.</b></p>	<p><b>H/W set on SMHW and Seneca – students will own a revision guide.</b></p>



1b	Cold Environments	Cold environments (polar and tundra) have a range of distinctive characteristics. Development of cold environments creates opportunities and challenges Cold environments are at risk from economic development.	Reflective about impact of lifestyles on climate change. Curious about a different part of the world.	End of unit test for each topic. All students enrolled on Seneca as revision tool. Regular weekly revision quizzes/tests.	Students have a glossary of key terms in revision guide and separate booklet.	H/W set on SMHW and Seneca – students will own a revision guide.
1b	Fieldwork Write-up <u>Note:</u> <u>Fieldwork is on hold due to Covid restrictions.</u>	Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries, and the enquiries can be based on any part of the content addressed in units 3.1 and 3.2. Fieldwork must take place outside the classroom and school grounds on at least two occasions. The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. In at least one of the enquiries students are expected to show an understanding about the interaction between physical and human geography. Students' understanding of the enquiry process will be assessed in the following two ways: 1. questions based on the use of fieldwork materials from an unfamiliar context 2. questions based on students' individual enquiry work. For these questions students will have to identify the titles of their individual enquiries. Students will be expected to: 1. apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry 2. select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry	Responsible for team work and behaviour on field trip Reflective about learning on trip	End of unit test for each topic. All students enrolled on Seneca as revision tool. Regular weekly revision quizzes/tests.	Students have a glossary of key terms in revision guide and separate booklet.	H/W set on SMHW and Seneca – students will own a revision guide.
2a	Urban issues and challenges	A growing percentage of the world's population lives in urban areas. Urban growth creates opportunities and challenges for cities in LICs and NEEs. Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.	Empathy as studying cities at different levels of	End of unit test for each topic. All students enrolled on	Students have a glossary of key terms in revision guide and separate booklet.	H/W set on SMHW and Seneca – students will own a revision guide.



		<b>Urban sustainability requires management of resources and transport.</b>	economic development.	Seneca as revision tool. Regular weekly revision quizzes/tests.		
<b>2a/b</b>	Tectonic hazards	Earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. <b>Management can reduce the effects of a tectonic hazard.</b>	Studying resilience in terms of earthquake response Empathy	End of unit test for each topic. All students enrolled on Seneca as revision tool. Regular weekly revision quizzes/tests.	Students have a glossary of key terms in revision guide and separate booklet.	H/W set on SMHW and Seneca – students will own a revision guide.
<b>2b/3 a</b>	River landscapes	The shape of river valleys changes as rivers flow downstream. Distinctive fluvial landforms result from different physical processes. <b>Different management strategies can be used to protect river landscapes from the effects of flooding.</b>		End of unit test for each topic. All students enrolled on Seneca as revision tool. Regular weekly revision quizzes/tests.	Students have a glossary of key terms in revision guide and separate booklet.	H/W set on SMHW and Seneca – students will own a revision guide.
<b>3a/b</b>	Changing economic world	There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap. Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.	Empathy – economic development.	End of unit test for each topic. All students enrolled on Seneca as revision tool.	Students have a glossary of key terms in revision guide and separate booklet.	H/W set on SMHW and Seneca – students will own a revision guide.



				Regular weekly revision quizzes/tests.		
3b	Fieldwork <b>Note:</b> <b>Fieldwork is on hold due to Covid restrictions.</b>	<p>Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries, and the enquiries can be based on any part of the content addressed in units 3.1 and 3.2.</p> <p>Fieldwork must take place outside the classroom and school grounds on at least two occasions. The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography.</p> <p>In at least one of the enquiries students are expected to show an understanding about the interaction between physical and human geography.</p> <p>Students' understanding of the enquiry process will be assessed in the following two ways: 1. questions based on the use of fieldwork materials from an unfamiliar context 2. questions based on students' individual enquiry work.</p> <p>For these questions students will have to identify the titles of their individual enquiries. Students will be expected to: 1. apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry 2. select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry</p>	Curiosity and reflection.	<p>End of unit test for each topic.</p> <p>All students enrolled on Seneca as revision tool.</p> <p>Regular weekly revision quizzes/tests.</p> <p>There is an end of year 10 test.</p>	Students have a glossary of key terms in revision guide and separate booklet.	H/W set on SMHW and Seneca – students will own a revision guide.
	Skills embedded throughout the academic year.	Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification. Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams.				
<p><b>Impact:</b> Student progress regularly checked against target. Students will have covered over half of the GCSE specification during the academic year so will have some additional revision time built into year 11.</p>						