Curriculum Plan: Geography Year 10

Year 10	Knowledge *(Topics covered)*	Subject Skills	Key Assessment	Literacy and Numeracy	School values *(Attitude / Achievement / Community / Endeavour)*	Extra-curricular opportunities	Personal development *(Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)*
Cycle 1	Section A: The challenge of natural hazards Natural hazards Tectonic hazards Weather hazards Climate change	Map analysis Line & Bar Graph analysis Pie Chart analysis Data analysis Decision Making Problem Solving Image interpretation	Paper 1: Hazards - 'For a named tropical storm, to what extent were the long-term responses more significant than the short-term responses' Paper 1 Hazards - 'Explain how climate change can affect countries differently. Refer to specific places in your answer' EOCKT EOCT	Description Explanation Assessing Evaluation Reasoning Processing data Graphical Scale Cost/benefit analysis Impact analysis	Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks. Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons. Community - Work together & respect different ideas & opinions. Make connection between the topics and students' lives. Understand the lifestyles of different groups and put this into context. Endeavour – Persevere with learning & understanding Geographical concepts. Use		Citizenship: Understanding of one of the greatest threats facing our planet i.e. Climate Change A Level Geography: Topic 1: Tectonic Processes and Hazards

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					Knowledge Organisers to embed the knowledge into their learning.		
Cycle 2	3. Challenges in the human environment: Urban issues and challenges	• Drawing and interpreting line graphs • Aerial photograph interpretation and annotation • Satellite image interpretation • Interpreting population pyramids • Producing and interpreting line graphs • Producing and interpreting pie charts • Interpreting flowline maps • Environmental Quality Survey • Interpreting choropleth maps • Venn diagrams • Completing choropleth maps using correct shading • Drawing and labelling diagrams	Paper 2: Urban - 'For a LIC/NEE city you have studied, assess how far an urban planning scheme has been successful in improving the lives of the urban poor EPCKT EOCT	Description Explanation Assessing Evaluation Reasoning Processing data Graphical Scale	Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks. Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons. Community - Work together & respect different ideas & opinions. Make connection between the topics and students' lives. Understand the lifestyles of different groups and put this into context. Endeavour – Persevere with learning & understanding Geographical concepts. Use Knowledge Organisers to embed the knowledge into their learning.	Fieldtrip: Plymouth	Better awareness of World – Study of Kenya & Brazil Better awareness of local area – Study of Plymouth A Level Geography Paper 2: Area of study 2, Topic 4: Shaping Places – including optional sub-topics from which students choose one from two: 4A Regenerating Places or 4B Diverse Places

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		• Annotating diagrams • Making decisions based on information • Stakeholder analysis					
Cycle 3	Geographical applications Section A: Issue evaluation Section B: Fieldwork Geographical Investigation	Map analysis Line & Bar Graph analysis Pie Chart analysis Data analysis Decision Making Problem Solving Image interpretation Stakeholder appreciation Cost Benefit analysis Thinking Synoptically Planning fieldwork Designing fieldwork Conducting fieldwork Presentation of results Analysis of results Drawing conclusions	Paper 3 – 'Describe and explain the primary data collection methods used in your physical geography enquiry' 'The following list shows some of the possible elements of fieldwork planning: *Risk assessment* *Sampling design* *Relevant geographical research.* Select any two of the elements listed above and describe their role within your	Description Explanation Assessing Evaluation Reasoning Issue analysis Concept of stakeholders Cost/benefit analysis IDEAL analysis Research techniques Presentation techniques Analytical techniques Graph interpretation.	Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks. Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons. Community - Work together & respect different ideas & opinions. Make connection between the topics and students' lives. Understand the lifestyles of different groups and put this into context. Endeavour – Persevere with learning & understanding Geographical concepts. Use Knowledge Organisers to	Fieldtrip: Plymouth Fieldtrip: Dawlish Warren	Developing an understanding of the local area – Plymouth/Dawlish Warren Developing the ability to work independently. Developing the ability to work in a team To grasp the concept of investigation.

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		Evaluating	fieldwork planning'.		embed the knowledge into their learning.		