

Implementation: Curriculum Narrative



Subject: Geography

Year: 10

Author: N Bower

Key Knowledge

Pupils will know

Key Threshold Concepts:

Inequality Exists

People's quality of life matters and is influenced by a range of factors. Quality of life is not even across the World, but inequality can be challenged and tackled.

Exemplars

Some parts of the World are good examples or case studies or specific events, features, processes or schemes. These can be compared with other events places and schemes.

Identifiable Patterns

Human and physical processes often follow patterns. We can identify and classify these patterns.

The World can achieve balance

Natural and human cycles exist, and these can sometimes achieve balance which can be symbiotic. These balances are delicate and can be destroyed.

Physical Processes

The planet is made up of physical processes that work together to create features and experiences.

Human Management

Humans manage physical processes and environments, sometimes for the better, sometimes for worse.

Sustainability

Some actions are harmful, but there are solutions to these problems which can be less impactful and can achieve environmental, economic, social and political harmony.

Places are dynamic

Even within small ecosystems and areas there is a great degree of diversity and change. Each factor may require different treatment or management to ensure its future survival.

Challenges and Opportunities

Places experience change. This change can bring challenges of people, nature and systems, but can also provide opportunities too.

Key Skills

Pupils will be able to

Subject Skills:

Pupils will be able to answer a variety of questions to assess their understanding of a variety of topics where information has been learnt basically in KS3 and in much greater breadth and depth at KS4.

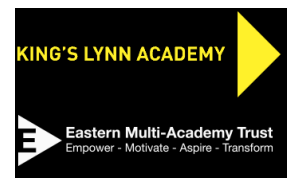
They will know the meaning of, and be able to answer these questions using the following command words:

- Assess
- Calculate
- Compare
- Complete
- Describe
- Discuss
- Evaluate
- Explain
- Give
- Identify
- Justify
- Outline
- State
- Suggest
- To what extent
- Use evidence to support this statement

They will be able to apply detailed knowledge of case studies to questions.

They will also be able to construct and complete various graphs.

They will be able to use statistical, numerical and cartographic skills.



Subject Specific Knowledge and Sequencing:

Unit title: Natural Hazards

What is a natural hazard?
What happens at the boundaries?
Case study: Amatrice
Case study: Gorkha
Benefits of hazardous areas
Reducing the risks of a hazard
How does air move?
Global atmospheric circulation model
Distribution of storms
How storms form
Effects of climate change
Effects and responses of storms
Reducing the risks of a tropical storm
Extreme UK weather
Evidence for extreme weather
Natural causes of climate change
Human causes of climate change
Effects of climate change
Managing climate change

Unit title: Resource management

Resource overview:

Why are resources important? Global distribution
Demand for food in the UK
Food miles and carbon footprint
Water supply and demand, managing water quality
Energy supply in the UK, Issues with energy sources
Strategies to increase energy supply

Water focus:

Global patterns and consumption
Impacts of water insecurity
Strategies to increase water supply
Large scale water transfer
Sustainable use of water
Hitosa and Ethiopia – sustainable strategies

Unit title: The changing economic world

Classification of the world and indicators of development
The Demographic Transition Model
Causes of uneven development and ways to reduce the development gap
Tourism to improve Tunisia
Nigeria introduction, economy and wider connections
TNCs in Nigeria and environmental impacts of industry
The impact of aid in Nigeria and how quality of life has improved
UK: Changes in Industrial Structure and Towards a post-industrial economy

Prerequisites and Spiral Teaching:

Reoccurring Concepts (in the future)

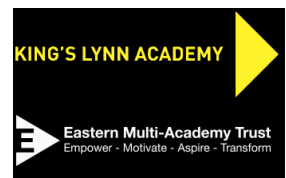
Uniqueness and Awe (All years)
Spatial Awareness (All years)
Cultural Associations (All years)
Exemplars (All years)
Sustainability (All years)
Physical Processes (All years)
Human Management (All years)
Threat and Risk (All years)
Making Judgements (All years)
The world can achieve balance (All years)

Reoccurring Skills (Every Year)

Graphing
Mapping and Charting
Evaluation
Reaching Conclusions
Geographical Diagrams
Calculations
Analysing sources
Using specific case study details

Reoccurring Specific Content

Resources (Year 9)
Water Cycle (Year 7, Year 9)
Coasts (Year 7)
OS Mapping (all years)
Atlas work (all years)
Fieldwork (All years)
Atmospheric Hazards (Year 9)
Natural hazards (Year 8)
Location of countries & continents (all years)
Development Statistics (all years)
Climate Change (all years)
Urbanisation (All years)
Weather and Climate (All years)
TNCs (Year 7, Year 10, Year 11)
The UK economy (Year 11)
Development (Year 8)



Science and Business Parks & The environmental impact of industry example
UK transport improvements
The North/South divide and rural changes
The environmental impact of industry
UK's global links

Unit title: Coasts

Types of wave
Weathering and mass movement
Erosion and transportation
Longshore drift and deposition
Headlands and bays
Coastal erosional features
Beaches and sand dunes
Spits, bars and tombolos
Swanage case study
Hard engineering
Soft engineering
Managed retreat

Cross-Curricular Knowledge Links:

Science: Global Warming, Energy Mix
Design and Technology: Sustainability
Mathematics: Calculations and Interquartile ranges

Reading Lists / Sources / Reading around the subject recommendations:

Internet Geography – general resources, revision resources, most case studies

GCSE Pod

[Typhoon Haiyan Eye Of The Storm - YouTube](#)

[Last Minute Mocks - AQA GCSE Geography mock exams with NO writing! \(youtube.com\)](#)