Programme of study for Year 10

Autumn (1st term)	Autumn (2nd term)	Spring (1st term)	Spring (2nd Term)	Summer (1st term)	Summer (2nd term)
Other timescale: From: To:	Other timescale: From: To:	Other timescale: From: To:	Other timescale: From: To:	Other timescale: From: To:	Other timescale: From: To:
Topic / Big Question: **Urban Futures** How is the global pattern of urbanisation changing? What does rapid urbanisation mean for cities? What is life like for people in a city? How can cities become more sustainable? Istanbul case study Then move onto: **Global Hazards** How can weather be hazardous? Why do we have weather extremes? When does extreme weather become a hazard? Case studies of two contrasting natural weather hazard events arising from extreme weather conditions.	Topic / Big Question: Continuation of **Global Hazards** What processes occur at plate boundaries? How can tectonic movement be hazardous? How does technology have the potential to save lives in hazard zones **Skills (students should be able to do):** GIS and Map skills showing distribution of earthquakes and volcanic activity. Research skills investigating earthquake case studies.	Topic / Big Question: **U.K in the 21st Century** What does the UK look like in the 21st century? How is the UK's population changing Deconstruct, interpret, analyse and evaluate visual images including photographs of the landscape. How is the UK's economy changing? What is the UK's political role in the world? How is the UK's cultural Influence changing? **Skills (students should be able to do):** • Numeracy skills population statistics demographics and population pyramids • Extract, interpret, analyse and	Topic / Big Question: Continuation of **U.K in the 21st Century** Then **Distinctive Landscapes** What is a landscape? Where are the physical landscapes of the UK? What physical processes that shape landscapes? What are the characteristics of your chosen landscapes? The formation of coastal landforms Case study of two landscapes in the UK, one coastal landscape and one river basin **Skills (students should be able to do):** • Deconstruct, interpret, analyse and evaluate visual images including photographs of the landscape.	Topic / Big Question: Continuation of **Distinctive Landscapes** What physical processes shape landscapes for rivers, its landforms created by geomorphic processes the geomorphic processes operating at different scales and how they are influenced by geology and climate How human activity, including management, works in combination with geomorphic processes to impact the landscape Case study of two landscapes in the UK, one coastal landscape and one river basin **Skills (students should be able to do):** • Deconstruct, interpret, analyse and evaluate visual images including	Topic / Big Question: Completion of **Distinctive Landscapes** **Fieldwork Preparation** **GCSE Fieldwork Skills (students should be able to do):** **As summer 1st term, and:** • Formulating a hypothesis • Compiling questionnaires • Presenting geographical data including graphs and diagrams • Analysing and explaining data collected in the field using knowledge of relevant • Drawing conclusions from evidence compiled

Skills (students should be able to do): • Map skills showing distribution of tropical storms. • Geographical case studies and theories • Describe, interpret and analyse geo-graphical data • Describing trends. • Analyse written articles from a variety of sources for understanding, interpretation.		evaluate information. • Geographical case studies and theories. • Describe, interpret and analyse geo-graphical data • Describing trends.	• Extract, interpret, analyse and evaluate information. • Geographical case studies and theories. • Describe, interpret and analyse geo-graphical data • Describing trends.	photographs of the landscape. • Extract, interpret, analyse and evaluate information. • Geographical case studies and theories. • Describe, interpret and analyse geo-graphical data • Describing trends.	
Key Learning Outcomes (students should know): • Global Atmospheric Circulation System • El Nino/La Nina effect • Tropical Storms and Droughts through case studies.	Key Learning Outcomes (students should know): • Structure of the earth • Plate tectonics • Continental Drift • Plate boundaries • Earthquake, Tsunami and Volcanic eruptions through case studies.	Key Learning Outcomes (students should know): • Human and Physical Geography of the UK • UK's ageing population • The changing UK economy. • The changing UK economy. • UKs participation in global organisations. • UK's media industry and influence around the world. • Contribution of different ethnic groups to British life	Key Learning Outcomes (students should know): • Understanding how the concept of a landscape can be defined, including the differences between built and natural landscapes. • In-depth overview of the distribution of upland, lowland and glaciated landscapes in the UK. • An overview and understanding of the characteristics of landscapes which make them distinctive including	Key Learning Outcomes (students should know): • An overview and understanding of the characteristics of landscapes which make them distinctive including their geology, climate and human activity.	Key Learning Outcomes (students should know): • That climate change is a controversial issue affecting the future of the planet. • About the evidence of climate change • The causes of climate change • Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.

		and society in the 21st Century.	their geology, climate and human activity.		• Processing and presenting fieldwork data in various ways including maps, graphs and diagrams. • Analysing and explaining data collected in the field using knowledge of relevant • Drawing evidenced conclusions and summarising from fieldwork transcripts and data.
End of term 1 assessment to cover: - Urban Futures - Global Hazards		End of term 2 assessment to cover: - UK in the 21st Century - Distinctive Landscapes - Sustaining Ecosystems		End of year assessment to cover: Global Hazards, Sustaining Ecosystems, Distinctive Landscapes, Urban Futures and UK in the 21st Century	
Building understanding: Rationale / breakdown for your sequence of lessons: The Global Hazards topic is studied at the start of the GCSE course as there are clear links with the topics studied at KS3. This will help	**Building understanding: Rationale / breakdown for your sequence of lessons:** The Global Hazards topic is studied at the start of the GCSE course as there are clear links with the topics studied at KS3. This will help	**Building understanding: Rationale / breakdown for your sequence of lessons:** The UK in the 21st Century helps to bring students back to a local scale, thinking critically about Southall and also to consider the	**Building understanding: Rationale / breakdown for your sequence of lessons:** The Distinctive Landscapes topic provides students with a deeper understanding of the Geography of the UK and this can be linked to settlement	**Building understanding: Rationale / breakdown for your sequence of lessons:** The Distinctive Landscapes topic provides students with a deeper understanding of the Geography of the UK and this can be linked to settlement	**Building understanding: Rationale / breakdown for your sequence of lessons:** Both physical and human Fieldwork is carried out by <u>all</u> students towards the end of the academic year which enables students to put theory

students to relate, recall and retain information from KS3. The delivery at the start of the academic year also allows for linking with the Hurricanes which generally occur at the end of summer so students are able to realise the importance of Geography is as an evolving and live subject.	students to relate, recall and retain information from KS3. The delivery at the start of the academic year also allows for linking with the Hurricanes which generally occur at the end of summer so students are able to realise the importance of Geography is as an evolving and live subject.	greater area of London and the UK. The students will also develop a better understanding of the similarities and differences found throughout the UK with regards to both the physical and human characteristics found. Students will also be using case studies to help explain key geographical concepts and themes (e. g Migration and redevelopment). This will help to deepen their understanding of the UK and also help further prepare students for their human fieldwork.	patterns and influences to how the country is used according to its characteristics. This is a physical unit which explores the changes to landscape in areas in the UK. This topic also begins to prepare students for the physical fieldwork to be completed towards the end of year 10.	patterns and influences to how the country is used according to its characteristics. This is a physical unit which explores the changes to landscape in areas in the UK. This topic also begins to prepare students for the physical fieldwork to be completed towards the end of year 10.	into practice. This fieldwork will be will be written up with support from GIS and additional research (where necessary). This helps to prepare and deepen the students' geographical skills, numerical and literacy skills, data presentation, analysis and evaluation which is embedded in Paper 1 and Paper 2 of the GCSE exam.

Home – Learning:

- Home Learning is set by teacher at teacher's discretion
- Exam Style Questions
- Research activities focused around topic being studied (websites given to guide students)
- Worksheets focusing on class activities
- Exam practice (revision)
- News articles (relation to topic being studied)

Reading / literacy:

- Geographical vocabulary
- Differentiated writing frames
- Newspaper articles
- Exam Style Questions

- OCR B Text book
- Researching news on website
- Model answers
- CUBE (used to de-code questions)

Numeracy:

- Demonstrating an understanding of number, area and scale through interpreting graphs
- Calculate and understand percentages (increase and decrease) and percentiles when referring to graphs.
- Interpreting tables of data.
- Making predictions; e.g. Interpreting and extrapolating trends from data.
- Being able to identify weaknesses in statistical presentations of data when referring to Climate Change data.
- Drawing and justifying conclusions from numerical and statistical data.

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

- Deconstructing, interpreting, analysing and evaluating visual images including photographs, cartoons, pictures and diagrams.
- Analysing written articles from a variety of sources for understanding, interpretation and recognition of bias.
- Suggesting improvements to, issues with or reasons for using maps, graphs, statistical techniques and visual sources, such as photographs and diagrams.
- Evaluation the impact of human activities on Climate Change through deep through and discussion.
- Making links to the global impacts of Climate Change and how our actions contribute to this.
- Understanding the positive impacts of sustainability at a local, national and global scale.