Programme of Study for Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	SMSC – Where and how?
Other timescale: From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	
Global Hazards: weather hazards • How can weather be hazardous? • Why do weather extremes occur? • When does extreme weather become a hazard? • Study two contrasting extreme-weather hazard events. **Skills** • Map the distribution of tropical storms. • Interpret geographical data and trends. • Use case-study evidence and analyse written sources. **Global Hazards: tectonic hazards** • How do processes at plate boundaries create hazards?	**Global Hazards: tectonic hazards** • How can earthquakes, volcanic eruptions and tsunamis affect people? • How can monitoring, prediction, protection and planning reduce risk? **UK in the 21st Century: start** • Introduce the UK's human and physical geography and changing population. **Skills** • Use GIS and maps to show earthquake and volcanic activity. • Research and compare tectonic hazard case studies.	**UK in the 21st Century: continuation** • How is the UK's population changing? • 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? **Distinctive Landscapes: start** • What is a landscape? • Where are the UK's main upland, lowland and glaciated landscapes? **Skills** • Interpret population statistics, demographic data and population pyramids. • Analyse maps, photographs and geographical data.	**Distinctive Landscapes: continuation** • How do geology, climate and geomorphic processes shape UK landscapes? • How are coastal landscapes and landforms created? • Begin the UK coastal landscape case study. **Skills** • Interpret photographs, maps and written sources. • Describe and explain landscape processes and patterns.	**Distinctive Landscapes: completion** • How do river processes create landforms? • Complete the UK river-basin case study. • How do human activity and management interact with geomorphic processes? **Sustaining Ecosystems: start** • What is an ecosystem? • What biodiversity exists in tropical rainforests? • Why are tropical rainforests exploited and how can they be managed sustainably? **Skills** • Interpret landscape evidence, maps and geographical data. • Use GIS and numeracy to examine rainforest loss.	**Sustaining Ecosystems: continuation** • What are polar environments like? • How are people using and affecting polar environments? • How can polar environments be managed sustainably? **GCSE human fieldwork preparation and write-up** • Prepare the enquiry question and formulate hypotheses. • Plan data collection, including questionnaires and sampling. • Present primary and secondary data using graphs, maps and diagrams. • Analyse patterns and anomalies, draw evidenced conclusions and evaluate methods. **Skills** • Apply mapping, numeracy, data presentation, analysis and evaluation skills.	**Autumn (1st term) • Global Hazards: weather hazards & tectonic hazards** • Spiritual - Pupils develop fascination with atmospheric circulation, El Niño systems, and the immense natural forces driving extreme weather and tectonic hazards. • Moral - Pupils evaluate whether responses to natural disasters are equitable when contrasting weather-hazard case studies across regions. • Social - Pupils collaborate to interpret geographical data, maps, and trends to assess hazard risks and community vulnerability. • Cultural - Pupils appreciate how contrasting global societies adapt their infrastructures and daily ways of life to live with severe weather and tectonic risks. **Autumn (2nd term) • Global Hazards: tectonic hazards (continuation) & UK in the 21st Century: start** • Spiritual - Pupils reflect on how dynamic tectonic events shape Earth's physical structure while considering human resilience against natural forces. • Moral - Pupils evaluate how monitoring, prediction, and protection strategies can be prioritized to protect human lives fairly. • Social - Pupils consider how communities and decision-makers manage urban growth, changing populations, and shifting economic priorities. • Cultural - Pupils appreciate the diversity and evolving cultural features of the UK as its population, economy, and global connections change. **Spring (1st term) • UK in the 21st Century: continuation & Distinctive Landscapes: start** • Spiritual - Pupils consider how this changes their perspective on the natural geology, climate, and geomorphic
Key Learning Outcomes • Explain global atmospheric circulation and the El Niño/La Niña effect. • Explain tropical storms, droughts and heatwaves using case studies.	**Key Learning Outcomes** • Explain Earth structure, continental drift, plate tectonics and plate boundaries. • Use case studies to explain earthquakes, tsunamis and volcanic eruptions.	**Key Learning Outcomes** • Explain the UK's changing population, economy, political role and cultural influence. • Define landscapes and identify the UK's main physical landscape regions.	**Key Learning Outcomes** • Explain how geology, climate and processes make landscapes distinctive. • Explain the formation of key coastal landforms.	**Key Learning Outcomes** • Explain river processes and landforms and how people modify landscapes. • Explain ecosystem interdependence and tropical-rainforest biodiversity,	**Key Learning Outcomes** • Explain the character, use and sustainable management of polar environments. • Plan and complete a coherent human fieldwork enquiry. • Present and analyse data, reach	

	• Outline key features of the UK's human and physical geography.			exploitation and sustainable management.	conclusions and evaluate the investigation.	processes that give UK landscapes their distinctive beauty. • Moral - Pupils evaluate the consequences of political, economic, and cultural decisions shaping the UK's global role and regional equality. • Social - Pupils consider how communities and decision-makers navigate trade-offs between economic development and landscape preservation. • Cultural - Pupils compare different landscape regions across the UK, recognizing how geography influences local culture and identity. **Spring (2nd term) • Distinctive Landscapes: continuation** • Spiritual - Pupils develop fascination with how river and coastal processes gradually transform geomorphic landforms over time. • Moral - Pupils justify a response to coastal erosion management choices, evaluating who benefits or suffers from intervention strategies. • Social - Pupils debate different responses to coastal land use and consider how stakeholders resolve conflicts along UK shorelines. • Cultural - Pupils compare UK coastal landscape case studies to understand how local heritage and coastal communities interact with dynamic environments. **Summer (1st term) • Distinctive Landscapes: completion & Sustaining Ecosystems: start** • Spiritual - Pupils reflect on the delicate balance and intricate interdependence within tropical rainforest and river ecosystems. • Moral - Pupils evaluate whether the exploitation of tropical rainforests is justified given the consequences for global climate and local biodiversity. • Social - Pupils collaborate to investigate human-environment interactions and debate sustainable resource management strategies.
Autumn terms **Autumn 1** • Global Hazards weather-hazard exam-style questions. **Autumn 2** • Global Hazards assessment covering weather and tectonic hazards.		**Spring terms** **Spring 1** • UK in the 21st Century exam-style questions. **Spring 2** • UK in the 21st Century and Distinctive Landscapes assessment.		**Summer terms** **Summer 1** • Distinctive Landscapes and Sustaining Ecosystems questions. **Summer 2** • End-of-year assessment covering content taught in Year 10; human fieldwork write-up practice and feedback.		
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	
Building understanding • Global Hazards begins the GCSE course because it builds directly on KS3 weather, climate and hazard knowledge. • Weather hazards provide an accessible route into case-study evidence, maps and data interpretation.	**Building understanding** • Tectonic hazards complete Global Hazards before the course moves from global processes to the UK scale. • Starting UK in the 21st Century creates a clear transition from physical hazards to population and place.	**Building understanding** • UK in the 21st Century develops understanding of demographic, economic, political and cultural change. • Distinctive Landscapes begins by locating and classifying the physical landscapes of the UK.	**Building understanding** • Distinctive Landscapes builds on the UK unit and develops detailed understanding of coastal processes and landforms. • The sequence prepares students to connect physical processes, places and management.	**Building understanding** • River landscapes complete the coastal and river case-study requirement. • Sustaining Ecosystems then broadens understanding from UK landscapes to global ecosystems and sustainability.	**Building understanding** • Polar environments complete Sustaining Ecosystems. • Human fieldwork preparation and the write-up allow students to apply enquiry, numeracy, presentation, analysis and evaluation skills before Year 11.	

						• Cultural - Pupils compare how indigenous forest communities and global industries utilize ecosystem resources differently. **Summer (2nd term) • Sustaining Ecosystems: continuation & GCSE Human Fieldwork Preparation** • Spiritual - Pupils develop fascination with fragile polar environments and reflect on how extreme conditions influence human existence. • Moral - Pupils evaluate how environmental ethics and sustainability principles should guide human activities in vulnerable polar ecosystems. • Social - Pupils collaborate to formulate enquiry questions, collect fieldwork data, and evaluate methods around local human geography. • Cultural - Pupils appreciate the diverse cultural and economic value attached to polar regions and how local fieldwork connects to wider societal issues.
Home Learning • Case-study recall and retrieval. • Exam-style questions and response to feedback. • Research tasks and guided reading linked to current topics. • Revision booklets and targeted practice.						
Reading / literacy • Geographical vocabulary. • Differentiated writing frames. • OCR B textbook, newspaper articles and geographical news. • Model answers and CUBE to decode examination questions.						
Numeracy • Interpret graphs and tables; understand number, area and scale. • Calculate and interpret percentages, increases, decreases and percentiles. • Interpolate and extrapolate trends. • Identify weaknesses in statistical presentations. • Draw and justify conclusions from numerical and statistical data.						
Enrichment / cultural capital • Analyse photographs, cartoons, diagrams and written sources. • Recognise bias and evaluate source usefulness. • Suggest improvements to maps, graphs, statistical techniques and fieldwork methods. • Connect hazards, UK change, landscapes and sustainability from local to global scales. • Develop awareness of geographical careers and fieldwork applications.						