**TNHA Curriculum Planning Document** Subject: **Geography** Year: **10**

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| **Timescale** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Prior Learning (from KS2/3)** | Primary fieldwork (Y7) | River landscapes (Y7) | River landscapes (Y7) | Globalisation (Y7) | Primary fieldwork (Y7) | Primary fieldwork (Y7) |
| **Topic/ Unit title** | Urban fieldwork (Unit 6) | UK Geology and Coastal landscapes (Unit 4) | UK Coastal and River landscapes (Unit 4) | Development Dynamics (Unit 2) | Coastal fieldwork (Unit 6) | Coastal fieldwork (Unit 6) |
| **SMSC/Cultural Capital/Character/FBV- outline specific areas that are covered in this unit** | ICT skillsGISGraphical skillsMap workUse of excel to create graphsResearchMethodology practiceKey Knowledge: Students will complete an investigation into how life can vary within an urban area. They shall write an introduction to the task and methodology before completing data collection in Norwich on a fieldtrip. They will then write up the results of their data collection, conclude and evaluate their work.Students will complete practise exam questions after each section to develop their assessment skills culminating in an end of unit assessment about their fieldwork. | UK spatial awarenessGroup workDecision making SustainabilityNew technologiesResearch InvestigatingKey Knowledge:Students will study the geological distribution of the UK with a focus on the formation of upland (Lake District) and lowland landscapes (The South Downs)Key Knowledge: Students will study the key processes involved in the formation of coastal landscapes, the cause of the formation of different coastal landforms and the impact that coastal changes will have on locations around the UK. Students will focus on the impact erosion is having on communities at Happisburgh and along the Holderness coast. Students will also discuss the different ways of protecting coastal communities from erosion | UK spatial awarenessGroup workDecision making SustainabilityNew technologiesResearch InvestigatingKey Knowledge:Students will study the long profile of rivers and understand how they change through their course. This will include the different types of erosion and landforms created by different processes within and around river landscapes. There will also be opportunities to discuss why flooding will be an increasing issue in the UK and a case study on the flood event of Boscastle of 2004. Students will also analyse the different methods used to protect rivers from floods. | PoliticalDiscussionImpact of large organisationsSocial differencesEmpathyMap skillsSocial issuesMoralityEconomical issuesKey Knowledge:Students will study the different indicators used to measure development and compare the development of countries around the world. This will also focus on the reasons why a specific country has struggled to develop in the 20th Century. In addition to discussions on the causes of development inequalities, student will focus on the development of India as a case study for the topic. This will include analysing why India has developed rapidly in the last 30 years and the impacts this has had on its demographic as well as analysing the wider role of India in the global market.  | ICT skillsGISGraphical skillsMap workUse of excel to create graphsResearchMethodology practiceKey Knowledge: Students will complete an investigation into how coastal management methods influence coastal processes and the local community. They shall write an introduction to the task and methodology before completing data collection in Overstrand on a fieldtrip. They will then write up the results of their data collection, conclude and evaluate their work.Students will complete practise exam questions after each section to develop their assessment skills culminating in an end of unit assessment about their fieldwork. **This unit will be taught around Year 10 students completing mock exams and work experience.** | ICT skillsGISGraphical skillsMap workUse of excel to create graphsResearchMethodology practiceKey Knowledge: Students will complete an investigation into how coastal management methods influence coastal processes and the local community. They shall write an introduction to the task and methodology before completing data collection in Overstrand on a fieldtrip. They will then write up the results of their data collection, conclude and evaluate their work.Students will complete practise exam questions after each section to develop their assessment skills culminating in an end of unit assessment about their fieldwork. |
| **Assessment Opportunities** | Half-termly Assessments – GCSE past paper questionsCalendar homework – past paper questions | Half-termly Assessments – GCSE past paper questionsCalendar homework – past paper questions | Half-termly Assessments – GCSE past paper questionsCalendar homework – past paper questions | Half-termly Assessments – GCSE past paper questionsCalendar homework – past paper questions | Half-termly Assessments – GCSE past paper questionsCalendar homework – past paper questions | Half-termly Assessments – GCSE past paper questionsCalendar homework – past paper questions |
| **Links to other units in KS3/4.** | Primary fieldwork (Year 7)Secondary fieldwork (Year 8)Coastal landscapes (Year 10) | River landscapes (Year 7)UK River landscapes (Year 10) | River landscapes (Year 7)UK Coastal landscapes (Year 10) | Globalisation (Year 7)Challenges of an urbanising world (Year 11)UK Human landscapes (Year 9) | Primary fieldwork (Year 7)Secondary fieldwork (Year 8)Coastal landscapes (Year 10) | Primary fieldwork (Year 7)Secondary fieldwork (Year 8)Coastal landscapes (Year 10) |

**TNHA Curriculum Planning Document** Subject: **Geography** Year: **11**

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| **Timescale** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Prior Learning (from KS2/3)** | Settlement and Population (7)Settlement (9) | Weather and Climate (8) | Landscapes (9) |  |  |  |
| **Topic/ Unit title** | Megacities and Mumbai | Hazardous Earth Atmospheric Circulation and Tropical Storms | Hazardous Earth – Tectonic Activity | Mocks and Revision | Revision |  |
| **SMSC/Cultural Capital/Character/FBV- outline specific areas that are covered in this unit** | DiscussionGroup workChallenges to an urban environmentMigrationMap SkillsGrid References DevelopmentInvestigatingKey Knowledge: Students will look at the ever growing city and how these develop into a Megacity. Students will study the reasons why people move to these megacities and the pressures it places on the area.Students will explore the megacity of Mumbai looking at what life is like for the rich and poor and how sustainable projects are helping areas to improve. | Wonder of the natural environment MoralityGroup WorkMap Skill.Use of graphsKey Knowledge:Students will look at how the atmosphere works, looking at high and low pressures and how the atmosphere circulates air. Students will then look at tropical storms.Students will have the opportunity to look at climate change and how natural and human changes have caused global warming. Finding out how tropical storms are created and the effects of these. Students compare storms in Hic’s and LIC’s assessing how the responses are different. | Wonder of the natural environment MoralityGroup WorkMap Skill.Key Knowledge:Students will look at global tectonics. They will look at how the plates move and the impact this have. Students will look at convection and the landforms created through this. Students will study earthquakes and volcanoes in more detail than KS3. Finally students will compare two case studies looking at the impacts of Earthquakes in HIC’s and LIC’s | DescriptionExplanationAnalyseAssessEvaluateAnnotateKey Knowledge:Students will complete a structured revision plan covering all aspects of GCSE course. | DescriptionExplanationAnalyseAssessEvaluateAnnotateKey Knowledge:Students will complete a structured revision plan covering all aspects of GCSE course. |  |
| **Assessment Opportunities** | Half-termly Assessments – GCSE past paper questionsCalendar homework – past paper questions | Half-termly Assessments – GCSE past paper questionsCalendar homework – past paper questions | Half-termly Assessments – GCSE past paper questionsCalendar homework – past paper questions | Half-termly Assessments – GCSE past paper questionsCalendar homework – past paper questions | Half-termly Assessments – GCSE past paper questionsCalendar homework – past paper questions |  |
| **Links to other units in KS3/4.** | UK Human landscapes (Year 9)Development Dynamics Year 10) |  |  |  |  |  |