

TNHA Curriculum Planning Document Subject: Geography Year: 10

Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prior Learning (from	Primary	River landscapes	River landscapes	Globalisation	Primary fieldwork	Primary
KS2/3)	fieldwork (Y7)	(Y7)	(Y7)	(Y7)	(Y7)	fieldwork (Y7)
Topic/ Unit title	Urban fieldwork	UK Geology and	UK Coastal and	Development	Coastal fieldwork	Coastal
	(Unit 6)	Coastal	River landscapes	Dynamics (Unit	(Unit 6)	fieldwork (Unit
		landscapes (Unit	(Unit 4)	2)		6)
		4)				
SMSC/Cultural	ICT skills	UK spatial	UK spatial	Political	ICT skills	ICT skills
Capital/Character/FBV-	GIS	awareness	awareness	Discussion	GIS	GIS
outline specific areas	Graphical skills	Group work	Group work	Impact of large	Graphical skills	Graphical skills
that are covered in this	Map work	Decision making	Decision making	organisations	Map work	Map work
unit	Use of excel to	Sustainability	Sustainability	Social	Use of excel to	Use of excel to
	create graphs	New	New technologies	differences	create graphs	create graphs
	Research	technologies	Research	Empathy	Research	Research
	Methodology	Research	Investigating	Map skills	Methodology	Methodology
	practice	Investigating		Social issues	practice	practice
			Key Knowledge:	Morality		
	Key Knowledge:	Key Knowledge:	Students will	Economical	Key Knowledge:	Key Knowledge:
	Students will	Students will	study the long	issues	Students will	Students will
	complete an	study the	profile of rivers		complete an	complete an
	investigation	geological	and understand	Key Knowledge:	investigation into	investigation
	into how life	distribution of	how they change	Students will	how coastal	into how coastal
	can vary within	the UK with a	through their	study the	management	management
	an urban area.	focus on the	course. This will	different	methods	methods
	They shall write	formation of	include the	indicators used	influence coastal	influence
	an introduction	upland (Lake	different types of	to measure	processes and the	coastal
	to the task and	District) and	erosion and	development	local community.	processes and
	methodology	lowland	landforms	and compare	They shall write	the local



before	landscapes (The	created by	the	an introduction to	community.
completing data	South Downs)	different	development of	the task and	They shall write
collection in		processes within	countries	methodology	an introduction
Norwich on a	Key Knowledge:	and around river	around the	before completing	to the task and
fieldtrip. They	Students will	landscapes. There	world. This will	data collection in	methodology
will then write	study the key	will also be	also focus on	Overstrand on a	before
up the results of	processes	opportunities to	the reasons why	fieldtrip. They will	completing data
their data	involved in the	discuss why	a specific	then write up the	collection in
collection,	formation of	flooding will be	country has	results of their	Overstrand on a
conclude and	coastal	an increasing	struggled to	data collection,	fieldtrip. They
evaluate their	landscapes, the	issue in the UK	develop in the	conclude and	will then write
work.	cause of the	and a case study	20 th Century. In	evaluate their	up the results of
	formation of	on the flood	addition to	work.	their data
Students will	different coastal	event of	discussions on		collection,
complete	landforms and	Boscastle of	the causes of	Students will	conclude and
practise exam	the impact that	2004. Students	development	complete practise	evaluate their
questions after	coastal changes	will also analyse	inequalities,	exam questions	work.
each section to	will have on	the different	student will	after each section	
develop their	locations	methods used to	focus on the	to develop their	Students will
assessment	around the UK.	protect rivers	development of	assessment skills	complete
skills	Students will	from floods.	India as a case	culminating in an	practise exam
culminating in	focus on the		study for the	end of unit	questions after
an end of unit	impact erosion		topic. This will	assessment about	each section to
assessment	is having on		include	their fieldwork.	develop their
about their	communities at		analysing why	This unit will be	assessment
fieldwork.	Happisburgh		India has	taught around	skills
	and along the		developed	Year 10 students	culminating in
	Holderness		rapidly in the	completing mock	an end of unit
	coast. Students		last 30 years and	exams and work	assessment
	will also discuss		the impacts this	experience.	



		the different		has had on its		about their
		ways of		demographic as		fieldwork.
		protecting		well as analysing		TICIOWOTK.
		coastal		the wider role of		
				India in the		
		communities				
_		from erosion		global market.		
Assessment	Half-termly	Half-termly	Half-termly	Half-termly	Half-termly	Half-termly
Opportunities	Assessments –	Assessments –	Assessments –	Assessments –	Assessments –	Assessments –
	GCSE past paper	GCSE past paper	GCSE past paper	GCSE past paper	GCSE past paper	GCSE past paper
	questions	questions	questions	questions	questions	questions
	Calendar	Calendar	Calendar	Calendar	Calendar	Calendar
	homework –	homework –	homework – past	homework –	homework – past	homework –
	past paper	past paper	paper questions	past paper	paper questions	past paper
	questions	questions		questions		questions
Links to other units in	Primary	River landscapes	River landscapes	Globalisation	Primary fieldwork	Primary
KS3/4.	fieldwork (Year	(Year 7)	(Year 7)	(Year 7)	(Year 7)	fieldwork (Year
	7)	UK River	UK Coastal	Challenges of an	Secondary	7)
	Secondary	landscapes	landscapes (Year	urbanising world	fieldwork (Year 8)	Secondary
	fieldwork (Year	(Year 10)	10)	(Year 11)	Coastal	fieldwork (Year
	8)			UK Human	landscapes (Year	8)
	Coastal			landscapes (Year	10)	Coastal
	landscapes			9)		landscapes (Year
	(Year 10)					10)



TNHA Curriculum Planning Document Subject: Geography Year: 11

Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prior Learning (from	Settlement and	Weather and	Landscapes (9)			
KS2/3)	Population (7)	Climate (8)				
	Settlement (9)					
Topic/ Unit title	Megacities and	Hazardous Earth	Hazardous Earth	Mocks and	Revision	
	Mumbai	Atmospheric	– Tectonic	Revision		
		Circulation and	Activity			
		Tropical Storms				
SMSC/Cultural	Discussion	Wonder of the	Wonder of the	Description	Description	
Capital/Character/FBV-	Group work	natural	natural	Explanation	Explanation	
outline specific areas	Challenges to an	environment	environment	Analyse	Analyse	
that are covered in this	urban	Morality	Morality	Assess	Assess	
unit	environment	Group Work	Group Work	Evaluate	Evaluate	
	Migration	Map Skill.	Map Skill.	Annotate	Annotate	
	Map Skills	Use of graphs				
	Grid References			Key Knowledge:	Key Knowledge:	
	Development	Key Knowledge:	Key Knowledge:	Students will	Students will	
	Investigating	Students will	Students will look	complete a	complete a	
		look at how the	at global	structured	structured	
	Key Knowledge:	atmosphere	tectonics. They	revision plan	revision plan	
	Students will	works, looking	will look at how	covering all	covering all	
	look at the ever	at high and low	the plates move	aspects of GCSE	aspects of GCSE	
	growing city and	pressures and	and the impact	course.	course.	
	how these	how the	this have.			
	develop into a	atmosphere	Students will look			
	Megacity.	circulates air.	at convection and			
	Students will	Students will	the landforms			
	study the		created through			

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	reasons why	then look at	this. Students will			
	people move to	tropical storms.	study			
	these	Students will	earthquakes and			
	megacities and	have the	volcanoes in			
	the pressures it	opportunity to	more detail than			
	places on the	look at climate	KS3. Finally			
	area.	change and how	students will			
		natural and	compare two			
	Students will	human changes	case studies			
	explore the	have caused	looking at the			
	megacity of	global warming.	impacts of			
	Mumbai looking	Finding out how	Earthquakes in			
	at what life is	tropical storms	HIC's and LIC's			
	like for the rich	are created and				
	and poor and	the effects of				
	how sustainable	these. Students				
	projects are	compare storms				
	helping areas to	in Hic's and LIC's				
	improve.	assessing how				
		the responses				
		are different.				
Assessment	Half-termly	Half-termly	Half-termly	Half-termly	Half-termly	
Opportunities	Assessments –	Assessments –	Assessments –	Assessments –	Assessments –	
	GCSE past paper	GCSE past paper	GCSE past paper	GCSE past paper	GCSE past paper	
	questions	questions	questions	questions	questions	
	Calendar	Calendar	Calendar	Calendar	Calendar	
	homework –	homework –	homework – past	homework –	homework – past	
			paper questions		paper questions	



	past paper questions	past paper questions	past paper questions	
Links to other units in	UK Human	questions	questions	
KS3/4.	landscapes			
	(Year 9)			
	Development			
	Dynamics Year			
	10)			