



TNHA Curriculum Planning Document

Subject: **Geography**

Year: **10**

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 skills GIS Graphical skills Map work Use of excel to create graphs Research Methodology practice Key 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	UK spatial awareness Group work Decision making Sustainability New technologies Research Investigating Key Knowledge: Students will study the geological distribution of the UK with a focus on the formation of upland (Lake District) and lowland	UK spatial awareness Group work Decision making Sustainability New technologies Research Investigating Key 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	Political Discussion Impact of large organisations Social differences Empathy Map skills Social issues Morality Economical issues Key Knowledge: Students will study the different indicators used to measure development and compare	ICT skills GIS Graphical skills Map work Use of excel to create graphs Research Methodology practice Key Knowledge: Students will complete an investigation into how coastal management methods influence coastal processes and the local community. They shall write	ICT skills GIS Graphical skills Map work Use of excel to create graphs Research Methodology practice Key Knowledge: Students will complete an investigation into how coastal management methods influence coastal processes and the local



	<p>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.</p> <p>Students will complete practise exam questions after each section to develop their assessment skills culminating in an end of unit assessment about their fieldwork.</p>	<p>landscapes (The South Downs)</p> <p>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</p>	<p>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.</p>	<p>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</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>Students will complete practise exam questions after each section to develop their assessment skills culminating in an end of unit assessment</p>
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		the different ways of protecting coastal communities from erosion		has had on its demographic as well as analysing the wider role of India in the global market.		about their fieldwork.
Assessment Opportunities	Half-termly Assessments – GCSE past paper questions Calendar homework – past paper questions	Half-termly Assessments – GCSE past paper questions Calendar homework – past paper questions	Half-termly Assessments – GCSE past paper questions Calendar homework – past paper questions	Half-termly Assessments – GCSE past paper questions Calendar homework – past paper questions	Half-termly Assessments – GCSE past paper questions Calendar homework – past paper questions	Half-termly Assessments – GCSE past paper questions Calendar 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)



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Subject: **Geography**

Year: **11**

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	Discussion Group work Challenges to an urban environment Migration Map Skills Grid References Development Investigating Key Knowledge: Students will look at the ever growing city and how these develop into a Megacity. Students will study the	Wonder of the natural environment Morality Group Work Map Skill. Use of graphs Key Knowledge: Students will look at how the atmosphere works, looking at high and low pressures and how the atmosphere circulates air. Students will	Wonder of the natural environment Morality Group Work Map 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	Description Explanation Analyse Assess Evaluate Annotate Key Knowledge: Students will complete a structured revision plan covering all aspects of GCSE course.	Description Explanation Analyse Assess Evaluate Annotate Key Knowledge: Students will complete a structured revision plan covering all aspects of GCSE course.	



	<p>reasons why people move to these megacities and the pressures it places on the area.</p> <p>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.</p>	<p>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.</p>	<p>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</p>			
Assessment Opportunities	<p>Half-termly Assessments – GCSE past paper questions</p> <p>Calendar homework –</p>	<p>Half-termly Assessments – GCSE past paper questions</p> <p>Calendar homework –</p>	<p>Half-termly Assessments – GCSE past paper questions</p> <p>Calendar homework – past paper questions</p>	<p>Half-termly Assessments – GCSE past paper questions</p> <p>Calendar homework –</p>	<p>Half-termly Assessments – GCSE past paper questions</p> <p>Calendar homework – past paper questions</p>	



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