Year 10 GEOGRAPHY Curriculum Map

Term	Topic/Unit title	Essential knowledge (what students should know and understand by the end of the unit/topic)	Essential skills (what students should be able to do by the end of the unit/topic)
Autumn 1	**Edexcel Geography A: Topic 3** Ecosystems, biodiversity and management	3.1 Large-scale ecosystems are found in different parts of the world and are important. 3.2 The biosphere is a vital system. 3.3 The UK has its own variety of distinctive ecosystems that it relies on. Tropical rainforests & Deciduous woodlands 3.4 & 3.6 Tropical rainforests & Deciduous woodlands show a range of distinguishing features. 3.5 & 3.7 Tropical rainforest & Deciduous woodlands ecosystems provide a range of goods and services some of which are under threat.	Use world maps to show the location of global biomes. Comparing climate graphs for different biomes. Interpret GIS maps. Use and interpretation of line graphs showing population projections in relation to likely available resources. Use and interpretation of nutrient cycle diagrams and food webs diagrams. Use of GIS to identify the pattern of forest loss. Use and interpretation of line graphs showing population projections in relation to likely available resources. Understand exam command words and how to apply them to 2-8mark questions. Know the glossary of key terms for this unit.

Autumn 2	**Edexcel Geography A:** **Topic 5** Global Development	5.1a - Contrasting ways of defining development, using economic criteria and broader social and political measures. 5.1c - How development is measured in different ways. 5.1b - Different factors contribute to the human development of a country. 5.2a - Global pattern of development and its unevenness 5.2b - Factors that have led to spatial variations in the level of development. 5.3a - Impact of uneven development on the quality of life in different parts of the world. 8.2a - UK Challenges (Topic 8: Paper 3) link: The 'two-speed economy' and options for bridging the gap between south east and the rest of the UK. 5.4a - International strategies that attempt to reduce uneven development. 5.4b – Study of top-down and bottom-up development projects. 5.5a – 5.8b Case Study of a developing/emerging country	Comparing the relative ranking of countries using single versus composite (indices) development measures. Interpreting choropleth maps. Using numerical economic data to profile the chosen country. Interpreting population pyramids. Using socio-economic data to calculate difference from the mean, for core and periphery regions. Using proportional flow line maps to Visualise trade patterns and flows. Understand exam command words and how to apply them to 2-8mark questions. Know the glossary of key terms for this unit.

Spring 1	**Edexcel Geography A:** **Topic 1** The changing landscapes of the UK	1.1a – Characteristics and distribution of the UK's main rock types. 1.1b – The role of geology and past tectonic processes in the development of upland and lowland landscapes. 1.2a – How distinctive upland and lowland landscapes result from the interaction of physical processes and human activity over time. 1.2b- How distinctive landscapes result from human activity (agriculture, forestry, settlement) over time. 1.3a - The physical processes at work on the coast: weathering (mechanical, chemical, biological), mass movement (sliding and slumping), erosion (abrasion, hydraulic action, attrition and solution), transport (traction, saltation, suspension, solution and longshore drift) and deposition. 1.3b- Influence of geological structure (concordant/discordant, joints and faults), rock type (hard/soft rock) and wave action (destructive and constructive waves) on landforms 1.3c- How the UK's weather and climate (seasonality, storm frequency and prevailing winds) affect rates of coastal erosion	Link OS Maps to landscapes Identify key characteristics of rocks and landscapes Analyse and interpret data mad maps Integrated Skills: Using simple geological cross sections to show the relationship between geology and relief. Recognition of physical and human geography features on 1:25000 and 1:50000 OS maps.

		and retreat, and impact on landforms and landscape. 1.4a- The role of erosional processes in the development of landforms: headlands and bays, caves, arches, cliffs, stacks, wave cut platforms. 1.4b- The role of depositional processes in the development of landforms: bars, beaches and spits. 1.5a- How human activities (urbanisation, agriculture and industry) have affected landscapes and the effects of coastal recession and flooding on people and the environment. 1.5b- The advantages and disadvantages of different coastal defences used on the coastline of the UK (hard engineering, sea walls, groynes and rip rap and soft engineering, beach nourishment and managed retreat) and how they can lead to change in coastal landscapes. 1.6a- The significance of the location of one named distinctive coastal landscape within the UK (discordant, concordant, coastline of deposition, coastal retreat) including how it has been formed and the most influential factors in its change	

		1.7a- The physical processes at work in the river landscape: weathering (mechanical, chemical and biological), mass movement (sliding and slumping), erosion (abrasion, hydraulic action, attrition and solution), transport (traction, saltation, suspension and solution) and deposition. 1.7b- How river landscapes contrast between the upper courses, mid courses and lower courses of rivers and why channel shape (width, depth), valley profile, gradient, discharge, velocity and sediment size and shape change along the course of a named UK river. 1.7c- How the UK's weather (short-term events such as storms and droughts) and climate affect river processes and impact on landforms and landscapes. 1.8a- The role of erosion processes and the influence of geology in the development of landforms: interlocking spurs, waterfalls, gorges and river cliffs. 1.8b- The role of depositional processes in the formation of flood plains, levees and point bars. 1.8c – The interaction of deposition and erosion processes in the development of landforms (meanders, oxbow lakes).	

		1.9a – How human activities and changes in land use (urbanisation, agriculture and industry) have affected river processes that impact on river landscapes; the physical and human causes and effects of river flooding. 1.9b- Advantages and disadvantages of different defences used on UK rivers (hard engineering– dams, reservoirs and channelisation and soft engineering– flood plain zoning and washlands) and how they can lead to change in river landscapes. 1.10a- The significance of the location of one named distinctive UK river landscape (upland/lowland), how it has been formed and the most influential factors in its change.	
Spring 2	**Edexcel Geography A: Topic 6** Resource management	6.1a - Natural resources can be defined and classified in different ways. 6.2a - Global and UK variety and distribution of natural resources. 6.2b - Global patterns of usage and consumption of food, energy and water.	Opportunity to revise knowledge from the Ecosystems, biodiversity and management. If necessary, content could be covered at home).

		6.1b - Ways in which people exploit environments in order to obtain water, food and energy. 6.1c - How environments are changed by this exploitation. 6B: Water resource management. 6.8a - How and why the supply and demand for water has changed in the past 50 years. 6.9a/b - The proportion of water used by agriculture, industry and domestic in developed countries and developing countries and why there are differences.	Use and interpretation of UK and world maps showing the distribution of resources Using different choropleth maps and data visualisations such as Gapminder. Draw informed conclusions from numerical data Describe and interpret geo-spatial data presented in a GIS framework (e.g. analysis of flood hazard using the interactive maps).
Summer 1	**Edexcel Geography A: Topic 7** **Geographical investigations – UK challenges**	UK Challenges (Topic 8: Paper 3) link: 8.2a - The 'two-speed economy' and options for bridging the gap between south east and the rest of the UK. 4.5e – UK: The range of possible strategies aimed at making urban living more sustainable and improving quality of life (recycling, employment, education, health, transport, affordable and energy-efficient housing) for the chosen UK city. UK Challenges (Topic 8: Paper 3) link:	Make synoptic links between units of study covered so far.

		8.2b – Costs and benefits of greenfield development and the regeneration of brownfield sites. 8.1c - Range of national sustainable transport options for the UK. 4.8b – Developing/emerging: Advantages and disadvantages of both bottom-up and top-down approaches to solving the chosen city's problems and improving the quality of life or its people. 4.8c – Developing/emerging: The role of government policies in improving the quality of life (social, economic and environmental) within the chosen city.	
Summer 2	**Geographical investigations – Fieldwork**	One day coastal focused fieldwork and completion of investigation. Paper 3 analysis and completion	Identify issues for investigation and develop hypotheses / key questions. Devise appropriate collection techniques / sampling methods and undertake a risk assessment. collecting primary data (Post trip: evaluate method at home – write-up a review of the accuracy / reliability of your collected data).

			Use ICT and hand-drawn graphical skills to present primary information Use and review secondary data (Census Data – e.g. the Office for National Statistics (ONS) Neighbourhood Statistics + 1 one other source). Interpret primary and secondary data – Attempt to explain trends and outliers. Draw evidence based on conclusions for original posed hypotheses / key questions. GCSE style question requiring students to assess the overall reliability of their findings.

Year 11 GEOGRAPHY Curriculum Map

Term	Topic/Unit title	Essential knowledge (what students should know and understand by the end of the unit/topic)	Essential skills (what students should be able to do by the end of the unit/topic)
Autumn 1	**Edexcel Geography A: Topic 4** Changing Cities	Component 2 Topic 4: Changing Cities Overview: 4.1 Urbanisation is a global process 4.1a – Contrasting trends in urbanisation over the last 50 years in different parts of the world. 4.1b – How and why urbanisation has occurred at different times and rates in different parts of the world. 4.2 The degree of urbanisation varies across the UK 4.2a - Distribution of urban population in the UK and the location of its major urban centres.	Study of a major UK city Study of a major city in a developing or an emerging country. Use and interpretation of line graphs and calculating of rate of change. Using Census output area data for 2011. Using quantitative and qualitative information to judge the scale of variations in quality of life. Using GIS/satellite images, historic images and maps to investigate spatial growth Using a combination of population pyramids, choropleth maps and GIS. Interpreting choropleth maps.

		4.2b - Factors causing the rate and degree of urbanisation to differ between the regions of the UK. Case Study of a major UK city - Manchester 4.3 The context of Manchester influences its functions and structure 4.4 Manchester is being managed by movements of people, employment and services 4.5 Globalisation and economic change create challenges for Manchester that require long-term solutions Case Study of a major city in a developing country or an emerging country – Mexico City 4.6 The context Mexico City influences its functions and structure 4.7 The character of Mexico City is influenced by its fast rate of growth 4.8 Rapid growth within Mexico City results in a number of challenges that need to be managed	

Autumn 2	**Geographical investigations – Fieldwork**	One day of Urban focussed fieldwork and completion of investigation. Complete coastal investigation Paper 3 analysis and completion	Identify issues for investigation and develop hypotheses / key questions. Devise appropriate collection techniques / sampling methods and undertake a risk assessment. collecting primary data (Post trip: evaluate method at home – write-up a review of the accuracy / reliability of your collected data). Use ICT and hand-drawn graphical skills to present primary information Use and review secondary data (Census Data – e.g. the Office for National Statistics (ONS) Neighbourhood Statistics + 1 one other source). Interpret primary and secondary data – Attempt to explain trends and outliers. Draw evidence based on conclusions for original posed hypotheses / key questions. GCSE style question requiring students to assess the overall reliability of their findings.
Spring 1	**Edexcel Geography A: Topic 2**	2.1a - The features of the global atmospheric circulation.	Use and interpretation of line graphs/bar charts showing climate change.

	Weather Hazards and Climate Change	2.1b - How circulation cells and ocean currents transfer and redistribute heat energy across the Earth (NB: to include the significance of the UK's geographic location in relation to its climate 2.4c). 2.2a - How climate has changed in the past (NB: to include changes in the UK's climate over the last 1000 years 2.4a). UK Challenges (Topic 8: Paper 3) link: 8.4a - Uncertainties about how global climate change will impact on the UK's future climate. 2.2b - Causes and evidence for natural climate change (NB: include frequency and strengths of tropical storms and droughts as evidence – linking to 2.4b and 2.8b). 2.3a - How human activities produce greenhouse gases that cause the enhanced greenhouse effect. 2.3b - Negative effects that climate change is having on the environment and people. UK Challenges (Topic 8: Paper 3) link:	Use of GIS to track the movement of tropical cyclones. Use of social media source, satellite images and socio-economic data to assess impact. Use of weather and storm surge data to calculate Saffir-Simpson magnitude. Use and interpretation of graphs showing medium term rainfall trends. Use and interpretation of socio-economic data. Detailed Case Study UK Climate

		8.4b - Impacts of climate change on people and landscapes in UK. 8.4c - Range of responses to climate change in the UK at a local and national scale. Tropical storms 2.4a/b - The UK's climate today - Spatial variations in temperature, prevailing wind and rainfall within the UK. 2.5a - How the global circulation of the atmosphere leads to tropical cyclones and the sequence of their formation. 2.5b - Characteristics, frequency and geographical distribution 2.6 –– There are various impacts of and responses to natural hazards caused by tropical cyclones depending on a country's level of development. Lesson 1 - Comparison of impacts in a named developed and a named emerging or developing country.	Tropical Storms: Hurricane Sandy & Typhoon Haiyan Drought: California & Ethiopia

		Lesson 2 - Comparison of responses in a named developed and a named emerging or developing country. Droughts 2.7a - Characteristics of arid environments compared to the extreme weather conditions associated with drought. 2.7b - Different causes of the weather hazard of drought: meteorological, hydrological, and human. 2.7c - Why the global circulation makes some locations more vulnerable to drought as a natural hazard than others and how this change over time 2.8 The impacts of, and responses to, drought vary depending on a country's level of development. Lesson 1 – Comparison of impacts in a named developed and a named emerging or developing country. Lesson 2 - Comparison of responses in a named developed and a named emerging or developing country.	

Spring 2	**Edexcel Geography A: Topic 8** Geographical Investigations: UK Challenges – complete from Y10 content.	**8.2a** - The 'two-speed economy' and options for bridging the gap between south east and the rest of the UK. **4.5e** – UK: The range of possible strategies aimed at making urban living more sustainable and improving quality of life (recycling, employment, education, health, transport, affordable and energy-efficient housing) for the chosen UK city. UK Challenges (Topic 8: Paper 3) link: **8.2b** – Costs and benefits of greenfield development and the regeneration of brownfield sites. **8.1c** - Range of national sustainable transport options for the UK. **4.8b** – Developing/emerging: Advantages and disadvantages of both bottom-up and top-down approaches to solving the chosen city's problems and improving the quality of life or its people. **4.8c** – Developing/emerging: The role of government policies in improving the quality of life (social, economic and environmental) within the chosen city.	Make synoptic links between units of study covered so far.

Summer 1	**Revision**		