

Year 10

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn 1	Introduction to year 10. Urban issues and challenges	What are the opportunities and challenges presented by urbanisation in LICs, NEEs and the UK?	<ul style="list-style-type: none"> Urbanisation and the opportunities and challenges this presents in LICs and NEEs. Urban change in the UK and the opportunities and challenges that it presents. Urban sustainability. 	How understanding is assessed <ul style="list-style-type: none"> To explain urban change in the UK and assess opportunities and challenges that it presents. To identify and explain the opportunities and challenges of urbanisation in LICs and NEEs. To assess a regeneration project. For the unit on River landscapes: <ul style="list-style-type: none"> Students can describe and explain the long profile of a river Students can explain river landform formation. Skills <ul style="list-style-type: none"> Data description and analysis. Geographic literacy. Exam technique. PEEL paragraph writing – particularly focusing on how evidence is used to support points. Development of decision making and issue evaluation skills. Development and justification of own ideas based on Geographical concepts and understanding. Assessment Point information (if applicable) <ul style="list-style-type: none"> Online homework testing knowledge and understanding – one from each topic. End of unit assessment (exam questions) – one for each topic.
Autumn 2	UK physical landscapes. River landscapes in the UK. The living world	How have rivers helped to shape the UK? What are different ecosystems like and how do we use them?	<ul style="list-style-type: none"> Key characteristics of the UK. River landscapes of the UK. The long profile of a river. Fluvial processes. Characteristics and formation of landforms. The physical and human factors that affect the risk of flooding. Flood hydrographs. Flood management strategies. <ul style="list-style-type: none"> Global ecosystems. Small-scale ecosystems. 	

Spring 1	The living world	What are tropical rainforests like?	<ul style="list-style-type: none"> • Tropical rainforest ecosystems have a range of distinctive characteristics. • Deforestation has economic and environmental impacts. • Tropical rainforests need to be managed to be sustainable. 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Peer, self and teacher assessment throughout the term of work produced. • To describe and explain global disparities in development and disparities within countries. • To identify, categorise and explain the changes associated with development in LICs and NEEs. • To explain how changes in the UK's economy affects employment patterns and regional growth. <p>Skills</p> <ul style="list-style-type: none"> • Data description and analysis. • Geographic literacy. • Exam technique. • PEEL paragraph writing – particularly focusing on how evidence is used to support points. • Development of decision making and issue evaluation skills. • Development and justification of own ideas based on Geographical concepts and understanding. <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> • Online homework testing knowledge and understanding – one from each topic. • End of unit assessment (exam questions) – one for each topic.
	The living world	What are cold environments like?	<ul style="list-style-type: none"> • Cold environments (polar and tundra) have a range of distinctive characteristics. • Development of cold environments creates opportunities and challenges. • Cold environments are at risk from economic development. 	
Spring 2	The changing economic world	How does economic development affect people in LICs, NEEs and the UK?	<ul style="list-style-type: none"> • Disparities in economic development and quality of life. • Strategies to reduce the development gap. • Social, economic and cultural changes associated with economic development in LICs and NEEs. • How changes in the UK's economy affects employment patterns and regional growth. 	

Summer 1	Coastal landscapes in the UK	How have coasts helped to shape the UK?	<ul style="list-style-type: none"> • The coast is shaped by a number of physical processes. • Distinctive coastal landforms are the result of rock type, structure and physical processes. • Different management strategies can be used to protect coastlines from the effects of physical processes. 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Peer, self and teacher assessment throughout the term of work produced. • Students can describe the key characteristics of the UK. • Students can explain the formation of distinctive coastal landforms. • Students can explain the different management strategies that can be used to protect coastlines from the effects of physical processes. <p>Skills</p> <ul style="list-style-type: none"> • Data description and analysis • Geographic literacy • Exam technique • PEEL paragraph writing – particularly focusing on how evidence is used to support points. • Development of decision making and issue evaluation skills • Development and justification of own ideas based on Geographical concepts and understanding.
Summer 2	Issue Evaluation	How do we conduct a fieldwork enquiry?	<ul style="list-style-type: none"> • Paper 3 preparation – seen and unseen fieldwork 	

Year 11

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Autumn term	The challenge of natural hazards	What are the challenges presented by natural hazards?	<ul style="list-style-type: none"> ● Key physical and human features of the world ● What are natural hazards ● Tectonic hazards ● Weather hazards ● Climate change 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> ● Peer, self and teacher assessment throughout the term of work produced. ● To explain the landforms and features associated with the different plate boundaries ● To identify and categorise the different tectonic hazards. ● To identify and explain the different weather hazards. ● To identify and explain the different climate hazards. ● To identify, categorise and assess the effects and responses to these hazards. <p>Skills</p> <ul style="list-style-type: none"> ● Data description and analysis ● Geographic literacy ● Exam technique ● PEEL paragraph writing – particularly focusing on how evidence is used to support points. ● Development of decision making and issue evaluation skills ● Development and justification of own ideas based on geographical concepts and understanding. <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> ● Online homework testing knowledge and understanding – one from each topic. ● End of unit assessment (exam questions) – one for each topic.
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Spring 1	Resource Management	Why are there issues surrounding resource management?	<ul style="list-style-type: none"> ● The importance of food, water, and energy to economic and social well-being and global distribution of resources. ● Food, Water, and Energy in the UK 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> ● Peer, self and teacher assessment throughout the term of work produced. ● To describe and explain the global distribution of resources and energy globally and in the UK. ● To identify some of the issues associated with these uneven distributions and assess their importance. ● To identify and assess the ways in which we can manage our energy use.
Spring 2	Energy		<ul style="list-style-type: none"> ● Global distribution and reasons for energy use + factors affecting supply ● Impacts of energy insecurity – exploration, economic and environmental costs, food, industry, conflict ● Increasing energy supply: renewable and non-renewable sources ● Individual energy use and carbon footprints – energy conservation: homes, workplace, transport, demand reduction, use of technology to increase efficiency 	<p>Skills</p> <ul style="list-style-type: none"> ● Data description and analysis ● Geographic literacy ● Exam technique ● PEEL paragraph writing – particularly focusing on how evidence is used to support points. ● Development of decision making and issue evaluation skills ● Development and justification of own ideas based on geographical concepts and understanding. <p>Assessment Point information (if applicable)</p> <ul style="list-style-type: none"> ● Online homework testing knowledge and understanding – one from each topic. ● End of unit assessment (exam questions) – one for each topic.
Summer 1	Issue Evaluation		<ul style="list-style-type: none"> ● Paper 3- pre release <p>Revision</p>	<p>How understanding is assessed</p> <ul style="list-style-type: none"> ● Peer, self and teacher assessment throughout the term of work produced. <p>Skills</p> <ul style="list-style-type: none"> ● Data description and analysis ● Geographic literacy

				<ul style="list-style-type: none">● Exam technique● PEEL paragraph writing – particularly focusing on how evidence is used to support points.● Development of decision making and issue evaluation skills● Development and justification of own ideas based on geographical concepts and understanding.
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