Year 10 Geography Curriculum Map

Overview	The GCSE Geography curriculum is thematic and is taught alternating between physical and human topics across the two years. Across the course pupils develop skills such as the analysis of a wide range of sources (satellite images, aerial photos, a wide variety of maps, graphs, diagrams and text), effective use tier 2 and tier 3 language in oral and written answers, an understanding of a range of key concepts (e.g. sustainability, development, cause/effect/response, mitigation/adaptation, social/economic/environmental, immediate/long term responses, globalisation and interconnections), evaluation of issues and management strategies, supporting points and arguments using relevant contemporary case studies and coming to informed judgements and decisions. Exam techniques are taught and applied to exam questions throughout the course. At the end of each topic there is an exam paper on that specific topic. There is also a full mock exam paper in the Summer Term of Y10 and the Autumn Term of Y11. Prior to the mocks and running up to the final exam, there is a focus on revision - knowledge and understanding of content, application of skills and building confidence in exam techniques. The assessment objectives at GCSE are as follows: AO1: Knowledge AO2: Understanding AO3: Interpret, analyse and evaluate AO4: skills and techniques					
Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Natural Hazards Tectonic Hazards	Weather Hazards Climate Change	Challenges in the Human Environment	Coastal Landscapes	The Development Gap	Nigeria Case Study Fieldwork and Write Up
Knowledge	To know the tectonic theory. To be able to explain the cause, effect, responses of specific tectonic hazards . To be able to analyse the effects of contrasting tectonic events (Japan and Haiti case studies)	To know atmospheric circulation theory. To be able to explain the cause, effects and responses to a tropical storm and to an extreme UK weather event. To be able to explain the causes and effects of climate change. To be able to evaluate	To be able to explain how urban areas change both spatially and temporally. To be able to explain the opportunities and challenges of cities both in the UK and in a NEE. To analyse a range of urban sustainability strategies.	To be able to explain the processes, landforms and management along the coast. To be able to evaluate the effectiveness of management strategies.	To be able to explain the global variation in economic development and the causes of this uneven development. To analyse ways of measuring development. To be able to explain how a country's level of development changes over time (using DTM and population pyramids).	To be able to describe the political, social, cultural and environmental aspects of Nigeria and discuss its growing importance in Africa and in the world. To be able to explain Nigeria's changing economy and the impacts on the environment and quality of life.

		the effectiveness of mitigation and adaptation strategies to climate change.			To evaluate strategies used to reduce the development gap.	To be able to carry out a fieldwork enquiry (aims, method, results, analysis, conclusions, evaluation).
Skills	Categorise issues, photo analysis, use of diagrams, map interpretation, use key terms adeptly,analyse contrasting events, evaluate strategies. (AO1, AO2, AO3, AO4)	Analyse satellite images, tropical storm forecasts, relief maps, OS maps, line graphs, photos and complex diagrams,use key terms adeptly, evaluate strategies. (AO1, AO2, AO3, AO4)	Analyse aerial photos, OS maps, photos, pie charts, line graphs, choropleth maps, research skills (consider reliability), use key terms adeptly, use of census data, evaluate strategies. (AO1, AO2, AO3, AO4)	Interpreting photos, OS maps, geological maps, diagrams, use key terms adeptly, evaluate strategies. (AO1, AO2, AO3, AO4)	Analyse topological, choropleth, desire line, political and physical maps, Demographic Transition Model, population pyramids, scatter graphs, pie charts, bar graphs, line graphs, use of wide range of key terms adeptly, concept of development. (AO1, AO2, AO3, AO4)	Concept of quality of life. Use of key terms adeptly, analyse and evaluate issues. Analysis of pie charts, photos and maps. Fieldwork and enquiry skills. (AO1, AO2, AO3, AO4)