Academic Year **<u>Year; 10</u>**	**Content.** **Unit title and brief outline of content.**	**Skills taught in each unit.**	**Assessment – what knowledge and skills will be assessed and how?**
Rationale	*Embeds all the skills at KS 3 and 4 as well as developing their enquiry skills through the fieldwork in Year 10 and Unit 3 Year 11. Bigger emphasis on statistical techniques, and more complex graphs and interpretations e.g. proportional.* *Embeds all the skills at Year 7 and 8, as well as developing their enquiry skills through the fieldwork in Year 10 and Unit 3 Year 11. Bigger emphasis on statistical techniques, and more complex graphs and interpretations e.g. proportional.* *Below is the full range of skills that all must complete and be competent in by end of Year 11. Some of which are started in KS 3 and then built upon. Most completed by the end of year 10 and then revised in year 11.*		
Autumn A	UNIT 1: PHYSICAL LANDSCAPES IN THE UK – RIVERS ONLY (coasts taught at end of year 9) Rivers - drainage basins, water cycles, river processes and landform, hard and soft management strategies. Causes and impacts of flooding, case studies and hydrographs. Coasts – revision and practice papers throughout Autumn A. .	**ENQUIRY BASED SKILLS** Set collection methods ,analysis and evaluation of geographical enquiry THIS TOPIC IS USED FOR ONE DAY OF FIELDWORK – LOOKING AT CHANGING RIVER CHARACTERISTICS **CARTOGRAPHIC SKILLS** • analyse the inter-relationship between physical and human factors on maps • use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic • interpret cross sections and transects of physical • infer human activity from map evidence •use and interpret ground, aerial and satellite photographs **GRAPHICAL SKILLS** • use and understand gradient, contour and value on isoline maps **NUMERICAL SKILLS**	Exam paper based upon GCSE format with a range of 1 – 9 mark questions plus 3 marks for SPG. Incorporates a wide range of the skills and knowledge taught throughout the topic. Presentations on evaluating management strategies and drawing conclusions. Assessments will include all GCSE topics studied to date.

		• demonstrate an understanding of number, area and scales, and the quantitative relationships between units • design fieldwork data collection sheets and collect data with an understanding of accuracy, • draw informed conclusions from numerical data. **STATISTICAL** • use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class) – ON FOELDWORK • describe relationships in bivariate data and be able to identify weaknesses in selective statistical presentation of data. **USE OF QUANTITATIVE AND QUALITATIVE DATA** Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information	
Autumn B – Spring A	UNIT 2: URBAN ENVIRONMENTS – How world cities are growing, megacities, Social, economic and environmental opportunities and challenges in Rio. Planning for urban poor in Rio. Where do people live in the UK, Social and economic opportunities in Bristol. How can urban change affect the environment. Social inequality in Bristol and regeneration	**ENQUIRY BASED SKILLS** Set aims , data collection methods ,analysis and evaluation of geographical enquiry – THIS TOPIC IS USED FOR ONE DAY OF FIELDWORK. **CARTOGRAPHIC SKILLS** • analyse the inter-relationship between physical and human factors on maps • use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic • interpret cross sections and transects of d human landscapes • infer human activity from map evidence	Exam paper based upon GCSE format with a range of 1 – 9 mark questions plus 3 marks for SPG. Incorporates a wide range of the skills and knowledge taught throughout the topic. Presentations on evaluating management strategies and drawing conclusions. Assessments will include all GCSE topics studied to date.

		•use and interpret ground, aerial and satellite photographs **GRAPHICAL SKILLS** • complete a variety of graphs and maps – • use and understand gradient, contour and value on isoline maps **NUMERICAL SKILLS** • demonstrate an understanding of number, area and scales, and the quantitative relationships between units • design fieldwork data collection sheets and collect data with an understanding of accuracy, • understand and correctly use proportion and ratio, magnitude and frequency • draw informed conclusions from numerical data. **STATISTICAL** • use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class) **USE OF QUANTITATIVE AND QUALITATIVE DATA** Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information	
Spring B- Summer A	UNIT 1: HAZARDS AND UNIT 3 WRITE UP Plate tectonics – Structure of the Earth, plate margins, earthquakes – causes, impacts and responses – LIC and HIC examples. Weather Hazards – Global atmospheric circulation model, hurricanes – causes, impacts and responses. Mitigation of hazards. Climate changes – causes, impacts and mitigation.	**ENQUIRY BASED SKILLS** ,analysis and evaluation of geographical enquiry **CARTOGRAPHIC SKILLS** • analyse the inter-relationship between physical and human factors on maps • use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic	Exam paper based upon GCSE format with a range of 1 – 9 mark questions plus 3 marks for SPG. Incorporates a wide range of the skills and knowledge taught throughout the topic. Presentations on evaluating management strategies and drawing conclusions. Assessments will include all GCSE topics

		• infer from map evidence •use and interpret ground, aerial and satellite photographs **GRAPHICAL SKILLS** • complete a variety of graphs and maps – • use and understand gradient, contour and value on isoline maps **NUMERICAL SKILLS** • demonstrate an understanding of number, area and scales, and the quantitative relationships between units • understand and correctly use proportion and ratio, magnitude and frequency • draw informed conclusions from numerical data. **STATISTICAL** • describe relationships in bivariate data and be able to identify weaknesses in selective statistical presentation of data. **USE OF QUANTITATIVE AND QUALITATIVE DATA** Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information	
Summer B	**Challenges in Resource Management - Water** • Distribution of resource • Food in the UK • Managing UK's water • Energy in the UK • Global demand for water • Water insecurity • Increasing water supply • Case study - Lesotho	Enquiry based skills • Drawing conclusions • Evaluating • Analysis of resources **CARTOGRAPHIC SKILLS** • Interpreting maps • Making inferences from maps • Interpreting satellite photographs and aerial photographs **GRAPHICAL SKILLS** • complete a variety of graphs and maps	Exam paper based upon GCSE format with a range of 1 – 9 mark questions plus 3 marks for SPG. Incorporates a wide range of the skills and knowledge. Extended writing / presentations on evaluating management strategies and drawing conclusions. Including identifying features on OS maps and images. Annotating and sketching.

		NUMERICAL SKILLS • demonstrate an understanding of number, area and scales, and the quantitative relationships between units • understand and correctly use proportion and ratio, magnitude and frequency • draw informed conclusions from numerical data. **USE OF QUANTITATIVE AND QUALITATIVE DATA** Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information	