



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	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>		
Autumn A Autumn B	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	<p>ENQUIRY BASED SKILLS Set aims , data collection methods ,analysis and evaluation of geographical enquiry – THIS TOPIC IS USED FOR ONE DAY OF FIELDWORK.</p> <p>CARTOGRAPHIC SKILLS</p> <ul style="list-style-type: none"> • 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 • use and interpret ground, aerial and satellite photographs <p>GRAPHICAL SKILLS</p> <ul style="list-style-type: none"> • complete a variety of graphs and maps – • use and understand gradient, contour and value on isoline maps <p>NUMERICAL SKILLS</p> <ul style="list-style-type: none"> • demonstrate an understanding of number, area and scales, and the quantitative relationships between units 	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.



		<ul style="list-style-type: none"> • 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. <p>STATISTICAL</p> <ul style="list-style-type: none"> • use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class) <p>USE OF QUANTITATIVE AND QUALITATIVE DATA</p> <p>Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information</p>	
<p>Spring A Spring B</p>	<p>UNIT 1: PHYSICAL LANDSCAPES IN THE UK Rivers - drainage basins, water cycles, river processes and landform, hard and soft management strategies. Causes and impacts of flooding, case studies and hydrographs. Coasts - waves, fetch, coastal processes and landforms. Soft and hard engineering strategies. Coastal erosion and flooding. Weathering and mass movement.</p>	<p>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</p> <p>CARTOGRAPHIC SKILLS</p> <ul style="list-style-type: none"> • 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 <p>GRAPHICAL SKILLS</p>	<p>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.</p>



		<ul style="list-style-type: none"> • use and understand gradient, contour and value on isoline maps <p>NUMERICAL SKILLS</p> <ul style="list-style-type: none"> • 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. <p>STATISTICAL</p> <ul style="list-style-type: none"> • use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class) – ON FOELWORK • describe relationships in bivariate data and be able to identify weaknesses in selective statistical presentation of data. <p>USE OF QUANTITATIVE AND QUALITATIVE DATA</p> <p>Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information</p>	
<p>Summer A Summer B</p>	<p>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.</p>	<p>ENQUIRY BASED SKILLS ,analysis and evaluation of geographical enquiry</p> <p>CARTOGRAPHIC SKILLS</p> <ul style="list-style-type: none"> • 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 • infer from map evidence 	<p>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</p>



		<ul style="list-style-type: none"> • use and interpret ground, aerial and satellite photographs <p>GRAPHICAL SKILLS</p> <ul style="list-style-type: none"> • complete a variety of graphs and maps – • use and understand gradient, contour and value on isoline maps <p>NUMERICAL SKILLS</p> <ul style="list-style-type: none"> • 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. <p>STATISTICAL</p> <ul style="list-style-type: none"> • describe relationships in bivariate data and be able to identify weaknesses in selective statistical presentation of data. <p>USE OF QUANTITATIVE AND QUALITATIVE DATA</p> <p>Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information</p>	
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Academic Year <u>Year 11</u>	Content and rationale. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – how will the knowledge and skills be assessed?
Rationale	<i>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 Unit 3 pre released – drawing upon all skills</i>		
Autumn A	<p>COMPLETE UNIT 1: HAZARDS AND UNIT 3 WRITE UP</p> <p>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</p>	<p>ENQUIRY BASED SKILLS ,analysis and evaluation of geographical enquiry</p> <p>CARTOGRAPHIC SKILLS</p> <ul style="list-style-type: none"> • 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 • infer from map evidence • use and interpret ground, aerial and satellite photographs <p>GRAPHICAL SKILLS</p> <ul style="list-style-type: none"> • complete a variety of graphs and maps – • use and understand gradient, contour and value on isoline maps <p>NUMERICAL SKILLS</p> <ul style="list-style-type: none"> • 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. <p>STATISTICAL</p>	<p>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.</p> <p>Presentations on evaluating management strategies and drawing conclusions.</p> <p>Assessments will include all GCSE topics</p>



		<ul style="list-style-type: none"> describe relationships in bivariate data and be able to identify weaknesses in selective statistical presentation of data. <p>USE OF QUANTITATIVE AND QUALITATIVE DATA</p> <p>Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information</p>	
<p>Autumn B Spring A</p>	<p>UNIT 2: ECONOMIC DEVELOPMENT</p> <p>Uneven development, development indicators, reducing the development gap, aid, trade, tourism, health and education, debt relief. Economic development in Nigeria and the UK. TNCs, Business parks, Role of UK in the wider world.</p>	<p>ENQUIRY BASED SKILLS</p> <p>analysis and evaluation of geographical enquiry</p> <p>CARTOGRAPHIC SKILLS</p> <ul style="list-style-type: none"> 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 infer human activity from map evidence use and interpret ground, aerial and satellite photographs <p>GRAPHICAL SKILLS</p> <ul style="list-style-type: none"> complete a variety of graphs and maps – <p>NUMERICAL SKILLS</p> <ul style="list-style-type: none"> 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, <ul style="list-style-type: none"> understand and correctly use proportion and ratio, magnitude and frequency draw informed conclusions from numerical data. <p>STATISTICAL</p> <ul style="list-style-type: none"> use appropriate measures of central tendency, spread and cumulative frequency 	<p>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.</p> <p>Presentations on evaluating management strategies and drawing conclusions.</p> <p>Assessments will include all GCSE topics</p>



		<p>(median, mean, range, quartiles and inter-quartile range, mode and modal class)</p> <ul style="list-style-type: none"> describe relationships in bivariate data and be able to identify weaknesses in selective statistical presentation of data. <p>USE OF QUANTITATIVE AND QUALITATIVE DATA</p> <p>Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information</p>	
Spring B	REVISION AND UNIT 3 – pre-released in March and fieldwork paper.	Revision of all skills – plus the skills for Unit 3 pre-released from Mid March.	
Summer term: End of KS readiness for the 6th form	<p>Key Knowledge studied at KS4 that will be useful for the 6th form</p> <p><u>PHYSICAL GEOGRAPHY</u></p> <p>COASTAL ENVIRONMENTS – processes – erosion, transportation and deposition, associated landforms, weathering and mass movement, case studies of landforms, management – hard and soft engineering.</p> <p>RIVER/HYDROLOGY - drainage basins, water cycles, river processes and landform, hard and soft management strategies. Causes and impacts of flooding, case studies and hydrographs</p> <p>ECOSYSTEMS - Ecosystems, biomes, location of worlds biomes, Tropical rainforests and Hot deserts – characteristics, human activity and management.</p> <p>HAZARDS - Plate tectonics – Structure of the Earth, plate margins, earthquakes – causes, impacts and</p>	<p>Summary of the main core skills taught at KS4 that can be reactivated at KS5</p> <p>ENQUIRY BASED SKILLS</p> <p>Set aims , data collection methods ,analysis and evaluation of geographical enquiry</p> <p>CARTOGRAPHIC SKILLS</p> <ul style="list-style-type: none"> 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 and human landscapes infer human activity from map evidence use and interpret ground, aerial and satellite photographs <p>GRAPHICAL SKILLS</p> <ul style="list-style-type: none"> complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines 	



	<p>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</p> <p><u>HUMAN GEOGRAPHY</u></p> <p>RESOURCES – Energy, water and food supplies with an in depth focus on water, water security, improving water supplies and water management.</p> <p>ECONOMIC DEVELOPMENT - Uneven development, development indicators, reducing the development gap, aid, trade, tourism, health and education, debt relief. Economic development in Nigeria and the UK. TNCs, Business parks, Role of UK in the wider world.</p> <p>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</p>	<ul style="list-style-type: none"> • use and understand gradient, contour and value on isoline maps <p>NUMERICAL SKILLS</p> <ul style="list-style-type: none"> • 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. <p>STATISTICAL</p> <ul style="list-style-type: none"> • use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class) • describe relationships in bivariate data and be able to identify weaknesses in selective statistical presentation of data. <p>USE OF QUANTITATIVE AND QUALITATIVE DATA</p> <p>Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information</p>	
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