

What are the aims and intentions of this curriculum?

The Year 10 curriculum aims to combine the application of students' knowledge and communication skills to challenging and contentious local and global issues. Students are expected to be able to apply their knowledge of the human and physical world to their learning on new places, such as Malawi and Mumbai and reach well-reasoned opinions on managing the challenges faced by different places around the world. They are also encouraged to gain an even deeper appreciation of our precious and delicate planet through an in-depth study of Challenges of an Urban World and The Changing UK's Landscapes themes as a part of propositional knowledge that will build from prior learning and Urban Fieldwork Investigations as a part of past procedural knowledge on Map Skills in Year7, and local geographical enquiry of an urban area of Wimbledon in Year 9. This study aims to highlight the inextricable links between key geographical concepts of sustainability and interdependence that run through KS3. Through rigorous and highly academic discussions we support students to re-evaluate human's role as guardians of nature.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	Tectonic Hazards	Students will deepen their understanding of the structure of the earth and how continental drift has led to the occurrence of earthquakes and volcanoes. They will also examine the impact of plate tectonics on developing and developed countries by: - Exploring tectonic hazards and how they affect people, and are managed, differently at contrasting locations. - Understanding the strategies governments use to manage an earthquake event in a developed country. - Key words: Dense, Seismic activity, Lava, Magnitude, Molten Richter, scale, Fault, Seismometer, Fissure, Epicentre, Sanitation, Aid. - Students will be able to discuss the different careers that arise from tectonic hazards. E.g. Seismologist - Students will develop their emotional understanding, by analysing the impacts of tectonic hazards on people.	- Locating areas with greatest tectonic risks on a world map. (Pacific ring of fire) - Interpreting a cross-section of the Earth. - Using and interpreting a world map showing distribution of plate boundaries and plates. - Using the Richter Scale to compare magnitude of earthquake events - Using social media sources, satellite images and socio-economic data to assess impact of tectonic hazards.	- Group presentations - Class debates - Peer assessment - In class assessment
Autumn 1	Cyclones, Climate change and Cyclones	Students will develop an understanding of how does the world's climate system function, why does it change and how can this be hazardous for people? They will also understand extreme	Using quantitative and qualitative information to judge the scale of variations in quality of life.	- Group presentations - Class debates - Peer assessment - In class assessment

		weather events and why they are becoming increasingly hazardous for people by: • Understanding the natural causes of climate change and recognising the types of evidence to support natural causes of climate change. • Outlining how human activities contribute towards global warming. • Key words: Coriolis force, Depression, Drought, Evacuation, Habitat, Levee, Storm surge, Tornado, Jet stream, Oceanic circulation. • Students will look at new and future careers that can result as a result of climate change. E.g., solar panel installation. • Students will develop their understanding of the climate emergency and think of ways they can decrease their environmental footprint.	• How does the world's climate system function, why does it change and how can this be hazardous for people? • How are extreme weather events increasingly hazardous for people? • Using and interpreting climate graphs, line graphs/bar charts showing climate change • Using and interpreting of temperature and sea-level projection graphs to 2100.	
Autumn 2	Development Dynamics	Students will develop an understanding of what is development? What are the impacts of population growth? What is globalisation and how TNCs impact countries around the globe? They will also discuss the historical factors that contribute to development by: • Understanding the reasons why differences in countries demographic data exist. • Recognising the causes and consequences of inequalities in development. • Malawi Case study and Economic and political barriers to Malawi's Development. • Keywords: Agricultural, Tariffs, GNP per capita, Life expectancy, Gross domestic product (GDP), Infant mortality rate, Literacy rate, LEDC/MEDC/NIC Informal Multiplier effect, Primary/Secondary/Tertiary/Quaternary ,Purchasing power parity, Standard of living. • Students will be able to identify the different careers in the primary, secondary, tertiary and quaternary sector. • Students will develop an understanding of the importance of health and hygiene to development.	• Comparing the relative ranking of countries using single versus composite (indices) development measures. • Interpreting population pyramid graphs for countries at different levels of development. • Using income quintiles to analyse global inequality. • Using numerical economic data to profile the chosen country.	• Group presentations • Class debates • Peer assessment • In class assessment

Spring 1	Develop Dynamics, Challenges of an Urbanising world	Students will develop an understanding of how ONE of the world's emerging countries is managing to develop- INDIA. They will also be introduced to the topic of urbanisation by: • To understand the role of globalisation and government policy in the development of India. • To understand how rapid economic change has contributed to demographic change and created different regions in India. • To know and understand the growth rates of cities around the world. • Key words: Agricultural, Tariffs, GNP per capita, Life expectancy, Gross domestic product (GDP), Infant mortality rate, Literacy rate, LEDC/MEDC/NIC Informal Multiplier effect, Primary/Secondary/Tertiary/Quaternary • Purchasing power parity, Standard of living. • Students will be able to understand sexual health by linking birth rate to development.	• Using proportional flow-line maps to visualise trade patterns and flows. • Using socio-economic data to calculate difference from the mean, for core and periphery regions. • Locating the fastest growing cities in the world on a world map. • Calculating mean/mode and median from data.	• Calculating mean • Group presentation • Peer assessment • In class assessment
Spring 2	Challenges of an Urbanising world	Students will develop an understanding of why the quality of life vary so much within ONE megacity- MUMBAI. They will do this by: • Understanding the reasons behind the growth of the chosen megacity. • Identifying and understanding the problems found in the chosen megacity. • Understanding the variations in quality of life within the chosen megacity. • Key words: Accessible, Retail, Amenity, Green belt, Brownfield site, Function, Greenfield site, Globalisation, Urban regeneration, Urban sprawl, Deindustrialisation. • Students will develop an appreciation the role of urban planners and government in the function of urban areas. • Students will understand the role of healthcare and education in improving the quality of life.	• Using GIS/satellite images, historic images and maps to investigate spatial growth • Using quantitative and qualitative information to judge the scale of variations in quality of life. • Locating Mumbai on a map and explaining why it is ideal for growth. • Using GIS to identify the different functions of a city.	• Research project • Presentations • Peer assessment • In class assessment

Summer 1	Urban Field Work	Students will develop an understanding of the ways in which data can be collected and why this is important to Geographers by: • Understanding the purpose of the fieldwork in relation to assessment. • To be able to carry out fieldwork tasks with rigour and accuracy. • To use fieldwork information in a written analysis. • Key words: Qualitative, Quantitative, data collection, data analysis, data presentation, primary data and secondary data. • Students will be able to link the importance of data collection and analysis in everyday jobs. • Students will develop their emotional intelligence by working with their classmates to collect data.	• Understanding the enquiry process Planning, collection, collation, presentation and analysis of primary and secondary data. • Making sketches of areas of study.	• Research project • Presentations • Peer assessment • In class assessment
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