



## Curriculum Overview

### Year 10 – Geography 2021-2022

#### Rationale for Year 10 Geography

Year 10 will focus on paper 1. The rationale behind this is so students can compartmentalise the different papers as well as making links between the physical units of work. Attached to this year is the physical fieldwork element where students visit the River Cole, Highworth to collect primary data independently. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. By now the students will have the skill set required to carry out this study and due to its independent nature, will give students the opportunity to problem solve as well as gaining confidence, preparing themselves for post-16 education.

#### What will students learn and why?

Students will begin Year 10 by learning about global biomes, firstly focussing on a small-scale ecosystem (a pond) which the majority of our students will have prior knowledge of, moving on to the tropical rainforest biome (TRF). Students will identify the human impacts on ecosystems and how they are managed in a variety of ways. This is important, as students need to be able to apply their knowledge of a TRF and make judgements embraced by critical thinking. Application of knowledge and skills is worth 35% in paper 1 so it is vital that all students are able to do this. Students will be able to draw upon their knowledge from Year 8 biomes, finessing cartographic and graphical skills.

The final segment in Section B is hot deserts. This will follow the same learning as TRF but rather than management, students will learn about development opportunities and challenges of living in a hot desert, the focus will be the Thar desert that spreads over India and Pakistan. Students will get the opportunity to see what life is like for people living in hot deserts and discuss the sustainability of this. This option allows us to use India/Pakistan as a location for a case study, which may be more relevant to our cohort.

Finally, to end Section B, students use the knowledge gained from climate change (Year 9), focussing on how we can reduce desertification. By thinking critically, students will engage with stakeholders to view how best to manage large areas of desert such as the Sahara. It is important to note that when discussing areas at risk from desertification the UK appears on thematic maps, just one of the many reasons why it is important to evaluate methods of management as this could affect our students in the future.

Section C, physical landscapes in the UK is taught next. We have decided to teach coasts first so students will gain an insight into key processes, which are key for the following unit of work, rivers. The key processes for both coasts and rivers are similar so this is a good opportunity to practise knowledge retrieval with students. To demonstrate knowledge of locations, places, processes, environments and different scales is worth 15% and is fundamental to multiple-choice, 2 and 4 mark questions. Student need to be able to access these questions in order to gain a grade 4 or above. Coasts will begin with theory, which will underpin explanations and enhance understanding for the students. Once students understand why weathering or coastal erosion occurs, they can begin to apply this knowledge to photos. Students will review the management of two coastlines and have an open debate about how well these coastlines are managed. They will be asked to work together to put their own ideas forward to propose better ways to solve coastal issues.

Students will take part in a compulsory physical fieldwork study. This will involve working in small groups to answer an enquiry about the River Cole. Fieldwork is an essential component of Geography. It enables pupils to better understand 'geographical reality', develop subject knowledge, and gain a range of skills that are difficult

to develop in the classroom alone. However, it is not simply the geographical value of experiencing such things as landscape features, busy urban streets and unfamiliar cultures, which helps, ground the pupils' local environment in the context of the global. It also aids motivation and self-development. Students will get an opportunity to discuss careers in Geography by a visit from the Royal Geographical Society (RGS). This gives value to the learning as students are able to see how the application of their geographical knowledge can be applied to the real world and the positive impact that they could have in a range of careers. We hope to inspire our students by using guest speakers and utilising their skills to enhance the learning experience of our students and encourage students to view Geography as a meaningful subject that they can continue with post-16 and potentially build their future plans around.

How will students learn?

Students will develop a deeper understanding of topics by interleaving literacy skills as well as geographical skills. At the beginning of each unit students will be exposed to theory first so they can apply this in explicit detail when they answer 'explain' or 'suggest' questions. This allows for a deep and rich learning and expansion of knowledge. Through their case studies, students will be guided on debate and how to problem-solve. Skills are revisited frequently and are often used to start and end lessons.

A key part of students learning is developing locational knowledge to enhance extended answers. This enables learners to contextualise their points and aids evaluation, which is why students will be tested regularly on places nationally and internationally. Knowledge organisers are used for every assessed topic as a revision resource as well as case study crib-sheets – these are found on Moodle or alternatively, students have the option to purchase these via ParentPay. Teaching techniques such as retrieval, modelling and elaboration are used to improve the understanding and application of knowledge and build confidence in students when answering exam questions.

How will students be assessed?

Students are assessed by practice questions, past questions and past GCSE papers. It is important to familiarise students with question structure and the 'types' of questions that will appear. For example, there will always be multiple-choice questions and because of this, it is important that students recall knowledge and attempt questions in this format to establish confidence within students. In addition, there is always tiered mark questions for example 2, 4, 6 and 9. It is important that students know this so they can draw upon their knowledge and keep building on it (as questions are often linked). Mid-unit tests will be low stakes and focus on short answer-questions. As students gain more confidence with their knowledge, 6 and 9 mark questions will be introduced in class using modelling and structure strips, the skills of how to answer these will be practised and then the scaffolding will come down and students will sit these questions in end-of unit tests.

What is the aim for learners by the end of the year in comparison to the previous year?

The aim is for learners to be confident in their exam technique and attempt timed questions with limited scaffolding. By the end of the year, students will have a wealth of physical knowledge that can be utilised for meaningful discussions on national and global issues. Students will have confidence when carrying out activities independently and are more confident heading towards a post-16 Geography course or a course that requires the use of independent enquiry or problem solving.