

## Year 10 (2022-2023) Curriculum Overview Plan: (GEOGRAPHY)

Autumn T1 Resource Management	Autumn 2 Urban Issues	Spring 1 Living World	Spring 2 Hazards	Summer 1 Physical landscapes Coasts	Summer 2 Physical Landscapes Rivers
<p><b>Key Theme:</b> What are Resources? why do we need them?</p> <p><b>Knowledge:</b> Water, Energy, and Food (Main focus) important to humans, global demand and supply of resources, deficit and surplus, strategies to food supply, food insecurity, sustainable food, Indus irrigation scheme.</p> <p><b>Skills to be Embedded:</b> Comprehension, data analysis, graphs, charts, maps, interpreting photographs.</p> <p><b>Links to Prior Learning:</b> Building on prior knowledge from Geographical locations and previous terms including Populations, Settlements,</p>	<p><b>Key Theme:</b> Why is there trouble? what are the geopolitics?</p> <p><b>Knowledge:</b> LIC's and NEE's, urban challenges, squatter settlements, unemployment, urban sprawl, Urban change in cities, Sustainability.</p> <p><b>Skills to be Embedded:</b> Maps locations, climate graphs descriptions, Decision Making Exercise, interpreting map, photographs, land use models, pie-charts, population pyramids.</p> <p><b>Links to Prior Learning:</b> Geographical locational knowledge, Link back to previous term topics, settlements, urban issues, development.</p>	<p><b>Key Theme:</b> Ecosystems, where are they? why so important?</p> <p><b>Knowledge:</b> Small scale ecosystems (pond), large scale (rainforests), Cold biomes (polar), Hot biomes (deserts) challenges, opportunities.</p> <p><b>Skills to be Embedded:</b> Map's locations, interpreting photographs, models e.g. food webs/chains, nutrient cycle, climate graphs, bar charts, lines of latitude, describing links between human and physical interactions with living world.</p> <p><b>Links to Prior Learning:</b> Geographical locational</p>	<p><b>Key Theme:</b> Hazards examples, Rich and Poor Impacts?</p> <p><b>Knowledge:</b> Earthquakes, Volcanoes, Tsunami's, Plate Movements, HIC, USA, Japan, LIC's Haiti, Iran. Extreme Weather, Hurricanes, Beast from the East.</p> <p><b>Skills to be Embedded:</b> Map's locations, compass directions, GIS interpreting photographs, extended writing, geographical information analysis, e.g. climate graphs.</p> <p><b>Links to Prior Learning:</b> Geographical locational knowledge, links to last term's topic, Year 8 Hazards, Weather and climate,</p>	<p><b>Key Theme:</b> What are the impacts of Coasts on people and place, where is the Holderness area.?.</p> <p><b>Knowledge:</b> Physical processes, Constructive /Destructive waves coastal landforms, erosion and deposition, Hard/Soft engineering strategies. <b>Skills to be Embedded:</b> Maps locations, interpreting photographs, GIS, OS map, graphs analysis.</p> <p><b>Links to Prior Learning:</b> Geographical locational knowledge, link to previous term topics, Coasts Year 7 and Rivers.</p> <p><b>Key Assessment Pieces:</b> Holderness case study question.</p>	<p><b>Key Theme:</b> How rivers shape the land? UK case studies.</p> <p><b>Knowledge:</b> River features, processes, landforms, Meanders, Oxbows, Flooding, River Tees, Flood management.</p> <p><b>Skills to be Embedded:</b> Maps locations, interpreting photographs, Hydrographs, climate graphs descriptions and analysis,</p> <p><b>Links to Prior Learning:</b> Geographical locational knowledge, link to previous topics including weather and climate, Rivers and Coasts.</p> <p><b>Key Assessment Pieces:</b> Hydrograph Question.</p>

<p>Development, Urban issues</p> <p><b>Key Assessment Pieces:</b> Exam Questions.</p> <p><b>Tier 3 Vocabulary Vault:</b> Sustainable, Irrigation, Drought, Indus, Surplus, Consumption, Insecurity, Fossil fuels, Biofuels, Management.</p> <p><b>Reading Exposure:</b> Use of variety of texts such as from Textbooks, case studies, PowerPoints, peer assessment, repetition, Key Vocab use, current news articles.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Setting realistic goals, setting step by step targets, hinge questioning, GEOG starters, recapping and recalling previous lessons, Modelling.</p>	<p><b>Key Assessment Pieces:</b> NEE exam question.</p> <p><b>Tier 3 Vocabulary Vault:</b> Newly emerging countries, Opportunities, Inequalities, Greenfield, Brownfield, Rural Urban, Slums, Conflict, Migration, Economy, Exploitation, Kibera, Squatters, Poverty.</p> <p><b>Reading Exposure:</b> Use of variety of texts such as from Textbooks, Case studies, PowerPoints, peer assessment, repetition, Key Vocab use, current news articles.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Linking back to world maps, Hinge questioning, GEOG starters, recapping and</p>	<p>knowledge, previous term topics including Biomes, Weather and Climate.</p> <p><b>Key Assessment Pieces:</b> Desertification assessment.</p> <p><b>Tier 3 Vocabulary Vault:</b> Tourism, advantages, disadvantages, leisure, foreign, itinerary, recreation, hiking, destination, attraction, tourist, resorts, economy, international.</p> <p><b>Reading Exposure:</b> Use of variety of texts such as from Textbooks, Case Studies, PowerPoints, peer assessment, Repetition, Key Vocab use, current news articles.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Linking back to world maps, Hinge</p>	<p><b>Key Assessment Pieces:</b> HIC/LIC comparison case study.</p> <p><b>Tier 3 Vocabulary Vault:</b> Hurricanes, Beast from the East, Convection currents, Tectonic, High pressure, low pressure, Eye, Category. Conservative, Destructive, Constructive, Management, Prediction, Protection, Immediate response, Geothermal, Composite, Shield.</p> <p><b>Reading Exposure:</b> Use of variety of texts such as from Textbooks, Case Studies, PowerPoints, peer assessment, Repetition, Key Vocab use, current news articles.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Linking back to</p>	<p><b>Tier 3 Vocabulary Vault:</b> Gabions, Sea Wall, Groynes, Revetments, Erosion, Deposition, Holderness.</p> <p><b>Reading Exposure:</b> Use of variety of texts such as from Textbooks, case studies, PowerPoints, peer assessment, repetition, Key Vocab use, current news articles.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Linking back to world maps, Hinge questioning, GEOG starters, recapping and recalling previous lessons, Modelling</p>	<p><b>Tier 3 Vocabulary Vault:</b> Meander, Alluvium, Levee, Infiltration, Interception, Delta, Estuary, Tributary, Velocity, Confluence, Spur, Slip off slope.</p> <p><b>Reading Exposure:</b> Use of variety of texts such as from Textbooks, Case studies, PowerPoints, peer assessment, repetition, Key Vocab use, current news articles.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Linking back to world maps, Hinge questioning, GEOG starters, recapping and recalling previous lessons, Modelling.</p>
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	recalling previous lessons, Modelling.	questioning, GEOG starters, recapping and recalling previous lessons, Modelling.	Tourism, world maps, Hinge questioning, GEOG starters, recapping and recalling previous lessons, Modelling.		
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