St Peter's Collegiate Academy

Yr 10 Geography Curriculum

At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Landscapes in the UK	Physical Landscapes in the UK	The Living World	The Living World	The Challenge of Natural Hazards	Physical Landscapes in the UK
RIvers Landscapes	**RIvers Landscapes**	**Ecosystems**	**Ecosystems - Hot Deserts**	**Weather and Tectonic Hazards**	**Coastal Landscapes**
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
The UK's relief covers a range of diverse landscapes. The long profile and changing cross profile of a river and its valley. Students will understand the following Fluvial processes: erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion transportation – traction, saltation, suspension and solution Deposition. The shape of river valleys changes as rivers flow downstream as result of these processes. Distinctive fluvial landforms result from different physical processes. Students should be able to fully explain how waterfalls and gorges are created. Students should be able to use process words with accuracy within their explanations and sequence waterfall formation in a logical order. They should be able to explain how V-shaped valleys and interlocking spurs form. The same processes are applied to the following characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes.	In the second half of the term, students begin to focus on how different management strategies can be used to protect river landscapes from the effects of flooding. First, students learn about the different human and physical factors that affect flood risk- Precipitation, geology, relief and land use. This then links to the use of hydrographs to show the relationship between precipitation and discharge. The costs and benefits of the following management strategies: ● hard engineering – dams and reservoirs, straightening, embankments, flood relief channels ● soft engineering – flood warnings and preparation, flood plain zoning. Students then finish the topic with A case study of a flood management scheme in the UK to show: - why the scheme was required - The measures taken - The social, economic and environmental issues involved.	This module starts off with the understanding of the distribution of large scale global ecosystems and an overview of their characteristics, before focusing on a small-scale UK ecosystem. This ecosystem will focus on the concept of inter-relationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling. The balance between components. The impact of changing one component on the ecosystem. The focus then turns to our first large scale ecosystem: Tropical Rainforests (TRF). Characteristics of TRFs: - Climate, water, soils, plants and animals. - How vegetation adapts to the physical conditions. A case study of the Amazon Rainforest: - Causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth	In the same format as TRFs, students begin with characteristics of the Hot Desert: - Climate - Water - Soil How plants and animals adapt to the physical conditions. A case study of a hot desert to illustrate: Development opportunities in hot desert environments: mineral extraction, energy, farming, tourism. Challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility. Finally, the causes of desertification - climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion. Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology. The Challenge of Natural Hazards	Weather hazards continue with a case study of a tropical storm to illustrate: - The primary and secondary effects - The immediate and long-term responses. - How monitoring, prediction, protection and planning can reduce the effects of tropical storms. A more local focus is then taken looking at the UK and the weather hazards found here. Is there evidence that weather is becoming more extreme in the UK? An example of a recent extreme weather event in the UK to illustrate: Causes - Social, economic and environmental impacts. How management strategies can reduce risk. Tectonic hazards then become the focus of the topic. Building on the foundations of KS3, the Global distribution of earthquakes and volcanic eruptions and their relationship to plate boundaries. The physical processes taking place at different types of plate boundaries (constructive, destructive and conservative) lead to earthquakes and volcanic activity.	The coast is shaped by a number of physical processes. - Weathering processes – mechanical, chemical - Mass movement – sliding and slumping -Erosion – hydraulic power, abrasion, attrition and solution -Transportation – longshore drift, traction, saltation, suspension and solution -Deposition – why sediment is deposited in coastal areas. Characteristics and formation of landforms resulting from erosion – caves, arches and stacks, headlands and bays, cliffs and wave cut platforms. Characteristics and formation of landforms resulting from deposition – beaches, spits and bars. Each of these will be followed by a named UK example. Coastal management follows the landforms, with costs and benefits of the following. Hard engineering – sea walls, rock armour, gabions and groynes Soft engineering – beach nourishment and reprofiling, dune regeneration, Managed retreat – coastal realignment and monitoring.

As we move into the lower course of the river, characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries. Students are introduced to an example of a river valley in the UK to identify its major landforms of erosion and deposition. To know named Erosional and depositional features along the River Tees To be able to explain how these landforms were formed		- Impacts and issues resulting from deforestation – soil erosion, loss of biodiversity, contribution to climate change, economic development. Why the tropical rainforest environment should be protected: Strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction.	We start this new topic with the definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk. The first type of hazards we look at are weather hazards. General atmospheric circulation model: pressure belts and surface winds. Global distribution of tropical storms (hurricanes, cyclones, typhoons). Conditions leading to the formation of a tropical storm. The structure and features of a tropical storm. How climate change might affect the distribution, frequency and intensity of tropical storms.	Then a case study of two countries of contrasting levels of wealth to show the primary and secondary effects of, and the immediate and long-term responses to, a tectonic hazard. Before finally exploring reasons why people continue to live in areas at risk from tectonic hazards. How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.	Finally, A case study of a coastal management scheme in the UK to show: The reasons for management. The measures taken The resulting effects and possible conflicts. The year completes with a focus on Paper 3 and Fieldwork skills. This will involve a field visit to a coastal location in the UK.
Skills & Procedural Knowledge	**Skills & Procedural Knowledge**	**Skills & Procedural Knowledge**	**Skills & Procedural Knowledge**	**Skills & Procedural Knowledge**	**Skills & Procedural Knowledge**
- **Ability to identify key geographical features and explain the processes which have shaped them.** - **Map, graph and data analysis skills** - **Appling case study examples to exam questions** - **PEEL Paragraphs**	- **Ability to identify key geographical features** - **Map, graph and data analysis skills** - **Appling case study examples to exam questions** - **PEEL Paragraphs**	- **Locational knowledge** - **Map, graph and data analysis skills** - **Appling case study examples to exam questions** - **PEEL Paragraphs**	- **Map, graph and data analysis skills** - **Appling case study examples to exam questions** - **PEEL Paragraphs**	- **Map, graph and data analysis skills** - **Appling case study examples to exam questions** - **PEEL Paragraphs**	- **Map, graph and data analysis skills** - **Appling case study examples to exam questions** - **PEEL Paragraphs**
Key Assessment Task (KAT)	**Key Assessment Task (KAT)**	**Key Assessment Task (KAT)**	**Key Assessment Task (KAT)**	**Key Assessment Task (KAT)**	**Key Assessment Task (KAT)**
-	- **Research and or presentations of case studies** - **In class - informal and low stakes quizzes on key concepts.** - **End of unit assessment/past paper**		- **Research and or presentations of case studies** - **In class - informal and low stakes quizzes on key concepts.** - **End of unit assessment/past paper**	- **Research and or presentations of case studies** - **In class - informal and low stakes quizzes on key concepts.** - **End of unit assessment/past paper**	- **Research and or presentations of case studies** - **In class - informal and low stakes quizzes on key concepts.** - **Full end of unit mock assessment/past paper**

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Yr 11 Geography Curriculum

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Urban Issues and Challenges	Resource Management	The Changing Economic World	The Changing Economic World	Issue Evaluation	
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Students begin Y11 with a focus on the global pattern of urban change and urban trends in different parts of the world. Which factors affect the rate of urbanisation and the emergence of mega-cities? This leads on to a case study of a major city in an LIC or NEE to illustrate: • the location and importance of the city, both nationally and internationally • causes of growth: natural increase and migration • Opportunities: social, economic: • Challenges: social, economic and environmental The UK then becomes the focus. We start with an overview of the distribution of population and the major cities in the UK. Then a case study of a major city in the UK to illustrate: • the location and importance of the city in the UK and the wider world • impacts of national and international migration on the growth and character of the city. This again leads us to the opportunities and challenges faced	In this section, students are required to study Resource management and one from Food or Water or Energy. What is the significance of food, water and energy to economic and social well-being? This question is answered through a range of content. Initially, an overview of global inequalities in the supply and consumption of resources before the UK resources of either Food, Water or Energy are looked at. Food: - The growing demand for high value food exports from low income countries and all year demand for seasonal food and organic produce - Larger carbon footprints due to the increasing number of 'food miles' travelled and moves towards local sourcing of food. Water: - The changing demand for water - Water quality and pollution management - Matching supply and demand – areas of deficit and surplus	There are global variations in economic development and quality of life. We begin by measuring these economic and social indicators such as: gross national income (GNI) per head, birth and death rates, HDI and so on. Students explore different ways of classifying parts of the world according to their level of economic development and quality of life. What are the causes of uneven development? - physical, economic and historical. - Consequences of uneven development - disparities in wealth and health - international migration - Demographic Transition Model. Students have an overview of the strategies used to reduce the development gap: - investment, industrial, development and tourism, aid, using, intermediate technology, fair trade, debt relief, microfinance loans. These concepts are brought together in the form of a case study of one LIC or NEE to illustrate:	What are the causes of economic change?: - deindustrialisation and decline of traditional industrial base - Globalisation - government policies. How countries move towards a post-industrial economy is explored?: - Development of information technology - service industries, - finance and research, - science and business parks Impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable. Social and economic changes in the rural landscape in one area of population growth and one area of population decline. Improvements and new developments in road and rail		

by this city and how it is developing with urban renewal. The topic is finished by focusing on London and the challenges of the Olympics under the background of 'sustainability'. Features of sustainable urban living: - water and energy conservation - waste recycling - creating green space. - how urban transport strategies are being used to reduce traffic congestion.	- The need for transfer to maintain supplies. Energy: - The changing energy mix - Reliance on fossil fuels and growing significance of renewables - Reduced domestic supplies of coal, gas and oil - The role of nuclear power - Economic and environmental issues associated with exploitation of energy sources, including shale gas Finally, demand for water, energy, food resources are rising globally but supply can be insecure, which may lead to conflict. Students will use a case study to find out how Different strategies can be used to increase supply of one of these resources.	• the location and importance of the country, regionally and globally • the wider political, social, cultural and environmental context within which the country is placed. The changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development The role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country The changing political and trading relationships with the wider world International aid: types of aid, impacts of aid on the receiving country. How economic development is improving the quality of life for the population.	infrastructure, port and airport capacity. The North–South divide. Strategies used in an attempt to resolve regional differences The place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth**.**	
Skills & Procedural Knowledge	**Skills & Procedural Knowledge**	**Skills & Procedural Knowledge**	**Skills & Procedural Knowledge**	**Skills & Procedural Knowledge**	**Skills & Procedural Knowledge**
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