

Sackville School Geography Curriculum - Year 10



TERM	WHAT? (Is delivered?)	WHY? (Is this important?)	WHY NOW? (Why is this taught now?)	IMPACT? (What is the impact at the end of this half term?)	ASSESSMENT
1	The Development Gap	This topic develops students' understanding of global inequality, and a range of strategies that may help to close the development gap, such as trade, aid and debt relief. It also provides students with an understanding of the root cause of migration. The topic includes a detailed exploration of Nigeria, as an example of a newly emerging country, as well as a comprehensive investigation of the UK's changing economy, providing students with important knowledge as they enter the workforce in the near future.	This topic includes important foundational concepts, such as the demographic transition model and the Clark-Fisher model, which can be referred back to in future topics, helping to promote progress, and consolidate knowledge and understanding. This topic contains complex theory, so teaching it near to the start of the course, when enthusiasm levels are high is advantageous. The UK topic links strongly to the final topic of Challenges of an Urban World, providing an opportunity for retrieval and revision in year 11.	Students will be able to: <ul style="list-style-type: none"> describe the inequalities between LICs and HICs evaluate a range of strategies capability to close the development gap. identify why Nigeria is a newly emerging economy and contrast it with the UK's economy. explain how the UK's economy has been impacted by deindustrialisation. 	Google form quiz Tests based on past paper questions: 1. End of topic test on development gap 2. End of topic test on Nigeria 3. End of topic test on Changing UK economy
2	The Challenges of Natural Hazards	This topic includes studying the causes, impacts and responses to a range of natural hazards, including tectonic hazards, weather hazards, and climate change. This popular topic develops students' understanding of important physical processes and how they impact the human world, and are exacerbated by climate	This topic builds upon the concept of development from the previous topic. It also reintroduces the concept of global warming and the enhancement of the greenhouse effect, which they last studied in year 9, which will be referred to regularly in subsequent topics. There are lots of opportunities for skills	Students will be able to: <ul style="list-style-type: none"> Explain the processes that cause tectonic hazards, and explain their impacts at different levels of development, and examine the potential management strategies. Explain the formation of tropical storms and 	Google form quiz Tests based on past paper questions: 1. End of topic test on tectonic hazards 2. End of topic test on weather hazards

		change and inequality of development. Each hazard is studied around real world case studies, developing students knowledge of place, and examines the potential to minimise the impacts via effective planning and preparation	development, using maps and photographs of example natural hazards, which help develop and consolidate students abilities.	<p>flooding in the UK, and explain how they can be managed.</p> <ul style="list-style-type: none"> ● Explain the evidence for climate change and explain how its impacts can be managed. 	3. End of topic test on climate and change.
3	Physical Landscapes of the UK	This unit develops students' appreciation of the UK landscape. We study the coastal landscapes topic rather than the glaciation topic because of our schools location near to the South Coast, and because of the importance in understanding how coasts will be impacted by the impacts of global warming. We also study rivers, and then consolidate understanding by conducting a river study on the River Taff in the Brecon Beacons on the GCSE field trip.	This technical topic is taught at this stage in the course because we visit South Wales on our field trip in July of year 10, so students need to have an understanding of rivers to maximise their learning when in the field. This topic includes lots of skills based activities, such as grid references and other map based skills, which will be further consolidated in year 11.	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify a range of landforms and explain the processes involved in their formation. ● evaluate a range of strategies to manage UK physical landscapes. ● explain how UK physical landscapes will be impacted by global warming 	<p>Google form quiz</p> <p>Tests based on Past paper questions:</p> <ol style="list-style-type: none"> 1. End of topic test on rivers. 2. End of topic test on coasts 3. Familiar and unfamiliar field work assessment..

Links to L4L Curriculum and Gatsby Benchmarks:

Careers in development aid/charity sector, hazard management and science (geology, meteorology, climate science)

L4L - extremism and radicalisation in Nigeria and appreciation of natural environment via UK physical landscapes