

CURRICULUM MAP (Long term plan)

SUBJECT : _____ Geography _____

YEAR GROUP _____ 10 _____

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
<p>Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum</p> <p>AO1- Knowledge recall</p> <p>AO2- Understanding concepts</p>	<p><u>The UK’s evolving physical landscape</u></p> <p>Part 1: Coastal change</p> <ul style="list-style-type: none"> - identify key features of a coastal area - recognise how geographical questions can be used to investigate a coastal area <p>Part 2: River processes</p> <ul style="list-style-type: none"> - identify where rivers are on maps using six-fig grid references - Use photographs as part of an investigation - identify key features of a river 	<p><u>The UK’s Human landscape</u></p> <p>Part 1: Theory</p> <ul style="list-style-type: none"> - identify features of UK human geography landscape - investigate the UK economy - identify UK links with the wider world - investigate dynamic UK cities- city of London <p>Part 2: Geographical investigation-Fieldwork</p> <ul style="list-style-type: none"> - Human fieldwork town/city environments - Physical fieldwork coastal environments - identify a hypothesis for fieldwork - plan a fieldwork investigation - collect data - report results - prove or disprove the hypothesis 	<p><u>Decision making: People and biosphere/Forests under threat</u></p> <p>Part 1: People and biosphere</p> <ul style="list-style-type: none"> - Identify what the Global ecosystem is - investigate interconnections between humans and the biosphere - Identify the role of the biosphere - investigate the global demand for resources and future challenges <p>Part 2: Forests under threat</p> <ul style="list-style-type: none"> - identify key features of tropical rainforests - investigate threats to rainforests - investigate methods of conservation of tropical rainforests - identify key features of a taiga forest - investigate threats of taiga forests and methods of conservation
<p>Disciplinary knowledge - what skills are practiced?</p> <p>AO3- Applying ideas, analysing and making informed judgements</p> <p>AO4- Geographical Skills</p>	<p><u>Acquiring geographic information</u></p> <ul style="list-style-type: none"> - draw and annotate a sketch of a photograph; - interpret a cross section diagram - draw a diagram 	<p><u>Investigating geography</u></p> <ul style="list-style-type: none"> - use and interpret a thematic map - use an atlas - independent research using online resources - interpret thematic maps 	<p><u>Geographic debates</u></p> <ul style="list-style-type: none"> - explain the difference between terms - draw and label a thematic map

	<ul style="list-style-type: none"> - draw interpret thematic maps - create a thematic map - use and interpret information to complete a table - independent research - use and interpret information to complete a table - independent research using online resources - interpret a cross section diagram - use of ICT to present information - explain the difference between terms - use an atlas - interpret diagrams 	<ul style="list-style-type: none"> - interpret population pyramids - use and interpret information to complete a table - independent research using online resources - draw a line graph - draw a diagram - interpret a population pyramid - interpret a thematic map - explain the differences between terms - use and interpret information to complete a table - interpret a choropleth map - identify questions for investigation - research secondary sources - know the difference between primary and secondary data - understand value and reliability of different types of data from different sources - interpret an OS map - interpret a thematic map - interpret a diagram - use and interpret information to complete a table - interpret photographs. 	<ul style="list-style-type: none"> - describe distributions of biomes using a map; use and interpret a compound line graph - use and interpret a diagram. - explain the difference between terms - use and interpret information to complete a table - interpret diagrams - interpret a climate graph - use and interpret information to complete a table - interpret photographs - explain the difference between terms - use and interpret a bar graph - interpret a line graph - draw a diagram - interpret a pie chart - interpret a satellite image
<p>Key questions (What is the learning about?)</p>	<ul style="list-style-type: none"> - Define the term erosion - Explain how the tectonic plates have influenced the UK landscape 	<ul style="list-style-type: none"> - What is population density and how is it calculated 	<ul style="list-style-type: none"> - What and where are biomes? - What is the difference between biotic and abiotic components of an ecosystem?

	<ul style="list-style-type: none"> - Define sedimentary rock - Explain how rock type influences relief of the land - Explain the weathering processes that affect the UK landscape - Explain how human activity can create distinctive landscapes - Explain the difference between concordant and discordant coastlines - What are the features of longshore drift and a coastal spit - What factors can affect infiltration of moisture into soil - Why are flood risks increasing in the UK - Explain the difference between hard and soft engineering - What is the relationship between volume of water in a stream and the amount of erosion - What are features and processes that form an oxbow lake 	<ul style="list-style-type: none"> - Compare the population density of England and Wales - What is a conurbation and how do they develop? - Identify reasons for rapid population growth in the UK - Identify the features of the UK economic sector - How does globalisation impact the UK? - Why do some UK cities have more efficient transport links than others? - Identify the structure London and how it impacts on the people who live and work in London - What are the inequalities within London and the reasons - How did the 2012 Olympics regenerate London <p>Physical fieldwork</p> <ul style="list-style-type: none"> - Investigating coastal processes and management - what is a shoreline management plan - What are the problems facing _____ shoreline - What types of coastal management are used? - What are the impacts of coastal management? - How does the coastal management plan impact the community? 	<ul style="list-style-type: none"> - How can rainfall and temperature influence the location of biomes? - What is the difference between provisioning and regulating services? - How does continental populations impact the use of natural resources? - What are the theories of Malthus and Boserup? - How can plants adapt to the tropical rainforest? - Why do tropical rainforests have complex food webs? - How does soil fertility link with biodiversity? What is a taiga biome? - Why is plant productivity low in the taiga? - What are the direct threats to tropical rainforests? - What are the indirect threats to tropical rainforests? - What are the direct threats to taiga forests? - How can we protect the world's forests? - What does a sustainable future look like? - What is conservation? - How can we protect the forest from exploitation?
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		<ul style="list-style-type: none"> - What methods of data collection are appropriate? - How can you analyse your sediment data? <p>Human fieldwork</p> <ul style="list-style-type: none"> - Can I collect data on how people feel living in a urban area - Can I investigate the challenges people face living in an urban area - What qualitative techniques can I use to collect data - How can I analyse my data - How can I interpret and present my data - What is primary and secondary data? - Can I identify the reliability of my data? 	
<p>Assessment</p>			
<p>Literacy (L), Numeracy (N), Oracy (O) opportunities</p>	<p>Numeracy:</p> <ul style="list-style-type: none"> - draw and extract information from a line graph - use and interpret information to complete a table - interpret statistical data - investigate water speed and velocity <p>Literacy</p> <ul style="list-style-type: none"> -explain the differences between terms -interpret annotated photographs - comprehension skills interpreting information from text <p>Oracy</p>	<p>Numeracy:</p> <ul style="list-style-type: none"> -extract information from population pyramids. - draw and extract information from a line graph - use and interpret information to complete a table - interpret statistical data (Eurostat). -interpret a choropleth map - calculate population density <p>Literacy</p> <ul style="list-style-type: none"> -explain the differences between terms -interpret annotated photographs - comprehension skills interpreting information from text <p>Oracy</p>	<p>Numeracy:</p> <ul style="list-style-type: none"> -interpret and extract information from a compound line graph - interpret and extract information from a diagram - extract information from a climate graph - calculate amount and range - extract information from a bar graph -interpret a pie chart <p>Literacy</p> <ul style="list-style-type: none"> -explain the differences between terms -interpret annotated photographs -comprehension skills interpreting information from text <p>Oracy</p>

	<ul style="list-style-type: none"> - talk confidently and fluently using appropriate geographical language - debate geographical issues considering the interconnections between human and physical geography 	<ul style="list-style-type: none"> - talk confidently and fluently using appropriate geographical language - debate geographical issues considering the interconnections between human and physical geography 	<ul style="list-style-type: none"> - talk confidently and fluently using appropriate geographical language - debate geographical issues considering the interconnections between human and physical geography
Cross Curricular Opportunities	<ul style="list-style-type: none"> - use of ICT to present information - Art skills for drawing a diagram 	<ul style="list-style-type: none"> - use of ICT to present information - Art skills for drawing a diagram 	<ul style="list-style-type: none"> - use of ICT to present information - Art skills for drawing a diagram
Equality and Diversity	<p>Diverse representation used with slides presented to the students. Diverse family composition and families/ households with differing economic availability.. Diverse range of ways people can manage the risk of living with coastal or river hazards Misconceptions of how people live in different places</p>	<p>Diverse representation used with slides presented to the students. Diverse composition of how and where people live. Intergenerational justice considering the complexities of living in a changing area Misconceptions of how people live in different places</p>	<p>Diverse representation used with slides presented to the students. Diverse opinions of solutions to the challenges within the biosphere Intergenerational justice considering the complexities of the causes of forests under threat Misconceptions of causes and consequences for deforestation</p>
Careers	<p>HT 1 Advice on setting up a business: Founding a start-up travel company - BBC Bitesize</p> <p>HT 2 How to become a landscape assistant: Florence's story</p>	<p>HT1 How to become an apprentice countryside officer: Amelia's story - BBC Bitesize</p> <p>HT2 How to become a conservation apprentice: Lorna's story - BBC Bitesize</p>	<p>HT1 How to become an apprentice journalist: Natasha's story - BBC Bitesize</p> <p>HT2 How to become an ecologist: Gabrielle's story - BBC Bitesize</p>
Local Community Links	River processes that may have happened or are happening in our local area	Human geography of our local area including an environmental quality survey	How does our lifestyles impact on forests around the world as global consumers
British Values Democracy The rule of Law Individual Liberty	Democracy There are opportunities to debate issues of the UK evolving landscapes. Students can share their opinions and listen to the	Democracy There are opportunities to debate issues where students can share their opinions and listen to the views of others. For example different	Democracy There are opportunities to debate issues where students can share their opinions and listen to the views of others. For example different types of geography, why



<p>Mutual Respect and Tolerance of others SMSC Character Education</p>	<p>views of others. For example different solutions to manage river flooding and the management of eroding coastal regions</p> <p>The rule of law Laws protect everyone and no-one is above the law. We should understand the need for rules to make a happy, safe and secure environment and know the consequences when rules are not followed. Following socially responsible behaviour in the geography classroom and when developing understanding of the challenges of living in at risk regions.</p> <p>Individual liberty We have a freedom of choice and a right to respectfully express our views and beliefs. We can act as we choose within the law. The rights of ourselves and the others around us are protected. In geography having the right to express our opinions when debating geographic concepts in a respectful way and tolerating the views of others.</p> <p>Mutual respect and tolerance of others There is equality and fairness for all, regardless of background or religious beliefs. We understand that we do not all share the</p>	<p>types of geography, why is geography important and how it helps our daily lives. During fieldwork respectfully investigate gaining qualitative data. Representing the school while out in the community.</p> <p>The rule of law Laws protect everyone and no-one is above the law. We should understand the need for rules to make a happy, safe and secure environment and know the consequences when rules are not followed. Following socially responsible behaviour in the geography classroom and during fieldwork activities. When investigating how other people live in different settings in the UK.</p> <p>Individual liberty We have a freedom of choice and a right to respectfully express our views and beliefs. We can act as we choose within the law. The rights of ourselves and the others around us are protected. In geography having the right to express our opinions when debating geographic concepts in a respectful way and tolerating the views of others.</p> <p>Mutual respect and tolerance of others There is equality and fairness for all, regardless of background or</p>	<p>is geography important and how it helps our daily lives.</p> <p>The rule of law Laws protect everyone and no-one is above the law. We should understand the need for rules to make a happy, safe and secure environment and know the consequences when rules are not followed. Following socially responsible behaviour in the geography classroom and when developing understanding of how other people live across the globe.</p> <p>Individual liberty We have a freedom of choice and a right to respectfully express our views and beliefs. We can act as we choose within the law. The rights of ourselves and the others around us are protected. In geography having the right to express our opinions when debating geographic concepts in a respectful way and tolerating the views of others.</p> <p>Mutual respect and tolerance of others There is equality and fairness for all, regardless of background or religious beliefs. We understand that we do not all share the same beliefs and values. We respect the values, ideas and beliefs of others and do not impose our own onto them. In geography students demonstrate this when working in groups and debating geography concepts showing respect to peers.</p> <p>SMSC</p>
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	<p>same beliefs and values. We respect the values, ideas and beliefs of others and do not impose our own onto them. In geography students demonstrate this when working in groups and debating geography concepts showing respect to peers.</p> <p>SMSC Pair & group working, working safely in a geography classroom. Remaining respectful when debating in the classroom.</p> <p>Character Education Integrity : during group discussions and working in groups Resilience: data handling including quantitative and qualitative data Confidence: participation during classroom discussions, presenting work and verbal contributions when being questioned.</p>	<p>religious beliefs. We understand that we do not all share the same beliefs and values. We respect the values, ideas and beliefs of others and do not impose our own onto them. In geography students demonstrate this when working in groups and debating geography concepts showing respect to peers. Demonstrating respect when on fieldwork and investigating how different people live. Using school equipment respectfully. Representing the school while out in the community.</p> <p>SMSC Pair & group working, working safely in a geography classroom and when in the community. Representing the school while out in the community.</p> <p>Character Education Integrity : during group discussions and working in groups in the classroom and in the community Resilience: data handling including quantitative and qualitative data Confidence: participation during classroom discussions, presenting work and verbal contributions when being questioned.</p>	<p>pair & group working, working safely in a geography classroom.</p> <p>Character Education Integrity : during group discussions and working in groups Resilience: data handling including quantitative and qualitative data Confidence: participation during classroom discussions, presenting work and verbal contributions when being questioned.</p>
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