

Geography – Year 10 Curriculum

Exam board: Pearson Edexcel Specification B

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p>Terms 1-2</p> <p>Topic 2: Development Dynamics</p> <p>Enquiry Question 1: What is the scale of global inequality and how can it be reduced?</p> <p>2.1 There are different ways of defining and measuring development</p> <p>2.2 There is global inequality in development and different theories in how it can be reduced</p> <p>2.3. Approaches to development vary in type and success</p> <p>Enquiry Question 2: How is India one of the world's emerging countries managing to develop?</p> <p>2.4. Development of India is influenced by its location and context in the world</p> <p>2.5. Globalisation causes rapid economic change in India</p> <p>2.6. Rapid economic growth results in significant positive and negative impacts on people and the environment in India</p> <p>2.7. Rapid economic development has changed the international role of India</p>	<p>Extends upon students' knowledge of the differences in development between countries taught in Year 9 and utilises the knowledge from the study of the emerging country of China in Year 8</p>	<p>Skills:</p> <ul style="list-style-type: none"> Comparing the relative ranking of countries using single versus composite (indices) development measures Interpreting population pyramid graphs for countries at different levels of development Using income quintiles to analyse global inequality Using numerical economic data to profile India Using proportional flow line maps to visualise trade patterns and flows Using socio-economic data to calculate difference from the mean for core and periphery regions <p>Assessment</p> <ul style="list-style-type: none"> Assessment 1: Development Dynamics – GCSE exam questions Assessment 2: India – GCSE exam questions 	<p>To understand there are different ways of defining and measuring development</p> <p>To be able to offer explanations for global inequality</p> <p>To understand the characteristics of different approaches to development and formulate judgements on their success and failures</p> <p>To understand the development of India has been influenced by its location and context in the world</p> <p>To be able to explain how globalisation has led to rapid economic change in India</p> <p>To understand that rapid economic growth in India has led to positive and negative impacts on people and the environment and formulate judgements as to whether there have been more positive or negative impacts</p> <p>To understand how India's rapid economic development has led to an increasingly important role for India in the world</p>

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<p>Terms 2-3</p> <p>Topic 3: Challenges of an urbanising world</p> <p>An overview of rapid urbanisation and contrasting global urban trends</p> <p>Enquiry question 1: What are the causes and challenges of rapid urban change?</p> <p>3.1 The world is becoming increasingly urbanised</p> <p>3.2. Urbanisation is a result of socio-economic processes and change</p> <p>3.3. Cities change over time and this is reflected in changing land use</p> <p>Enquiry Question 2: Why does quality of life vary so much within the megacity of Mumbai</p> <p>3.4 The location and context of Mumbai influences its growth, function and structure</p> <p>3.5. The megacity of Mumbai is growing rapidly</p> <p>3.6. Rapid population growth creates opportunities and challenges for people living in Mumbai</p> <p>3.7. Quality of life in Mumbai can be improved by different strategies for achieving sustainability</p>	<p>Extends upon students' knowledge of urbanisation rates in Africa and the study of the mega city of a Lagos in Year 7</p>	<p>Skills:</p> <ul style="list-style-type: none"> • Use and interpretation of line graphs and calculating of rate of change/annual or decadal percentage growth • Using satellite images to identify different land use zones in urban areas • Using GIS/satellite images, historic images and maps to investigate spatial growth • Using quantitative and qualitative information to judge the scale of variations in quality of life <p>Assessment</p> <ul style="list-style-type: none"> • Assessment 3: Challenges of an urbanising world – GCSE questions • Assessment 4: Mumbai – GCSE questions 	<p>To understand the differences between past (since 1980), current and future trends in urbanisation vary between global regions</p> <p>To be able to explain how social and economic processes lead to the growth and/or decline of cities in developing, emerging and developed countries</p> <p>To understand that cities change over time</p> <p>To understand the development of Mumbai has been influenced by its location and context in the world</p> <p>To be able to explain the reasons for Mumbai's rapid growth</p> <p>To understand that the rapid growth of Mumbai creates opportunities and challenges for people living there and to formulate judgements as to whether there have been more opportunities or more challenges</p> <p>To be able to explain the advantages and disadvantages of different strategies for improving quality of life in Mumbai</p>

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<p>Terms 4 and 5</p> <p>Topic 1: Hazardous Earth</p> <p>Enquiry question 1: How does the world's climate system function, why does it change and how can this be hazardous for people?</p> <p>1.1. The atmosphere operates as a global system which transfers heat around the Earth</p> <p>1.2. Climate has changed in the past through natural causes on timescales ranging from hundreds to millions of years</p> <p>1.3. Global climate is now changing as a result of human activity, and there is uncertainty about future climates</p> <p>Enquiry question 2: How are extreme weather events increasingly hazardous for people?</p> <p>1.4. Tropical cyclones are caused by particular meteorological conditions</p> <p>1.5. Tropical cyclones present major natural hazards to people and places</p> <p>1.6. The impacts of tropical cyclones are linked to a</p>	<p>Extends upon students' knowledge of climate change and earthquakes and volcanoes taught in Year 8</p>	<p>Skills</p> <ul style="list-style-type: none"> • Use and interpretation of climate graphs • Use and interpretation of line graphs/bar charts showing climate change • Use and interpretation of temperature and sea level projection graphs to 2100 • Use of GIS to track the movement of tropical cyclones • Use of weather and storm surge data to calculate Saffir-Simpson magnitude • Use of social media sources, satellite images and socio-economic data to assess impact • Interpret a cross-section of the Earth • Use and interpretation of world map showing distribution of plate boundaries and plates • Use of Richter Scale to compare magnitude of earthquake events 	<p>To understand and know the physical processes underlying global atmospheric circulation</p> <p>To understand and know how global atmospheric circulation determines the location of high and low pressure areas</p> <p>To understand and know the natural causes of climate change: asteroid collisions, orbital changes, variation in solar output and volcanic activity</p> <p>To be able to assess the evidence for climate change</p> <p>To understand how human activities produce greenhouse gases that are enhancing the greenhouse effect leading to global warming</p> <p>To know there are a range of projections for global temperature change and sea level rise and to understand why there is uncertainty about these projections</p> <p>To know the characteristics, seasonal global distribution and source areas of tropical cyclones</p> <p>To know the physical hazards of tropical cyclones and their impacts on people and the environment</p>

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<p>country's ability to prepare and respond to them</p> <p>Enquiry question 3: Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?</p> <p>1.7. Earth's layered structure, and physical properties is key to plate tectonics</p> <p>1.8. There are different plate boundaries, each with characteristic volcanic and earthquake hazards</p> <p>1.9. Tectonic hazards affect people, and are managed, differently at contrasting locations</p>		<ul style="list-style-type: none"> Use of social media sources, satellite images and socio-economic data to assess impact <p>Assessment</p> <ul style="list-style-type: none"> Assessment 5 – Climate – GCSE questions Assessment 6 – Hazards – GCSE questions Assessment 7 – Year 10 Mock Exam Paper 1 – Hazardous Earth, Development Dynamics and Challenges of an urbanising world 	<p>To be able to assess the effectiveness of how countries prepare and respond to tropical cyclones</p> <p>To know the composition and physical properties of the Earth's layers</p> <p>To know the distribution and characteristics of conservative, convergent and divergent plate boundaries and hot spots</p> <p>To know the impacts of earthquakes on people and property and to assess the effectiveness of the management of earthquake in both developed and developing countries</p>
<p>Term 6</p> <p>Topic 5: The UK's evolving human landscape</p> <p>Enquiry question 1: Why are people and places changing in the UK?</p> <p>5.1 Population economic activities settlements are key elements of the human landscape</p>	<p>Utilises the context of how places change and develop learnt during terms 1-3</p> <p>Develops upon students' understanding of geographical enquiry through fieldwork in Years 7-9</p>	<p>Skills</p> <ul style="list-style-type: none"> Use and interpretation of UK population pyramids from different time periods Use of census data sets to understand changes to the UK's population Use of Eurostat to investigate FDI and immigration to the UK 	<p>To know the difference between the core and periphery of the UK in terms of population density, structure, economic activity and settlement</p>

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<p>5.2 The UK economy and society is increasingly linked and shaped by the wider world</p> <p>Topic 10: Investigating dynamic urban areas Enquiry question: How and why quality of life varies within urban areas</p> <ul style="list-style-type: none">• Formulating enquiry questions• Selecting fieldwork methods• Secondary sources		<ul style="list-style-type: none">• Identify questions or issues for investigation, develop a hypothesis and or key questions• Consider appropriate sampling procedures (systematic vs random vs stratified) and sample size• Consider health and safety and undertake risk assessment• Select data collection methods and equipment to ensure accuracy and reliability, develop recording sheets for measurements and observation• Use of ICT to manage, collate, process and present information, use of hand drawn graphical skills to present information in a suitable way• Write descriptively, analytically and critically about findings• Develop extended, written arguments, drawing well evidenced and informed conclusions about geographical questions and issues	<p>To understand how national and international migration over the past 50 years has contributed to increasing ethnic and cultural diversity in the UK</p> <p>To know why the decline in primary and secondary sector have declined in the UK and to explain the rise of the tertiary and quaternary sectors in the UK and how this has changed employment structure in contrasting region of the UK</p> <p>To know the kinds of questions capable of being investigated through fieldwork in urban environments</p> <p>To understand the difference between quantitative and qualitative data collection methods and know the difference between primary and secondary data</p> <p>To know how to present and analyse fieldwork data</p>

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		Assessment <ul style="list-style-type: none">Completed fieldwork enquiry: introduction, methodology, data presentation and analysis, conclusion and evaluation	To form conclusions based on the fieldwork data collected and to evaluate the data collections methods and the reliability of the data collection

Resources and/or activities to support learning

Textbook used in lessons:

Edexcel GCSE (9-1) Geography B – Investigating Geographical Issues by Bircher et al; published by Pearson – ISBN 978 1 446 92776 2

GCSE Geography Edexcel B by Dunn et al; published by Oxford University Press – ISBN 978 0 19 836657 7

Websites:

<https://senecalearning.com/en-GB/> - courses to select:

Geography: Edexcel B GCSE

Geography: Edexcel B GCSE: Diagnostic Misconceptions

Geography: Edexcel B GCSE: Standardised Assessments

<https://www.physicsandmathstutor.com/geography-revision/gcse-edexcel-b/>

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Videos:

Paper 1

Topic 1 – Hazardous Earth

<https://vimeo.com/712927341/65a8796b69> - Plate Tectonic, theories, margins and landforms

<https://vimeo.com/154982308/c0c2f5ddf5> - Haiti Earthquake

<https://vimeo.com/158358777/a682252742> - Cyclone Aila

<https://vimeo.com/154955766/2d310db34e> - Climate Change

Topic 2 – Development Dynamics

<https://vimeo.com/157421975/5cafd4a4b0> - India an emerging superpower

Topic 3 – Challenges of an urbanising world

<https://vimeo.com/310161263/4f3c6ef15a> - Inside Dharavi India's largest slum

<https://vimeo.com/334697864/adcf138ca> - Mumbai managing a megacity

<https://vimeo.com/310165141/c027dc7c3c> - Mumbai redevelopment - Top down or Bottom up?

<https://vimeo.com/310170280/0ef718ae1e> - Urbanisation in Mumbai - megacities

Paper 2

Topic 6 – The UK's evolving human landscape

<https://vimeo.com/157413902/5ddead4ce6> - Population change migration to the UK

<https://vimeo.com/157419400/44d9e3b9dc> - UK ageing population

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