

1c. Curriculum Overview: Geography



SAINTS PETER AND PAUL
CATHOLIC HIGH SCHOOL

Year 10 Geography			
Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
	<p><u>The Challenge of natural hazards</u></p> <p>Title What are tectonic hazards?</p> <p><u>What are the students learning?</u> -Earths structure -Tectonic boundaries & movement -Tectonic hazards -Case Study focus-Nepal & New Zealand -Response to challenge-The 3 Ps</p> <p><u>What are the key standardised assessments?</u> 1). Using Fig. 2 and your own understanding suggest how plate movements cause tectonic hazards in Iceland. 2). Sub-topic summative A. 3). Using Fig. 2.19 and your own understanding suggest why earthquakes are more devastating in LICs 4). Sub-topic summative B. 3). Sub topic summative C</p> <p>(approx. 17 lessons)</p> <p>Title -What are weather hazards?</p> <p><u>What are the students learning?</u> -Difference between weather and climate. -Upper atmospheric circulation.</p>	<p><u>The Living World</u></p> <p>Title What are the world's major biomes and what opportunities are there for development?</p> <p><u>What are the students learning?</u> -Global distribution of biomes -Factors affecting distribution -Characteristics of temperature deciduous woodland -Interactions in a small scale hedgerow ecosystem. -Characteristics of the Tropical rainforest ecosystem -Plant and animal adaptations in the rainforest. -How the rainforest is being developed -Management methods to lessen the impact of rainforest development. -Characteristics of the hot desert ecosystem. -Plant and animal adaptations in the hot desert -Opportunities and challenges provided by the desert. -Management methods to overcome the challenges to allow development. -How some areas are becoming more desert like.</p> <p><u>What are the key standardised assessments?</u> 1). Ecosystems-Pg18-food web and chain based questions (11 marks)</p>	<p><u>UK physical landscapes</u></p> <p>Title How do rivers shape our world?</p> <p><u>What are the students learning?</u> -Rock type and relief in the UK -Physical processes –erosion, transportation and deposition. -River profiles -River landforms-Upper middle & lower. -River management-Hard & soft engineering -How to carry out a river investigation.</p> <p><u>What are the key standardised assessments?</u> 1). River Valley profiles exam practice 2). Sub topic summative A 3). Using Figure 16, explain the processes involved in the formation of the landforms shown. 4). Sub topic summative B 5) For a UK area at risk of flooding, outline the flood management scheme used. To what extent has this scheme been successful? 4). Sub topic summative C</p> <p>Title What happens where the land meets the sea?</p> <p><u>What are the students learning?</u> -Types of wave</p>



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<p>-Tropical storms-Case Study focus-Typhoon Haiyan -Extreme weather in the UK-Case Study focus-Storm Desmond-Flooding in Cumbria</p> <p><u>What are the key standardised assessments?</u></p> <ol style="list-style-type: none">1). Upper atmospheric circulation model.2). Sub-topic summative A.3). Using an example you have studied, evaluate the immediate and long term responses to tropical storms.4). Sub-topic summative B.5). Full Summative 1 <p>Full challenge of natural hazards section.</p> <p>(approx. 15 lessons)</p> <p><u>What are the standardised homework?</u> Reading for meaning with revision quiz and disciplinary literacy</p>	<ol style="list-style-type: none">2). Sub topic summative A3). Plants and animals adapt in order to survive in their environment. Explain this statement (6 marks) June 2019 Teacher assessed4). Sub topic summative B5). Hot deserts-Pg. 25-introduction 5 marks6). Full Summative 2-All GCSE content so far. <p>(approx. 21 lessons)</p> <p><u>What are the standardised homework?</u> Reading for meaning with revision quiz and disciplinary literacy</p>	<p>-Coastal processes-erosion, transportation, deposition, mass movement. -Coastal landforms-erosion & deposition. -Coastal management-hard and soft engineering and coastal re-alignment.</p> <p><u>What are the key standardised assessments?</u></p> <ol style="list-style-type: none">1). Coastal Weathering and Erosion (11m) – Pg 33 white book2). Using the figure and your own understanding suggest how features of coastal erosion are formed3). For a coastal landscape you have studied, outline the process of coastal re-alignment and suggest advantages and disadvantages4). Full Summative 3 all content so far <p><u>What are the standardised homework?</u> Reading for meaning with revision quiz and disciplinary literacy</p>
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	<p><u>Uk physical landscapes</u></p> <p>Title How do rivers shape our world?</p> <p><u>What are the students learning?</u> -Rock type and relief in the UK -Physical processes – erosion, transportation and deposition -River profiles -River landforms – Upper middle & lower -River management – Hard & soft engineering -How to carry out a river investigation</p> <p><u>What are the key standardised assessments?</u> 1).River Valley profiles exam practice 2).Sub topic summative A 3). Using Figure 16, explain the processes involved in the formation of the landforms shown. 4).Sub topic summative B 5).For a UK area at risk of flooding, outline the flood management scheme used. To what extent has this scheme been successful? 6).Sub topic summative C</p> <p>Title What happened where the land meets the sea?</p> <p><u>What are the students learning?</u></p>	<p><u>Changing economic world</u></p> <p>Title How has industrial structure brought economic growth on a global scale?</p> <p><u>What are the students learning?</u> -Levels of development? -Characteristics of countries at different levels of development -Causes and consequences of uneven development. -Strategies to overcome uneven development- key focus TNCs –Shell in Nigeria</p> <p><u>What are the key standardised assessments?</u> 1). Measuring development exam practice Pg. 58 (8 marks) 2). To what extent do Trans National Corporations improve economic development and quality of life in LICs and NEEs? Reference at least one country you have studied. (9marks) 3). Summative assessment 3-all content so far</p> <p>Title Has the UK’s changing industrial structure led to the north south divide?</p> <p><u>What are the students learning?</u></p>	<p><u>Revision and pre-release</u></p> <p>Title Revision and pre-release booklet in prep for Paper 3</p> <p><u>What are the students learning?</u> Students will work through a series of planned supportive lessons that help them to work individually with the content and possible skills set provided by the pre-release booklet.</p> <p><u>What are the key standardised assessments?</u> No new assessments-revisit previous assessments and close learning gaps and develop more confidence with skills.</p> <p><u>What are the standardised homework?</u> Reading for meaning with revision quiz and disciplinary literacy</p>



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	<p>-Types of wave -Coastal processes-erosion, transportation, deposition, mass movement. -Coastal landforms-erosion & deposition. -Coastal management-hard and soft engineering and coastal re-alignment.</p> <p><u>What are the key standardised assessments?</u> 1). Coastal Weathering and Erosion (11m) – Pg 33 white book 2). Using the figure and your own understanding suggest how features of coastal erosion are formed 3). For a coastal landscape you have studied, outline the process of coastal re-alignment and suggest advantages and disadvantages 4). Full Summative 3 all content so far</p> <p><u>What are the standardised homework?</u> Reading for meaning with revision quiz and disciplinary literacy</p>	<p>-Ways in which the UK economy has changed- post industrial characteristics. -Changes in rural areas -Strategies used to bridge the north south divide-Key focus Daresbury Science and Technology park.</p> <p><u>What are the key standardised assessments?</u> 1). Suggest how the UK is moving towards a post-industrial economy-Use fig 8 and your own understanding (6marks) 2). Using fig 1 and your own understanding explain how planned transport improvements are set to bridge uneven development in the UK (6 marks) 3). Summative 4-all content so far.</p> <p><u>What are the standardised homework?</u> Reading for meaning with revision quiz and disciplinary literacy</p>	
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