ICKNIELD HIGH SCHOOL **KEY STAGE 4 CURRICULUM MAP**

'Raising the Achievement of All'

WELL-SEQUENCED **CONTEXUALISED/INCLUSIVE** **AMBITIOUS**

SUBJECT: Geography **Year: 10**

	Autumn 1: Atmosphere, Climate Change and Tropical Cyclones	Autumn 2: Tectonics and Development	Spring 1: India Case Study and Urbanisation	Spring 2: UK's Physical Geography and Mumbai Case Study	Summer 1: Coasts and Coastal Fieldwork	Summer 2: Rivers and UK's Human Landscape
Key Questions	How does the world's climate system function? What are the consequences of climate change? How are extreme weather events increasing hazardous for people? Why are some countries vulnerable to tropical cyclones?	What happens when tectonic plates move? What are the impacts and responses to earthquakes? What is development and why do global inequalities exist? Which development strategies are the most successful?	How has India developed to advance from a developing country to an emerging country? How do social and economic changes lead to urbanisation? How do cities change over time?	How have physical processes affected the landscape of the UK? Why does the quality of life vary so much within a mega city in an emerging country? What are the opportunities of living in Mumbai?	What landforms are created due to coastal erosion? How do coastal process affect coastal management in the UK? How does coastal management affect coastal processes and communities in Southend-on-sea?	How do river processes create distinctive landscapes in the UK? How do human and physical processes interact to cause flooding on the River Severn? Why are people and places changing in the UK? How is the UK economy and society linked to and shaped by the wider world?
Content: 'Know what'	In Atmosphere and Climate Change, students will learn about the global climatic system and how climate change will affect the world.	In Tectonics, students learn about the movement of the earth's structure and how earthquakes affect developed and developing countries.	The India Case Study looks at how globalisation has allowed the country to develop through aspects such as healthcare, transport and outsourcing.	In the Mumbai Case Study, students will learn about the challenges facing the city and the opportunities Mumbai provides to its residents.	Students will learn the processes of longshore drift and coastal deposition and how they create distinctive coastal landscapes. Students will also learn about the	Students will learn to conduct a coastal fieldwork study to investigate the relationship between coastal management and coastal processes.

	In Tropical Cyclones, students will learn about the formation of tropical storms and the impacts of hurricanes on a developed and developing countries.	In Development, students will learn to understand why some countries are more developed than others and about strategies to aid development.	Students will learn about current and future trends of urbanisation and how cities will change over time.	Students will learn the process of erosion and glaciation and how they have created landscapes such as U-Shaped valleys.	management of UK coastal regions. Students will learn about how rivers create landscape features such as v-shaped valleys, waterfalls and meanders. This will then progress to learning about different river management strategies.	Students will learn how human processes such as migration have altered the population of the UK.
Expertise: 'Know how'	Using GIS to monitor global climate trends. Using GIS to plot the track of Hurricane Katrina.	Conducting an experiment to visualise how earthquake proof buildings are constructed. Using choropleth maps to plot development around the world.	Using proportional flow maps to identify India's key trading partners. Using a variety of graphs to understand global and regional trends in Urbanisation.	Using GIS to explore Mumbai and learn about different parts about the city. Interpreting maps to understand links between rainfall, relief and land use in the UK.	Using GIS models to identify coastal landforms and management features. Using GIS to model how the landscape and flood risk is affected by a river. Using choropleth maps to explain the differences in wealth and inequality between London boroughs.	Using GIS, maps and fieldwork equipment such as clinometers and ranging poles to conduct a fieldwork study. To use choropleth maps to understand how the UK's population is changing.
Literacy/ Numeracy/ SMSC/	Using data to plot the path of Hurricane Katrina	Understanding the reasons why natural disasters affect places in different ways, linked to the development of a country Using data to compare the impacts of	Learning to write using concise geographic language Learning techniques to calculate ratio and interquartile range	Exploration of techniques required to describe and explain in Geography Drawing a line graph to show how Mumbai's population has increased	Learning how to draw and analyse a flood hydrograph Gaining knowledge of why only some coastal communities receive coastal protection	Drawing graphs and analysing them to answer an enquiry question based around coastal management in Southend Learning to write in a comparative manner to compare different parts of London and the UK

		earthquake in New Zealand and Haiti	Learning techniques to calculate percentage change	Learning about the strong community spirit that often develops in slums such as Dharavi		
Disciplinary Literacy	**Literacy:** Development of tier 2 and 3 vocabulary through Rate My Words, spelling test and Frayer model activities. Use of structure strips to help students develop a technique for assessing causes and impacts	**Literacy:** Development of tier 2 and 3 vocabulary through Rate My Words, spelling test and Frayer model activities. Structure strips to develop an evaluation writing style Extended writing to develop justification and conclusion techniques	**Literacy:** Development of tier 2 and 3 vocabulary through Rate My Words, spelling test and Frayer model activities. Extended writing opportunity to discuss India's changing role in the world Structure strips to develop 8-mark essay writing. Extended writing opportunities on the causes of land use in a city	**Literacy:** Development of tier 2 and 3 vocabulary through Rate My Words, spelling test and Frayer model activities. Use of structure strips to help students construct an argument on the effectiveness of sustainability strategies in Mumbai Oracy activity to develop student usage of key geographic terms	**Literacy:** Development of tier 2 and 3 vocabulary through Rate My Words, spelling test and Frayer model activities. Extended writing opportunities on the causes of floods in the UK Structure strips to develop 8-mark essay writing.	**Literacy:** Development of tier 2 and 3 vocabulary through Rate My Words, spelling test and Frayer model activities. Extended writing opportunities based around the results of the fieldwork data collection Structure strips to develop 8-mark essay writing.
Careers	Examples and video links to different types of job that link to the current topic of study.	Examples and video to different types of job that link to the current topic of study.	Examples and video links to different types of job that link to the current topic of study.	Examples and video links to different types of job that link to the current topic of study.	Examples and video links to different types of job that link to the current topic of study.	Examples and video links to different types of job that link to the current topic of study. Opportunity to discuss different types of job role

						that exist in the UK economy and the skills required to complete each role.