



Bishop Stopford's School

Curriculum Map Year 10 GEOGRAPHY AQA 8035

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Human - Section A 3.2.1 Urban issues and challenges (UK cities + Sustainability)	Human - Section A 3.2.1 Urban issues and challenges (Urbanisation + Urban Growth)	Human - Section B 3.2.2 The changing economic world (Global variations + Development gap)	Human - Section C 3.2.3 Resources and the Environment (Water, Energy and Food)	Physical - Section C 3.1.3 Physical landscapes in the UK (UK landscapes + Coasts) Link to Fieldwork - Section B 3.3.2 Fieldwork to take place this 1/2 term (Whitstable). Note: Mock 1	Physical - Section C 3.1.2 the Living World - Biomes/Ecosystems/TRF <u>Option</u> Cold or Hot environments
Core Skills	<ul style="list-style-type: none"> • Enquiry • Communication (literacy) • Develop extended writing • Critical thinking <ul style="list-style-type: none"> • Analysis • Critical evaluation • Make judgements • Make arguments • Draw informed decisions • Synthesis of information • Inference • Numeracy 	<ul style="list-style-type: none"> • Enquiry • Communication (literacy) • Develop extended writing • Critical thinking <ul style="list-style-type: none"> • Analysis • Critical evaluation • Make judgements • Make arguments • Draw informed decisions • Synthesis of information • Inference • Numeracy 	<ul style="list-style-type: none"> • Enquiry • Communication (literacy) • Develop extended writing • Critical thinking <ul style="list-style-type: none"> • Analysis • Critical evaluation • Make judgements • Make arguments • Draw informed decisions • Synthesis of information • Inference • Numeracy 	<ul style="list-style-type: none"> • Enquiry • Communication (literacy) • Develop extended writing • Critical thinking <ul style="list-style-type: none"> • Analysis • Critical evaluation • Make judgements • Make arguments • Draw informed decisions • Synthesis of information • Inference • Numeracy 	<ul style="list-style-type: none"> • Enquiry • Communication (literacy) • Develop extended writing • Critical thinking <ul style="list-style-type: none"> • Analysis • Critical evaluation • Make judgements • Make arguments • Draw informed decisions • Synthesis of information • Inference • Numeracy 	<ul style="list-style-type: none"> • Enquiry • Communication (literacy) • Develop extended writing • Critical thinking <ul style="list-style-type: none"> • Analysis • Critical evaluation • Make judgements • Make arguments • Draw informed decisions • Synthesis of information • Inference • Numeracy
Core Knowledge	<ul style="list-style-type: none"> • Urban change in cities in the UK leads to a variety of human geographical concepts on a local and national scale. 	<ul style="list-style-type: none"> • A growing percentage of the world's population lives in urban areas. • Urban growth creates opportunities and challenges for cities in LICs and NEEs. • Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. 	<ul style="list-style-type: none"> • There are global variations in economic development and quality of life. • Various strategies exist for reducing the global development gap. 	<ul style="list-style-type: none"> • There are global variations in resources. • Various strategies exist for reducing the variation in access to supply of resources. 	<ul style="list-style-type: none"> • The UK has a range of diverse landscapes. • The coast is shaped by a number of physical processes. • Distinctive coastal landforms are the result of rock type, structure and physical processes. • Different management strategies can be used to protect coastlines from the effects of physical processes. 	<ul style="list-style-type: none"> • Tropical rainforest ecosystems have a range of distinctive characteristics. • Deforestation has economic and environmental impacts. • Tropical rainforests need to be managed to be sustainable. • Cold environments (polar and tundra) have a range of distinctive characteristics. • Development of cold environments creates opportunities and challenges.
Assessment & Feedback	T1.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate GCSE grading system .	T1.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate GCSE grading system.	T2.1 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate GCSE grading system.	T2.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate GCSE grading system.	<u>T3.1 Assessment of current c/w and h/w using Yellow form. Once per week Peer Assessment (PA) and Self Assessment (SA) using green pen. Next steps to be acted upon and monitored using Dedicated Improvement Reflection Time (DIRT) every second week.</u>	T3.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate GCSE grading system.
Link to prior learning	•Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	•Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	•Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	•Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	•Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	•Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Outside learning/trips	Research techniques applied beyond the classroom	Research techniques applied beyond the classroom	IT based opportunities to widen broader knowledge	Small group opportunities to work beyond the classroom based on current topic	GCSE Fieldtrip: Whitstable	Small group opportunities to work beyond the classroom based on current topic