

Curriculum Sequencing Grid: Geography

Year 10	Term 1	Term 2	Term 3
Unit	Urban Issues and Challenges		Changing Economic World
Key Retainable Knowledge (Required for Y11/13) What... How.... Why....	<ul style="list-style-type: none"> • What are the causes and consequences of urbanisation? • What are the opportunities and challenges for cities in low-income countries (LICs) and high-income countries (HICs)? • How does urban change in cities in the UK lead to social, economic, and environmental opportunities and challenges? • Why does urban sustainability require management of resources of transport? 		<ul style="list-style-type: none"> • How can development be classified? • What are the different indicators of development and their limitations? • What is the link between the Demographic Transition Model and development? • What are the causes and consequences of uneven development? • What is the development gap and how can it be reduced? • Where is Nigeria and why is it important locally, regionally and internationally? • How is its industrial structure changing?
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	All GCSE key technical vocabulary can be accessed in the AQA GCSE Geography Subject Specific Vocabulary document: https://filestore.aqa.org.uk/resources/geography/AQA-8035-SSV.PDF		
Opportunities for Reading	https://www.bbc.co.uk/bitesize/topics/z9wca82 https://www.internetgeography.net/aqa-gcse-geography/urban-issues-and-challenges/ http://www.coolgeography.co.uk/GCSE/Year%2010/ManagingHuman/Rio/rio_de_janeiro.htm welcometosheffield.co.uk/ web.mit.edu/urbanupgrading/upgrading/case-examples/ce-BL-fav.html		coolgeography.co.uk/gcse/economic_world.php
Developing Cultural Capital	<ul style="list-style-type: none"> • To empathise with the plight of the urban poor in LICs • To understand the concept of spatial inequality in the UK • To understand the reasons for migration worldwide 		<ul style="list-style-type: none"> • To appreciate how levels of development differ around the world • To raise awareness of the historical causes of uneven development
Cross Curricular Links (Authentic Connections)	<ul style="list-style-type: none"> • Maths (a variety of graphs and data presentation methods) • Sociology (the use of space and place in cities) 		<ul style="list-style-type: none"> • Maths (interpreting graphs, charts, and other forms of data presentation) • History (the impact of colonialism on uneven development)

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Key Assessment	End of unit assessment	End of unit assessment
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Year 10	Term 4	Term 5	Term 6
Unit	Changing Economic World (continued)	The Challenge of Resource Management	Physical Landscapes in the UK – Coastal Landscapes in the UK
Key Retainable Knowledge (Required for Y11/13) What... How.... Why....	<ul style="list-style-type: none"> What are the pros and cons of TNCs operating in Nigeria? What are the different types of aid? What are the environmental impacts of Nigerian development on quality of life? What has caused deindustrialisation in the UK? How is the UK moving towards a post-industrial economy? How and why is the UK's infrastructure being improved? What is the North-South divide and what steps are being taken to reduce it? What is the UK's place in the wider world? 	<ul style="list-style-type: none"> Why are food, water and energy fundamental to human development? Why does the changing demand and provision of resources in the UK create opportunities and challenges? What are the conflicts surrounding demand for food resources? What strategies are there to improve food supply? 	<ul style="list-style-type: none"> What are the diverse landscapes of the UK? How is the coast shaped by physical processes? How are distinctive coastal landforms the result of rock type, structure and physical processes? How can different management strategies be used to protect coastlines from the effects of physical processes?
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	All GCSE key technical vocabulary can be accessed in the AQA GCSE Geography Subject Specific Vocabulary document: https://filestore.aqa.org.uk/resources/geography/AQA-8035-SSV.PDF		
Opportunities for Reading	coolgeography.co.uk/gcse/economic_world.php	bbc.co.uk/bitesize/topics/zybnhv4 http://www.coolgeography.co.uk/gcse/resource_management.php https://www.carbonbrief.org/analysis-uk-renewables-generate-more-electricity-than-fossil-fuels-for-first-time#:~:text=In%20the%20third%20quarter%20of,biomass%20and%206%25%20from%20solar. https://www.dw.com/en/spains-sea-of-plastic-where-europe-gets-its-produce-migrants-get-exploited/a-47824476#:~:text=The%20province%20of%20Almeria%20produces,78%2C000%20acres%20of%20greenhouses	internetgeography.net/topics/the-holderness-coast-case-study/
Developing Cultural Capital	<ul style="list-style-type: none"> To identify and apply economic indicators - economics 	<ul style="list-style-type: none"> To appreciate the scale of inequality in the provision/availability of food, water and energy around the world and in the UK To debate and engage with locally important and recent energy conflicts, such as the UK's move away from coal production and fracking 	<ul style="list-style-type: none"> To empathise with communities living in areas affected by coastal erosion To appreciate the human achievement of successfully defending places from the force of waves

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Cross Curricular Links (Authentic Connections)	<ul style="list-style-type: none"> Economics (economic development in a Newly Industrialising Country and a High Income Country) 	<ul style="list-style-type: none"> Maths (interpreting graphs and charts) Sociology (the social conflicts caused by energy insecurity) Physics (the science of energy production) 	<ul style="list-style-type: none"> Maths (using a variety of graphs and data presentation techniques)
Key Assessment	End of unit assessment	End of unit assessment	End of unit assessment