

## Curriculum Sequencing Grid: Geography

Year 10	Term 1	Term 2	Term 3
<b>Unit</b>	Urban Issues and Challenges and Urban Fieldwork		Changing Economic World
<b>Key Retainable Knowledge</b> (Required for Y11) What... How.... Why....	<ul style="list-style-type: none"> <li>What are the causes and consequences of urbanisation?</li> <li>What are the opportunities and challenges for cities in low-income countries (LICs) and high-income countries (HICs)?</li> <li>How does urban change in cities in the UK lead to social, economic, and environmental opportunities and challenges?</li> <li>Why does urban sustainability require management of resources of transport?</li> <li>What risks, methods, conclusions and evaluation are used in UK urban fieldwork?</li> </ul>		<ul style="list-style-type: none"> <li>How can development be classified?</li> <li>What are the different indicators of development and their limitations?</li> <li>What is the link between the Demographic Transition Model and development?</li> <li>What are the causes and consequences of uneven development?</li> <li>What is the development gap and how can it be reduced?</li> <li>Where is Nigeria and why is it important locally, regionally and internationally?</li> <li>How is its industrial structure changing?</li> </ul>
<b>Key Technical Vocabulary</b> (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: <a href="https://filestore.aqa.org.uk/resources/geography/AQA-8035-SSV.PDF">https://filestore.aqa.org.uk/resources/geography/AQA-8035-SSV.PDF</a>		
<b>Opportunities for Reading</b>	<a href="https://www.bbc.co.uk/bitesize/topics/z9wcg82">https://www.bbc.co.uk/bitesize/topics/z9wcg82</a> <a href="https://www.internetgeography.net/aqa-gcse-geography/urban-issues-and-challenges/">https://www.internetgeography.net/aqa-gcse-geography/urban-issues-and-challenges/</a> <a href="http://www.coolgeography.co.uk/GCSE/Year%2010/ManagingHuman/Rio/rio_de_janeiro.htm">http://www.coolgeography.co.uk/GCSE/Year%2010/ManagingHuman/Rio/rio_de_janeiro.htm</a> <a href="http://welcometosheffield.co.uk/">welcometosheffield.co.uk/</a> <a href="http://web.mit.edu/urbanupgrading/upgrading/case-examples/ce-BL-fav.html">web.mit.edu/urbanupgrading/upgrading/case-examples/ce-BL-fav.html</a>		<a href="http://coolgeography.co.uk/gcse/economic_world.php">coolgeography.co.uk/gcse/economic_world.php</a>
<b>Developing Cultural Capital</b>	<ul style="list-style-type: none"> <li>To empathise with the plight of the urban poor in LICs.</li> <li>To understand the concept of spatial inequality in the UK.</li> <li>To understand the reasons for migration worldwide.</li> <li>Fieldwork to investigate changes in a local urban area.</li> </ul>		<ul style="list-style-type: none"> <li>To appreciate how levels of development differ around the world</li> <li>To raise awareness of the historical causes of uneven development</li> </ul>
<b>Cross Curricular Links</b> (Authentic Connections)	<ul style="list-style-type: none"> <li>Maths (a variety of graphs and data presentation methods)</li> <li>Sociology (the use of space and place in cities)</li> </ul>		<ul style="list-style-type: none"> <li>Maths (interpreting graphs, charts, and other forms of data presentation)</li> <li>History (the impact of colonialism on uneven development).</li> </ul>

## Curriculum Sequencing Grid: Geography

<b>Key Assessment</b>	End of unit assessment	End of unit assessment
-----------------------	------------------------	------------------------

Year 10	Term 4	Term 5	Term 6
<b>Unit</b>	Changing Economic World (continued)	The Challenge of Resource Management	Physical Landscapes in the UK – Coastal Landscapes in the UK
<b>Key Retainable Knowledge</b> (Required for Y11/13) What... How.... Why....	<ul style="list-style-type: none"> <li>• What are the pros and cons of TNCs operating in Nigeria?</li> <li>• What are the different types of aid?</li> <li>• What are the environmental impacts of Nigerian development on quality of life?</li> <li>• What has caused deindustrialisation in the UK?</li> <li>• How is the UK moving towards a post-industrial economy?</li> <li>• How and why is the UK's infrastructure being improved?</li> <li>• What is the North-South divide and what steps are being taken to reduce it?</li> <li>• What is the UK's place in the wider world?</li> </ul>	<ul style="list-style-type: none"> <li>• Why are food, water and energy fundamental to human development?</li> <li>• Why does the changing demand and provision of resources in the UK create opportunities and challenges?</li> <li>• What are the conflicts surrounding demand for food resources?</li> <li>• What strategies are there to improve food supply?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the diverse landscapes of the UK?</li> <li>• How is the coast shaped by physical processes?</li> <li>• How are distinctive coastal landforms the result of rock type, wave type, structure and physical processes?</li> <li>• How can different management strategies can be used to protect coastlines from the effects of physical processes?</li> <li>• What risks, methods, conclusions and evaluation are used in coastal fieldwork?</li> </ul>
<b>Key Technical Vocabulary</b> (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: <a href="https://filestore.aqa.org.uk/resources/geography/AQA-8035-SSV.PDF">https://filestore.aqa.org.uk/resources/geography/AQA-8035-SSV.PDF</a>		
<b>Opportunities for Reading</b>	<a href="http://coolgeography.co.uk/gcse/economic_world.php">coolgeography.co.uk/gcse/economic_world.php</a>	<a href="http://bbc.co.uk/bitesize/topics/zybnhv4">bbc.co.uk/bitesize/topics/zybnhv4</a> <a href="http://www.coolgeography.co.uk/gcse/resource_management.php">http://www.coolgeography.co.uk/gcse/resource_management.php</a> <a href="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.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.</a> <a href="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">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</a>	<a href="http://internetgeography.net/topics/the-Holderness-coast-case-study/">internetgeography.net/topics/the-Holderness-coast-case-study/</a>

## Curriculum Sequencing Grid: Geography

<b>Developing Cultural Capital</b>	<ul style="list-style-type: none"> <li>To identify and apply economic indicators - economics</li> </ul>	<ul style="list-style-type: none"> <li>To appreciate the scale of inequality in the provision/availability of food, water and energy around the world and in the UK</li> <li>To debate and engage with locally important and recent energy conflicts, such as the UK's move away from coal production and fracking</li> </ul>	<ul style="list-style-type: none"> <li>To empathise with communities living in areas affected by coastal erosion</li> <li>To appreciate the human achievement of successfully defending places from the force of waves</li> </ul>
<b>Cross Curricular Links</b> (Authentic Connections)	<ul style="list-style-type: none"> <li>Economics (economic development in a Newly Industrialising Country and a High Income Country)</li> </ul>	<ul style="list-style-type: none"> <li>Maths (interpreting graphs and charts)</li> <li>Sociology (the social conflicts caused by energy insecurity)</li> <li>Physics (the science of energy production)</li> </ul>	<ul style="list-style-type: none"> <li>Maths (using a variety of graphs and data presentation techniques)</li> </ul>
<b>Key Assessment</b>	End of unit assessment	End of unit assessment	End of unit assessment