



Subject: Geography

Lead Teacher: Mr J Pimm

Year: 10

Curriculum organisation

Students are taught in mixed groups of approx. 20-30 for two hours per week. They are not grouped by ability.

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	<ul style="list-style-type: none"> Urban environments The Living World 	<ul style="list-style-type: none"> What are the opportunities and challenges presented by urbanisation in a UK city? How can urban living be made more sustainable? What is an ecosystem? What is a biome? What is the value of the rainforest? How can humans use the rainforest sustainably? What is the hot desert biome like and where can it be found? How are plants and animals adapted to the hot desert biome? What opportunities and challenges does the hot desert biome present to humans? 	<ul style="list-style-type: none"> Deprivation and inequality Regeneration and gentrification Urban sustainability Map skills, graphical and statistical techniques. Interdependence Adaptations Atmospheric circulation Sustainable development and management 	<ul style="list-style-type: none"> Evaluation skills, presenting a balanced argument. Analytical skills comparing countries Using case studies to support our understanding Map/graph skills including choropleth maps Statistical analysis skills 	<ul style="list-style-type: none"> Whole class discussion Pair work Practical activities Problem-solving tasks Watching short video clips Research tasks Debate
Spring Term	<ul style="list-style-type: none"> The changing economic world 	<ul style="list-style-type: none"> How are countries classified? Why are countries and different stages of development? What can be done to reduce the development gap? How and why is the economy of Nigeria changing? How and why is the economy of the UK changing? What is the UK's place in the wider world? 	<ul style="list-style-type: none"> LIC/NEE/HIC Investment, tourism, fair trade, aid, microfinance loans Changes to the employment structure in Nigeria The role of the oil industry The role of TNCs The impact of deindustrialisation in the UK The move to a post industrial economy 	<ul style="list-style-type: none"> Evaluation and providing both sides of an argument Debating skills Focused and targeted research skills Assessment of the relative importance of several factors Graphical and statistical skills 	
Summer Term	<ul style="list-style-type: none"> The changing economic world UK Physical landscapes: Rivers 	<ul style="list-style-type: none"> Addressing regional divides in the UK UK's place in the UN, NATO, EU etc What is the physical landscape of the UK? Where are the key upland and lowland areas and major river systems. What is a drainage basin? What processes do rivers do? How do rivers shape the landscape? 	<ul style="list-style-type: none"> Map skills, graphical and statistical techniques. Formulating an enquiry title Primary and secondary data collection Data analysis and presentation Concluding and evaluating an enquiry 	<ul style="list-style-type: none"> Data collection and presentation Data analysis Statistical analysis methods 	

Equipment needed for lessons			How will learning and progress be assessed?		
<ul style="list-style-type: none"> • Standard school stationery • Ring binder/lever arch file • Dividers • Calculator 			<ul style="list-style-type: none"> • End of unit tests (subject knowledge focus) • Formal assessment week (May) • Peer and self-assessment • Homework tasks (often research or project based) • Retrieval practice activities 		
Extension & Enrichment opportunities			What can you do to support your child?		
<ul style="list-style-type: none"> • SustainNGHS consider how we can make our activities in school and further afield more sustainable so that we all work together to look after our planet • Fieldwork opportunity: Day visit to London Docklands and Olympic Park to practice fieldwork and skills, and revise Urban theory • Websites which can be used to extend knowledge and reading <ul style="list-style-type: none"> ○ https://www.nationalgeographic.com/ ○ https://www.rgs.org/ 			<ul style="list-style-type: none"> • Watch news reports of current Geographical issues e.g., especially those surrounding economic change • Discuss world news events, especially those regarding the environment and economic and political change. • When out and about, encourage your child to try and describe and explain the human and physical geography of where you are! 		
Inclusion			Inclusion within year 10 geography		
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this. 			<ul style="list-style-type: none"> • In addition to the whole-school inclusion points, field work opportunities in the geography department are always made inclusive. Itineraries are adapted to ensure all students are able to safely take part in field work. • The use of maps and small figures can be difficult for visually impaired students; therefore students are able to use a magnifier to ensure that small details can be seen. This is a preferable option to enlarging maps as this will affect the use of scale for measuring distance. • Extra-curricular opportunities in the geography department such as the Eco-Schools group (SustainNGHS) are available for all students, with all being encouraged to attend and take a leading role. 		

If you have any questions about this Learning Overview, please contact the named Teacher above.