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| Subject: Geography Year 10 Curriculum Map 2024-2025 | | | |
| Terms | **Topics covered** and **core knowledge and skills** | Links to careers | Links to the Knowledge organiser and other additional resources |
| Half term 1 | **UK Physical Landscapes - Rivers**  Understanding a river’s drainage basin  To understand how a drainage basin leads to a river and drains the land.  Fluvial Processes that operate in a river  How do rivers erode, transport and deposit material and how this leads to landforms.  Understanding the formation of Erosional Landforms  To be able to describe the way in which waterfalls, gorges and valleys are formed by vertical erosion in the upper course.    Explaining the Formation of a meander  To be able to describe and explain how lateral erosion and deposition allows meanders to form in the middle course of the river.  What are Levees and Floodplains?  To be able to describe and explain how this depositional landform is constructed naturally through flooding.  Case Study: The long profile of the River Tees.  To know the route in which the River Tees takes from source to mouth and the specific landforms that are found on it.    What factors increase Flood Risk?  To know the human and physical factors that affect the risk of flooding and the way in which they can cause negative impacts.  How do hydrographs work and why are they useful?  To understand and plot hydrographs and explain how these link to river catchments and conditions.  Managing flooding with Hard Engineering.  Have an understanding of which techniques are commonly used to reduce the impact or likelihood of flooding. | <https://anglianwatercareers.co.uk/>  <https://naturalenglandcareers.org.uk/>  <https://www.wwt.org.uk/vacancies/>  <https://www.wildlifetrusts.org/volunteering-opportunities>  <https://canalrivertrust.org.uk/volunteer> | <https://www.bbc.co.uk/bitesize/topics/zpypgdm>  <https://www.youtube.com/watch?v=II5b9GrB8rg>  <https://ormistonacademiestrust-my.sharepoint.com/shared?listurl=https%3A%2F%2Formistonacademiestrust%2Esharepoint%2Ecom%2Fsites%2FOMaA%5FHumanities%2FShared%20Documents&viewid=8a185b9c%2Dc5bb%2D4a38%2Db20f%2Db7e2cc47fd63&id=%2Fsites%2FOMaA%5FHumanities%2FShared%20Documents%2FGeography%2FLesson%20resources%2FGCSE%2FNEW%20AQA%20GCSE%202024%2D25%2FTOPIC%201%20%2D%20RIVERS%2FTutor%202%20U%20%2D%20UK%20physical%20Landscapes%20knowlege%20organiser%20%2D%20slides%202%2D3%2Epdf&parent=%2Fsites%2FOMaA%5FHumanities%2FShared%20Documents%2FGeography%2FLesson%20resources%2FGCSE%2FNEW%20AQA%20GCSE%202024%2D25%2FTOPIC%201%20%2D%20RIVERS>%2FGeography%2FLesson%20resources%2FGCSE%2FNEW%20AQA%20GCSE%202024%2D25%2FTOPIC%201%20%2D%20RIVERS |
| Half term 2 | **The Changing Economic World**  An introduction to Development.  Understanding what it means to be developed and making accurate comparisons against other nations.  How do we measure a country’s development?  Understanding development indicators and what factors contribute to the human development index.  What is Demographic Transition and why is it useful?  Having the ability to understand the DTM and the nuance of population change through the different stages and what this means in terms of quality of life.  How do the structures of a country’s population change?  Looking at population pyramids and their structures to assess the changes taking place and how this links to the DTM and overall development.  What makes the development of countries so different?  Understanding current, historical and physical factors that have affected the development of nations and how this is changing.  Consequences of Health and Wealth.  How do the differing levels of important development indicator affect the quality of life in differing nations and how could this hold back sustainable development?  Consequences of migration on development.  Understanding the positive and negative impacts of global migration on countries.  How can we reduce the global development divide?  What can be done to increase the development of the world’s poorest nations and reduce the gap in key indicators?  Is Aid effective at reducing the development gap?  An assessment of the usefulness and downfalls of aid usage on poorer nations and how it can be used sustainably.  Is Fairtrade effective at reducing the development gap?  An assessment of the usefulness and downfalls of Fairtrade usage in poorer nations and how it can be used sustainably.  Is tourism a good solution to reduce the development gap?  An assessment of the usefulness and downfalls of tourism promotion in poorer nations and how it can be used sustainably.  Nigeria Case Study: A rapidly developing nation and a newly emerging economy. (NEE)  An in depth locational, cultural, political and economic assessment of Nigeria and its emergence onto the world stage as an NEE. | <https://www.unicef.org/careers/volunteers-unicef>  <https://www.unv.org/become-volunteer>  <https://projects.worldbank.org/en/projects-operations/project-detail/P126734>  <https://www.volunteerforever.com/article_post/environment-conservation-volunteering-ecotourism-holidays/>  <https://www.wateraid.org/uk/get-involved/volunteering>  <https://www.who.int/careers/un-volunteers-programme>  <https://internationalmedicalrelief.org/volunteers/> | <https://ormistonacademiestrust-my.sharepoint.com/shared?login_hint=greend%40omacademy%2Eco%2Euk&id=%2Fsites%2FOMaA%5FHumanities%2FShared%20Documents%2FGeography%2FLesson%20resources%2FGCSE%2FNEW%20AQA%20GCSE%202024%2D25%2FTOPIC%202%20%2D%20CHANGING%20ECONOMIC%20WORLD&listurl=https%3A%2F%2Formistonacademiestrust%2Esharepoint%2Ecom%2Fsites%2FOMaA%5FHumanities%2FShared%20Documents&viewid=8a185b9c%2Dc5bb%2D4a38%2Db20f%2Db7e2cc47fd63>  <https://www.youtube.com/watch?v=4PkD4JebMAY&list=PLEbUo-BtusZuKrV_unZuTG5HsFbRCs5y_>  <https://www.youtube.com/watch?v=RLmKfXwWQtE&list=PLEbUo-BtusZuKrV_unZuTG5HsFbRCs5y_&index=5>  <https://www.bbc.co.uk/bitesize/topics/zg93ycw> |
| Half Term 3 | **What is a Hazard**  In this lesson, students learn the definition of a "hazard" as a natural event that has the potential to cause harm to people, property, and the environment. Key concepts include understanding the distinction between hazards and disasters, as well as the concept of risk. The lesson explores the factors that make an event hazardous, such as population density and preparedness. Students develop an understanding of the global distribution of different types of natural hazards (e.g., earthquakes, tropical storms).  **Earth's Global Atmospheric System**  This lesson covers the Earth's atmosphere, its structure, and the processes that drive weather patterns and climate. Core concepts include the composition of the atmosphere (troposphere, stratosphere, etc.), the water cycle, and the factors that influence climate, such as the Sun's energy, ocean currents, and the Earth's tilt. Understanding the relationship between atmospheric processes and weather events is key.  **Tropical Storm Characteristics**  Students will learn about the formation, structure, and characteristics of tropical storms (e.g., hurricanes, typhoons). Key concepts include the conditions needed for storm formation, the structure of a tropical storm (eye, eye wall, rainbands), and the global distribution of these storms. Students will also explore the factors that determine the intensity of a storm and how they impact the environment and human populations.  **Typhoon Haiyan Case Study**  This lesson focuses on Typhoon Haiyan, one of the most powerful storms ever recorded. Students will examine the causes, effects, and responses to the disaster. Core concepts affected populations, and the immediate and long-term responses (local, national, and international). Critical thinking skills are developed through the evaluation of the effectiveness of the responses and mitigation strategies.  **Reducing the Impact of Tropical Storms**  This lesson covers strategies to reduce the impacts of tropical storms, including prediction, preparation, and protection measures. Students will explore early warning systems, building regulations, emergency response plans, and how communities can be more resilient to storms. The focus is on understanding how different strategies can be implemented at various scales (local, national, international) to minimize damage.  **Evidence for Climate Change**  In this lesson, students examine scientific evidence for climate change. Key concepts include the role of ice cores, tree rings, and fossil records in providing evidence of historical climate patterns, as well as modern data such as global temperature records and sea-level rise. Students also explore the relationship between human activity and recent climate change, particularly the role of greenhouse gases.  **Natural Causes of Climate Change**  This lesson focuses on natural factors that contribute to climate change, such as volcanic eruptions, solar radiation, and variations in Earth's orbit. Students explore how these natural processes have affected the Earth's climate over geological time periods. The lesson helps students distinguish between natural and anthropogenic (human-induced) causes of climate change.  **Human Causes of Climate Change**  This lesson explores the human activities that contribute to climate change, particularly the burning of fossil fuels, deforestation, and agricultural practices. Key concepts include the greenhouse effect, carbon emissions, and the role of industrialization. Students analyse the relationship between population growth, energy use, and carbon footprints in contributing to global warming.  **Effects and Impacts of Climate Change**  Students will examine the environmental, social, and economic impacts of climate change. Key concepts include rising sea levels, extreme weather events, droughts, and the effects on biodiversity. The lesson also covers regional variations in impacts and how different communities (developed### L10-11: Mitigation and Adaptation of Climate Change Core Knowledge, Skills, and Concepts: These lessons explore strategies to mitigate and adapt to climate change. Mitigation involves reducing greenhouse gas emissions through measures such as renewable energy, carbon capture, and reforestation. Adaptation strategies include modifying infrastructure, improving disaster preparedness, and developing sustainable agricultural practices. Students critically evaluate the effectiveness of various strategies at local, national, and global levels.  **International Agreements on Climate Change**  This lesson focuses on the role of international agreements in addressing climate change. Key concepts include the United Nations Framework Convention on Climate Change (UNFCCC), the Kyoto Protocol, and the Paris Agreement. Students will explore how different countries, especially developed vs. developing nations, negotiate and implement policies to reduce global emissions and limit global temperature rise.  **Is the UK Climate Becoming More Extreme?**  Students investigate how climate change is affecting the UK's weather patterns, with a focus on increasing frequency of extreme weather events (flooding, heatwaves, storms). The lesson covers trends in temperature, precipitation, and sea level rise, and how these may influence future weather patterns in the UK. Students analyse the regional variations and impacts on the UK’s population and economy.  **Beast from the East Case Study**  This case study focuses on the "Beast from the East" cold weather event of 2018. Students analyse the causes, impacts, and responses to the extreme weather event. Core concepts include the influence of the jet stream and polar vortex, the effects on transportation, infrastructure, and daily life, and the short- and long-term responses by the UK government and communities to such extreme weather.  **Distribution of Tectonic Hazards and Plate Boundaries**  Students learn about the global distribution of tectonic hazards (earthquakes, volcanoes, and tsunamis) and the relationship between these hazards and plate boundaries. Key concepts include the theory of plate tectonics, the different types of plate boundaries (convergent, divergent, transform), and the locations of major tectonic hazards around the world.  **Haiti, a Multi-Hazard LIC Case Study**  This case study focuses on Haiti, a low-income country (LIC) that faces multiple natural hazards, such as earthquakes, hurricanes, and landslides. Students explore how the country's geography, economy, and social structure make it particularly vulnerable to these hazards. The lesson emphasizes the role of poverty, weak infrastructure, and lack of resources in exacerbating the impacts of these hazards.  **Christchurch, New Zealand HIC Case Study**  Students analyse Christchurch, a high-income country (HIC), and its response to the 2011 earthquake. Core concepts include the role of preparation, resilience, and recovery in reducing the impacts of natural disasters. The lesson examines the effective emergency responses, the role of government, and the differences in resilience between LICs and HICs when facing similar hazards.  **Managing and Mitigating the Effects of Tectonic Hazards**  In this lesson, students learn about strategies for managing and mitigating the impacts of tectonic hazards. These include prediction (earthquake monitoring, volcano activity), protection (building regulations, early warning systems), and preparedness (evacuation plans). The lesson explores the role of technology, government policies, and community engagement in disaster risk reduction.  **Why Do People Live in Hazard Zones?**  This lesson explores why people continue to live in areas prone to natural hazards despite the risks. Key concepts include economic factors (job opportunities, agriculture), cultural factors (historical significance, attachment to land), and political factors (government policies, lack of options). Students critically assess how people balance the benefits and risks of living in hazard-prone areas. | <https://www.ecmwf.int/en/about/jobs>  <https://www.cardiff.ac.uk/study/undergraduate/courses/course/urban-planning-and-development-bsc>  <https://science.howstuffworks.com/nature/climate-weather/storms/storm-chaser.htm> | <https://www.bgs.ac.uk/geology-projects/volcanoes/>  <https://jobs.rmets.org/>  <https://www.google.com/search?q=climate+sciemtist+careers&safe=active&sca_esv=a6aa35ce50530f7c&rlz=1C1GCEU_en-GBGB1124GB1125&biw=1920&bih=953&ei=495jZ_L3JoWrhbIP8_bvqQE&ved=0ahUKEwiy9ZO-urOKAxWFVUEAHXP7OxUQ4dUDCBA&uact=5&oq=climate+sciemtist+careers&gs_lp=Egxnd3Mtd2l6LXNlcnAiGWNsaW1hdGUgc2NpZW10aXN0IGNhcmVlcnMyBhAAGBYYHjIJEAAYkgMYFhgeMgYQABgWGB4yBhAAGBYYHjIGEAAYFhgeMgYQABgWGB4yBhAAGBYYHjIGEAAYFhgeMgYQABgWGB4yBhAAGBYYHkjDDlCNBViUDXABeAGQAQCYAacCoAGwB6oBBTcuMC4xuAEDyAEA-AEBmAIJoALaB8ICChAAGLADGNYEGEfCAg0QABiABBiwAxhDGIoFwgIOEAAYsAMY5AIY1gTYAQHCAhMQLhiABBiwAxhDGMgDGIoF2AEBwgIHEAAYgAQYDcICBxAuGIAEGA3CAgYQABgNGB7CAgwQLhjRAxgWGMcBGB7CAgsQABiABBiGAxiKBZgDAOIDBRIBMSBAiAYBkAYSugYGCAEQARgJkgcFNS4zLjGgB8FH&sclient=gws-wiz-serp>  <https://ormistonacademiestrust-my.sharepoint.com/shared?id=%2Fsites%2FOMaA%5FHumanities%2FShared%20Documents%2FGeography%2FLesson%20resources%2FGCSE%2FKOs%2FHT%203%2C4%2C5%2C6&listurl=https%3A%2F%2Formistonacademiestrust%2Esharepoint%2Ecom%2Fsites%2FOMaA%5FHumanities%2FShared%20Documents&sortField=FileLeafRef&isAscending=true> |
| Half Term 4 | **Rio de Janeiro – Location and Global, National, and Regional Importance**  This lesson introduces Rio de Janeiro’s geographical location, both within Brazil and on a global scale. Students will explore Rio’s strategic importance as a major port city, its role in global trade, and its cultural significance. Key concepts include understanding its geographical setting on the south-eastern coast of Brazil, the significance of its location near the Tropic of Capricorn, and its position as a global tourist destination. Students will also examine Rio’s economic and political importance within Brazil and its role in the Latin American region, considering factors like its cultural heritage (Carnival, samba), tourism industry, and major events like the 2016 Olympics.  **Rio de Janeiro – Social Challenges and Opportunities**  This lesson focuses on the social challenges Rio de Janeiro faces, such as inequality, crime, poverty, and inadequate access to services like healthcare, education, and housing. Students will examine the opportunities for improvement, such as social programs and government initiatives aimed at tackling inequality. Key concepts include the disparity between wealthy areas (e.g., the South Zone) and poorer neighbourhoods (e.g., favelas), urban slums, and the challenges of providing services to a rapidly growing population. Students will also assess the impact of migration and rapid urbanization on social structures in the city.  **Rio de Janeiro – Economic Challenges and Opportunities**  In this lesson, students explore Rio de Janeiro’s economic challenges, such as unemployment, informal labour markets, and income inequality. They will also examine the city’s economic opportunities, including its role as an industrial and commercial hub, its importance in tourism, and its oil and energy industries. Key concepts include understanding the city’s mixed economy, the role of the formal and informal sectors, and the potential for sustainable development. Students will consider the economic impacts of major events like the 2014 World Cup and 2016 Olympics, and how Rio’s economic challenges affect its residents’ standard of living.  **Rio de Janeiro – Environmental Opportunities and Challenges**  This lesson explores the environmental challenges faced by Rio de Janeiro, such as pollution, deforestation, and waste management, as well as the opportunities for conservation and sustainable urban development. Students will learn about Rio’s natural environments, including its beaches, forests (e.g., Tijuca National Park), and the impact of urban expansion on these areas. Key concepts include the challenges posed by air pollution, water contamination, and the city’s waste disposal problems, alongside the opportunities for eco-tourism, green space conservation, and sustainable development practices. Students will also examine the impact of climate change on the city’s infrastructure and residents.  **Rio de Janeiro – Growth of the Favelas**  This lesson focuses on the rapid growth of favelas (informal settlements) in Rio de Janeiro, driven by factors like rural-to-urban migration, population growth, and insufficient urban planning. Students will explore the reasons behind the expansion of these informal settlements, including economic disparity, housing shortages, and the lack of affordable land. Key concepts include urban sprawl, the informal housing market, and the social and environmental issues associated with favela growth. Students will also learn about the residents’ efforts to improve their living conditions despite limited resources.  **Rio de Janeiro – Favela Bairro Project**  This lesson examines the Favela Bairro Project, a key initiative aimed at improving the quality of life in Rio de Janeiro’s favelas. Students will explore the strategies and outcomes of this urban regeneration program, which involves providing basic services (e.g., electricity, sanitation), improving housing quality, and integrating favelas into the formal city infrastructure. Key concepts include urban regeneration, slum upgrading, and social inclusion. Students will evaluate the successes and limitations of the project, considering factors like the involvement of local communities, government support, and the long-term sustainability of these improvements. | <https://www.cardiff.ac.uk/study/undergraduate/courses/course/urban-planning-and-development-bsc> | <https://ormistonacademiestrust-my.sharepoint.com/shared?listurl=https%3A%2F%2Formistonacademiestrust%2Esharepoint%2Ecom%2Fsites%2FOMaA%5FHumanities%2FShared%20Documents&sortField=FileLeafRef&isAscending=true&id=%2Fsites%2FOMaA%5FHumanities%2FShared%20Documents%2FGeography%2FLesson%20resources%2FGCSE%2FKOs%2FHT%203%2C4%2C5%2C6%2FRIO%20DE%20JANEIRO%20%2D%20URBAN%20LIC%202%2Epdf&parent=%2Fsites%2FOMaA%5FHumanities%2FShared%20Documents%2FGeography%2FLesson%20resources%2FGCSE%2FKOs%2FHT%203%2C4%2C5%2C6> |
| Half Term 5 | **The Process of Urbanisation and Growth of Megacities**  Explore the causes and processes of urbanisation, including push and pull factors, natural increase, and rural-to-urban migration. Understand the growth of megacities, their characteristics, and the challenges they face, such as congestion, pollution, and the need for sustainable development.  **Population Distribution of the UK**  Examine the uneven distribution of the UK population, influenced by physical geography, economic opportunities, historical factors, and urbanisation patterns. Understand key terms such as population density, rural depopulation, and urban growth.  **The Importance of the City of Lincoln**  Understand Lincoln's regional and national importance in terms of its economic, historical, cultural, and transport significance. Analyse its role in education, tourism, and industry, and how it contributes to the UK’s urban network.  **Impacts of Migration on Lincoln**  Investigate how national and international migration affects Lincoln’s demographics, economy, and culture. Assess the benefits and challenges, including workforce contributions, cultural diversity, and pressures on housing and services.  **Social and Economic Opportunities in Lincoln**  Explore the social and economic opportunities Lincoln provides, including access to employment, healthcare, education, and leisure. Evaluate how urban growth has improved quality of life.  **Is Lincoln a Green City?**  Evaluate Lincoln's sustainability initiatives, including green spaces, renewable energy, and efforts to reduce pollution. Consider concepts like carbon footprints, sustainable urban living, and eco-friendly transport schemes.  **Lincoln’s Socio-Economic Challenges and Urban Deprivation**  Examine issues of inequality, poverty, and urban deprivation in Lincoln. Understand how factors such as unemployment, low-income housing, and lack of services contribute to socio-economic challenges within the city.  **Lincoln's Challenges in the Environment**  Identify key environmental challenges faced by Lincoln, such as pollution, waste management, traffic congestion, and flood risk. Explore strategies for mitigation and adaptation to create a more sustainable urban environment.  **Urban Sprawl in Lincoln and Satellite Settlements**  Investigate the causes and effects of urban sprawl in Lincoln, including the growth of suburban and satellite settlements. Discuss the impacts on transport, services, and the environment, and consider the challenges of managing urban expansion.  **Regeneration of Brownfield in Lincoln: The Corn Market Case Study**  Analyse the regeneration of brownfield sites in Lincoln, focusing on the Corn Market case study. Understand the benefits of redeveloping derelict land, including economic growth, improved infrastructure, and sustainable urban renewal**.** | <https://www.goconstruct.org/construction-careers/what-jobs-are-right-for-me/town-planner/>  <https://instituteofsustainabilitystudies.com/insights/lexicon/what-is-a-green-city-and-how-is-it-built/#:~:text=Common%20features%20of%20green%20cities,and%20zero%2Demission%20renewable%20energy>. |  |
| Half Term 6 | **How Are Waves Formed**  Understand how waves are generated by the wind and the factors influencing wave size and energy, such as wind speed, duration, and fetch. Explore the difference between constructive and destructive waves and their role in shaping the coastline.  **What Are Coastal Processes**  Examine key coastal processes, including erosion, transportation, and deposition. Learn terms like hydraulic action, abrasion, attrition, and solution, and understand how longshore drift influences the movement of sediment along the coast.  **Weathering and Mass Movement**  Explore the types of weathering (mechanical, chemical, and biological) and how they break down rocks. Understand mass movement processes like slumping, sliding, rockfalls, and how gravity and water contribute to these movements.  **The Formation of Headlands and Bays**  Learn how differential erosion on discordant coastlines leads to the formation of headlands and bays. Understand the role of rock type and structure in shaping these coastal landforms.  **Cave, Arch, Stack, Stump Progression**  Study the sequential formation of caves, arches, stacks, and stumps due to wave erosion. Explore action and abrasion, and understand how coastal erosion gradually transforms these features over time.  **Wave Cut Platforms**  Understand how wave-cut platforms form through the erosion of cliffs by destructive waves. Explore the formation of wave-cut notches, cliff collapse, and the retreat of the coastline, leaving behind a gently sloping platform.  **Spits and Bars**  Learn how depositional features like spits and bars form due to longshore drift. Examine the conditions needed for their formation and understand associated features like salt marshes behind spits.  **Sand Dunes**  Explore the formation and development of sand dunes, including the role of wind, vegetation, and sand accumulation. Understand key terms like embryo dunes, fore dunes, yellow dunes, and mature dunes, and the process of dune succession.  **Hard Engineering**  Investigate hard engineering strategies used to manage coastal erosion, such as sea walls, groynes, rip rap (rock armour), and gabions. Evaluate the effectiveness, costs, and environmental impacts of these methods.  **Soft Engineering**  Examine soft engineering techniques for coastal management, including beach nourishment, dune regeneration, and managed retreat. Understand the benefits of working with natural processes for sustainable management.  **The Holderness Coastline Case Study, Challenges, and Management**  Study the rapid erosion of the Holderness Coastline, the fastest eroding coastline in Europe. Explore the challenges faced, such as loss of land and infrastructure, and evaluate management strategies like groynes, sea walls, and managed retreat.  **The Formation of Bars and Beaches**  Understand how bars and beaches form through processes of deposition. Learn about the role of constructive waves, sediment supply, and longshore drift in creating these features like lagoon formation behind bars. | <https://www.mwpeng.co.uk/capability/marine-coastal-engineering/>  <https://www.plymouth.ac.uk/courses/postgraduate/msc-coastal-engineering>  <https://www.hrwallingford.com/expertise/coastal-management/coastal-engineering> | <https://ormistonacademiestrust-my.sharepoint.com/shared?id=%2Fsites%2FOMaA%5FHumanities%2FShared%20Documents%2FGeography%2FLesson%20resources%2FGCSE%2FKOs%2FHT%203%2C4%2C5%2C6&listurl=https%3A%2F%2Formistonacademiestrust%2Esharepoint%2Ecom%2Fsites%2FOMaA%5FHumanities%2FShared%20Documents&sortField=FileLeafRef&isAscending=true> |