



Curriculum Sequencing - Year 10

Year 10 Term 1: Challenge of Natural Hazards		
Topics covered: The causes, effects and responses to global hazards.	How it links to what has been studied before: Builds on KS3 topics such as Tectonics, Extreme Weather and Development.	How it links to what will be studied: Developing an understanding of risk which will be further explored in Year 11.
Key words: Risk Distribution Contrast Response Management Atmospheric Circulation Ascending Descending	Key words: Assess Extreme Prolonged Levels Evidence Orbit Solar Mitigation Adaptation	Key skills: Interpretation of photographs Field Sketching Annotation of maps, graphs and images Completion and interpretation of graphs
Assessment focus: An understanding of how the impacts of Natural Hazards vary across the world, depending on development levels		Revision tips Keyword Glossary Geography Google Site
Why we study it: To reinforce key geographical skills and to develop a sense of awe and wonder of the power of the natural world.		
Mastery in this subject: A clear understanding behind the causes, effects and responses to global hazards and the ability to explain why some areas are more severely affected.		

Year 10 Term 2: The Living World

Topics covered: Small scale and large scale ecosystems. Tropical Rainforests, features and adaptations. Deforestation, causes, impacts and sustainable management. Hot deserts, features. Opportunities and challenges of living in a hot desert. Desertification.	How it links to what you have studied before: Biomes topic in year 8 will form a sound base of knowledge of rainforests and deserts to build on. Using knowledge of global air circulation in our last topic to explain why biomes are found where they are.	How it links to what you will study: Developing an understanding of how humans use and impact their environment will be further explored in year 11.
Key words: Biodiversity, Commercial farming, Consumer, Decomposer, Deforestation, Desertification, Ecosystem, Ecotourism, Food chain, Food web, Logging, Nutrient cycling, Over-cultivation, Overgrazing, Producer, Selective logging, Soil erosion, Subsistence farming, Sustainability	Key skills: Describe landscapes from photographs Annotate maps, graphs, sketches & photographs. Describing distributions and patterns. Draw conclusions from numerical data. Interpretation of nutrient cycle diagram Analysing and interpreting climate graphs of a desert	
Assessment focus Evaluating the opportunities and challenges of living in a hot desert environment. Explaining the adaptations of plants and animals that allow them to thrive in their environment.	Revision tips Keyword Glossary Geography Google Site Knowledge organisers Seneca Past papers	
Why we study it: Students will need to study this for GCSE paper 1 question 2. To reinforce key geographical skills and to develop a sense of awe and wonder of the power of our world's ecosystems.		
Mastery in this subject Students will be able to describe locations of our world's biomes, explaining their location applying knowledge of global air circulation and climate. Students can clearly explain adaptations of plants and animals in Rainforests and hot deserts linking them to the climate and conditions they experience. Students can thoroughly explore the challenges and opportunities people face in a hot desert using a supporting named example.		

Year 10 Term 2: Coasts		
<p>Topics covered: How the coast is shaped by a number of physical processes. Understanding the distinctive coastal landforms that are the result of rock type, structure and physical processes. Knowledge and understanding of a range of different management strategies can be used to protect coastlines from the effects of physical processes.</p>	<p>How it links to what you have studied before: Building on our coasts topic in year 8, students should have a sound understanding of erosion, transportation and deposition processes that take place along our coast.</p>	<p>How it links to what you will study: Physical processes learnt in our coasts topic; erosion, deposition and transportation methods are used in our rivers unit.</p>
<p>Key words: weathering processes: mechanical, chemical mass movement :sliding, slumping and rock falls erosion – hydraulic power, abrasion and attrition Longshore drift, headlands and bays wave cut platforms, caves, arches and stacks. Deposition: beaches, sand dunes, Spits and bars hard engineering: sea walls, rock armour, gabions and groyne soft engineering: beach nourishment and reprofiling, dune regeneration managed retreat</p>	<p>Key skills: Use of 4 & 6-figure grid references Scale and distance Compass direction Gradient Contour and spot height To draw, label, and interpret sketch maps Interpretation of OS and geological maps Evaluating the effectiveness of one method of coastal management</p>	
<p>Assessment focus Evaluation of the costs and benefits of coastal management strategies. Understanding of coastal processes and landforms</p>	<p>Revision tips Keyword Glossary Geography Google Site Knowledge organisers Seneca Past papers</p>	
<p>Why we study it: Students will need to study this for GCSE paper 1 question 3. To reinforce key geographical skills and to develop a sense of awe and wonder of the power of the natural world on our doorstep.</p>		
<p>Mastery in this subject A clear understanding of the processes that happen along our coastline. Students will be able to evaluate how humans can manage our coastline recalling the costs and benefits of a range of management techniques.</p>		

Year 10 Term 2: Rivers		
<p>Topics covered:</p> <p>The long profile and changing cross profile of a river and its valley.</p> <p>Fluvial processes</p> <p>An example of a river valley in the UK (River Tees)</p> <p>How physical and human factors affect the flood risk</p> <p>The use of hydrographs to show the relationship between precipitation and discharge</p> <p>The costs and benefits of management strategies</p> <p>An example of a flood management scheme in the UK (Boscastle, Cornwall)</p>	<p>How it links to what you have studied before:</p> <p>Year 9 rivers topic will have formed a sound base to build on.</p> <p>Consolidation of physical processes key terms, erosion, deposition, transportation from our previous coasts topic.</p>	<p>How it links to what you will study:</p> <p>Developing an understanding of how physical and human factors affect flood risk will be further explored in year 11.</p>
<p>Key words:</p> <p>Long Profile</p> <p>Cross Profile</p> <p>Source</p> <p>Mouth</p> <p>Erosion</p> <p>Interlocking Spurs</p> <p>Waterfalls</p> <p>Gorges</p> <p>Deposition</p> <p>Meanders</p> <p>Ox-bow Lakes</p>	<p>Deposition</p> <p>Levéés</p> <p>Flood plains</p> <p>Estuaries</p> <p>Precipitation</p> <p>Geology</p> <p>Relief</p> <p>Hydrographs</p> <p>Precipitation</p> <p>Discharge</p>	<p>Key skills:</p> <p>Interpretation of cross sections</p> <p>Applying knowledge of rivers to interpret of maps and satellite images</p> <p>Interpretation of a hydrograph</p> <p>Evaluation of river management strategies</p> <p>Evaluation of Boscastle river management scheme</p>
<p>Assessment focus</p> <p>Applying knowledge and understanding of fluvial processes to evaluate management strategies which reduce flood risk.</p>		<p>Revision tips</p> <p>Keyword Glossary</p> <p>Geography Google Site</p> <p>Knowledge organisers</p> <p>Seneca</p> <p>Past papers</p>
<p>Why we study it:</p> <p>Students will need to study this for GCSE paper 1 question 4.</p> <p>To reinforce key geographical skills and to develop a sense of awe and wonder of the power of the natural world on our doorstep.</p>		
<p>Mastery in this subject</p> <p>A clear understanding of the processes that happen along a river from source to mouth. Students will be able to evaluate how humans can manage our rivers to reduce flood risk recalling the costs and benefits of a range of management techniques.</p>		



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