Curriculum Sequencing - Year 10

<table>
<tr><th colspan="3">Year 10 Term 1: Challenge of Natural Hazards</th></tr>
<tr><td>Topics covered:
The causes, effects and responses to global hazards.</td><td colspan="2">How it links to what has been studied before: Builds on KS3 topics such as Tectonics, Extreme Weather and Development.</td><td>How it links to what will be studied: Developing an understanding of risk which will be further explored in Year 11.</td></tr>
<tr><td>Key words:
Risk
Distribution
Contrast
Response
Management
Atmospheric
Circulation
Ascending
Descending</td><td>Key words:
Assess
Extreme
Prolonged
Levels
Evidence
Orbit
Solar
Mitigation
Adaptation</td><td colspan="2">Key skills:
Interpretation of photographs
Field Sketching
Annotation of maps, graphs and images
Completion and interpretation of graphs</td></tr>
<tr><td colspan="2">Assessment focus:
An understanding of how the impacts of Natural Hazards vary across the world, depending on development levels</td><td colspan="2">Revision tips
Keyword Glossary
Geography Google Site</td></tr>
<tr><td colspan="4">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.</td></tr>
<tr><td colspan="4">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.</td></tr>
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<table>
<tr><th colspan="3">Year 10 Term 2: The Living World</th></tr>
<tr><td>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.</td><td>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 out last topic to explain why biomes are found where they are.</td><td>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.</td></tr>
<tr><td colspan="2">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</td><td>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</td></tr>
<tr><td colspan="2">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.</td><td>Revision tips
Keyword Glossary
Geography Google Site
Knowledge organisers
Seneca
Past papers</td></tr>
<tr><td colspan="3">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 our world’s ecosystems.</td></tr>
<tr><td colspan="3">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 animal 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.</td></tr>
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Year 10 Term 2: Coasts

Topics covered:	**How it links to what you have studied before:**	**How it links to what you will study:**
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.	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.	Physical processes learnt in our coasts topic; erosion, deposition and transportation methods are used in our rivers unit.

Key words:	**Key skills:**
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 groynes soft engineering: beach nourishment and reprofiling, dune regeneration managed retreat	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
Assessment focus Evaluation of the costs and benefits of coastal management strategies. Understanding of coastal processes and landforms	**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 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.

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.

Year 10 Term 2: Rivers

Topics covered:	**How it links to what you have studied before:**	**How it links to what you will study:**
The long profile and changing cross profile of a river and its valley. Fluvial processes An example of a river valley in the UK (River Tees) How physical and human factors affect the flood risk The use of hydrographs to show the relationship between precipitation and discharge The costs and benefits of management strategies An example of a flood management scheme in the UK (Boscastle, Cornwall)	Year 9 rivers topic will have formed a sound base to build on. Consolidation of physical processes key terms, erosion, deposition, transportation from our previous coasts topic.	Developing an understanding of how physical and human factors affect flood risk will be further explored in year 11.

Key words:		**Key skills:**
Long Profile Cross Profile Source Mouth Erosion Interlocking Spurs Waterfalls Gorges Deposition Meanders Ox-bow Lakes	Deposition Levées Flood plains Estuaries Precipitation Geology Relief Hydrographs Precipitation Discharge	Interpretation of cross sections Applying knowledge of rivers to interpret of maps and satellite images Interpretation of a hydrograph Evaluation of river management strategies Evaluation of Boscastle river management scheme

Assessment focus	**Revision tips**
Applying knowledge and understanding of fluvial processes to evaluate management strategies which reduce flood risk.	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 4.
To reinforce key geographical skills and to develop a sense of awe and wonder of the power of the natural world on our doorstep.

Mastery in this subject
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.

Year 10 Term 3: Geographical Applications: Issues Evaluation Practice and Field Work		
Topics covered: Biomes Development and Poverty Coasts Urban Issues Fieldwork skills Decisions making skills Statistics Data Analysis and Presentation	**How it links to what you have studied before:** KS3 Fieldwork Biomes Year 8 Development and Poverty Year 8 Urban Issues Year 9 Living World Year 10 Coasts Year 10	**How it links to what you will study:** Will provide students with an opportunity to practice their decision-making skills required for their real Paper 3 Issues Evaluation in Summer Year 11. Gives students fieldwork projects required for Paper 3 Allows students to practice independent fieldwork skills required if they move onto A-Level.

Key words:		**Key skills:**
Deforestation Development indicators Biodiversity Climate Change Conservation Economic Indigenous Hypothesis Data collection Data presentation Analysis	Anomaly Conclusion Evaluation Reliability Accuracy Validity Divided Bar Graph Flow Line map Pie Chart Primary data Secondary data	Interpretation of graphs, data and images Decision making Applying knowledge to a real-life scenario Appreciation of stakeholders' view point Structuring a longer answer using evidence Planning and carrying out a fieldwork investigation to meet a geographical enquiry

Assessment focus	**Revision tips**
Paper 3: Geographical Applications	Studying pre release booklet for Issues Evaluation Keyword Glossary Geography Google Site Knowledge organisers Past papers

Why we study it:
Students will need to study this for GCSE Paper 3

Mastery in this subject
A detailed application of knowledge and evidence to investigate an issue or piece of fieldwork to reach a conclusion.