

Year 10 Geography

A range of typical physical and human topics are taught following the specifications detailed by AQA. These normally follow a set formula of geographical theorem linked to real-life case study examples where students evaluate causes, impacts and responses.

Learned ideas utilise the AQA assessment objectives:

AO1 = key geographical idea

AO2 = development of the geographical idea (often linked to the command word of the question)

AO3 = specific facts/figures linked to a figure (e.g. graph, photo, table) or a case study example

AO4 = completion of a relevant geographical skill (e.g. statistical or cartographical) or fieldwork data collection and analysis.

Lessons are updated year-on-year to match updates and developments that occur in geographical understanding across the globe. Students build knowledge through a combination of teacher and student led learning, which is then applied to a range of different scenarios including practice summative questions, mini-essay type answers, photographic analysis, presentational work and a wide variety of media (e.g. academic poster work, verbal presentations and group discussion). We continually build on knowledge and understanding from KS3 not only through similar topics but using the concepts we have studied and applying them to new case studies and examples. We revisit all our GCSE topics via our Brian in Gear booklets that are peer and self marked in lessons.

Year 10 Curriculum	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic(s)	<p>Urban Issues and Challenges: Newcastle -We look at how urban growth is happening at different rates across the world and then focus on urban change in Newcastle (A city in a high income country) We look at the decline of industry, the rise in retail and leisure, transport developments and where people live.</p>	<p>Human fieldwork enquiry: Regeneration of the Newcastle/Gateshead Quayside</p> <p>Urban Issues and Challenges: Newcastle</p> <p>We continue to complete our human enquiry and the study of Newcastle as an urban area in a HIC</p>	<p>Urban Issues and Challenges: Lagos - Lagos is very different to Newcastle as an urban area. It's growing very fast and has a population many times bigger and a lot younger. We identify the opportunities and challenges of this rapid urban growth and change.</p>	<p>Physical Landscapes: Rivers - We build on the knowledge gained in year 8 and study how the upper, middle and lower courses of a river vary and why. Then how the river Tees is managed to reduce the chances of flooding.</p>	<p>Physical Landscapes: Coasts - Again we link back to learning covered in year 8 and develop our understanding of the process on the coastline that produce such a range of features and landscapes. We study the Holderness coastline; the rapid rates of erosion and how the Environment Agency manages them.</p>	<p>Physical Fieldwork Enquiry: Effectiveness of groynes at Redcar - We have a good understanding of the process that take place along the coastline and the management that can be put in place to reduce erosion and flooding. We follow an enquiry process collecting data to identify if the groynes at Redcar are working.</p>

Assessment	<p>Human Fieldwork Enquiry: Regeneration of the Newcastle/Gateshead Quayside -We learn about regeneration of the quayside after the industry closed in the 70's and 80's. We follow an enquiry process to decide if the regeneration has been a success.</p>					<p>Challenge of Natural Hazards: Climate Change - We study the natural and human causes of climate change and how we know it is happening. Then we look at the effects of climate change and how locations can adapt or mitigate to climate change.</p>
	<p>Exam questions based on the urban topic. We assess many of the fieldwork data collection and presentation skills via lesson activities and exam questions.</p>	<p>Two 6 mark exam questions from the unit 3 exam covering geographical enquiries</p>	<p>Through class discussion of some of the management techniques in place for Lagos and exam questions.</p>	<p>Questions based on the formation of landforms on the river and how it is managed.</p>	<p>Questions based on the formation of features along the coast and how its managed.</p>	<p>The construction of answers to exam questions using the data and skills from the fieldwork.</p> <p>GCSE exam questions on climate change.</p>

Independent Work

Increasingly at GCSE the lessons rely on knowledge and understanding gained from independent work.

- Research into the Tyneside Metro
- Completion of graphs
- Research into the quayside and how it has changed over time
- Revision of fieldwork techniques for a test
- Completion of exam questions