

**Subject: Geography**

**Year 10**

Curriculum and Assessment Progression Map

Holy Family

Catholic High School

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| **Key Learning Constructs to be developed over the academic year. – Core Knowledge** | **Scheme of Learning****Autumn Term** | **Scheme of Learning****Spring Term** | **Scheme of Learning****Summer Term** |
| **The Living World** | **3.1.2.1 Ecosystems**Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.**3.1.2.2 Tropical rainforests** Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts.Tropical rainforests need to be managed to be sustainable.**3.1.2.4 Cold environments**Cold environments (polar and tundra) have a range of distinctive characteristics. Development of cold environments creates opportunities and challenges. Cold environments are at risk from economic development. | **3.1.3.1 Physical landscapes in the UK****3.1.3.3 UK physical landscapes**The UK has a range of diverse landscapes.**3.1.3.3 River landscapes in the UK** Distinctive fluvial landforms result from different physical processes. Different management strategies can be used to protect river landscapes from the effects of flooding.**3.1.3.2 Coastal landscapes in the UK**The coast is shaped by a number of physical processes. Distinctive coastal landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the effects of physical processes. | **The challenge of resource management****3.2.3.1 Resource management**Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK creates opportunities and challenges.**3.2.3.1 Energy**Demand for energy resources is rising globally but supply can be insecure, which may lead to conflictDifferent strategies can be used to increase energy supply. |
| **3.2 Challenges in the human environment** | **3.2.1 Urban issues and challenges**A growing percentage of the world’s population lives in urban areas. Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. |  |  |
| **Hinterland Knowledge** | Links to SoL year 8/9, expanded knowledge of case studies around economic, environmental and social impacts.Expanded learning on Convection heat currentsRe-engagement on maths link on data associated with natural disaster, new map skill work as taken from AQA examples. | Understanding of differing weather, link back to Year 7 fieldwork.Use of science experiments for pressure and heat currentsUse of COP 22 data, effective use of data for discussion. | Link to year 8 energy topic, understanding personal impact on energy.Visit to Drax power station.Changing UK energy.How the demand is increasing, links to DTM and stages of population growth. Where will the next rush be? |
| **Assessment: -Formative Techniques** **-Summative Pieces** | INTERACTIONS from our learning model. Active, deeper questioning, think-pair-share, ‘basketball’ rather than ‘ping-pong’, quizzes, ‘always, sometimes, never true’, multiple choice questions, flashback 4 starter questions. |
| End of Unit test, exam question every 2 weeks | End of Unit test, exam questions every 2 weeks | End of Unit test, exam questions every 2 weeks |
| **Key Vocabulary** | Straight line graphs, Bar Charts, Articles from Guardian, HIC/LEE/PEEL, Regeneration, Leaching, Tourism | All key words for processes and features. Article reading from TIMES and York Press. News articles from BBC | Enlargement and similarity of countries linked to the usage of energy. Ratio and proportion. Scarcity, deficit. Graphs, tables  |
| **Key Skills** | Develop PEEL. Develop use of data and case studies. | Develop PEEL. Develop use of data and case studies. | Develop PEEL. Develop use of data and case studies. |
| **Opportunities outside the taught curriculum** | Trip to Drax power station, Outside sketch drawings of local ecosystem. |