

YEAR 10 GEOGRAPHY

YEAR 10 Geography INTENT	In Year 10 students get an understanding of the physical processes and systems, how they change and how people interact with them at a range of scales and place, through looking at river and coastal landscapes across the UK. They learn important geographical skills of label diagrams, cross-sections and mapping. The students learn about the human processes and systems at a variety of different scales and places in various states of development.
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Exam Information (Y10-11)	Board:	AQA
	Qualification:	GCSE Geography
	Website link to specification/resources:	AQA Geography GCSE Geography

Autumn 1	Autumn 2	Spring 1
UK Physical Landscapes - Rivers	Changing Economic World - Nigeria	Changing Economic World - UK
<p>The shape of river valleys changes as rivers flow downstream.</p> <ul style="list-style-type: none"> The long profile and changing cross profile of a river and its valley. Fluvial processes: erosion, transportation and deposition. <p>Distinctive fluvial landforms result from different physical processes.</p> <ul style="list-style-type: none"> Characteristics and formation of landforms resulting from erosion and deposition. An example of a river valley in the UK to identify its major landforms of erosion and deposition. <p>Different management strategies can be used to protect river landscapes from the effects of flooding.</p> <ul style="list-style-type: none"> 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 the following management hard and soft engineering strategies. An example of a flood management scheme in the UK to show to be able to show why the scheme was required, the social, economic and environmental issues. 	<p>There are global variations in economic development and quality of life.</p> <ul style="list-style-type: none"> Different ways of classifying parts of the world according to their level of economic development and quality of life. Different economic and social measures of development. Limitations of economic and social measures. Link between stages of the Demographic Transition Model and the level of development. Causes of uneven development: physical, economic and historical. Consequences of uneven development: disparities in wealth and health, international migration. <p>Various strategies exist for reducing the global development gap.</p> <ul style="list-style-type: none"> An overview of the strategies used to reduce the development gap. An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap. <p>Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.</p> <p>A case study of one LIC or NEE to illustrate:</p> <ul style="list-style-type: none"> The location and importance of the country, regionally and globally The wider political, social, cultural and environmental context within which the country is placed The changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development The role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country The changing political and trading relationships with the wider world International aid: types of aid, impacts of aid on the receiving country The environmental impacts of economic development The effects of economic development on quality of life for the population. 	<p>Economic futures of UK:</p> <ul style="list-style-type: none"> Causes of economic change. Moving towards a post-industrial economy Impact of industry on the environment. Social and economic changes in the rural environment. Improvements in road, rail, port and airport capacity. The North-south divide The place of the UK in the wider world.
Can do statement 3: Students can describe the long and cross profile of a River, including the physical process which occur.	Can do statement 3: Students can classify countries using development indicators and discuss their limitations.	Can do statement 3: I can describe how the economy of the UK has changed over time. Can do statement 2:

<p>Can do statement 2: Students can describe the formation of landforms found along a river.</p> <p>Can do statement 1: Students can describe how humans can manage a river to prevent flooding.</p>	<p>Can do statement 2: Students can discuss factors that lead to uneven development.</p> <p>Can do statement 1: Students can describe how Nigeria has undergone economic development.</p>	<p>I can explain how rural areas and the environment are changing in response to development.</p> <p>Can do statement 1: I can explain how the UK links to the wider world.</p>
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Spring 2	Summer 1	Spring 1
<p>The Challenges of Natural Hazards – Tectonic Hazards</p>	<p>The Challenges of Natural Hazards – Tectonic Hazards</p>	<p>Fieldwork Enquiry</p>
<ul style="list-style-type: none"> Define and name the types of tectonic hazards. Understand plate tectonic theory and the global distribution of earthquakes and volcanic eruptions. Describe the physical processes taking place at different plate margins. 	<ul style="list-style-type: none"> Impacts and responses of tectonic hazards, including two named examples. Why people continue to live at areas at risk of tectonic hazard and how planning, prediction and preparation can reduce risks of a hazard. 	<ul style="list-style-type: none"> Setting suitable question for geographical enquiry Selecting, measuring and recording data appropriate for the enquiry. Processing and presenting fieldwork data. Describing, analysing and explaining fieldwork data. Reaching conclusions and evaluating the enquiry.
<p>Can do statement 3: I can explain how natural hazards pose major risks to people and property.</p> <p>Can do statement 2 (S): I can explain how earthquakes and volcanic eruptions are the result of physical processes.</p> <p>Can do statement 1 (D): I can explain how the impact and response to tectonic hazards vary with wealth.</p>	<p>Can do statement 3: I can explain how natural hazards pose major risks to people and property.</p> <p>Can do statement 2: I can explain how earthquakes and volcanic eruptions are the result of physical processes.</p> <p>Can do statement 1: I can explain how the impact and response to tectonic hazards vary with wealth.</p>	<p>Can do statement 3: I can outline the process of a fieldwork enquiry.</p> <p>Can do statement 2: I can use examples of fieldwork to describe the fieldwork enquiry process.</p> <p>Can do statement 1: I can evaluate the success of my fieldwork and discuss its reliability.</p>