

Fairfield High School Curriculum Overview – Year 10

Subject	Geography	Why do we study these units in Year 10?
Lessons per fortnight	6	<p>Year 10 in Geography aligns with the AQA GCSE Geography (8035) course. Year 10 begins with the study of natural hazards, specifically an in-depth analysis of tectonic processes and uses Haiti as a case study to inform students of the impacts and responses to earthquakes. Following on, students are taught the cause-effect-response of a tropical storm, Super Typhoon Haiyan, then extreme weather in the UK, Beast from the East, followed lastly by an examination of climate change and the various social, economic and environmental impacts it is having around the world. The second unit of work looks at urban issues and challenges. Students examine causes of population growth and urbanisation patterns, and apply their understanding to two specific case studies. The first is Bristol, UK, whereby students analyse the location, importance, opportunities and challenges, urban regeneration, and sustainable urban living. The Bristol case study, specifically urban regeneration, is complemented with a trip to Burges Salmon that helps students gain first-hand accounts of the process taking place. The second case study is Mumbai, India, that enables students to appreciate urban growth and the challenges associated with it in a developing country.</p> <p>The third unit of work combines physical and human geography through UK physical landscapes, namely rivers and coasts. Students are exposed to the various physical processes – erosion, transportation and deposition - in each environment. Alongside this, students analyse the sustainability of various hard and soft engineering approaches to reduce processes such as flooding and coastal erosion. Multiple case</p>

		<p>studies, such as Morpeth, Holderness and Swanage Bay are used to exemplify the key ideas.</p> <p>The last unit of work studied in Year 10, overlapping with Year 11, is the changing economic world. Students are introduced to key ideas regarding economic development in multiple areas, including how to measure development, uneven development and the development gap. Case studies in this topic include a detailed examination of Nigeria, Africa’s fastest growing economy, and the UK’s changing economic landscape.</p> <p>Year 10 students also complete two compulsory fieldtrips. The first fieldtrip takes students to Brean Down to examine whether it should be included as part of the Mendip Hills AONB. Students complete bi-polar surveys along a transect of Brean Down to identify its social, economic and environmental value. The second trip takes students to Bristol City Centre in order to collect primary data on the cycling infrastructure as a means of reducing traffic congestion.</p>
Setting	Mixed Groups	

Students are encouraged to be Responsible Global Citizens through activities/content on... Each topic within the Year 10 curriculum includes multiple UNSDGs. Key goals include; (1) No Poverty, (1) Reduced Inequalities – through analysis of urban deprivation in both Bristol and Mumbai, and how to reduce poverty in Nigeria, (8) Economic Growth, (11) Sustainable Cities - understanding the role of economic development in an HIC/LIC earthquake, and the speed of economic growth in Nigeria, and (14) Life Below Water – studying UK landscapes such as rivers and coasts that help students appreciate the role of human activity on life in water.

We ensure all students experience high challenge in the subject by including... extension questions with most tasks that are offered to students to enable them to think alternatively about specific concepts or ideas. High ability

homework is regularly set through Show My Homework, and challenging high-level A-Level reading is available from the front of all Geography classrooms.

Literacy work this year includes... Academic language in Geography promoted each lesson. Alongside this, students are tested regularly on their subject-specific vocabulary as an interleaved, low-stakes, learning approach. Students are required to practice modelling, planning and writing high-mark long-answer questions within a given timeframe.

Innovation and Creativity opportunities this year include... A dynamic workshop at Burges Salmon that allows students to understand core elements of the Urban Issues and Challenges topic, specifically UK urban regeneration projects.

Employability opportunities/skills covered this year are... Employability is widely promoted through the year 10 curriculum. For example, by means of the natural hazards topic, students are exposed to potential career paths such as geophysicist, seismologist, meteorologist and climatologist. Tackling urban issues and challenges promotes employment paths such as town planner, planning officer or urban designer. Jobs such as environmental officer, flood risk consultant or technical advisor are key in the UK physical landscape topic.

Term	Unit title	Knowledge and Understanding/content	Skills	Assessment
1	Living with the Physical Environment: The Challenge of Natural Hazards	Natural hazards, tectonic hazards, primary/secondary impacts, immediate/long-term responses, tropical storms, extreme weather.	Mapping physical processes and human features, long-answer modelling and writing, graphical skills.	Mid-unit assessment (Challenge of Natural Hazards)

2	<p>Living with the Physical Environment: The Challenge of Natural Hazards /</p> <p>The Challenges in the Human Environment: Urban Issues and Challenges</p>	<p>Climate change, adaptation and mitigation techniques.</p> <p>UK changing urban landscapes, reasons for urban growth, UK case study – location, importance, opportunities, challenges, sustainable urban living, traffic management.</p>	<p>Analysing numerical data, interpreting scientific literature, sketch-mapping,</p>	<p>End of Unit assessment (Challenge of Natural Hazards)</p>
3	<p>The Challenges in the Human Environment: Urban Issues and Challenges</p>	<p>Reasons for urbanisation in an LIC case study – location, importance, opportunities, challenges, informal settlements.</p>	<p>DME on informal settlements, sketch-mapping, analysing numerical data, analysing literature.</p>	<p>Mid-Unit Assessment (Urban Issues and Challenges)</p>
4	<p>Living with the Physical Environment: Physical Landscapes in the UK</p>	<p>Rivers – formation, processes/landforms of erosion, transportation and deposition, hard and soft engineering strategies.</p> <p>Coasts – formation, landforms/processes of erosion, transportation and deposition,</p>	<p>Analysing, annotating and drawing diagrams of physical processes.</p>	<p>End of Unit Assessment (Urban Issues and Challenges)</p>

		hard and soft engineering strategies.		
5	Living with the Physical Environment: Physical Landscapes in the UK / Challenges in the Human Environment: The Changing Economic World	(see above) Measuring development, uneven development, the development gap, Nigeria case study (NEE) including importance in wider world, changing industrial structure, TNCs, international aid, environmental issues, quality of life.	Interpreting numerical data to make decisions, analysing texts, sketch-mapping, interpreting maps.	Mid-Unit Assessment (Physical Landscapes of the UK)
6	Challenges in the Human Environment: The Changing Economic World	(See above)	Interpreting numerical data to make decisions, analysing texts, sketch-mapping, interpreting maps.	End of Unit Assessment (Physical Landscapes of the UK).