

Year 10 Geography Curriculum Overview

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills	Data analysis skills including graph, image, GIS and map analysis Maths skills (including central tendency, range, percentage, percentage change and ratio.		Data analysis skills including graph, image, GIS and map analysis Maths skills (including central tendency, range, percentage, percentage change and ratio. Map Skills – UK economy (including location, direction, distance, inference, interpretation) Decision-making skills (Jamaica)	Data analysis skills including graph, image, GIS and map analysis Maths skills (including central tendency, range, percentage, percentage change and ratio. Map skills UK economy (including location, direction, distance, inference, interpretation)	Data analysis skills including graph, image, GIS and map analysis Maths skills (including central tendency, range, percentage, percentage change and ratio. Map skills – UK River environments (including location, direction, distance, inference, interpretation)	Data analysis skills including graph, image, GIS and map analysis Maths skills (including central tendency, range, percentage, percentage change and ratio. Map skills – UK River environments (including location, direction, distance, inference, interpretation) Fieldwork skills – planning, capturing, analysing and evaluating data
Knowledge	Living World -ecosystems (deserts and rainforests)		Changing Economic World (development, UK economy and Nigeria)		The Physical UK landscape - River Environments	The Physical UK landscape –River Environments (fieldwork – Holford Combe)
British Values	<p>Justice and respect – Respect for the environment - environmental protection in TRFs and desert systems, considering ethical consumption trends and sustainable building design. Considering injustices of unfair trade and exploitative capitalism (TNCs)</p> <p>Individual liberty – Focus on improving rights of individual workers in improving ethics of supply chains as well as considering the rights of migrants</p> <p>Democracy – UK referendum on EU membership</p>					
Alive Values	<p>We Can Review – in retrieval activities and revision lessons as well as assessment feedback lessons</p> <p>We Are Interdependent - Decision making tasks in groups. Group work – linked to data collection on fieldwork location. Considering interdependence of nations, companies etc</p> <p>We Are Questioning – Encouraging students to question the ethics, morals and environmental consequences of some of our consumption choices</p> <p>We Can Communicate – presenting opinions in class debates and discussion</p>					
Assessment	Ongoing formative and summative assessment	Ongoing formative and summative assessment	Ongoing formative and summative assessment	Ongoing formative and summative assessment	Ongoing formative and summative assessment	Ongoing formative and summative assessment Mock 1
Careers	Park management, ecologist, rewilding expert, nature conservation officer, environmental consultant		Urban planner, Councillor, Aid worker, transport management		Hydrologist, river restoration officer, Environment agency roles, water resource planner, flood risk analyst, environmental consultant	

How does Key Stage Four build on learning from Key Stage Three?: Key stage 4 Geography introduces both new substantive knowledge (content and concepts) but also build on prior topics through much deeper consideration and unfamiliar contexts. By way of example, students investigate Nigeria and Lagos for the first time but also take a much deeper look at coastal environments that they investigated in year 8. Furthermore, new concepts, theories and models are explored such as the demographic transition model alongside revisiting familiar theories and concepts such as the multiplier effect. At key stage 4, procedural knowledge (skills) introduced and revisited throughout the key stage 3 curriculum are routinely integrated in both familiar and unfamiliar contexts including maps, maths and source analysis. Fieldwork (which forms part of the route to enquiry) introduced through discrete opportunities in key stage 3 is reinforced in key stage 4 with trips to 2 contrasting environments where data planning collection, analysis and evaluation takes place. Students also revisit decision-making through the key stage 4 course that was introduced at the key stage 3 level.

Year 11 Geography Curriculum Overview

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5
Skills	Data analysis skills including graph, image, GIS and map analysis Maths skills (including central tendency, range, percentage, percentage change and ratio. Map skills – UK Coastal environments (including location, direction, distance, inference, interpretation)	Data analysis skills including graph, image, GIS and map analysis Maths skills (including central tendency, range, percentage, percentage change and ratio.	Data analysis skills including graph, image, GIS and map analysis Maths skills (including central tendency, range, percentage, percentage change and ratio. Map skills – UK River hazards (including location, direction, distance, inference, interpretation)	Data analysis skills including graph, image, GIS and map analysis Maths skills (including central tendency, range, percentage, percentage change and ratio. Map skills – UK urban environments – Bristol (including location, direction, distance, inference, interpretation)	Data analysis skills including graph, image, GIS and map analysis Maths skills (including central tendency, range, percentage, percentage change and ratio. Map skills – UK urban environments – Bristol (including location, direction, distance, inference, interpretation) Fieldwork skills – planning, capturing, analysing and evaluating data
Knowledge	The Physical UK landscape – Coastal environments	The Challenge of Natural Hazards (Tectonic Hazards, Weather Hazards and Climate Change)	The Challenge of Natural Hazards Urban Issues and Challenges (Bristol Lagos, sustainability)	Urban issues and Challenges (Bristol Lagos, sustainability)	Urban Issues and challenges – Fieldwork (Temple Quarter, Bristol)
British Values	Justice and respect – Exploitation of developing nations by TNCs Respect for the environment – building sustainably (use of Brownfield sites, sustainable urban design, sustainable transport solutions) Individual liberty – impact of climate change on individual freedoms				
Alive Values	We Can Review – in retrieval activities and revision lessons as well as assessment feedback lessons We Are Interdependent Decision-making tasks in groups Group work – linked to data collection on fieldwork location We Are Questioning – Encouraging students to question the ethics, morals and environmental consequences of some of our consumption choices We Can Communicate – presenting opinions in class debates and discussion We value diversity – Considering the diverse communities that characterise and enrich Bristol as a city				
Assessment	Ongoing formative and summative assessment	Ongoing formative and summative assessment Mock 2	Ongoing formative and summative assessment Mock 3	Ongoing formative and summative assessment	Ongoing formative and summative assessment
Careers	Ecologist, Coastal management roles Environment agency roles, resource planner, flood risk analyst, environmental consultant, coastal risk management consultant, coastal engineer	Aid worker (and other various roles in disaster management), Architect, natural hazards research engineer, Environmental Emergency Planner · Environmental Data Analyst, hydrogeologists		Urban planner, civil engineer, Landscape architect, transport planner, sustainability officer Careers display in main school and linked into options PowerPoint	

Year 10 Geography Curriculum Overview

How will studying this subject in Key Stage Four help students to make their unique contribution to the world?: Studying Geography at GCSE will help develop students into resilient, engaged, independent, and interdependent learners that seek to understand and question the world around them and that seek to take risks in their learning and to be reflective in order to strive for improvement. We hope that the curriculum will help foster students who are courageous advocates who develop a keen desire for environmental stewardship, social justice, respect, tolerance and the celebration of diversity. Studying GCSE geography will provide students with workplace relevant skills, knowledge and understanding that will give them confidence in their capacity and allow them to grow and flourish in their future careers.