

Hobart High School Key Stage 4 Curriculum Map – Year 10



Department / Syllabus Link: Geography GCSE 9-1 OCR specification A

	GCSE Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1 and 2	Living in the UK today: Landscapes of the UK	<p>Overview of the distribution of areas of upland, lowland and glaciated landscapes.</p> <p>Overview of the distinctive characteristics of these landscapes including their geology, climate and human activity.</p> <p>The definitions of the main geomorphic processes including types of weathering (mechanical, chemical, biological), mass movement (sliding, slumping), erosion (abrasion, hydraulic action, attrition, solution), transport (traction, saltation, suspension, solution) and deposition.</p> <p>The formation of river landforms (waterfall, gorge, V-shaped valley, floodplain, levee, meander, oxbow lake).</p> <p>The formation of coastal landforms (headland, bay, cave, arch, stack, beach, spit).</p> <p>Two case studies, one UK river basin and one UK coastal landscape, to cover:</p> <ul style="list-style-type: none"> the geomorphic processes operating at different scales and how they are influenced by geology and climate landforms the features associated with your case study how human activity, including management, works in combination with geomorphic processes to impact the landscape. <p>The River Tees and North Norfolk Coastline</p>	<p>Starters for 10</p> <p>DNA of set pieces in books</p> <p>Verbal questioning and teacher feedback.</p> <p>Landscapes of the UK test</p>	

Spring 1 and 2	Living in the UK today: People of the UK	<p>Overview of the UK's current major trading partners to include principal exports and imports</p> <p>An understanding of the UK's geographical diversity through patterns of employment, average income, life expectancy, educational attainment, ethnicity and access to broadband.</p> <p>The causes of uneven development within the UK, including geographical location, economic change, infrastructure and government policy.</p> <p>Case study of the consequences of economic growth and/or decline for one place or region in the UK. Salford Quay Changes in the UK's population structure from 1900 to the present day, including its changing position on the Demographic Transition Model.</p> <p>An understanding of the causes and the effects of, and responses to an ageing population.</p> <p>Outline flows of immigration into the UK in the 21st century including an overview of the social and economic impacts on the UK</p> <p>Overview of the causes for contrasting urban trends in the UK, including suburbanisation, counter-urbanisation and re-urbanisation.</p> <p>Outline of the social, economic and environmental consequences of contrasting urban trends in the UK, including suburbanisation, counter-urbanisation and re-urbanisation.</p> <p>Case study of one major city in the UK including the influences of:</p> <ul style="list-style-type: none"> - the city within its region, the country and the wider world - migration (national and international) and its impact on the city's growth and character - the ways of life within the city, such as culture, ethnicity, housing, leisure and consumption - contemporary challenges that affect urban change, including housing availability, transport provision and waste management - sustainable strategies to overcome one of the city's challenges. Leeds 	<p>Starters for 10</p> <p>DNA of set pieces in books</p> <p>Verbal questioning and teacher feedback.</p> <p>People of the UK test</p>	
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Summer 1	Living in the UK today: Environmental challenges to the UK.	<p>How air masses, the North Atlantic Drift and continentality influence the weather in the UK</p> <p>How air masses cause extreme weather conditions in the UK, including extremes of wind, temperature and precipitation</p> <p>Case study of one UK flood event caused by extreme weather conditions including:</p> <ul style="list-style-type: none"> - causes of the flood event, including the extreme weather conditions which led to the event - effects of the flood event on people and the environment - the management of the flood event at a variety of scales. <p>Somerset Levels Flood 2014</p> <p>Overview of how environments and ecosystems in the UK are used and modified by humans, including:</p> <ul style="list-style-type: none"> - mechanisation of farming and commercial fishing to provide food wind farms - fracking to provide energy - reservoirs and water transfer schemes to provide water. <p>Identification of renewable and non-renewable energy sources.</p> <p>The contribution of renewable and non-renewable sources to energy supply in the UK</p> <p>Changing patterns of energy supply and demand in the UK from 1950 to the present day, and how changes have been influenced by government decision making and international organisations.</p> <p>Strategies for sustainable use and management of energy at local and UK national scales, including the success of these strategies.</p> <p>The development of renewable energy in the UK and the impacts on people and the environment.</p> <p>The extent to which non-renewable energy could and should contribute to the UK's future energy supply.</p> <p>Economic, political and environmental factors affecting UK energy supply in the future.</p>	<p>Starters for 10</p> <p>DNA of set pieces in books</p> <p>Verbal questioning and teacher feedback.</p> <p>Env. Challenges test</p>	
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Summer 2	Revision and consolidation Geographical skills and fieldwork prep.	Consolidation and revision of years content by re-exploring the five case studies for 'Living in the UK': The River Tees North Norfolk Salford Quays Leeds Flooding in the Somerset levels 2014 To identify different types of graph. To construct a variety of graphs and interpret them To describe strengths and weaknesses of different graph types. To identify different map types, interpret them and draw them. To calculate mean, mode, range, percentage change and interquartile range. To recognise what an investigation is and how to conduct a geographical enquiry. Recognise the terms hypothesis, methodology, primary data, secondary data, qualitative, quantitative and the range of sampling techniques including judgement, random, systematic and stratified. To recognise the range of data presentation techniques. Students follow an enquiry looking at the effectiveness of sea defences along the Southwold stretch of coastline in Suffolk. Present data, draw a conclusion and evaluate their studies.	Starters for 10 DNA of set pieces in books Verbal questioning and teacher feedback. Year 10 Mock examination (paper 1 people of the UK)	
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Hobart High School Key Stage 4 Curriculum Map – Year 11

Department / Syllabus link: Geography GCSE 9-1 OCR specification A



	GCSE Unit Title	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1	<p>Complete GCSE Fieldwork Investigations</p> <p>The World Around Us: Ecosystems of the Planet</p>	<p>Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.</p> <p>Processing and presenting fieldwork data in various ways including maps, graphs and diagrams.</p> <p>Analysing and explaining data collected in the field using knowledge of relevant geographical case studies and theories. Drawing evidenced conclusions and summaries from fieldwork transcripts and data</p> <p>Ecosystems include abiotic (weather, climate, soil) and biotic (plants, animals, humans) components which are interdependent.</p> <p>Overview of the global distribution of polar regions, coral reefs, grasslands, temperate forests, tropical rainforests, and hot deserts.</p> <p>Overview of the climate, plants and animals within these ecosystems.</p> <p>The location of the tropical rainforests including the Amazon, Central American, Congo River Basin, Madagascan, South East Asian and Australasian</p> <p>The location of warm water coral reefs including the Great Barrier Reef, Red Sea Coral Reef, New Caledonia Barrier Reef, the Mesoamerican Barrier Reef, Florida Reef and Andros Coral Reef.</p> <p>The processes that operate within tropical rainforests, including nutrient and water cycles.</p> <p>The process of nutrient cycling that operates within coral reefs.</p>	<p>Starters for 10</p> <p>DNA of set pieces in books</p> <p>Verbal questioning and teacher feedback.</p> <p>Ecosystems test</p>	

		<p>Two case studies, including one tropical rainforest (Peruvian Amazon) and one coral reef (Andros Barrier Reef) to cover:</p> <ul style="list-style-type: none"> - The interdependence of climate, soil, water, plants, animals and humans - their value to humans and to the planet - threats to biodiversity and attempts to mitigate these through sustainable use and management 		
Autumn 2 And Spring 1	The World Around Us: People of the Planet	<p>Social, economic and environmental definitions of development, including the concept of sustainable development.</p> <p>Different development indicators, including GNI per capita, Human Development Index and Internet Users, and the advantages and disadvantages of these indicators.</p> <p>How development indicators illustrate the consequences of uneven development.</p> <p>Current patterns of advanced countries (ACs), emerging and developing countries (EDCs) and low-income developing countries (LIDCs).</p> <p>Outline the reasons for uneven development, including the impact of colonialism on trade and the exploitation of natural resources.</p> <p>Different types of aid and their role in both promoting and hindering development.</p> <p>Case study of one LIDC or EDC. (Ethiopia) This should illustrate its changing economic development, including the influence of and interrelationships between:</p> <ul style="list-style-type: none"> - the country's geographical location, and environmental context (landscape, climate, ecosystems, availability and type of natural resources) - the country's political development and relationships with other states - principal imports and exports and the relative importance of trade 	<p>Starters for 10 DNA of set pieces in books Verbal questioning and teacher feedback.</p> <p>People of the Planet test</p> <p>Year 11 Mock exam (Paper 1 and shortened paper 3 to focus on fieldwork)</p>	

	<ul style="list-style-type: none"> - the role of international investment - population and employment structure changes over time - social factors, including access to education and healthcare provision - technological developments, such as communications technology - one aid project. <p>Using the case study of the LIDC or EDC explore Rostow's model to determine the country's path of economic development.</p> <p>Definition of city, megacity and world city.</p> <p>The distribution of megacities and how this has changed over time.</p> <p>How urban growth rates vary in parts of the world with contrasting levels of development.</p> <p>Overview of the causes of rapid urbanisation in LIDCs including push and pull migration factors, and natural growth.</p> <p>Outline of the social, economic and environmental consequences of rapid urbanisation in LIDCs</p> <p>Case study of one major city in an LIDC or EDC (Istanbul) including the influences of:</p> <ul style="list-style-type: none"> - the city within its region, the country, and the wider world - migration (national and international) and its impact on the city's growth and character - the ways of life within the city, such as culture, ethnicity, housing, leisure and consumption - contemporary challenges that affect urban change, including housing availability, transport provision and waste management - sustainable strategies to overcome one of the city's challenges. 		
Spring 1 and Spring 2	<p>The World Around Us: Environmental Threats to our Planet</p> <p>Overview of how the climate has changed from the beginning of the Quaternary period to the present day, including ice ages.</p> <p>Key periods of warming and cooling since 1000AD, including the medieval warming, Little Ice Age and modern warming.</p>	<p>Starters for 10</p> <p>DNA of set pieces in books</p> <p>Verbal questioning and teacher feedback.</p> <p>Env. Threats test</p>	

	<p>Evidence for climate change over different time periods, including global temperature data, ice cores, tree rings, paintings and diaries.</p> <p>Theories of natural causes of climate change including variations in energy from the sun, changes in the Earth's orbit and volcanic activity.</p> <p>How human activity is responsible for the enhanced greenhouse effect which contributes to global warming.</p> <p>Summary of a range of consequences of climate change currently being experienced across the planet.</p> <p>Distribution of the main climatic regions of the world.</p> <p>Outline how the global circulation of the atmosphere is controlled by the movement of air between the poles and the equator.</p> <p>How the global circulation of the atmosphere leads to extreme weather conditions (wind, temperature, precipitation) in different parts of the world.</p> <p>Outline the causes of the extreme weather conditions that are associated with the hazards of tropical storms and drought.</p> <p>The distribution and frequency of tropical storms and drought, and whether these have changed over time.</p> <p>Case study of one drought event caused by El Niño/La Niña: (Australia's Big Dry)</p> <ul style="list-style-type: none"> - how the extreme weather conditions of El Niño/La Niña develop and can lead to drought - effects of the drought event on people and the environment - ways in which people have adapted to drought in the case study area. 		
Spring 2	<p>Consolidation and revision</p> <p>Consolidation and revision of years content by re-exploring the five case studies for The world around us.</p> <p>Peruvian Amazon</p> <p>Andros Barrier reef, Andros island</p> <p>Ethiopia</p> <p>Istanbul, Turkey</p> <p>Australia's 'Big Dry'</p>	<p>Starters for 10</p> <p>DNA of set pieces in books</p> <p>Verbal questioning and teacher feedback.</p>	

Summer 1	Revision	Revision: Living in the UK (paper 1) The World around us (paper 2) Geographical skills (paper 3)		
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