

Astley Cooper School

Geography

Curriculum Map

Year 10

A01: Demonstrate knowledge of locations, places, processes, environments and different scales.

A02: Demonstrate geographical understanding of:

- concepts and how they are used in relation to places, environments and processes;
- the inter-relationships between places, environments and processes.

A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.

A04: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

Year/Term	Unit of Work	CORE KNOWLEDGE	KEY SKILLS
Autumn Term September – October half term	Unit 1: The Changing Landscapes of the UK	<p>1.1 There are geological variations within the UK.</p> <p>1.2 A number of physical and human processes work together to create distinct UK landscapes.</p> <p>Assessment: End of unit assessment on the Changing Landscapes of the UK unit before October half term.</p>	<p>A01: Geographical knowledge</p> <p>A02: Geographical understanding</p> <p>A03: Application of knowledge and understanding.</p> <p>A04: Geographical Skills</p>
October half term - Christmas	Unit 1A: Coastal landscapes and processes	<p>1.3 A variety of physical processes interact to shape coastal landscapes</p> <p>1.4 Coastal erosion and deposition create distinctive landforms within the coastal landscape.</p> <p>1.5 Human activities (urbanisation, agriculture and industry) can lead to changes in coastal landscapes which affect people and the environment.</p> <p>1.6 Distinctive coastal landscapes are the outcome of the interaction between physical and human processes.</p> <p>Assessment: End of unit assessment on coastal landscapes and processes before Christmas.</p>	<p>A01: Geographical knowledge</p> <p>A02: Geographical understanding</p> <p>A03: Application of knowledge and understanding.</p> <p>A04: Geographical Skills</p>
Spring term January – February half term	Unit 1B: River landscapes and processes	<p>1.7 A variety of physical processes interact to shape river landscapes.</p> <p>1.8 Erosion and deposition interacting with geology create distinctive landforms in river landscapes.</p> <p>1.9 Human activities can lead to changes in river landscapes which affect people and the environment.</p> <p>1.10 Distinctive river landscapes are the outcome of the interaction between physical and human processes.</p> <p>Assessment: End of unit assessment on river landscapes and processes before February half term.</p>	<p>A01: Geographical knowledge</p> <p>A02: Geographical understanding</p> <p>A03: Application of knowledge and understanding.</p> <p>A04: Geographical Skills</p>
February half term – Easter (and into summer term)	Unit 2: Weather Hazards & Climate Change	<p>2.1 The atmosphere operates as a global system transferring heat and energy.</p> <p>2.2 The global climate was different in the past and continues to change due to natural causes.</p> <p>2.3 Global climate is now changing as a result of human activity.</p> <p>2.4 The UK has a distinct climate which has changed over time.</p> <p>2.5 Tropical cyclones are extreme weather events that develop under specific conditions and in certain locations.</p>	<p>A01: Geographical knowledge</p> <p>A02: Geographical understanding</p> <p>A03: Application of knowledge and understanding.</p> <p>A04: Geographical Skills</p>

		<p>2.6 There are various impacts of and responses to natural hazards caused by tropical cyclones depending on a country's level of development.</p> <p>2.7 The causes of drought are complex with some locations more vulnerable than others.</p> <p>2.8 The impacts of, and responses to drought vary depending on a country's level of development.</p> <p>Assessment: End of unit assessment on the weather hazards and climate change unit before Easter.</p>	
<p>Summer Term</p> <p>Easter – Summer</p>	<p>Unit 3: Ecosystems, biodiversity and management</p>	<p>3.1 Large-scale ecosystems are found in different parts of the world and are important.</p> <p>3.2 The biosphere is a vital system.</p> <p>3.3 The UK has its own variety of distinctive ecosystems that it relies on.</p> <p>3.4 Tropical rainforests show a range of distinguishing features.</p> <p>3.5 Tropical rainforest ecosystems provide a range of goods and services some of which are under threat.</p> <p>3.6 Deciduous woodlands show a range of distinguishing features.</p> <p>3.7 Deciduous woodlands ecosystems provide a range of goods and services some of which are under threat.</p> <p>Assessment: Peer assessment of the ecosystems unit before the summer.</p> <p>End of Year 10 exams will assess exam Paper 1: The Physical Environment.</p>	<p>A01: Geographical knowledge</p> <p>A02: Geographical understanding</p> <p>A03: Application of knowledge and understanding.</p> <p>A04: Geographical Skills</p>

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Year/Term	Unit of Work	CORE KNOWLEDGE	KEY SKILLS
Autumn Term September – October half term	Unit 4: Changing Cities	<p>4.1 Urbanisation is a global process.</p> <p>4.2 The degree of urbanisation varies across the UK.</p> <p>4.3 The context of the chosen UK city (Birmingham) influences its functions and structure.</p> <p>4.4 The chosen UK city is being changed by movements of people, employment and services.</p> <p>4.5 Globalisation and economic change create challenges for the chosen UK city that require long-term solutions.</p> <p>4.6 The context of the chosen developing country or emerging country city (Mexico City) influences its functions and structure.</p> <p>4.7 The character of the chosen developing country or emerging country city is influenced by its fast rate of growth.</p> <p>4.8 Rapid growth, within the chosen developing country or emerging country city, results in a number of challenges that need to be managed.</p> <p>Assessment: End of unit assessment on the changing cities unit before October half term.</p>	<p>A01: Geographical knowledge</p> <p>A02: Geographical understanding</p> <p>A03: Application of knowledge and understanding.</p> <p>A04: Geographical Skills</p>
October half term - Christmas	Unit 5: Global Development	<p>5.1 Definitions of development vary as do attempts to measure it.</p> <p>5.2 The level of development varies globally.</p> <p>5.3 Uneven global development has had a range of consequences.</p> <p>5.4 A range of strategies has been used to try to address uneven development.</p> <p>5.5 The level of development of the chosen developing or emerging country (India) is influenced by its location and context in the world.</p> <p>5.6 The interactions of economic, social and demographic processes influence the development of the chosen developing or emerging country</p> <p>5.7 Changing geopolitics and technology impact on the chosen developing or emerging country.</p> <p>5.8 There are positive and negative impacts of rapid development for the people and environment of the chosen developing or emerging country.</p> <p>Assessment: End of unit assessment on the global development unit before Christmas.</p> <p>Year 11 Mocks will assess exam Paper 1: The Physical Environment and the Paper 2: The Human Environment units so far.</p>	<p>A01: Geographical knowledge</p> <p>A02: Geographical understanding</p> <p>A03: Application of knowledge and understanding.</p> <p>A04: Geographical Skills</p>

<p>Spring term January – February half term</p>	<p>Unit 6: Resource Management including Unit 6A: energy resource management</p>	<p>6.1 A natural resource is any feature or part of the environment that can be used to meet human needs. 6.2 The patterns of the distribution and consumption of natural resources varies on a global and a national scale. 6.3 Renewable and non-renewable energy resources can be developed. 6.4 To meet demand, countries use energy resources in different proportions. This is called the energy mix. 6.5 Meeting the demands for energy resources can involve interventions by different interest groups. 6.6 Management and sustainable use of energy resources are required at a range of spatial scales from local to international. Assessment: End of unit assessment on the resource management unit before February half term.</p>	<p>A01: Geographical knowledge A02: Geographical understanding A03: Application of knowledge and understanding. A04: Geographical Skills</p>
<p>February half term – Easter (and into summer term)</p>	<p>Unit 7A: Investigating physical environments (river landscapes OR coastal landscapes) 7B: Investigating human environments (a central/inner urban area OR a rural area)</p>	<p>1. Formulating enquiry questions: Students must have an opportunity to develop understanding of the kinds of questions that can be investigated through fieldwork in river and urban environments. Students must have an opportunity to develop a question(s) based on their location and the task. 2. Fieldwork methods: Fieldwork data collection must include at least: a. one quantitative fieldwork method to measure river discharge; the quality of the urban environment b. one qualitative fieldwork method to record landforms that make up the river landscape; measure land use function. Human interaction: students must develop their understanding of the implications of river processes for people living in the catchment area. Census data e.g. Office for National Statistics (ONS) website 3. Secondary data sources: A flood risk map e.g. Environment Agency flood risk map; Census data e.g. Office for National Statistics (ONS) website. One other secondary source for each investigation. Assessment: End of unit assessment on the fieldwork unit before Easter.</p>	<p>A01: Geographical knowledge A02: Geographical understanding A03: Application of knowledge and understanding. A04: Geographical Skills</p>

<p>Summer Term</p> <p>Easter – Summer</p>	<p>Topic 8: Geographical investigations – UK challenges</p>	<p>8.1 The UK's resource consumption and environmental sustainability challenge.</p> <p>8.2 The UK settlement, population and economic challenges.</p> <p>8.3 The UK's landscape challenges.</p> <p>8.4 The UK's climate change challenges.</p> <p>Assessment: End of unit assessment on the UK Challenges unit before the summer exams.</p> <p>Assessment: End of unit assessment on the resource management unit before February half term.</p>	<p>A01: Geographical knowledge</p> <p>A02: Geographical understanding</p> <p>A03: Application of knowledge and understanding.</p> <p>A04: Geographical Skills</p>
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