



Curriculum Intent

Year 10

	What?	Why?	National Curriculum Links
Term 1-1	<p><u>Key Concepts: Development</u></p> <ul style="list-style-type: none"> • The development gap • Measuring development: GNI and HDI • Population pyramids and the demographic transition model • Causes of uneven development • Impacts of uneven development • Strategies to reduce the development gap <p><u>Key Concepts: Nigeria – A NEE</u></p> <ul style="list-style-type: none"> • Importance and location • Social, political, cultural and environmental context • Nigeria’s role in the wider world • Industrial change in Nigeria • Transnational corporations (TNCs) in Nigeria • Aid in Nigeria • Economic growth and environmental issues in Nigeria 	<ul style="list-style-type: none"> • To explore inequalities economies to understand why some countries grow faster than others • To evaluate tools such as GNI, HDI, population pyramids and the demographic transition model for measuring and comparing progress to assess levels of development and standard of living around the world • To study strategies to reduce the development gap to understand how countries can tackle poverty, improve opportunities, and create a fairer world • To explore a newly emerging economy (NEE) by looking at Nigeria’s location, context, 	<ul style="list-style-type: none"> • Location knowledge • Place knowledge • Human geography <ul style="list-style-type: none"> ○ Cities and urban society in the 21st century ○ Global economic development issues • Maps • Use of data



	<ul style="list-style-type: none"> Economic growth and quality of life in Nigeria 	<p>and global role to understand how it is developing and why it is globally important</p> <ul style="list-style-type: none"> To analyse opportunities and challenges of development by studying industrial change, TNCs and the use of aid To link economy, the environment and people, to understand the balance needed for sustainable development 	
Term 1-2	<p><u>Key Concepts: Natural Hazards</u></p> <ul style="list-style-type: none"> The structure of the Earth Plate tectonics The structure of a volcano How earthquakes occur Natural hazards impacts and responses <ul style="list-style-type: none"> Earthquakes case study: Nepal 2015 Volcano case study: Iceland 2010 Reasons for and risks of living in hazardous areas 	<ul style="list-style-type: none"> To understand Earth's processes to explain why natural hazards happen To recognise the impacts of natural hazards on people and places, and how communities can respond To explore how we can prepare for and manage the risks of natural hazards to understand resilience and disaster management 	<ul style="list-style-type: none"> Location knowledge Place knowledge Physical geography: processes and change Maps Use of data
Term 2-1	<p><u>Key Concepts: Urban Change in the UK</u></p> <ul style="list-style-type: none"> The distribution of the UK's population Why Bristol is a major city Bristol's past industries Social opportunities in Bristol 	<ul style="list-style-type: none"> To understand urban growth and change through studying the UK's population, Bristol's importance, and its industrial history 	<ul style="list-style-type: none"> Location knowledge Place knowledge Human geography <ul style="list-style-type: none"> Cities and urban society



	<ul style="list-style-type: none"> • Industrial change in Bristol • How Bristol is becoming a greener city • Why inequality is still a challenge in Bristol • How the demand for housing in Bristol can be met • Regeneration in Bristol's Temple Quarter 	<ul style="list-style-type: none"> • To analyse opportunities and challenges of urban living through examples such as Bristol's housing demand and social opportunities • To explore sustainable urban futures, focusing on regeneration, green initiatives, and industrial change to show how cities can adapt to improve quality of life and reduce environmental impacts 	<p>in the 21st century</p> <ul style="list-style-type: none"> • Maps • Use of data • Geographical argument
Term 2-2	<p><u>Key Concepts: Sustainable Urban Development</u></p> <ul style="list-style-type: none"> • Sustainable urban strategies • Social, economic, and environmental planning in Freiburg • Implementing a sustainable water and energy supply • Creating green spaces in urban areas • Freiburg's integrated transport system <p><u>Key Concepts: UK Economy</u></p> <ul style="list-style-type: none"> • Changes in the UK economy • The UK's post-industrial economy • Science and business parks • The environmental impact of industry] 	<ul style="list-style-type: none"> • To learn how cities can be sustainable through analysing various strategies to understand how urban areas can reduce environmental impact • To have a greater understanding of planning in action by looking at the example of Freiburg and how social, economic, and environmental planning can work together to improve quality of life • To explore integrated transport systems and 	<ul style="list-style-type: none"> • Location knowledge • Place knowledge • People and environment <ul style="list-style-type: none"> ○ Resource management and biodiversity • Human geography <ul style="list-style-type: none"> ○ Cities and urban society in the 21st century • Maps



	<ul style="list-style-type: none"> • Changing rural landscapes • Changing transport infrastructure in the UK • The North-South Divide • The UK in the wider world 	<p>sustainable solutions to understand how cities can adapt to growing population demands and climate change</p> <ul style="list-style-type: none"> • To understand economic change by studying how the UK moved from industry to services and the growth of science and business parks to explain how jobs and opportunities are evolving • To recognise the impacts of economic change on people and places • To explore inequalities and global links, examining the North-South Divide and the UK's role in the wider world 	
<p>Term 3-1</p>	<p><u>Key Concepts: Rivers</u></p> <ul style="list-style-type: none"> • River's long and cross profiles • Fluvial processes • River landforms: interlocking spurs, waterfalls, gorges, meanders, ox-bow lakes, levees, floodplains, and estuaries • Causes and impacts of flooding • Storm hydrographs • River management 	<ul style="list-style-type: none"> • To understand river systems and processes, learning about profiles, fluvial processes, and landforms, to explain how rivers shape the landscape over time • To recognise hazards and impacts including studying the River Tees case study to 	<ul style="list-style-type: none"> • Location knowledge • Place knowledge • Physical geography <ul style="list-style-type: none"> ○ Geomorphic processes and landscapes • Maps



	<ul style="list-style-type: none"> River case study: The River Tees 	<p>show how rivers affect people, the economy and the environment</p> <ul style="list-style-type: none"> To explore management to highlight how we can reduce risks, protect communities, and use rivers sustainably 	
Term 3-2	<p><i>Key Concepts: Human Fieldwork</i></p> <ul style="list-style-type: none"> Fieldwork aims and methodology Data presentation and analysis Fieldwork conclusion and evaluation 	<ul style="list-style-type: none"> To develop geographical skills to carry out effective investigations with valid aims, methods and data collection To understand how to interpret and present evidence, including being able to spot patterns and trends within a data set, explain processes and reach conclusions To learn how to reflect and improve, evaluating fieldwork strengths and limitations, helping to improve future investigations and critical thinking skills 	<ul style="list-style-type: none"> Place knowledge Physical geography <ul style="list-style-type: none"> ○ Geomorphic processes and landscapes Fieldwork Use of data Geographical argument