Geography Department
Curriculum and Assessment Map

	Autumn Term	Spring Term	Summer Term
Year 10	***Natural Hazards and Climate Change***	***Urban issues and Challenges***	**The Living World**
Fundamental Knowledge	**Knowledge: Students must know the following…** What a **natural hazard** is and give some examples of the different types of hazards. How different factors affect **risk**. Where **earthquakes** and **volcanoes** are located around the world. What the differences are between **destructive, constructive** and **conservative** plate margins and which hazards can be found. The main features of an **earthquake** and two different ways of measuring earthquakes. Using named examples of a tectonic hazard in both rich and poor countries. Students need to explain why the **tectonic hazard** happened there; the primary and secondary effects of both hazards and the short/ long-term responses of both hazards.	**Knowledge: What students must know…** Urban trends in different parts of the world, including HICs and LICs The factors affecting the rate of urbanisation and the growth of megacities. **A case study of a major city in a LIC or NEE to show:** • The location and importance of this city and the reasons for its growth • The social, economic and environmental opportunities in this city • The social, economic and environmental challenges in this city. • An example of how urban planning can improve the quality of life for the urban poor. **A case study of a major city in UK to show:** • The location and importance of this city and the reasons for its growth and character • How urban change has created social, economic and environmental opportunities in this city • How urban change has created social, economic and environmental challenges in this city.	**Knowledge: What students must know…** Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components – **example** of a small-scale ecosystem Tropical rainforest ecosystems have a range of distinctive characteristics – interdependence, adaptations and biodiversity issues Deforestation has economic and environmental impacts – **case study** Tropical rainforests need to be managed to be sustainable – the value of rainforests and the strategies used to manage them Hot desert ecosystems have a range of distinctive characteristics. Development of hot desert environments creates opportunities and challenges – **case study** Areas on the fringe of hot deserts are at risk of desertification – **causes** of desertification and **strategies** to reduce the risk of desertification **Knowledge application:** To understand how to describe and explain the interrelationship between abiotic and biotic components in a small scale ecosystem To understand how to explain what happens when one component of a food web or the nutrient cycle has changed (diagram)

	Know why **earthquakes** cause more loss of life in poor than in rich countries. Why people continue to live in areas at risk of **tectonic hazards**. How monitoring, planning and prediction of **tectonic hazards** can reduce their effects. What the **global atmospheric circulation model** is and its relationship to climatic conditions Know where **tropical storms** can be found around the world, how they are formed and the different names for tropical storms. Use a named example understand the primary and secondary impacts; and the short and long-term responses of **tropical storms**. How **tropical storms** might be affected by **global warming.** (intensity, frequency and distribution) How monitoring, planning and prediction of **tropical storms** can reduce their effects. Be able to identify evidence of the weather becoming more extreme using an example. The causes, SEE effects and responses of an **extreme weather** event in the UK using an example. How extreme events can be managed to reduce the impacts. Understand the **impact** that weather conditions have upon people homes, lives, agriculture, health and transport. Understand the evidence both for and against **climate change.** Understand the **natural** & **human** causes of climate change.	• Why an urban area needed regeneration and the main features of this project. • Features of sustainable urban living including water and energy conservation, waste recycling, creating green spaces • How urban transport strategies are used to reduce traffic congestion. **Knowledge application:** Students need to understand how to explain how **urbanisation** has happened at different rates and at different times in different parts of the world making reference to LICs and HICs. Students need to understand how to explain some of the **causes** of **urbanisation** in different parts of the world making reference to LICs and HICs. Students need to understand how to explain why Rio is important **nationally** and **internationally** Students need to understand how to explain why and how Rio has grown Students need to understand how to explain, analyse and evaluate the **opportunities** in Rio including: • Access to services - health • Access to services - education • Access to resources - water supply • Access to resources – energy Students need to understand how to describe how urban-industrial areas can promote economic development Students need to understand how to explain, analyse and evaluate the **challenges** in Rio including: • Understand how to manage urban growth – slums, squatter settlements • Clean water, sanitation systems and energy • Access to services – health and education • Unemployment and crime Students need to understand how to explain how to manage environmental issues – waste disposal, air and water pollution, traffic congestion.	To understand how to describe the distribution of biomes (general or specific) To understand how to identify key characteristics of a tropical rainforest (photo/diagram) To understand how to explain how plants and animals adapt to tropical rainforests (photos) To understand how to describe changing rates of deforestation over time (graph) To understand how to explain the causes of deforestation To understand how to discuss to what extent deforestation has had impacts on the economy and environment of their chosen case study To understand how to describe the value of tropical rainforests To understand how to explain how tropical rainforests are managed sustainably To understand how to describe and explain the distribution of hot deserts To understand how to identify key characteristics of hot deserts (photo/diagram) To understand how to explain how plants and animals adapt to hot deserts (photos) To understand how to apply knowledge of a hot desert environment you have studied, to what extent does that environment provide both opportunities and challenges for development? To understand how using a hot desert environment you have studied, assess the importance of management strategies used to reduce the risk of environmental damage. To understand how to know to what extent are environments on the fringe of hot deserts at risk from human activity?

	Understand the economic, social, environmental and political impacts of **climate change** both on the world and the UK. Understand the **mitigation** strategies used to reduce the impact of global **climate change** on a **local, national and international** level. Understand the **adaption** strategies used to reduce the impact of global **climate change** on a **local, national and international** level. **Knowledge application:** Students need to understand how different factors affect **risk**. Students need to understand how to describe the distribution of **earthquakes** and **volcanoes** are located around the world. Students need to understand how to describe and explain the differences between **destructive, constructive** and **conservative** plate margins and which hazards can be found. Students need to understand how to describe the main features of an **earthquake** and two different ways of measuring earthquakes. Using named examples of a tectonic hazard in both rich and poor countries. Students need to understand how to explain why the **tectonic hazard** happened there; the primary and secondary effects of both hazards and the short/ long-term responses of both hazards. Students need to understand why **earthquakes** cause more loss of life in poor than in rich countries. Students need to understand why people continue to live in areas at risk of **tectonic hazards**.	Students need to understand how to explain and evaluate how Rio can plan to improve the **quality of lives** for the **urban poor**. [Favela- Bairro Project] Students need to understand how to explain why Bristol is important **nationally** and **internationally** Students need to understand how to explain why and how Bristol has grown Students need to understand how to explain the impact of national and international migration on the growth and character of Bristol. Students need to understand how to explain, analyse and evaluate the **opportunities** in Bristol including: • Cultural mix • Recreation • Entertainment • Employment • Integrated transport systems • Urban greening Students need to understand how to explain, analyse and evaluate the **challenges** in Bristol including: 1. Inequalities in housing, education and employment. 2. Urban deprivation 3. Dereliction of buildings 4. Building on **brown** and **greenfield** sites. 5. Water disposal Students need to understand how urban sprawl occurs on the rural – urban fringe and of commuter towns Students need to understand how to explain, analyse and evaluate the how Bristol has undergone **regeneration.**	

	Students need to understand how to explain how monitoring, planning and prediction of **tectonic hazards** can reduce their effects. Students need to understand how to describe elements of the **global atmospheric circulation model** and its relationship to climatic conditions Students need to understand how to describe the distribution of **tropical storms** and how they are formed and the different names for tropical storms. Students need to understand how to use a named example to understand the primary and secondary impacts; and the short and long-term responses of **tropical storms**. Students need to understand how to describe and explain how **tropical storms** might be affected by **global warming.** (intensity, frequency and distribution) Students need to understand how to explain how monitoring, planning and prediction of **tropical storms** can reduce their effects. Students need to understand how to identify and infer evidence of the weather becoming more extreme using an example. Students need to understand how to describe and explain the causes, SEE effects and responses of an **extreme weather** event in the UK using an example. Students need to understand how to describe how extreme events can be managed to reduce the impacts. Students need to understand how to explain the **impact** that weather conditions have upon people, homes, lives, agriculture, health and transport.		

	Students need to understand how to describe the evidence both for and against **climate change.** Students need to understand how to describe and explain the **natural** & **human** causes of climate change. Students need to understand how to describe the **mitigation** strategies used to reduce the impact of global **climate change** on a **local, national and international** level. Students need to understand how to describe and explain the **adaption** strategies used to reduce the impact of global **climate change** on a **local, national and international** level.		
Learning Checkpoint Tasks	Explain the physical processes that take place along a constructive/ destructive plate margin To what extent are the primary effects of a tectonic hazard more significant than the secondary effects?	Assess the effectiveness of a local regeneration project in a LIC/NEE which you have studied. (Plus, some low-stakes questions)	Using figure 'x', explain how plants and animals have adapted to survive in this environment. To what extent are there opportunities and challenges when living in a hot desert you have studied.
Common Assessment Task	**Year 10: Common Assessment 1**		**Year 10: Common Assessment 2**
Mock Exam (if applicable)			
Interleaved Knowledge	Knowledge will be interleaved from previous topics studied in KS3 and in Year 10. There will be elements of previous topics that will help to develop and broaden the knowledge of the students as they continue through the GCSE course.		Knowledge will be interleaved from previous topics studied in KS3 and from what they have already learned in Year 10. There will be elements of previous topics that will help to develop and broaden the knowledge of the students as they continue through the GCSE course.