

**YEAR TEN GEOGRAPHY CURRICULUM MAP**

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Topic	WEATHER HAZARDS AND CLIMATE CHANGE													CHANGING CITIES										ECOSYSTEMS					URBAN INVESTIGATION									
Key concepts	Atmospheric and oceanic circulation. Natural causes of climate change. Human causes of climate change. UK climate. Causes and impacts of tropical cyclones. Arid environments. Causes and impacts of drought.													Global urbanisation. Urbanisation in the UK. Greenfield and brown field sites. Case studies: Mexico City. Birmingham.										The major ecosystems. The biosphere. UK ecosystems. Tropical rainforest, distinctive features, goods and services. Desiduous woodland, distinctive features, goods and services.					Conducting urban fieldwork. Structuring an academic report.									
Knowledge and understanding	UK air masses. Four factors impacting climate. The Koppen System. Hadley, Ferrel and polar cells. The Gulf Stream and oceanic circulation. Evidence of climate change. Natural causes throughout the quaternary period. Human causes and impacts of climate change. Changes in UK climate last 100 years. Causes, impacts and responses to tropical cyclones and drought, Case studies: Hurricane Sandy and Typhoon Haiyan. California and Ethiopia.													Burgess model. Causes of rural to urban migration. World fastest growing cities, % growth. Historical growth of UK cities. Tees Exe line, shrinking and expanding cities UK. Birmingham and Mexico City: Site. Situation. Change. Migration. Population characteristics. Deindustrialisation. Inequality. Challenges. +/- of developing greenfield and brownfield sites.										Distribution of the ten biomes, and the climatic and local factors that influence their distribution. The main UK terrestrial and marine ecosystems (inshore and offshore). The characteristics, biodiversity and adaptations in the tropical rainforest and deciduous woodland. Case studies of tropical rainforest in Madagascar and deciduous woodland in the New Forest.					Conducting primary and secondary data collection. Describing and explaining primary and secondary data collection. Presenting primary and secondary data. Evaluating primary and secondary data collection techniques. Evaluating data presentation techniques. Evaluating conclusions.									
SEND provision	Dense text will be paired down. Writing frames and sentence starters used. Maps will be simplified. Seating plans used to facilitate teacher intervention with SEND students. Books of SEND students checked at the end of lessons. Check understanding at the commencement of a task. Flexible use of assessment with less able groups.																																					
Careers input	Meteorologists. Aid workers.													Town planning. Construction. Property development.										Woodland management. Leisure and tourism in woodlands.					Urban planning.									
Links prior and future knowledge	Y7 'Changing Climate', 'Deserts Arabs and Oil'. Y8 'The Geography of the UK', Y12 Tectonic Hazards.													Y7 'Fantastic Places', 'China Today'. Y8 'Geography of the UK', 'Out of Africa', 'Russia'. Y12 'Regenerating Places'.										Y7 'China Today'. Y8 'Russia'.					Y8 'Maps and Skills'. Y9 coastal investigation. Y12 NEA. Y12 'Regenerating Places'.									
Key vocab	Hadley, Ferrel and polar cell. Coriolis force. Glacial period. Milankovitch cycle. Meteorological drought. Hydrological drought. Arid environment. Aquifer. Prevailing wind. Saffir Simpson Scale.													CBD. Urbanisation. Counter urbanisation. Reurbanisation. Deindustrialisation. Suburbanisation. Megacity. Site. Situation. Inequality. Zone of assimilation. Zone of discard. Disamenity zone. Periferico. Informal economy.										Biotic. Abiotic. Nutrients. Ecosystem. Biome. Gersmehl model. Inshore and offshore ecosystem. Canopy. Buttress roots. Food web. Wetland. Nutrient cycle.					Purpose of investigation. Methodology. Primary and secondary data. Evaluation. Quantitative and qualitative data. Random and systematic sampling.									
Assessment and feedback	Eight step tests and a mid and end of unit assessment, both 25 mark GCSE questions.													Eight step tests and a mid unit assessment, 25 mark GCSE question.										Eight step tests and an end of unit assessment, 25 mark GCSE question.					Completed academic report around 2000 words.									