

# Year 10 Geography Curriculum Progression Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Dates</b>	4 <sup>th</sup> September – 20 <sup>th</sup> October	30 <sup>th</sup> October – 15 <sup>th</sup> December	2 <sup>nd</sup> January – 9 <sup>th</sup> February	19 <sup>th</sup> February – 23 <sup>rd</sup> March	9 <sup>th</sup> April – 25 <sup>th</sup> May	4 <sup>th</sup> June – 24 <sup>th</sup> July
<b>Weeks</b>	7 Weeks	7 Weeks	6 Weeks	5 Weeks	5 Weeks	21 weeks
<b>Lessons</b>	21 Lessons	21 Lessons	18 Lessons	15 Lessons	15 Lessons	14 Lessons
<b>Inset</b>	4 <sup>th</sup> September, 5 <sup>th</sup> September	-	2 <sup>nd</sup> January	-	-	23 <sup>rd</sup> July, 24 <sup>th</sup> July
<b>Unit Title</b>	*Changing UK Landscapes *Coastal landscapes & processes	*River landscapes & processes	*Weather hazards & climate change	*Ecosystems, biodiversity & management	*Ecosystems, biodiversity & management	*Physical enquiry- rivers
<b>Sequence</b>	<p>*Characteristics and distribution of the UK's main rock types.</p> <p>*The role of geology and past tectonic processes in the development of upland and lowland landscapes.</p> <p>*How distinctive upland and lowland landscapes result from the interaction of physical processes (glacial erosion and deposition, weathering and climatological, post-glacial river and slope processes).</p> <p>*How distinctive landscapes result from human activity (agriculture, forestry, settlement) over time.</p> <p>*The physical processes at work on the coast: weathering mass movement erosion (abrasion, hydraulic action, attrition and solution), transport and deposition.</p> <p>*Influence of geological structure (concordant/discordant, joints and faults) and rock type and wave action on landforms.</p> <p>*How the UK's weather and climate (seasonality, storm frequency and prevailing winds) affect rates of coastal erosion and retreat, and impact on landforms and landscape.</p> <p>*The role of erosional processes in the development of landforms: headlands and bays, caves, arches, cliffs, stacks, wave cut platforms.</p> <p>*The role of depositional processes in the development of landforms: bars, beaches and spits.</p> <p>*How human activities have affected landscapes and the effects of coastal recession and flooding on people and the environment.</p> <p>*The advantages and disadvantages of different coastal defences used on the coastline of the UK (hard engineering, sea walls, groyne and rip rap and soft engineering, beach nourishment and managed retreat) and how they can lead to change in coastal landscapes.</p> <p>*The significance of the location of one named distinctive coastal landscape within the UK (discordant, concordant, coastline of deposition, coastal retreat) including how it has been formed and the most influential factors in its change.</p>	<p>*The physical processes at work in the river landscape: weathering (mechanical, chemical and biological), mass movement (sliding and slumping), erosion (abrasion, hydraulic action, attrition and solution), transport (traction, saltation, suspension and solution) and deposition.</p> <p>*How river landscapes contrast between the upper courses, mid courses and lower courses of rivers and why channel shape (width, depth), valley profile, gradient, discharge, velocity and sediment size and shape change along the course of a named UK river.</p> <p>*How the UK's weather (short-term events such as storms and droughts) and climate affect river processes and impact on landforms and landscapes.</p> <p>*The role of erosion processes and the influence of geology in the development of landforms: interlocking spurs, waterfalls, and gorges and river cliff.</p> <p>*The role of depositional processes in the formation of floodplains, levees and point bar.</p> <p>*The interaction of deposition and erosion processes in the development of landforms (meanders, oxbow lakes).</p> <p>*How human activities and changes in land use (urbanisation, agriculture and industry) have affected river processes that impact on river landscapes; the physical and human causes and effects of river flooding.</p> <p>*Advantages and disadvantages of different defences used on UK rivers (hard engineering– dams, reservoirs and channelisation and soft engineering– flood plain zoning and washlands) and how they can lead to change in river landscapes.</p> <p>*The significance of the location of one named distinctive UK river landscape (upland/lowland), how it has been formed and the most influential factors in its change.</p>	<p>*The features of the global atmospheric circulation.</p> <p>*How circulation cells and ocean currents transfer and redistribute heat energy across the Earth.</p> <p>*How climate has changed in the past over different timescales: glacial and interglacial periods during the Quaternary period.</p> <p>*Causes and evidence for natural climate change.</p> <p>*How human activities produce greenhouse gases (carbon dioxide, methane) that cause the enhanced greenhouse effect.</p> <p>*Negative effects that climate change is having on the environment and people (changing patterns of crop yield, rising sea levels and retreating glaciers).</p> <p>*Climate of the UK today and changes over the last 1000 years.</p> <p>*Spatial variations in temperature, prevailing wind and rainfall within the UK.</p> <p>*The significance of the UK's geographic location in relation to its climate.</p> <p>*How the global circulation of the atmosphere leads to tropical cyclones (hurricanes and typhoons) in source areas and the sequence of their formation.</p> <p>*Characteristics, frequency and geographical distribution of tropical cyclones and how these change over time.</p> <p>*Reasons why tropical cyclones are natural weather hazards (high winds, intense rainfall, storm surges, coastal flooding and landslides).</p> <p>*Different social, economic and environmental impacts that tropical cyclones can have on a named developed* and a named emerging* or developing* country.</p> <p>*Different responses to tropical cyclones of individuals, organisations and governments in a named developed and a named emerging or developing country.</p>	<p>*Distributions and characteristics of the world's large-scale ecosystems.</p> <p>*The role of climate and local factors (soils and altitude) in influencing the distribution of different large-scale ecosystems.</p> <p>*How the biosphere provides resources for people but is also increasingly exploited commercially for energy, water and mineral resources.</p> <p>*Distribution and characteristics of the UK's main terrestrial ecosystems.</p> <p>*Importance of marine ecosystems to the UK as a resource and how human activities are degrading them.</p> <p>*Biotic and abiotic characteristics of the tropical rainforest ecosystem (climate, soils, water, plants, animals and humans).</p> <p>*The interdependence of biotic and abiotic characteristics and the nutrient cycle (Gersmehl model).</p> <p>*Why rainforests have very high biodiversity and how plants (stratified layers, buttress roots, drip tips) and animals (strong limbs, modified wings and beaks, camouflage) are adapted to that environment.</p> <p>*Examples of goods and services provided by tropical rainforest Ecosystems.</p> <p>*How climate change presents a threat to the structure, functioning and biodiversity of tropical rainforests.</p> <p>*Economic and social causes of deforestation.</p> <p>*Political and economic factors (governance, commodity value and ecotourism) that have contributed to the sustainable management of a rainforest in a named region.</p>	<p>*Abiotic and biotic characteristics of the deciduous woodland ecosystem (climate, soil, water, plants, animals and humans).</p> <p>*The interdependence of biotic and abiotic characteristics (climate, soil, water, plants, animals and humans) and the nutrient cycle (Gersmehl model).</p> <p>*Why deciduous woodlands have moderate biodiversity and how plants (leaf size and structure, water conservation in winter) and animals (migration, hibernation and food storage) are adapted to that environment.</p> <p>*Examples of goods and services provided by deciduous woodlands ecosystems (timber, fuel, conservation and recreation).</p> <p>*How climate change presents a threats to both the structure, function and biodiversity of the deciduous woodland ecosystem.</p> <p>*Economic and social causes of deforestation (urbanisation and population growth, timber extraction and agricultural change).</p> <p>*Different approaches to the sustainable use and management of deciduous woodlands in a named region.</p>	<p>*Students must have an opportunity to develop understanding of the kinds of questions that can be investigated through fieldwork in river environments.</p> <p>*Students must have an opportunity to develop a question(s) based on their location and the task.</p> <p>*Fieldwork data collection must include at least:</p> <ul style="list-style-type: none"> <li>● one quantitative fieldwork method to measure river discharge</li> <li>● one qualitative fieldwork method to record landforms that make up the river landscape.</li> </ul> <p>*Human interaction: students must develop their understanding of the implications of river processes for people living in the catchment area. A flood risk map e.g. Environment Agency flood risk map.</p> <ul style="list-style-type: none"> <li>● One other secondary source.</li> </ul>
<b>Rationale</b>	Students begin with an overview of changing landscapes which introduces them to processes and interaction within the UK, before building on their learning and beginning their first main unit on coasts	This unit builds on the foundations laid in UK Changing landscapes & coasts with a continued focus on processes & landscapes. Recall of key terms from overview unit and unit 1.	This unit builds on elements of previous units- UK landscapes but investigates places further afield. It also build on how human actions can influence areas.	This unit builds on elements of weather & climate- understanding the climate of different ecosystems and biomes and ecosystems that make up the UK- links to first overview unit.	This unit continues to build on elements of weather & climate- understanding the climate of different ecosystems and biomes and ecosystems that make up the UK- links to first overview unit.	This practical unit is delivered in the summer due to health and safety. The unit builds on the overview unit and river landscapes and processes.
<b>Key Building Blocks</b>	Processes Interaction between physical & human environments	Processes Landforms Interaction between physical & human environments	Processes Interaction between physical & human environments	Processes Interaction between physical & human environments	Processes Interaction between physical & human environments	Processes Processes Interaction between physical & human environments Link to River landscapes & processes

<b>Retrieval Practices</b>	Low stakes quizzes Do Now activities e.g. card sorts Interleaved themes KO's- homework Dual coding	Low stakes quizzes Do Now activities e.g. card sorts Interleaved themes KO's- homework Dual coding	Low stakes quizzes Do Now activities e.g. card sorts Interleaved themes KO's- homework Dual coding	Low stakes quizzes Do Now activities e.g. card sorts Interleaved themes KO's- homework Dual coding	Low stakes quizzes Do Now activities e.g. card sorts Interleaved themes KO's- homework Dual coding	Low stakes quizzes Do Now activities e.g. card sorts Interleaved themes KO's- homework Dual coding
<b>Key Skills</b>	Developing vocabulary Written communication Analysis of a range of maps and sources Mathematical skills	Developing vocabulary Written communication Analysis of a range of maps and sources Mathematical skills	Developing vocabulary Written communication Analysis of a range of maps and sources Mathematical skills	Developing vocabulary Written communication Analysis of a range of maps and sources Mathematical skills	Developing vocabulary Written communication Analysis of a range of maps and sources Mathematical skills	Collecting raw data Mathematical skills Analysis of a range of maps and sources- primary & secondary Concluding & evaluating Unseen fieldwork component
<b>Literacy</b>	Written & Oral communication Paragraph & Essay structure for coasts Tier 2 & 3 vocab development	Written & Oral communication Paragraph & Essay structure Tier 2 & 3 vocab development	Written & Oral communication Paragraph & Essay structure Tier 2 & 3 vocab development	Written & Oral communication Paragraph & Essay structure Tier 2 & 3 vocab development	Written & Oral communication Paragraph & Essay structure Tier 2 & 3 vocab development	Written & Oral communication Paragraph & Essay structure Tier 2 & 3 vocab development
<b>Numeracy</b>	Statistical Analysis	Statistical Analysis	Statistical Analysis	Statistical Analysis	Statistical Analysis	Statistical Analysis
<b>Formative Assessment</b>	Peer & Self-Assessment Model answer comparison Low stakes quizzes Teacher feedback	Peer & Self-Assessment Model answer comparison Low stakes quizzes Teacher feedback	Peer & Self-Assessment Model answer comparison Low stakes quizzes Teacher feedback	Peer & Self-Assessment Model answer comparison Low stakes quizzes Teacher feedback	Peer & Self-Assessment Model answer comparison Low stakes quizzes Teacher feedback	Peer & Self-Assessment Model answer comparison Low stakes quizzes Teacher feedback
<b>Summative Assessment</b>	End of unit TA point	AP1 Exam Paper (Spaced)	End of unit TA point	AP2 Exam Paper (Spaced)	End of unit TA point	AP3 Exam Paper (Spaced)
<b>SMSC</b>	Sustainability Reflect on winners and losers- hard/soft engineering	Reflect on winners and losers- hard/soft engineering Plastic pollution, overuse of resources	Comparison between developed, emerging and developing countries- death tolls, aid. Global warming and climate change	Destruction of ecosystems- nature Vs economic growth moral responsibility. Sustainability	Destruction of ecosystems- nature Vs economic growth- moral responsibility. Sustainability	Considering whether the enquiry location should have greater investment in flood defences
<b>Linking curriculum to careers</b>	Ordnance Survey Geologist Environmental Agency Planning	Environmental Agency	Non-Governmental Agencies Environmental Agency	Non-Governmental Agencies Forestry Zoology/botanist	Non-Governmental Agencies	Environmental Agency Planning Geologist