

Geography Overview – Year 10




If studying as an option, students receive five hours of Geography lessons a fortnight.

	Autumn 1	Autumn 2	Spring 1
Topic(s)	Urbanisation in contrasting global cities	Shaping the landscape – rivers and management	Ecosystems & Desertification
Topic Objectives	<p>What are global cities and where are they?</p> <p>How has the location of global cities changed over time?</p> <p>Why is Rio de Janeiro an important global city?</p> <p>What are the challenges of living in Rio?</p> <p>How can we improve quality of life for people in Rio?</p> <p>Why is Southampton an important global city?</p> <p>What are the challenges of living in Southampton?</p> <p>How can Southampton become more sustainable?</p>	<p>What is the hydrological cycle?</p> <p>What are the processes that shape our rivers?</p> <p>What are the landforms found in the different courses of the river and how do they change over time?</p> <p>What are the human and physical causes of flooding?</p> <p>How can I interpret a storm hydrograph?</p> <p>What are the causes and effects of seasonal flooding in Somerset?</p> <p>What were the causes and effects of flash flooding in Boscastle?</p> <p>How can we manage flood risk?</p>	<p>What is an ecosystem and where are the biomes located?</p> <p>How are parts of an ecosystem connected?</p> <p>What are the characteristics of tropical rainforests?</p> <p>What are the threats to the tropical rainforest?</p> <p>What are the impacts of deforestation?</p> <p>How can the tropical rainforest be sustainably managed?</p> <p>What are the characteristics of hot semi-arid grasslands?</p> <p>What is desertification?</p> <p>How can the risk of desertification be managed?</p> <p>How is a small-scale ecosystem managed?</p>
Acquired Knowledge/Skills	<p>Mapping skills – Locating global cities on a map, using a range of maps to identify trends</p> <p>Numeracy skills – Percentage change</p> <p>Geographical skills – Annotating photos, creating a balanced argument and conclusion</p>	<p>Mapping skills – 4 & 6 figure grid references, using contour lines, identifying the course of a river from the OS map.</p> <p>Geographical skills – annotated diagrams, understanding physical processes.</p> <p>Numeracy skills – analysing a storm hydrograph</p>	<p>Numeracy skills – identifying a biome from the climate graph</p> <p>Geographical skills – annotated diagrams, decision making, creating a balanced argument and conclusion</p>
Assessments	Rio summative assessment	Summative assessment: Mixed papers	Summative assessment: Paper 2
Citizenship	<ul style="list-style-type: none"> • PSHE Development: Understanding the social challenges of urban inequality and access to services. • Careers Education: Careers in urban planning, transport management, housing policy and sustainability consultancy. • Fundamental British Values: Democracy through exploring public participation in regeneration. • SMSC Development: Appreciating cultural diversity in global cities; reflecting on moral questions around slums, informal settlements, and sustainable living. 	<ul style="list-style-type: none"> • PSHE Development: Understanding personal and community safety during flood events; recognising how environmental change affects wellbeing. • Careers Education: Careers in hydrology, environmental engineering, and flood risk management • Fundamental British Values: Individual liberty making safe choices during hazards. • SMSC Development: Reflecting on the social impacts of flooding on communities; appreciating the role of rivers in shaping cultural identity and local heritage. 	<ul style="list-style-type: none"> • PSHE Development: Developing an appreciation for global environmental issues, understanding personal responsibility for sustainability. • Careers Education: Careers in conservation management, ecology, international development and climate research. • Fundamental British Values: Rule of law through global agreements on climate and conservation; respect for cultural groups dependent on fragile ecosystems. • SMSC Development: Reflecting on the moral implications of resource exploitation.
	Spring 2	Summer 1	Summer 2

Topic(s)	Urban and rural processes and change in the UK	Shaping the landscape – coastal landforms	Applied fieldwork skills
Topic Objectives	<p>How and why are rural areas changing?</p> <p>How well is tourism managed in the New Forest National Park?</p> <p>What are the zones of Southampton and how have they changed over time?</p> <p>Why has Bishops Waltham become a commuter settlement?</p> <p>Is Centenary Quay a successful regeneration project?</p> <p>How has migration shaped Southampton?</p> <p>How and why are our shopping habits changing?</p> <p>What impact did the 2012 Olympics have?</p>	<p>Why is the UK coastline a special place?</p> <p>What processes shape the coastline?</p> <p>Why is the UK coastline a changing environment?</p> <p>How does erosion create a wave cut platform?</p> <p>How does erosion create a headland and bay?</p> <p>How will Old Harry Rocks change over time?</p> <p>How does longshore drift create a spit?</p>	<p>What is a hypothesis?</p> <p>What is the key question of our fieldwork?</p> <p>Why did we choose the location of our fieldwork?</p> <p>How reliable and accurate were our primary data collection techniques?</p> <p>How reliable and accurate is our secondary data?</p> <p>How can we present our data?</p> <p>What conclusions can we make from our data?</p> <p>What were the strengths and weaknesses of my fieldwork investigation?</p>
Acquired Knowledge/Skills	<p>Mapping skills – OS mapping of the New Forest</p> <p>Geographical skills – benefits and limitations of geographical models, decision making, creating a balanced argument and conclusion</p> <p>Numeracy skills – analysing graphs</p>	<p>Mapping skills – OS mapping of coastal features</p> <p>Geographical skills – drawing annotated diagrams, understanding geographical processes.</p>	<p>Fieldwork opportunity – Comparing urban and rural environments</p> <p>Numeracy skills – choosing a suitable data presentation technique,</p> <p>Geographical skills – collecting primary data</p>
Assessments	<p>Write like a geographer: “Is Lyndhurst a sustainable rural settlement?”</p>		<p>End of year exams: Paper 1 & Paper 2</p>
Citizenship	<ul style="list-style-type: none"> • PSHE Development: Understanding the social impacts of rural decline, suburbanisation and regeneration; recognising how planning decisions affect communities. • Careers Education: Introducing careers in regeneration, heritage conservation, retail geography, tourism management, and transport planning. • Fundamental British Values: Democracy in how regeneration projects are decided; tolerance and respect when considering community change and migration. • SMSC Development: Appreciating the cultural heritage of rural and urban landscapes; reflecting on inequality between different UK communities. 	<ul style="list-style-type: none"> • PSHE Development: Understanding the risks associated with coastal erosion and flooding; developing responsibility for safe behaviour around coastal environments. • Careers Education: Introducing careers in coastal engineering, environmental consultancy, marine conservation, and hazard management. • Fundamental British Values: Rule of law through planning for coastal defence; democracy in community involvement in coastal-management decisions. • SMSC Development: Reflecting on the aesthetic and cultural value of coastal landscapes; appreciating moral debates around funding coastal protection. 	<ul style="list-style-type: none"> • PSHE Development: Building teamwork, risk awareness, independent enquiry and responsible conduct during fieldwork. • Careers Education: Exploring careers using fieldwork skills, such as environmental consulting, ecology, social research, and GIS analysis. • Fundamental British Values: Respect and cooperation when working in teams; rule of law in following safety procedures and fieldwork ethics. • SMSC Development: Developing curiosity about the world; reflecting on moral responsibilities in collecting and interpreting data.

Geography Overview – Year 11

Students receive five hours of Geography lessons a fortnight.

 Weston Secondary School <small>ASPIRE • BELIEVE • ACHIEVE</small>	Autumn 1	Autumn 2	Spring 1
Topic(s) Topic Objectives	Shaping the landscape – coastal management How do we use the coastline for economic gain? What is the best way to manage coastal erosion? How does coastal management create conflict? How is climate change affecting the UK coast? How is climate change affecting the Maldives?	A global perspective on development issues How can we measure development? Why is the world becoming more inter-connected? To what extent is the UK a globalised country? Why is there an uneven distribution of wealth on a global scale? To what extent are MNCs good for the UK? Is Nigeria the next economic powerhouse? What are the advantages and disadvantages of Shell for Nigeria? How can trade in Nigeria reduce inequalities? Why is Niger an LIC? How is Niger affected by globalisation? How can long-term aid in Niger improve quality of life?	Weather & Climate What is the UK weather like? What factors affect the temperature of the UK? What factors affect precipitation in the UK? What is global atmospheric circulation? What are the features of high and low pressure weather? What were the causes and effect of Hurricane Milton? How effective were the responses to Hurricane Milton? What were the causes and effects of the Niger drought? How did short term aid help people after the Niger drought?
Acquired Knowledge/Skills	Geographical skills – decision making Literacy skills – selecting relevant information from a text	Geographical skills – analysing development data, creating a balanced argument and conclusion Literacy skills – selecting relevant information from a text Numeracy skills – analysing trends shown in a graph	Numeracy skills – analysing climate graphs Geographical skills – interpreting synoptic charts, decision making, interpreting choropleth maps, creating a balanced argument and conclusion
Assessments	Summative assessment: Paper 2	Mock exams: Paper 1 & Paper 3	
Citizenship	<ul style="list-style-type: none"> • PSHE Development: Recognising conflicting needs of residents, businesses and environmental groups. • Careers Education: Careers in environmental policy, coastal engineering and government planning. • Fundamental British Values: Democracy through how coastal management decisions are debated; rule of law in applying environmental legislation. • SMSC Development: Reflecting on fairness in protecting different coastal communities; appreciating the beauty and cultural importance of the coastline. 	<ul style="list-style-type: none"> • PSHE Development: Developing empathy for the challenges of living in LICs and NICs. • Careers Education: Careers in international aid, global health, NGO work, and diplomacy. • Fundamental British Values: Mutual respect through learning about diverse cultures; democracy and the rule of law in trade agreements and fair-trade initiatives. • SMSC Development: Considering ethical issues around multinational corporations, exploitation, and inequality; exploring moral questions around long term aid. 	<ul style="list-style-type: none"> • PSHE Development: Understanding risk and resilience in extreme weather; developing responsible attitudes towards emergency preparedness • Careers Education: Careers in meteorology, emergency response, climate modelling and hazard communication. • Fundamental British Values: Rule of law in emergency procedures; respect and tolerance as communities work together during extreme weather. • SMSC Development: Reflecting on moral responsibilities during disasters; appreciating the global nature of atmospheric processes.
	Spring 2	Summer 1	Summer 2

Topic(s)	Climate change	Water resources and management	Revision & exams
Topic Objectives	<p>How has our climate changed over time? What is the evidence for global warming? What were the physical causes of climate change? What are the human causes of climate change? How will climate change affect people and environments? What can we do about climate change?</p>	<p>What are the global trends of water supply? How can we meet the growing demand for water in HICs? Is the Colorado compact a sustainable water management scheme? How can we meet the growing demand for water in LICs?</p>	
Acquired Knowledge/Skills	<p>Numeracy skills – analysing climate data from different types of graphs. Geographical skills – understanding physical processes, decision making, Creating a balanced argument and conclusion</p>	<p>Numeracy skills – analysing data from different types of graphs. Geographical skills – decision making, Creating a balanced argument and conclusion</p>	
Assessments	Mock exams: Paper 1 & Paper 2		End of course exams
Citizenship	<ul style="list-style-type: none"> • PSHE Development: Encouraging responsible choices that reduce carbon footprints; understanding how climate change affects lifestyles, health and future careers. • Careers Education: Careers in renewable energy, climate science, sustainable technology, environmental law, and green innovation. • Fundamental British Values: Democracy in climate policy debates; rule of law in emissions regulations; individual liberty in choosing sustainable behaviours. • SMSC Development: Reflecting on moral responsibility to future generations; exploring ethical questions around climate justice worldwide. 	<ul style="list-style-type: none"> • PSHE Development: Understanding global water insecurity and the impacts on health, gender equality and wellbeing. • Careers Education: Careers in water resource engineering, hydrogeology, international development, and sanitation projects. • Fundamental British Values: Rule of law through rights and responsibilities in water use; mutual respect when exploring water sharing conflicts. • SMSC Development: Reflecting on fairness in global water access; considering the cultural and spiritual significance of water in societies. 	