

CORE KNOWLEDGE

What I will know and understand by the end of Year 10.



This year in Geography we will be learning:		This links to:	Key vocabulary:	
1	<p>The Challenge of Natural Hazards</p> <ul style="list-style-type: none"> We will learn the causes, effects and management of tectonic and meteorological hazards in contrasting parts of the world We will learn about an extreme weather event in the UK We will investigate the causes, effects and possible responses to climate change 	<p>This links to a number of units studied at KS3; Y7 Weather & Climate, Y8 Development and Y9 Plate Tectonics.</p> <p>The relationship between natural hazards and levels of development.</p>	<ul style="list-style-type: none"> Natural Hazard Plate tectonics Convection Earthquake Global Atmospheric Circulation 	<ul style="list-style-type: none"> Extreme weather Tropical storm Climate change Adaptation Mitigation
2	<p>Changing Economic World</p> <ul style="list-style-type: none"> We will learn about global variations in economic development and quality of life We will learn about different strategies that exist for reducing the development gap We will evaluate the use of tourism as a tool for development in Kenya We will investigate an NEE: Nigeria to understand how rapid economic development has lead to significant social and cultural changes 	<p>This links to a number of units studied at KS3; Y8 Development & Y9 Population.</p> <p>This gives us an understanding of how development links to the economy and change in urban areas studied in Y11.</p>	<ul style="list-style-type: none"> Industrialisation Economy Quality of life Standard of living Demographic transition Globalisation Aid 	<ul style="list-style-type: none"> Fair trade Intermediate technology Microfinance Push/ pull factors Migration Transnational Corporations
3	<p>UK Physical Landscape: Rivers & Coasts</p> <ul style="list-style-type: none"> We will learn about how rivers and coasts are shaped by a number of physical processes and the landforms that result from these We will investigate how people have used different management strategies to reduce the effects of river flooding. We will investigate how different management strategies have been used to protect the coastline from erosion 	<p>This links to a number of units studied at KS3; Y8 Rivers and Y9 Coasts.</p> <p>Core knowledge will be acquired to use as part of the geographical enquiries undertaken in the summer term.</p>	<ul style="list-style-type: none"> Long & cross profile Landforms Erosion Abrasion Hydraulic action Attrition 	<ul style="list-style-type: none"> Deposition Transportation Discharge Weathering Longshore drift Hard & Soft engineering Flooding
4	<p>Fieldwork: Geographical Skills</p> <ul style="list-style-type: none"> We will learn about suitable questions for geographical enquiry We will learn how to select, adapt and use a variety of fieldwork skills We will undertake two geographical enquiries outside of the classroom as part of our fieldwork 	<p>This links to core content from the coasts section of the UK physical landscapes units and elements from the changing economic world topic.</p>	<ul style="list-style-type: none"> Primary & Secondary data Interpret Analyse Evaluate Qualitative Quantitative 	
Target Grade		AP1	AP2	AP3

CORE KNOWLEDGE

What I will know and understand by the end of Year 11.



This year in Geography we will be learning:		This links to:		Key vocabulary:	
1	<p>Urban Issues and Challenges</p> <ul style="list-style-type: none"> We will learn about how urban growth creates opportunities and challenges for cities in LICs and NEEs - specifically Rio de Janeiro in Brazil We will learn about how urban change in cities in the UK has resulted in a variety of social, economic and environmental challenges and opportunities - Specifically Newcastle in the north of England We will investigate features of sustainable living in Freiburg, Germany 	<p>This links closely to the Changing Economic World unit studied in Y10.</p> <p>It draws upon key concepts about urbanisation studied throughout KS3</p>	<ul style="list-style-type: none"> Urbanisation Rural to Urban Migration Squatter settlement Sanitation Congestion 	<ul style="list-style-type: none"> Urban Sprawl Deindustrialisation Brownfield site Greenfield site Deprivation Sustainable living Regeneration 	
2	<p>Economic Futures in the UK</p> <ul style="list-style-type: none"> We will learn about how changes in the economy have affected employment patterns and regional growth We will learn about strategies used to reduce the north south divide We will investigate the place of the UK in the wider world 	<p>This links to the Changing Economic World studied in Y10. Pupils will revisit the influence of globalisation and changes in employment structure covered in the Newcastle case study.</p>	<ul style="list-style-type: none"> Economy Post industrial Globalisation North South divide Tertiary Sustainable 	<ul style="list-style-type: none"> Quaternary Information technology Enterprise zone Science & Business parks Infrastructure 	
3	<p>The Living World</p> <ul style="list-style-type: none"> We will learn about ecosystems at a range of scales - local and global We will learn about the distinctive characteristics of Tropical rainforests We will evaluate the economic and environmental impacts of deforestation in the rainforest and attempts to manage sustainably. We will learn about the distinctive characteristics of cold environments We will learn about the opportunities and challenges in the cold environments and the risk to them from economic development. 	<p>This links Y7 Weather & Climate, and Ecosystems Y8 Development.</p> <p>Key concepts from the Changing Economic World can be used to understand the impact of economic development on the living world.</p>	<ul style="list-style-type: none"> Ecosystem Biome Nutrient cycling Biodiversity Producer Consumer Decomposer 	<ul style="list-style-type: none"> Adaptation Deforestation Sustainable Polar Tundra Wilderness Permafrost 	
4	<p>Issue Evaluation</p> <p>A resource booklet will be available twelve weeks before the date of the exam so that we have the opportunity to work through the resources, enabling us to become more familiar with the material.</p> <p>We will be asked to evaluate an issue using the sources provided</p>	<p>The issue will arise from any of topics that have been studied throughout Year 10 and 11.</p> <p>To what extent questions ...</p>			
Target Grade		AP1	AP2	AP3	