



All Saints' Catholic High School

Luceat lux Vestra

Subject: Geography

Year: 10

10	Unit 1- UK Landscapes	Unit 2 – UK Landscapes Coasts	Unit 3 – Changing Cities	Unit 4 – Ecosystems	Unit 5 – Global Development	Unit 6 – Fieldwork
Aim of Unit	Pupils have detailed knowledge of the variety of landscapes within the UK and the processes involved in their formation. Land uses of the different landscapes are also explored.	Pupils have detailed knowledge of the variety of Coastal landscapes within the UK and the processes involved in their formation. Land uses of the different coastal landscapes are also explored as well as the protection of coastal areas from erosion and weathering.	Pupils have detailed knowledge of global urban processes and trends and how these have impacted on a Major City in the UK. The major city that the pupils will be studying is Birmingham. Also, they will compare this to a city in an Emerging Country. That city is Mexico City.	Pupils have detailed knowledge of the different ecosystems and biomes of the world and where they are located. They also know why they are located where they are and how climate and physical factors impact the location of an ecosystem. They understand the different components of the Biosphere and how they interact and work together to form	Pupils have detailed knowledge of the causes and consequences of uneven global development and a detailed case study of challenges that affect a developing or emerging country.	The experience of fieldwork helps students to develop new geographical insights into the two contrasting environments required for this qualification and to apply their geographical knowledge, understanding and skills to these environments. One environment must be chosen from a river landscape or a coastal landscape and one from a central/inner urban area or rural settlement. Fieldwork must be outside the

				ecosystems. They know two specific ecosystems in detail (Tropical rainforests and Deciduous woodlands). They know the uses of these ecosystems and the impacts that human beings are having on these ecosystems. They also know many responses to deforestation in these ecosystems in order to protect them for future generations.		classroom and school grounds. It does not have to take place in the UK necessarily, but the examination for this will always treat fieldwork within the context of the UK.
Composite Knowledge <i>(a task that requires several building blocks or components)</i>	To be able to describe the location of the major rock types of the UK and explain how they have shaped the landscape of the UK.	To be able to describe numerous features of the UK's coastline and explain how physical processes work together to form them.	To be able to describe the location of two cities and explain what impact the growth of the cities are having on the people and the environment.	To be able to explain why ecosystems are located where they are and to be able to assess two specific ecosystems and fully understand how living and non-living parts interact there.	To be able to explain how development is measured and apply that understanding to specific case studies in order to justify why countries develop at different rates.	To be able to complete two full geographical investigations from creating and enquiry question to evaluating the study.
Component Knowledge <i>(the building)</i>	Describe the characteristics and distribution of the UK's main rock types: sedimentary	Describe the physical processes at work on the coast: weathering (mechanical, chemical, biological), mass	Describe Contrasting trends in urbanisation over the last fifty years in different parts of	Describe the distributions and characteristics of the world's large-scale ecosystems	State contrasting ways of defining development, using economic criteria and broader social	Create an enquiry question based on a location for both a coastal and urban environment.

<p><i>blocks that together, when known, allow successful performance of a complex task)</i></p>	<p>(chalk, sandstone) igneous (basalt, granite), metamorphic (schists, slates). Describe the role of geology and past tectonic processes in the development of upland (igneous and metamorphic rocks) and lowland (sedimentary rocks) landscapes. Explain 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). Explain how distinctive landscapes result from human activity (agriculture, forestry, settlement) over time.</p>	<p>movement (sliding and slumping), erosion (abrasion, hydraulic action, attrition and solution), transport (traction, saltation, suspension, solution and longshore drift) and deposition. Explain the Influence of geological structure (concordant/discordant, joints and faults), rock type (hard/soft rock) and wave action (destructive and constructive waves) on landforms. Explain 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. Explain the role of erosional processes in the development of landforms: headlands and bays, caves, arches, cliffs, stacks, wave cut platforms. Explain the role of depositional processes in the development of</p>	<p>the world (developed, emerging and developing countries). Explain how and why urbanisation has occurred at different times and rates in different parts of the world (developed, emerging and developing countries) and the effects. Describe the distribution of urban population in the UK and the location of its major urban centres. Explain the factors causing the rate and degree of urbanisation to differ between the regions of the UK. Describe the Site, situation and connectivity of Birmingham in a national (cultural and environmental), regional and global context.</p>	<p>(tropical, temperate and boreal forests, tropical and temperate grasslands, deserts and tundra). Explain the role of climate and local factors (soils and altitude) in influencing the distribution of different large-scale ecosystems. Explain how the biosphere provides resources for people (food, medicine, building materials and fuel resources) but is also increasingly exploited commercially for energy, water and mineral resources. Describe the distribution and characteristics of the UK's main terrestrial ecosystems (moorlands, heaths, woodlands, wetlands).</p>	<p>and political measures. Explain the different factors contribute to the human development of a country: economic, social, technological, cultural, as well as food and water security. Explain how development is measured in different ways: Gross Domestic Product (GDP) per capita, the Human Development Index, measures of inequality and indices of political corruption. Describe the global pattern of development and its unevenness between and within countries, including the UK. Explain factors (physical, historic and economic) that have led to spatial variations in the level of development globally and within the UK.</p>	<p>Plan an investigation in order to answer the enquiry question for both a coastal and urban environment. Conduct the investigation at both a coastal and urban environment. Present the results collected from both the coastal and urban environment. Analyse the results from both the coastal and urban environment. Conclude both investigations making judgements on how successful both investigations were.</p>
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			<p>population growth or decline. Explain the causes of deindustrialisation (globalisation, de-centralisation, technological advances and developments in transport) and impacts on Birmingham. Explain how economic change is increasing inequality in Birmingham and the differences in quality of life. Explain the recent changes in retailing and their impact on Birmingham: decline in the Central Business District (CBD), growth of edge- and out-of-town shopping and increasing popularity of internet shopping). Describe the range of possible strategies aimed at making urban living</p>	<p>modified wings and beaks, camouflage) are adapted to that environment. Name examples of goods and services provided by tropical rainforest ecosystems (food stuffs, medicines, timber and recreation). Explain how climate change presents a threat to the structure, functioning and biodiversity of tropical rainforests. Explain the economic and social causes of deforestation (conversion to agriculture, resource extraction, population pressure). Explain the political and economic factors (governance, commodity value and ecotourism)</p>	<p>in its region and globally. Describe the broad political, social, cultural and environmental context of India in its region and globally. Explain the unevenness of development within India (core and periphery) and reasons why development does not take place at the same rate across all regions. Explain the positive and negative impacts of changes that have occurred in the sectors (primary, secondary, tertiary and quaternary) of India's economy. Describe the characteristics of international trade and aid and India's involvement in both. Explain the changing balance between public investment (by government) and private investment</p>	
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			<p>more sustainable and improving quality of life (recycling, employment, education, health, transport, affordable and energy-efficient housing) for Birmingham.</p>	<p>that have contributed to the sustainable management of a rainforest in Madagascar. Describe the abiotic and biotic characteristics of the deciduous woodland ecosystem (climate, soil, water, plants, animals and humans). Explain the interdependence of biotic and abiotic characteristics (climate, soil, water, plants, animals and humans) and the nutrient cycle (Gersmehl model). Explain why deciduous woodlands have moderate biodiversity and how plants (leaf size and structure, water conservation in winter) and animals (migration,</p>	<p>(by TNCs and smaller businesses) for India. Describe the changes in population structure and life expectancy that have occurred in the last 30 years in India. Describe the changing social factors (increased inequality, growing middle class and improved education) in India. Explain how geopolitical relationships with other countries affect India's development: foreign policy, defence, military pacts, and territorial disputes. Explain how technology and connectivity support development in different parts of India and for different groups of people. Explain the positive and negative social, economic and environmental</p>	
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				<p>hibernation and food storage) are adapted to that environment.</p> <p>Name examples of goods and services provided by deciduous woodlands ecosystems (timber, fuel, conservation and recreation).</p> <p>Explain how climate change presents a threat to both the structure, function and biodiversity of the deciduous woodland ecosystem.</p> <p>Explain economic and social causes of deforestation (urbanisation and population growth, timber extraction and agricultural change).</p> <p>Explain different approaches to the sustainable use and management of deciduous woodlands in the New Forest.</p>	<p>impacts of rapid development for India and its people. Explain how India's government and people are managing the impacts of its rapid development to improve quality of life and its global status.</p>	
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<p>Rationale (why?): Links to prior & future learning</p>	<p>Pupils have developed an understanding of the different erosional and weathering processes in KS3 and are now going to look at how these processes influence the landscape around them. This links into future learning through links to the units on river landscapes and coastal landscapes in the UK.</p>	<p>Pupils have developed an understanding of the different erosional and weathering processes in KS3 and are now going to look at how these processes influence the coastal landscape around them. This links to previous learning this year learning through links to the unit on river landscapes in the UK. Future learning is linked to climate change and the weather hazards unit.</p>	<p>Pupils have developed an understanding of the structure of an urban area from KS3 and the difference between urban and rural areas. This links to future learning through the study of a city in an emerging economy and through the development of India and how urbanisation has impacted this country.</p>	<p>Pupils have developed an understanding of the different ecosystems from KS3. Furthermore, the water cycle from KS3 influences all ecosystems and where they are located. This links to previous learning this year; learning through links to the unit on river landscapes in the UK and coastal landscapes in the UK. This links to future units through the study of climate change and how this impacts the location and success of an ecosystem. This is developed on further in the Weather Hazards and Climate Change unit.</p>	<p>Pupils have had an introduction to development at various points through KS3 and GCSE. In year 8, there is a full unit on development where each of the development indicators are discussed and how there is uneven development between the UK and India. At the start of the GCSE, uneven development of two urban areas are studied and how this development affects the people who live there.</p>	<p>Pupils use all geographical knowledge they have obtained from all units and apply this to be able to complete a full investigation. The results of this investigation will be used in the pupil's paper three investigation.</p>
<p>Assessment Task</p>	<p>End of unit assessment using a wide variety of AO1,</p>	<p>End of unit assessment using a wide variety of AO1, AO2, AO3 and</p>	<p>End of unit assessment using a wide variety of</p>	<p>End of unit assessment using a wide variety of</p>	<p>End of unit assessment using a wide variety of AO1,</p>	<p>End of unit assessment using a wide variety of AO1,</p>

	AO2, AO3 and AO4 questions from past assessments.	AO4 questions from past assessments.	AO1, AO2, AO3 and AO4 questions from past assessments.	AO1, AO2, AO3 and AO4 questions from past assessments.	AO2, AO3 and AO4 questions from past assessments.	AO2, AO3 and AO4 questions from past assessments.
Enrichment	Experiments using different rock samples from around the UK.	Use of VR headsets to go on a virtual fieldtrip to the Yorkshire Coast.	Use of documentaries on sustainable living to support both case studies.	Use of planet earth documentaries to support learning about tropical rainforests and deciduous woodland.	Use of documentaries on the consequences of uneven development to support India case study.	Fieldwork to Grasmere.