Year 10 Geography

AQA GCSE Geography. A range of typical physical and human topics are taught following the specifications detailed by AQA. These normally follow a set formula of geographical theorem linked to real-life case study exams where students evaluate causes, impacts and responses. Learned ideas utilise the AQA assessment objectives:
AO1: key geographical idea.
AO2: development of the geographical idea (often linked to the command word of the question).
AO3: specific facts/figures linked to a figure (e.g. graph, photo, table) or a case study example.
AO4: completion of a relevant geographical skill (e.g. statistical or cartographical) or fieldwork data collection and analysis.
Lessons are updated year-on-year to match updates and developments that occur in geographical understanding across the globe. Students build knowledge through a combination of teacher and student-led learning, which is then applied to a range of different scenarios including practice summative questions, mini-essay type answers, photographic analysis, presentational work and a wide variety of media (e.g. poster work, verbal presentations and group discussion).

Methods of deepening and securing knowledge:	
Spaced learning	The revisiting and review of key aspects of social, economic and environmental aspects throughout the course allows deeper learning and understanding to develop. The recall and understanding of previous powerful knowledge.
Interleaving and linking of key human and physical concepts (SEE)	Geography continually looks for linkages between human and physical geography along with the social, economic and environmental aspects. This allows students to have a deeper and secure understanding of these fundamentals. These key concepts underpin the fundamentals of geography and through this continual linking students become skilled geographers and can identify and search out these to provide greater depth and detail in their understanding.
Extending and securing	Ensuring all students have the opportunities to secure the knowledge in their learning and being able to develop this further through questioning, elaboration, discussion and application to new situations.
Exam practice review	The use of exam questions and reflections on these when completed allows misconceptions to be challenged and improvements made. Model answers and scaffolding alongside key command word application.

	Block 1	Block 2
Topic(s)	**Hazards** ● Weather hazards. ● Tectonic hazards. ● UK hazards. ● Responses and effects of hazards. ● Location, causes, effects, responses to tectonic and natural hazards. ● Analysis and comparison of HIC/LIC effects and responses. ● Management strategies to hazards, evaluation of effectiveness. ● Climate change. ● Evidence for climate change. ● Impact globally and locally due to climate change. Mitigation and adaptation to climate change. ● Global atmospheric circulation model. ● Hurricane effects, responses and examples.	**Economic world** ● Indicators of development. ● Comparison between indicators and HDI. Causes and consequences of uneven development. ● Methods to reduce the development gap. ● HIC and LIC case study examining the location, importance (local, regional and global scale), trade with other countries. Social, economic and environmental issues and solutions. ● The development gap. ● Measures of development. ● Contrasting HIC and NEE economies. Challenges and opportunities. ● How we can reduce the development gap. Tourism. Appropriate technology.
Assessment	Question bank. Use of past questions. Key question and main assessment question. Examination paper for end of topic covering 1 - 9 mark questions.	Question bank. Use of past questions. Key question and main assessment question. Thirty-minute exam. Examination paper for end of topic covering 1 - 9 mark questions.
CEIAG *(Careers that are linked to that topic)*	Careers involved within seismology and hazard management. Disaster Emergency Committee. Charity work.	Careers involved within development and trade. Industry - primary, secondary and tertiary.

	Block 3	Block 4
Topic(s)	**Physical landscapes** ● Coasts. ● Features of a river in each of the three courses. ● Bradshaw model. ● Erosion types and the formation of features in upper, middle and lower course. ● Case study examples, management strategies and evaluation of effectiveness. ● Rivers - processes of transport, erosion and deposition. ● River features and the formation of. ● Management - soft and hard engineering. ● Case study examples.	**Resources and fieldwork** ● Resource management. ● Impact of demand and supply. ● Alternatives and challenges of resource management. ● Planning for fieldwork. ● Data collection. ● Data presentation. ● Data evaluation.
Assessment	Exam questions on the formation of features. Examination paper for end of topic covering 1 - 9 mark questions.	Exam questions on the formation of.... 30-minute exam. Examination paper for end of topic covering 1 - 9 mark questions.
CEIAG *(Careers that are linked to that topic)*	Careers in coastal management. Careers in river management. Planning. Engineering.	Energy management, research and development. Engineering. Flooding analysis.

Independent Study

Independent study is linked to the lessons students have covered or may be research work in preparation for the next lesson. Independent study may be individualised to support and challenge individuals/groups of students where required. This may be in various forms:

1. Research for the next lesson.
2. Guided research.
3. Revising for upcoming tests.
4. Question/task set in lesson.
5. Exam questions.
6. Online learning platforms, e.g. Seneca.