

# Curriculum Map Year 10 Geography

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
Development dynamics	<i>Autumn HT1</i>	<p>Pupils will understand the global concept of development, the position of the UK within the world in terms of levels of development as well as the factors that influence a countries levels of development. They will then explore the role of globalisation in the development process and be introduced to India and the chances that have taken place therein during its recent history of globalisation.</p> <p>NC link:</p> <p><i>Global economic development issues - The causes and consequences of uneven development at global level as the background for considering the changing context of population, economy, and society and of technological and political development in at least one poorer country or one that is within a newly emerging economy. Country study should include examination of the wider political, social, and environmental context within which the country is placed, the changing nature of industry and investment, and the characteristics of international trade, aid, and geo-political relationships with respect to that country.</i></p>	<p>Global economic development issues - The causes and consequences of uneven development at global level as the background for considering the changing context of population, economy, and society and of technological and political development in at least one poorer country or one that is within a newly emerging economy. Country study should include examination of the wider political, social, and environmental context within which the country is placed, the changing nature of industry and investment, and the characteristics of international trade, aid, and geo-political relationships with respect to that country</p>	<p>Cities and urban society - An overview of the causes and effects of rapid urbanisation and contrasting urban trends in different parts of the world with varying characteristics of economic and social development.</p>
Challenges of an urbanising world	<i>Autumn HT2</i>	<p>Pupils will build upon their introduction to India by gaining an intricate understanding of the range of social, environmental, and economic issues that exist within the country as well as the strategies (top-down and bottom-up designed to address them).</p> <p>NC link:</p> <p><i>Cities and urban society - An overview of the causes and effects of rapid urbanisation and contrasting urban trends in different parts of the world with varying characteristics of economic and social development. For at least one major city in an economically advanced country,3 and one major city in a poorer country or recently emerging economy, examine ways of life and contemporary challenges arising from and influencing urban change. Both city studies should be set within the context of their region, country and the wider world, including an understanding of the causes and impacts of national and international migration on the growth and character of these cities.</i></p>	<p>Cities and urban society - An overview of the causes and effects of rapid urbanisation and contrasting urban trends in different parts of the world with varying characteristics of economic and social development.</p>	<p>Cities and urban society - An overview of the causes and effects of rapid urbanisation and contrasting urban trends in different parts of the world with varying characteristics of economic and social development</p>
UK Physical landscapes	<i>Spring HT3</i>	<p>Pupils will be able to identify and understand the key physical processes that have shaped UK upland, lowland, coastal and river landscapes and in turn demonstrate understanding of how these processes have shaped and are shaped by UK human activity.</p> <p>NC link:</p> <p><i>Geomorphic processes and landscape - How geomorphic processes at different scales, operating in combination with geology, climate and human activity have influenced and continue to influence the landscapes of the UK. This should include detailed reference to at least two different and distinctive physical landscapes in the UK.</i></p>	<p>Geomorphic processes and landscape - how geomorphic processes at different scales, operating in combination with geology, climate and human activity have influenced and continue to influence the landscapes of the UK.</p>	<p>Geomorphic processes and landscape - how geomorphic processes at different scales, operating in combination with geology, climate and human activity have influenced and continue to influence the landscapes of the UK.</p>
UK Physical landscapes and UK	<i>Spring HT4</i>	<p>As above.</p>	<p>Geomorphic processes and landscape - how geomorphic processes at different scales, operating in combination with geology, climate and human activity</p>	<p>Cities and urban society - An overview of the causes and effects of rapid urbanisation and contrasting urban trends in different parts of the world with</p>

Human landscapes		<p>Pupils will be able to contextualise the experience of the UK in the globalised world as well as identifying and comparing/contrasting the experience of urban areas in the UK with that of Mumbai.</p> <p>NC link:</p> <p><i>Cities and urban society - An overview of the causes and effects of rapid urbanisation and contrasting urban trends in different parts of the world with varying characteristics of economic and social development. For at least one major city in an economically advanced country,3 and one major city in a poorer country or recently emerging economy, examine ways of life and contemporary challenges arising from and influencing urban change. Both city studies should be set within the context of their region, country and the wider world, including an understanding of the causes and impacts of national and international migration on the growth and character of these cities.</i></p>	have influenced and continue to influence the landscapes of the UK.	varying characteristics of economic and social development.
UK Human landscapes	Summer HT5	As above.	N/A	N/A
Human and physical fieldwork	Summer HT6	<p>Pupils are introduced to the fieldwork inquiry process through this unit of work, pupils will be able to pose appropriate research questions, decide upon suitable locations, identify suitable primary and secondary research techniques, explore suitable methods of analysis, draw conclusions, and evaluate each stage of the inquiry process.</p> <p>NC link:</p> <ul style="list-style-type: none"> <li>- See page 8 of following NC link:</li> <li>- <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/301253/GCSE_geography.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/301253/GCSE_geography.pdf</a></li> </ul>	<p>See page 8 of following NC link:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/301253/GCSE_geography.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/301253/GCSE_geography.pdf</a></p>	<p>See page 8 of following NC link:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/301253/GCSE_geography.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/301253/GCSE_geography.pdf</a></p>