



OCR – B: Geography for Enquiring Minds

Year 10 Geography Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Dynamic Development	Global Hazards – Tectonic Hazards & Climate Hazards	Urban Futures	Distinctive Landscapes - Rivers	Distinctive Landscapes Coasts and Fieldwork preparation	Decision Making Exercises and Fieldwork preparation

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Content Geography</p>	<ul style="list-style-type: none"> •Development definitions, global patterns, BRICs, MINTs and EDCs •Human Development Index •Wealth / Quality of life / Qatar •Obstacles to Development – colonialism, political unrest, trade and debt, debt relief, foreign direct investment, aid. •Zambia or Ethiopia case study: apply the Rostow Model, Millennium Development Goals / Sustainable Development Goals •Zambia – Kariba Dam, exports and sectors of industry 	<ul style="list-style-type: none"> •Structure of the earth •Plate boundaries •Earthquakes •Case Study – Nepal earthquake, 2015 •Case Study – Japan earthquake preparedness •Composite and shield volcanoes •Monitoring of volcanoes •Global climate zones •Wather record breakers •Causes of extreme weather – drought and tropical storms •El Niño / La Niña •Case study – Typhoon Haiyan, 2013 •Case study – Australia, the Big Dry •Case study – Boscastle Flood 	<ul style="list-style-type: none"> •Global pattern of urbanisation •Mega cities •Internal migration •Urbanisation in LIDCs •Case study of LIDC or EDC city (Lagos or Istanbul). Location •Population, industry and housing in case study city •Trends in ACs – suburbanisation, counter-urbanisation, re-urbanisation •Case study of AC city (Birmingham) – changes over time •Quality of life in Birmingham •Sustainability in Birmingham 	<ul style="list-style-type: none"> •Defining landscapes •Upland and lowland areas of the UK •Processes in the uplands •Geology •Legacy of glaciation • Impact of people on upland landscapes •Processes in the lowlands •Upper section of a river – processes and landforms •Middle section of the river – processes and landforms •Lower section of the river – processes and human influences •Flood events Flood management 	<ul style="list-style-type: none"> •Coastal landforms •Coastal processes •Erosion, weathering, transportation and deposition •Coastal protection •Hard and soft engineering •Case study – Jurassic Coast •Shoreline Management Plans •Fieldwork skills •Fieldwork preparation •Geographical enquiry 	<ul style="list-style-type: none"> •Natural Hazard management in the USA •Energy production in the landscape of the UK •Sustainable living in urban areas of the UK
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	<ul style="list-style-type: none">•Zambia – TNCs, Foreign Direct Investment•Zambia – Top Down and Bottom-up projects.•Comparisons of aid projects – Kariba Dam, TAZARA railway, Mary’s Meals, Room to Read					
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Skills learnt	<p>Reading graphs at different scales</p> <p>Comparing economic data</p> <p>Proportional charts</p> <p>Scattergraphs</p> <p>Annotated maps</p> <p>Geographical Information Systems – interpreting layers of data on maps</p> <p>Analytical writing</p> <p>Time management</p>	<p>Maps of Plate Tectonics</p> <p>Annotated diagrams</p> <p>Geographical Information Systems – interpreting layers of data on maps</p>	<p>Relative location on world map</p> <p>Maps of cities and urban plans</p> <p>Annotated diagrams</p> <p>Geographical Information Systems – interpreting layers of data on maps</p> <p>Time management</p> <p>Analytical writing</p>	<p>Reading and interpreting geology maps</p> <p>Reading and interpreting OS maps</p> <p>Environment Agency – GIS maps</p>	<p>Reading and interpreting geology maps</p> <p>Reading and interpreting OS maps</p> <p>Environment Agency – GIS maps</p> <p>Digimap for Schools – Coastal changes over time</p>	<p>Problem solving</p> <p>Team work</p> <p>Accuracy</p>
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Key Questions Asked (Geography)	<p>Why are some countries richer than others?</p> <p>Are LIDCs likely to stay poor?</p>	<p>How do plate tectonics shape our world?</p> <p>How do people prepare for and protect themselves from tectonic hazards?</p> <p>How can weather be hazardous?</p> <p>How do people respond to climate hazards?</p>	<p>Why do more than half the world's population live in urban areas?</p> <p>What are the challenges and opportunities for cities today?</p>	<p>What makes a landscape distinctive?</p> <p>What influences the landscapes of the UK?</p> <p>How do rivers shape the land?</p> <p>How are rivers managed to lower the risk of flooding?</p>	<p>What makes a landscape distinctive?</p> <p>What influences the landscapes of the UK?</p> <p>How are coasts defended from erosion?</p> <p>Should all coastlines be defended?</p> <p>What are the advantages and disadvantages of different coastal management strategies?</p>	<p>Where should the UK get its energy from in the future?</p> <p>How could living in London (or another UK city) be more sustainable?</p> <p>How accurate is this fieldwork methodology?</p> <p>How representative are these fieldwork results?</p>
Assessment opportunities	<ul style="list-style-type: none"> • Questioning • Using quick starts at the beginning of the lesson • Feedback provided • Self-assessment • Practice questions 	<ul style="list-style-type: none"> • Questioning • Using quick starts at the beginning of the lesson • Feedback provided • Self-assessment • Practice questions 	<ul style="list-style-type: none"> • Questioning • Using quick starts at the beginning of the lesson • Feedback provided • Self-assessment • Practice questions 	<ul style="list-style-type: none"> • Questioning • Using quick starts at the beginning of the lesson • Feedback provided • Self-assessment • Practice questions 	<ul style="list-style-type: none"> • Questioning • Using quick starts at the beginning of the lesson • Feedback provided • Self-assessment • Practice questions 	<ul style="list-style-type: none"> • Questioning • Using quick starts at the beginning of the lesson • Feedback provided • Self-assessment • Decision Making Exercise write-ups • Fieldwork reports

Literacy/ Numeracy/ SMSC/ Character	<ul style="list-style-type: none"> • News articles • Scattergraphs • Proportional charts • Numerical scales • Different types of maps and plans • Social justice • Empathy • Reason and judgement 	<ul style="list-style-type: none"> • News articles • Chronology • Impact scales • Climate graphs • Empathy • Resilience 	<ul style="list-style-type: none"> • News articles • Chronology • Citizenship • Social Justice • Empathy • Resilience • Problem solving 	<ul style="list-style-type: none"> • News articles • Hydrographs • OS Maps • Resilience • Empathy 	<ul style="list-style-type: none"> • New articles • OS Maps • Resilience • Empathy • Problem solving • Perseverance • Team work • 	<ul style="list-style-type: none"> • Empathy • Stewardship • Resilience • Team work
STEM	<ul style="list-style-type: none"> • Maths – purchasing power parity • Maths – comparing economic data • Engineering solutions to development challenges 	<ul style="list-style-type: none"> • GIS maps • Architecture to withstand earthquakes • Monitoring of volcanoes • Tracking of tropical storms • Drought resistance 	<ul style="list-style-type: none"> • GIS maps • Engineering – urban design solutions • Maths – population density 	Flood management Environment Agency website – monitoring of rivers and flood risk mapping	Coastal management – different engineering options and applications Digimap for Schools – coastline change over time and monitoring of coastal management	Digimap for Schools – urban change Datashine – census data
Extra-curricular opportunities	Oxfam Save the Children Fund Mary’s Meals Room to Read	Hazard response – British Red Cross, UN and Oxfam	Habitat for Humanity UNESCO	Ver Valley Society River Chess Association	Physical Geography Fieldwork – Walton-on-the-Naze OR Jurassic Coast - residential	Human Geography Fieldwork – Olympic Park OR Bournemouth
Links to other subjects	History – empires / colonialism, trade and influence	RE – The Natural World Science – geology and atmosphere Maths – data at different scales	History – empires, trade, power and influence RE – location and influence of world faiths	Maths – interpreting hydrographs and costs of flood risk management	Maths – costs of coastal defences Maths – fieldwork data	Maths – fieldwork data