

Year 10 Curriculum Intent for Geography

At Dixons Cottingley we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in Geography through the below:

By the end of Year 10 students at Dixons Cottingley studying Geography will be exposed to the following: **KNOWLEDGE**

- Further development of their understanding of their local, regional, national and global scales
- Further development of mathematical skills, graph skills and OS map skills
- Further Exposure of different types of maps and graphs and what they can tell you about the world
- Understanding on HIC, NEE and LIC urban areas – challenges and opportunities
- Understanding on Resource management – food, water and energy
- Understanding of our economic world
- Sustainability

By the end of Year 10 students at Dixons Cottingley studying Geography will be taught the following skills:

- Continuation of mastering their geography e.g. continents, oceans, seas, The British Isles and case study countries
- To be confident in using and reading 4 and 6 figure grid references
- To understand how height is represented on a map
- To understand how to use scale on a map
- To begin learning key terms in Geography that will always be used e.g. HIC, NEE, LIC, TNCs, NWGOs, Urban sprawl etc.
- To begin to synthesise and create a cultural and moral understanding of issues around the world
- To think critically about particular concepts and ideas
- How to write a detailed write up on evaluation and assessing geographical issues
- To be able to apply their understanding to different contexts.

In order to truly appreciate the subject and create deep schema, Geography has been sequenced with the following rationale:

The following schema allows students to develop further stage by stage their geographical skills (OS maps, maths, graphs) to continue developing their writing skills (from explanations to evaluations). They will need to ensure they can apply their understanding to other topics as well as supporting their ideas with specific facts or examples. This year is focusing on human processes, systems and outcomes and how these change both spatially and temporarily. They will study a variety of places and at range of scales and study states of development, such as HICs, LICs, and NEES. The aim is to develop their understanding of the factors that produce a variety of human environments, the dynamic nature of these environments and how they change overtime. They will make links from their physical geography to their human by which they will study sustainable management and current and future challenge of these environments.

- Topic 1 – Urban Landscapes – this topic introduces the ideas of where UK cities are distributed and why. They will learn about where the megacities are in the world and why our urban landscapes are changing. They will learn in depth about a HIC and NEE city and make comparisons on the opportunities and challenges that these cities face. They will be introduced to a variety of economic terminology that they can also apply with other topics throughout the year. Some terminology will also link with Year 9.
- Topic 2 – Resource Management – Having a better knowledge of urban areas, looking at places around the world, this topic allows students to understand the importance of food, water and energy nationally and globally. They will be faced with current issues and statistics and will make moral judgements. They will then learn in depth about Water in the UK and around the world and will focus on topics such as water deficit, water surplus, water insecurities and understand the physical and human factors affecting these. They will apply their knowledge to real life examples in the UK and global regions. They will begin to develop further their explanations and will continue to be confident in using OS map skills, maths and graph skills that they can take forward with them in year 10 and 11.
- Topic 3 – Economic World – Now students have been introduced to the economic geography terms and have been exposed to how current human processes work, they can develop this further by studying variations in economic development and quality of life. They will investigate strategies to reduce the development gap and why parts of the world are developing rapidly while some are developing slowly.



The Geography curriculum at Cottingley has been influenced by:

- Governmental policies and organisations e.g. Environment Agency, Royal Geographical Society, Meteorological Society
- NGOs e.g. Red Cross, Greenpeace
- Legislations e.g. Antarctic Treaty, Forestry legislations
- Key role models e.g. David Attenborough, Simon Ross (AQA)
- The Geography team – Geography graduates from Lancaster University and Liverpool University – Expert Geographers both Physical and Human concepts studied

Our Geography curriculum ensures that social disadvantage is addressed through:

- Supporting students with extra information e.g. Knowledge navigators
- Differentiated and personalised teaching - Students are fully supported with writing frames, sentence starters when writing up ideas
- Reading books/revision guides in Geography and recommendations to widen their knowledge e.g. horrible geographies
- Students are also challenge to deeply think about current issues and consider their own opinion on issues. Our belief is that homework is used for deliberate practice of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory.

Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers, through:

Students will be equipped with up to date powerful knowledge as shown above with systematic and powerful knowledge. The opportunities will allow them to become confident individuals where they question the world we live in and will have the urgency to want to find out more and research. Their skills that they will develop will allow them to apply their skills in the real world and support our community.

- The skills involved will allow students to develop their skills in other subjects as well as preparing them for the real world of world e.g. map skills, maths skills and general knowledge of their local and wider world. They will be exposed to real geographers and how they apply these skills in their work.
- The topics will allow them to think about the impacts incidents have on people, the environment and the economy. They will have opportunities to make decisions on particular issues and consider the moral thing to do.
- Students will see the impacts locally e.g. cultural dilution, regionally, nationally and globally and will be able to synthesize their ideas. They will be exposed to the outdoors and learning outside, they also able to develop skills of issues they see around them and consider ethical issues in their own communities.

A true love of Geography is developed by teaching beyond the domain of the GCSE specification. Examples of such content: (Complete for Years 9 – 11 only)

- Learn about different case studies around the world rather than case studies they will study at GCSE
- Students to complete an outdoor activity on developing their compass skills and the impacts they can see around the school complex

Further Information can be found in:

- Long term plans