

Curriculum Assessment Map

Subject: Geography

Yr 10

| TERM | TAUGHT CURRICULUM | TAUGHT SKILLS | SUMMATIVE ASSESSMENT TITLE/TYPE | ASSESSMENT CRITERIA | LEARNED CURRICULUM |
|---|---|-------------------|---|---------------------|--|
| TOPIC | | Please see below* | | Please see below* | |
| 1 & 2 The Living World | <p>Ecosystems Tropical Rainforests: deforestation, causes, impacts & sustainable management</p> <p>Hot Deserts: characteristics, development opportunities & challenges</p> <p>Desertification causes & reduction</p> | | Summative assessment 1 The Living World | | <p>Rainforests 101 National Geographic</p> <p>Amazon rainforest now emitting more CO2 than it absorbs</p> <p>Deserts 101 National Geographic</p> <p>The wall holding back a desert</p> |
| 3 & 4 Urban Issues and Challenges | <p>Urban world:</p> <p>Urbanisation & causes</p> <p>Social and economic opportunities & challenges</p> <p>improvement of city environments and squatter settlement managements</p> <p>Urban change in the UK:</p> | | Summative assessment 2 Urban Issues and Challenges | | <p>Urbanization and the future of cities - Vance Kite</p> <p>The people building edible cities</p> <p>Gentrification: economic, social and political effects</p> |

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| | <p>UK population distribution Social, economic and environmental opportunities and challenges in a named UK City</p> <p>Sustainable urban development and management strategies.</p> | | | | |
| <p>5 & 6 UK Physical Landscapes (Coasts & Rivers)</p> | <p>UK - relief & landscapes</p> <p>Coastal Landscapes: waves, weathering & mass movement</p> <p>Coastal erosion & landforms Coastal management: hard and soft engineering and managed retreat. Case study: coastal management</p> <p>River Landscapes: Rivers processes and landforms Flooding and flood risk factors hard and soft engineering and managed retreat. Case study: flood management</p> | | | | <p>Floods 101 National Geographic</p> <p>Hard engineering approaches to river management</p> <p>Rising Seas Are Swallowing This North American Island National Geographic</p> <p>LIFE ON THE EDGE</p> |

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| | Fieldwork - Carry out fieldwork Recap/Write up | | Year 10 summer mock: <ul style="list-style-type: none"> • Living World & • Urban Issues and Challenges | | BBC Geography - Fieldwork |
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Yr 11

| ½ TERM | TAUGHT CURRICULUM | TAUGHT SKILLS | SUMMATIVE ASSESSMENT TITLE/TYPE | ASSESSMENT CRITERIA | LEARNED CURRICULUM |
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| TOPIC | | Please see below* | | Please see below* | |
| 1 & 2 Natural Hazards | <p>Natural hazards - meaning</p> <p>Tectonic hazards: distribution of earthquake & volcanoes process at plate margins Earthquake, effect & responses Tectonic hazards - living with risks and reducing the risks</p> <p>Weather hazards: global atmospheric circulation Tropical storms, location, formation & reading the effects</p> <p>Case study: tropical storm eg Haiyan</p> | | <p>Year 11 winter mock:</p> <ul style="list-style-type: none"> • Natural Hazards & • UK physical Landscapes | | <p>New warning over climate change from Siberian Arctic - BBC News</p> <p>Why So Many People Choose to Live Near Active Volcanoes</p> <p>Climate change: Big increase in weather disasters over the past five decades</p> |

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| | <p>weather hazards in the UK</p> <p>Case study of weather event eg somerset levels</p> <p>UK extreme weather</p> <p>Climate Change: Climate change evidence, causes (human & natural) managing the impact of climate change</p> | | | | |
| <p>3 & 4 Changing Economic World</p> | <p>The development gap: measuring development The Demographic Transition Model (DTM) Changing population structures Uneven development causes, including the role of wealth, health and migration Reducing the development gap: aid, intermediate technology, fair trade, debt relief and tourism.</p> <p>Case study: reducing the development gap eg through tourism Newly Emerging Economy eg Nigeria industrial structure, impacts of transnational corporations</p> | | Summative assessment 3 | | <p>Changing Economic Worldes Folder</p> <p>Life Expectancy in the UK: England's richest people 'live eight years longer than the country's poorest'</p> <p>The Sustainable Development Goals Report 2022</p> <p>Boris Johnson says girls' education key to ending</p> |

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| | <p>(TNCs) Impact of international aid managing environmental issues Quality of life</p> <p>The changing UK Economy: post industrial UK Science & business parks environmental impacts of industry changing rural landscapes and transport infrastructure the north-south divide uk in the wider world</p> | | | | <p>poverty</p> |
| <p>5 Challenge of Resource Management</p> | <p>Resource management: global distribution UK provision of food, water and energy</p> <p>Energy management: global energy supply impacts of energy insecurity strategies to increase supply a non-renewable resource eg gas. Case study: micro energy scheme</p> <p>*(Paper 3 study - unseen booklet)</p> | | Summative assessment 4 | | <p>Food security and why it matters</p> <p>Overpopulation, overconsumption – in pictures</p> <p>BBC Geography - Resource Management - Energy</p> |

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| 6 | Revision - Paper 3 booklet Fieldwork - overview | | | | BBC BITESIZE:Geography: aqa gcse SENECA -Geography: AQA GCSE |
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- Paper 3 requires that pupils study a pre-release booklet. This will be explored in class, with a view to further study of the resource by pupils.

***TAUGHT SKILLS (AQA A Geography GCSE Syllabus)**

Cartographic skills

Cartographic skills relating to a variety of maps at different scales.

Atlas maps:

- use and understand coordinates – latitude and longitude
- recognise and describe distributions and patterns of both human and physical features
- maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them, eg population distribution, population movements, transport networks, settlement layout, relief and drainage
- analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps.

Ordnance Survey maps:

- use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic
- use and understand coordinates – four and six-figure grid references
- use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales
- use and understand gradient, contour and spot height

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- numerical and statistical information
- identify basic landscape features and describe their characteristics from map evidence
- identify major relief features on maps and relate cross-sectional drawings to relief features
- draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use
- interpret cross sections and transects of physical and human landscapes
- describe the physical features as they are shown on large scale maps of two of the following landscapes – coastlines, fluvial and glacial landscapes
- infer human activity from map evidence, including tourism.

Maps in association with photographs:

- be able to compare maps
- sketch maps: draw, label, understand and interpret
- photographs: use and interpret ground, aerial and satellite photographs
- describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs
- draw sketches from photographs
- label and annotate diagrams, maps, graphs, sketches and photographs.

Graphical skills

Graphical skills to:

- select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scattergraphs, and population pyramids
- suggest an appropriate form of graphical representation for the data provided
- complete a variety of graphs and maps – choropleth, isoline, dot maps, dot density maps, proportional symbols and flow lines
- use and understand gradient, contour and value on isoline maps
- plot information on graphs when axes and scales are provided
- interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs.

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Numerical skills

Numerical skills to:

- demonstrate an understanding of number, area and scales, and the quantitative relationships between units
- design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability
- understand and correctly use proportion and ratio, magnitude and frequency
- draw informed conclusions from numerical data.

Statistical skills

Statistical skills to:

- use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class)
- calculate percentage increase or decrease and understand the use of percentiles
- describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends
- be able to identify weaknesses in selective statistical presentation of data.

Use of qualitative and quantitative data

Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information.

Examples of types of data:

- maps
- fieldwork data
- geo-spatial data presented in a geographical information system (GIS) framework
- satellite imagery
- written and digital sources

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- visual and graphical sources
- numerical and statistical information.

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Formulate enquiry and argument

Students should demonstrate the ability to:

- identify questions and sequences of enquiry
- write descriptively, analytically and critically
- communicate their ideas effectively
- develop an extended written argument
- draw well-evidenced and informed conclusions about geographical questions and issues.

Literacy

Most communication is through the written word, raising the importance of good literacy skills. Students should be able to communicate information in ways suitable for a range of target audiences.

***ASSESSMENT CRITERIA (AQA A Geography GCSE Syllabus)**

The exams will measure how students have achieved the following assessment objectives (AO).

- AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).
- AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).
- AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).
- AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).