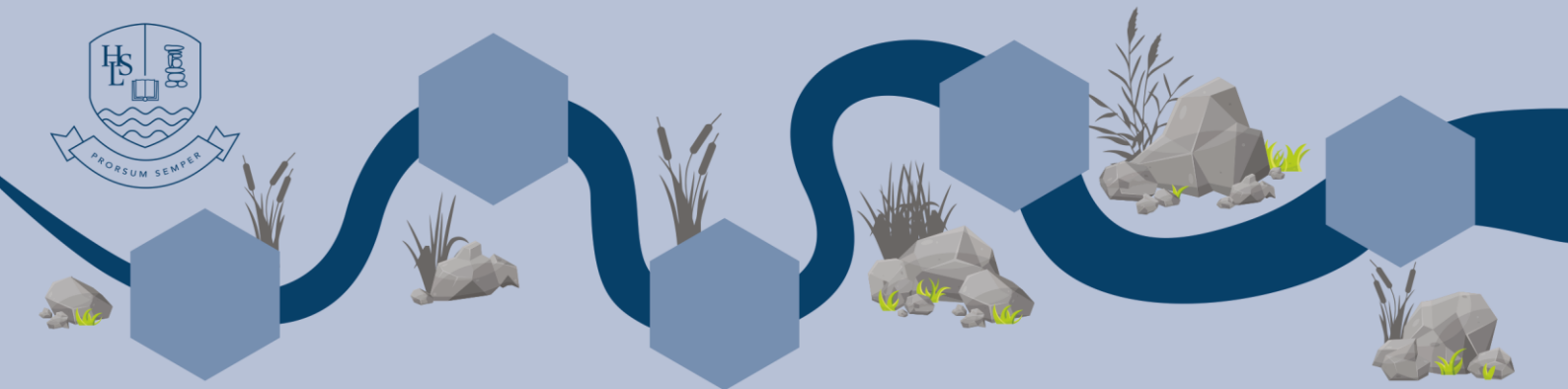
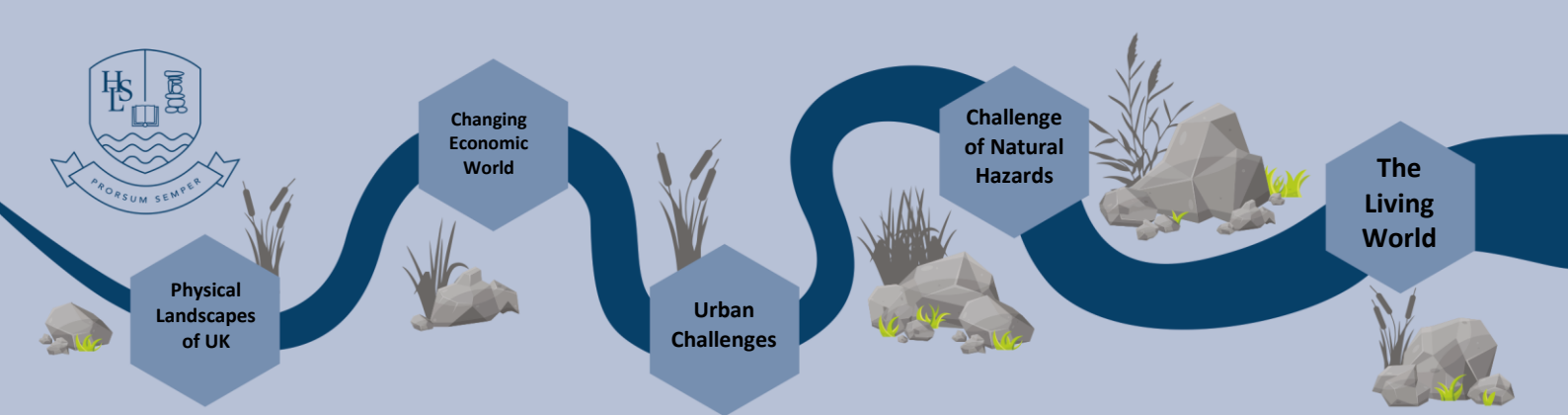


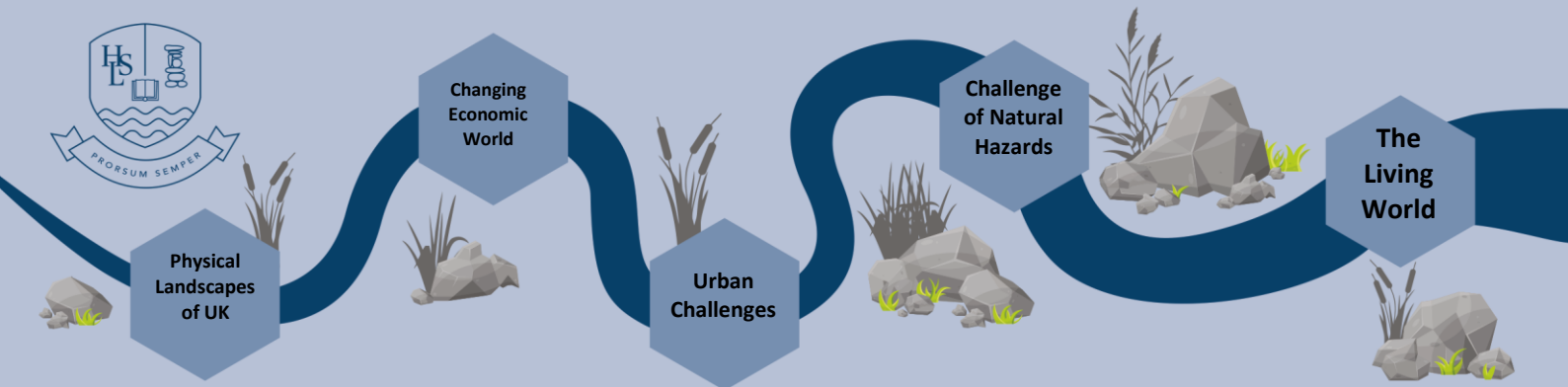
<b>Subject: Geography</b>	<b>Year Group: Year 10</b>	<b>Term: Autumn</b>
<b>Module/Theme: Physical Landscapes of the UK</b>		
<b>Topic Outline &amp; Aims (Intent)</b>  In this topic, students are able to investigate the United Kingdom’s Physical Landscapes, which include both the mountainous and coastal regions. Once familiar with the UK they will spend time looking at the Coastal Landscapes of the UK and then the River Landscapes of the UK.		
<b>Key Skills and Knowledge taught through this topic: (Intent)</b> Knowledge that is taught in this topic is summarised on the following pages from the exam board specifications. <a href="#">UK physical landscapes</a> <a href="#">Coastal landscapes in the UK</a> <a href="#">River landscapes in the UK</a>		
<b>Prior Learning: (Context)</b> KS3: Students have learnt about rivers in Year 8 and coastal landscapes in Year 9 to provide a base understanding of these natural environments, this topic builds upon this prior learning to understand them in more detail.	<b>Future Learning: (Context)</b> This topic is the first of the ‘natural geography’ topics, with the Challenge of Natural Hazards and Living World following in Year 10 and Year 11. Together, they make up the requirements of the Paper 1 GCSE for AQA.	
<b>RRSA Links:</b> UK landscapes, rivers, and coasts link to the Rights Respecting School values by providing real-world contexts for learning about and exercising children's rights. There are articles that directly relate to the environment, health, and education, so that we can use local geography as a practical tool for teaching these rights.	<b>Assessment of Learning: (Impact)</b>  Students will complete homework booklets which provide them with a wide range of exam questions to check their understanding.  At the end of each topic, students will be assessed through a test which they are expected to revise carefully for.  Mock exams in Year 10 and Year 11 will assist teachers in understanding progress.	
<b>British Values Links:</b> UK landscapes, rivers, and coasts are deeply linked to British values through their historical, cultural, and economic significance. They have shaped a collective identity and fostered values such as resilience, a connection to history, and an appreciation for both natural beauty and the industrious spirit that has shaped the land.		
<b>Eco Schools Links:</b> Through the study of marine and water environments, students are able to understand the impact of human activity on landscapes.		



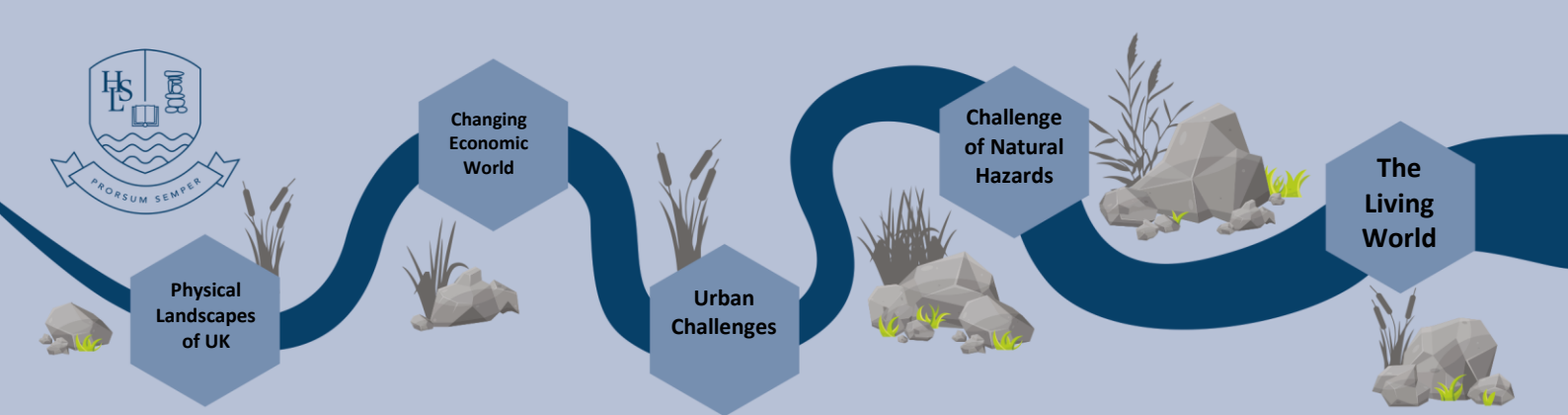
<p><b>Reading / Enrichment:</b></p> <p><b>BBC Bitesize:</b></p> <p>The <b>BBC Bitesize</b> website offers free, curriculum-aligned resources for GCSE Geography. It provides detailed notes, short videos, and practice quizzes for the rivers and coasts topics.</p> <p><b>PMT</b> offers excellent, free revision notes and videos for the AQA GCSE Geography course, including detailed content on physical landscapes.</p> <p><b>The Geographical Association:</b> The GA is the professional body for geography teachers in the UK. Their website offers a wealth of resources, articles, and fieldwork ideas that can deepen your understanding of the topics.</p> <p><b>Time for Geography:</b> Offers some fantastic videos to support understanding of natural processes and landscapes.</p>	<p><b>Key Vocabulary: (Literacy)</b></p> <p>Geology: Relief: Upland: Lowland: Weathering: Erosion: Mass Movement: Fetch Constructive Waves Destructive Waves Longshore Drift Headland Bay Spit Arch, Stack, and Stump Hard Engineering Soft Engineering Drainage Basin Watershed Source Mouth Tributary Vertical Erosion Lateral Erosion Meander Ox-bow Lake Floodplain Levee</p>	<p><b>Numeracy Opportunities:</b></p> <p>Be able to plot and interpret hydrographs uses numeracy skills</p>	<p><b>Career Links:</b></p> <ul style="list-style-type: none"> <li>• Marine Biologist:</li> <li>• Ecologist:</li> <li>• Fisheries Biologist</li> <li>• Water Quality Specialist</li> <li>• Coastal Engineer:</li> <li>• River Engineer (Fluvial Engineer)</li> <li>• Hydrologist:</li> </ul>
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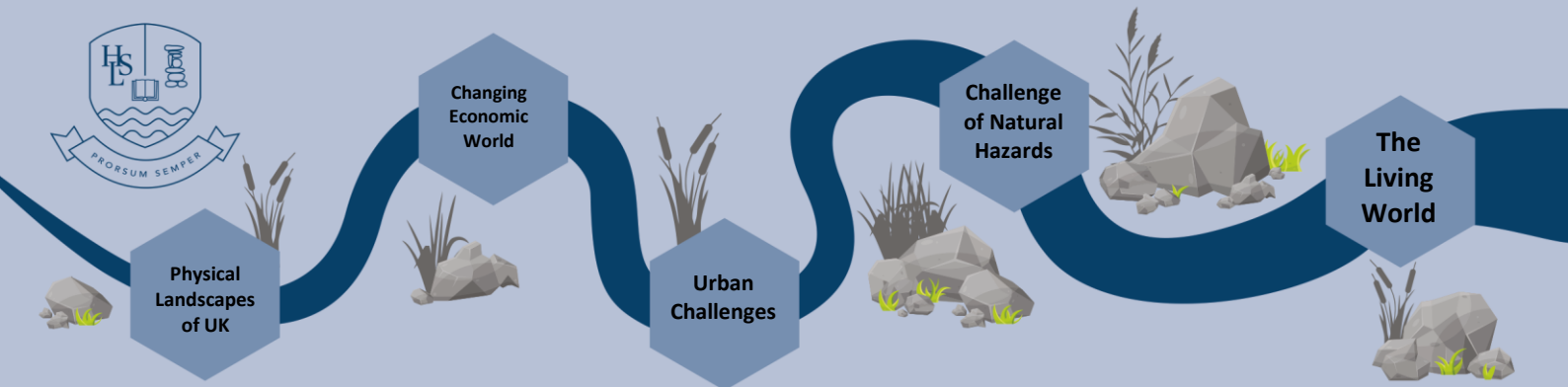
<b>Subject: Geography</b>	<b>Year Group: Year 10</b>	<b>Term: Spring</b>
<b>Module/Theme: Changing Economic World</b>		
<b>Topic Outline &amp; Aims (Intent)</b>  In this topic, students are able to investigate how both the United Kingdom's economy and the global economy has an impact on people's lives. Students will learn about global variations in economic development and quality of life. They will evaluate the strategies used to reduce the development gap. They will also learn how the changing economies of Low Income Countries and Newly Emerging Economies has huge impacts on the people living in those countries.		
<b>Key Skills and Knowledge taught through this topic: (Intent)</b> Knowledge that is taught in this topic is summarised on the following pages from the exam board specifications. <a href="#">Changing Economic World</a>		
<b>Prior Learning: (Context)</b> KS3: Students have learnt about the Global Economic System and conflict in Year 9 to understand the interconnectedness of nations and how the 5 flows of money, people, goods, services and information create conditions for the trading system.	<b>Future Learning: (Context)</b> This topic is the first of the 'human geography' topics, with the Urban Challenges and Resources topics following in Year 10 and Year 11. Together, they make up the requirements of the Paper 2 GCSE for AQA.	
<b>RRSA Links:</b> Changing Economies link to the Rights Respecting School values because economic development and human rights are deeply intertwined. A country's economic policies can either support or hinder the rights of its people, especially children. Article 27: Right to an adequate standard of living. Article 28: Right to education. Article 32: Protection from economic exploitation.	<b>Assessment of Learning: (Impact)</b>  Students will complete homework booklets which provide them with a wide range of exam questions to check their understanding.  At the end of each topic, students will be assessed through a test which they are expected to revise carefully for.  Mock exams in Year 10 and Year 11 will assist teachers in understanding progress.	
<b>British Values Links:</b> The topic of the <b>Changing Economic World</b> has strong links to the fundamental <b>British Values</b> of democracy, the rule of law, individual liberty, and mutual respect and tolerance. These values are not just abstract concepts; they are directly impacted by economic changes at both the national and global scales		
<b>Eco Schools Links:</b> The "Changing Economic World" topic in GCSE Geography links directly to the Eco-Schools program by focusing on how economic development and environmental sustainability are interconnected. The program provides a practical framework for students to apply their knowledge of economic change to real-world environmental challenges.		



<p><b>Reading / Enrichment:</b></p> <p><b>BBC Bitesize:</b></p> <p>The <b>BBC Bitesize</b> website offers free, curriculum-aligned resources for GCSE Geography. It provides detailed notes, short videos, and practice quizzes for the Economic World topic.</p> <p><b>PMT</b> offers excellent, free revision notes and videos for the AQA GCSE Geography course, including detailed content on the economy and development.</p> <p><b>The Geographical Association:</b> The GA is the professional body for geography teachers in the UK. Their website offers a wealth of resources, articles, and fieldwork ideas that can deepen your understanding of the topics.</p> <p><b>Time for Geography:</b> Offers some fantastic videos to support understanding of globalisation</p>	<p><b>Key Vocabulary:</b> (Literacy)</p> <p>Development Development Gap Gross National Income (GNI) GNI per capita Human Development Index (HDI) Demographic Transition Model (DTM) Birth Rate Death Rate Infant Mortality Rate Life Expectancy Literacy Rate Uneven Development Newly Emerging Economy (NEE) High Income Country (HIC) Low Income Country (LIC) Globalisation Transnational Corporation (TNC) Foreign Direct Investment (FDI) De-industrialisation Post-industrial Economy North-South Divide Multiplier Effect Economic Sector (Primary, Secondary, Tertiary, Quaternary) Infrastructure Industrial Estate Science Park Trade Fair Trade Aid (Short-term, Long-term)</p>	<p><b>Numeracy Opportunities:</b></p> <p>Percentages and Percentage Change</p> <p>Fractions and Ratios</p> <p>Averages (Mean, Median, Mode)</p> <p>Indices and Index Numbers</p> <p>Reading and Interpreting Graphs and Charts</p> <p>Graph Drawing</p> <p>Calculations from Models</p>	<p><b>Career Links:</b></p> <p><b>Finance and Banking</b></p> <ul style="list-style-type: none"> <li>Financial Analyst</li> <li>Accountant</li> <li>Investment Banker</li> <li>Actuary</li> </ul> <p><b>Economic Research and Policy</b></p> <ul style="list-style-type: none"> <li>Economist</li> <li>Data Scientist</li> <li>Market Research Analyst</li> <li>Policy Analyst</li> </ul> <p><b>Business and Consulting</b></p> <ul style="list-style-type: none"> <li>Management Consultant</li> <li>Business Analyst</li> </ul>
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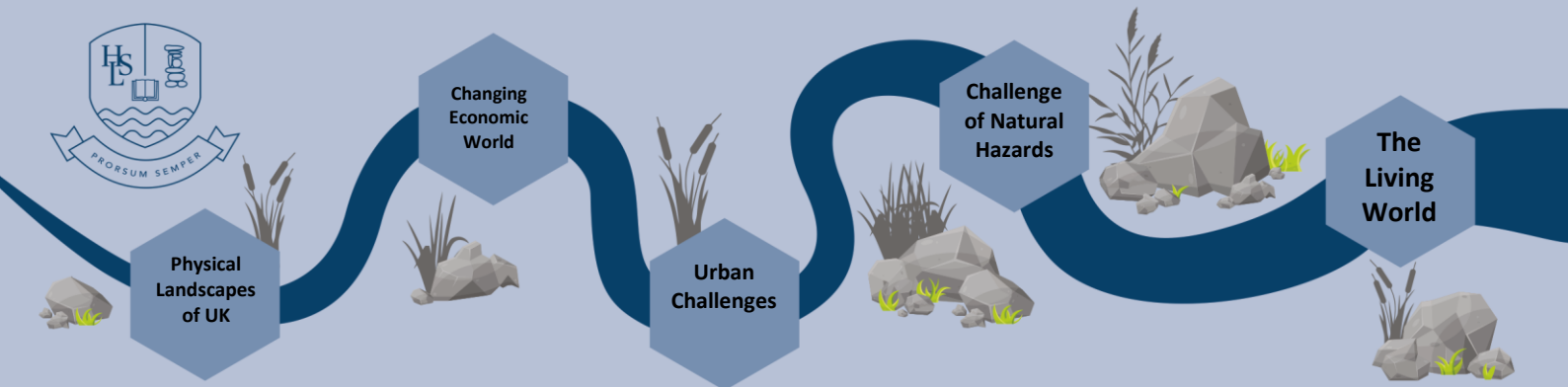


<b>Subject: Geography</b>	<b>Year Group: Year 10</b>	<b>Term: Spring</b>
<b>Module/Theme: Urban Challenges</b>		
<b>Topic Outline &amp; Aims (Intent)</b>  In this topic, students are able to investigate how both the Urban Landscapes of the United Kingdom and the challenges that impact people's lives. Students will learn about global variations in urbanisation rates around the world and how the LICs are increasingly urbanised. The challenges of informal housing (slums/squatter settlements) around the world are explored and their impact on the environment.		
<b>Key Skills and Knowledge taught through this topic: (Intent)</b> Knowledge that is taught in this topic is summarised on the following pages from the exam board specifications. <a href="#">Urban Challenges</a>		
<b>Prior Learning: (Context)</b> KS3: Students have not encountered urban environments during their Key Stage 3, so this will be a topic with new ideas and concepts. Their knowledge of place, knowledge of urban locations will help.	<b>Future Learning: (Context)</b> This topic is the second of the 'human geography' topics, with the Resources topic following in Year 11. Together, they make up the requirements of the Paper 2 GCSE for AQA.	
<b>RRSA Links:</b> The "Urban Challenges" topic is strongly linked to the UNICEF UK <b>Rights Respecting Schools Award (RRSA)</b> because many urban problems directly violate the rights of the child as outlined in the <b>UN Convention on the Rights of the Child (UNCRC)</b> . Article 24: The Right to Health. Article 27: The Right to an Adequate Standard of Living. Article 31: The Right to Rest, Play, and Culture.	<b>Assessment of Learning: (Impact)</b>  Students will complete homework booklets which provide them with a wide range of exam questions to check their understanding.  At the end of each topic, students will be assessed through a test which they are expected to revise carefully for.	
<b>British Values Links:</b> Understanding British Values in relation to urban spaces allows students to explore themes including: <b>Social cohesion</b> - Cities are home to a diverse mix of cultures, faiths, and communities. While this diversity can lead to vibrant urban life, it can also create tensions. Urban challenges like inequality and a lack of social cohesion can exacerbate these tensions. <b>Community relations</b> - Urban renewal projects or the development of new housing can pit long-term residents against newcomers.	Mock exams in Year 10 and Year 11 will assist teachers in understanding progress.	
<b>Eco Schools Links:</b> The "Urban Challenges" topic in GCSE Geography links directly to the Eco-Schools as many of the <b>environmental challenges</b> of urbanisation are directly addressed by the themes within the Eco-Schools program. For example, <b>Waste Disposal, Air and Water Pollution and Loss of Green Space and Biodiversity</b>		

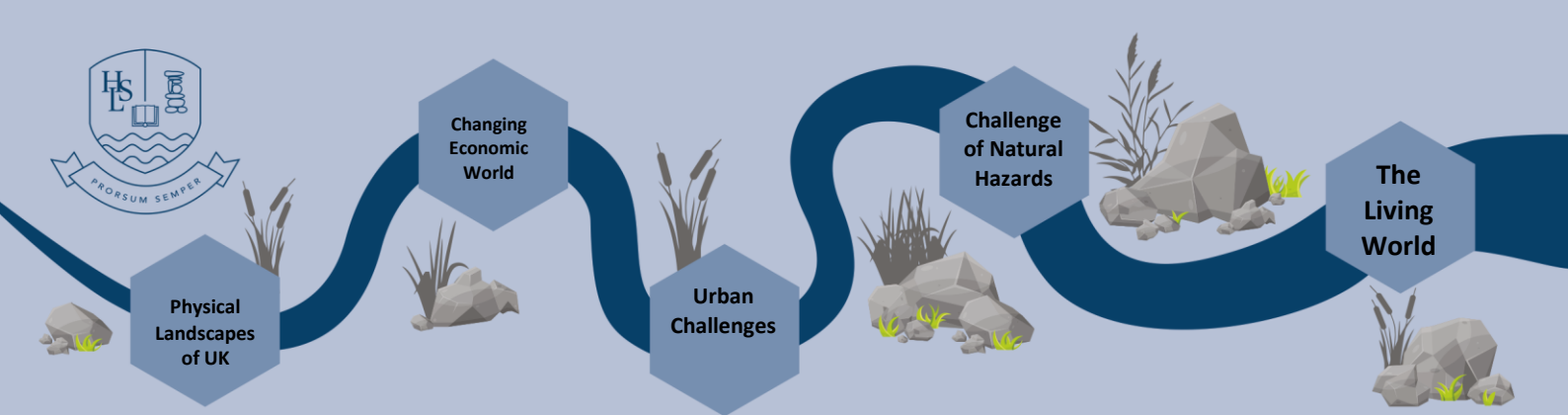


<p><b>Reading / Enrichment:</b></p> <p><b>BBC Bitesize:</b></p> <p>The <b>BBC Bitesize</b> website offers free, curriculum-aligned resources for GCSE Geography. It provides detailed notes, short videos, and practice quizzes for the urban challenges topic.</p> <p><b>PMT</b> offers excellent, free revision notes and videos for the AQA GCSE Geography course, including detailed content on human landscapes.</p> <p><b>The Geographical Association:</b> The GA is the professional body for geography teachers in the UK. Their website offers a wealth of resources, articles, and fieldwork ideas that can deepen your understanding of the topics.</p> <p><b>Time for Geography:</b> Offers some fantastic videos to support understanding of Urban Environments</p>	<p><b>Key Vocabulary:</b> (Literacy)</p> <p>Urbanisation Urban Sprawl Megacity Counter-urbanisation Suburbanisation Rural-urban fringe Central Business District (CBD) Inner City Suburbs Greenfield Site Brownfield Site Urban Redevelopment Urban Regeneration Land Use Zoning Deprivation Inequality Segregation Slum (or informal settlement) Air Pollution Water Pollution Traffic Congestion Waste Disposal Urban Heat Island Effect Dereliction Urban Decay Social Exclusion Housing Shortage</p>	<p><b>Numeracy Opportunities:</b></p> <p>Percentages and Percentage Change: Students must be able to calculate and interpret population growth rates, changes in crime rates, and the proportion of people living in deprivation.</p> <p>Fractions and Ratios:</p> <p>Averages (Mean, Median, Mode):</p> <p>Geographical Data Handling</p>	<p><b>Career Links:</b></p> <p><b>Urban Planner (or Town Planner):</b> Works to shape how towns and cities develop, balancing the need for housing and transport with community and environmental needs.</p> <p><b>Urban Designer:</b> Creates plans for public spaces, buildings, and transport links to improve the functionality and appearance of urban areas.</p> <p><b>Urban Regeneration Manager:</b> Manages projects to redevelop derelict or run-down urban areas, often focusing on social, economic, and environmental improvements.</p> <p><b>Transport Planner:</b> Develops and implements transport systems (like public transit, cycle lanes, and roads) to reduce traffic congestion and improve mobility.</p> <p><b>Landscape Architect:</b></p>
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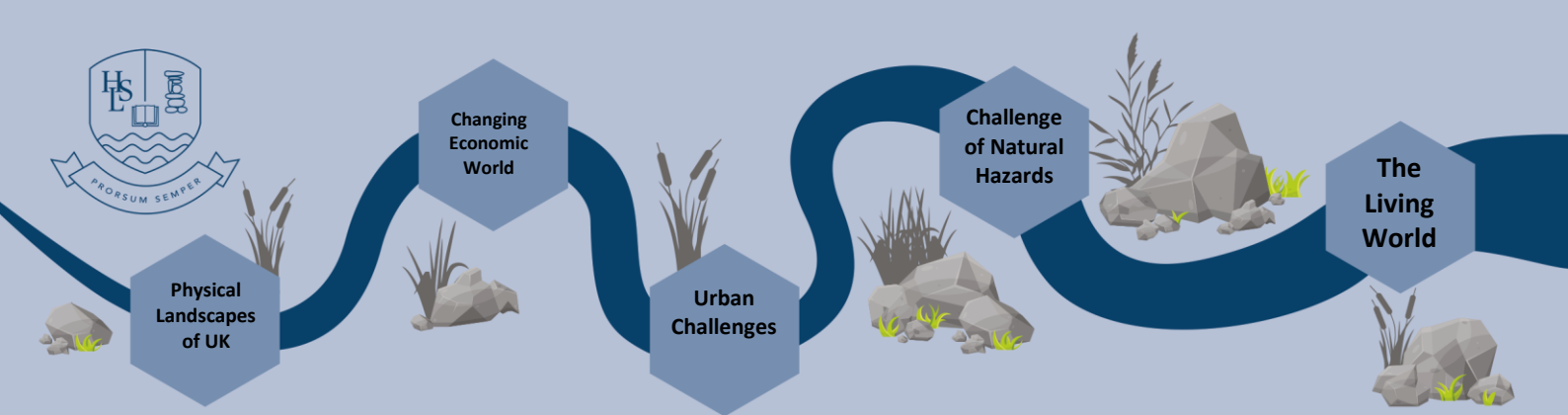


<b>Subject: Geography</b>	<b>Year Group: Year 10</b>	<b>Term: Spring</b>
<b>Module/Theme: Challenge of Natural Hazards</b>		
<b>Topic Outline &amp; Aims (Intent)</b> In this topic, students are able to understand how Natural Hazards affect places around the world. The UK is one of the safest countries without major hazards, but other locations are called multi-hazardous as they constantly face the challenges of volcanic activity, earthquakes, weather hazards such as hurricanes, tornadoes and flooding. Students will look carefully at Earthquakes and Hurricane hazards and will be comparing the impacts between high, middle and low income countries.		
<b>Key Skills and Knowledge taught through this topic: (Intent)</b> Knowledge that is taught in this topic is summarised on the following pages from the exam board specifications. <a href="#">Challenge of Natural Hazards</a>		
<b>Prior Learning: (Context)</b> KS3: Students have encountered Earthquakes in Year 8 at The High School Leckhampton whilst studying Tectonic Hazards and will now take this study into more depth. Extreme Weather is a topic in Year 9, so some of the ideas will be relevant in this topic.	<b>Future Learning: (Context)</b> This topic is the second of the 'physical geography' topics, with the 'Living World' topic following in Year 11. Together, they make up the requirements of the Paper 1 GCSE for AQA.	
<b>Assessment of Learning: (Impact)</b>  Students will complete homework booklets which provide them with a wide range of exam questions to check their understanding.  At the end of each topic, students will be assessed through a test which they are expected to revise carefully for.  Mock exams in Year 10 and Year 11 will assist teachers in understanding progress.	<b>RRSA Links:</b> <b>Article 24 (Health and Healthcare):</b> Natural hazards can lead to injuries, disease outbreaks, and a lack of access to clean water and sanitation, all of which threaten a child's right to the highest attainable standard of health.  <b>Article 28 (Education):</b> When schools are destroyed or damaged by a natural disaster, it disrupts a child's right to an education. Furthermore, displacement caused by hazards can make it difficult for children to attend school.	
<b>British Values Links:</b> Studying natural hazards, such as flooding, storms, and heatwaves, allows for the exploration of how British society responds to challenges, both individually and collectively. Individual liberty is demonstrated through the choices and responsibilities people have in preparing for and responding to natural hazards. While the state provides a framework for support, it also promotes personal and community resilience. Individuals are encouraged to take proactive steps like: Creating a personal emergency kit. Making a family plan for what to do in an emergency. Securing their homes against potential damage.	<b>Article 27 (Adequate Standard of Living):</b> Natural hazards can destroy homes, livelihoods, and infrastructure, stripping children of their right to a safe place to live and a standard of living that supports their physical, mental, spiritual, moral, and social development.	
<b>Eco Schools Links:</b> The topic of natural hazards directly links to Eco-Schools through their core mission of promoting environmental education and action. While "natural hazards" may not be one of the official ten Eco-Schools topics, it's addressed within several of them, particularly <b>Global Citizenship, Climate Change, and Water</b>	<b>Article 6 (Life, Survival, and Development):</b> The most fundamental link is to this article. Natural hazards can be deadly, and a failure to prepare for and respond to them can put a child's very life at risk.	

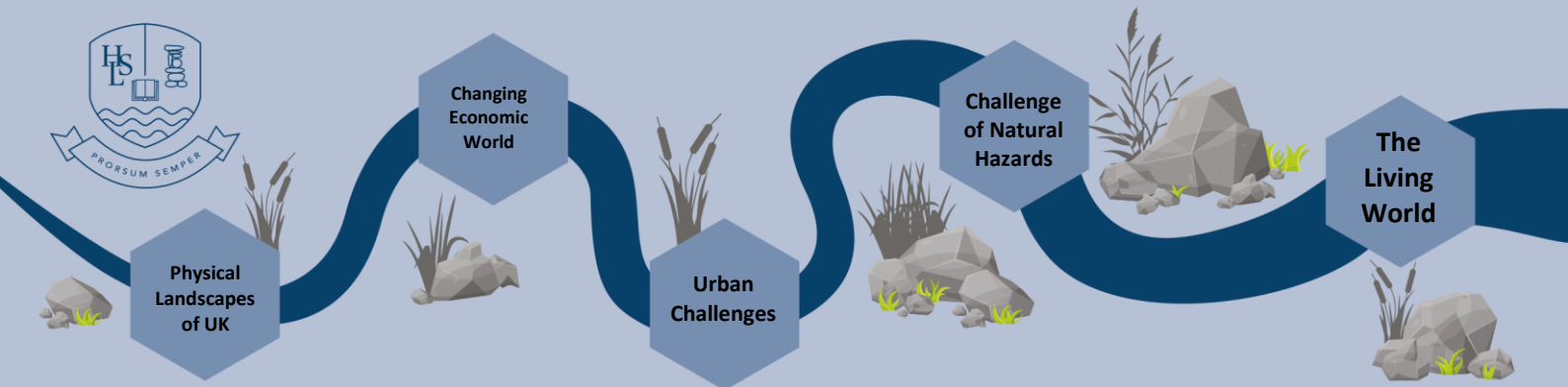


<p><b>Reading / Enrichment:</b></p> <p><b>BBC Bitesize:</b></p> <p>The <b>BBC Bitesize</b> website offers free, curriculum-aligned resources for GCSE Geography. It provides detailed notes, short videos, and practice quizzes for the Natural Hazards topic</p> <p><b>PMT</b> offers excellent, free revision notes and videos for the AQA GCSE Geography course, including detailed content on Natural Hazards.</p> <p><b>The Geographical Association:</b> The GA is the professional body for geography teachers in the UK. Their website offers a wealth of resources, articles, and fieldwork ideas that can deepen your understanding of the topics.</p> <p><b>Time for Geography:</b> Offers some fantastic videos to support understanding of hazards.</p>	<p><b>Key Vocabulary: (Literacy)</b></p> <p>Geological hazards          Atmospheric hazards          Hydrological hazards          Biological hazards          Technological hazards          Natural hazard          Hazard risk          Vulnerability          Exposure          Disaster          Resilience          Mitigation          Adaptation          Preparedness          Early warning system          Primary effects          Secondary effects          Immediate responses          Long-term response</p>	<p><b>Numeracy Opportunities:</b></p> <p>Working with large numbers and scales</p> <p>Calculating averages and percentages</p> <p>Interpreting graphs and charts</p> <p>Analysing statistical data</p> <p>Using scales and ratios (map work)</p> <p>Calculating rate of change</p> <p>Cost-benefit analysis</p> <p>Understanding probability</p> <p>Data presentation (maps, charts, graphs)</p> <p>Mathematical modelling</p>	<p><b>Career Links:</b></p> <p><b>Geologist / Geoscientist:</b> Studies the Earth's physical structure and processes to understand and predict geological hazards like earthquakes, volcanoes, and landslides.</p> <p><b>Hydrologist:</b> Specializes in the study of water, including the movement and distribution of surface and groundwater, to manage and mitigate flood risks.</p> <p><b>Meteorologist:</b> Studies the atmosphere and weather patterns to forecast severe weather events, such as tropical storms and tornadoes.</p> <p><b>Climatologist:</b> Researching long-term climate patterns and their potential to increase the frequency and intensity of natural hazards.</p> <p><b>Volcanologist:</b> Studies volcanoes, their eruptions, and associated hazards like lava flows and pyroclastic flows.</p> <p><b>GIS Specialist:</b> Uses Geographic Information Systems to map and analyse data related to hazard zones, risk, and vulnerability.</p>
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Subject: Geography		Year Group: Year 10	Term: Spring
Module/Theme: The Living World			
<b>Topic Outline &amp; Aims</b> (Intent) In this topic, students are able to understand how the natural biomes and ecosystems of the world operate to create habitats for organisms. They will look at the interconnected nature, food webs, symbiotic relationships. They will focus on Rainforests and Deserts, as well as a smaller scale ecosystem. They will look at how these biomes are used by humans and threatened. Students will also evaluate efforts taken by humans to protect these biomes.			
<b>Key Skills and Knowledge taught through this topic:</b> (Intent) Knowledge that is taught in this topic is summarised on the following pages from the exam board specifications. <a href="#">Ecosystems</a> , <a href="#">Tropical rainforests</a> and <a href="#">Hot deserts</a>			
<b>Prior Learning:</b> (Context) KS3: Students have encountered Rainforests in Year 8 at The High School Leckhampton and many food web ideas in Science. Extreme Weather is a topic in Year 9, so some of the ideas will be relevant in this topic.		<b>Future Learning:</b> (Context) This topic is the third of the ‘physical geography’ topics, having already studied the Physical Landscapes of the UK and Natural Hazards. Together, they make up the requirements of the Paper 1 GCSE for AQA.	
<b>Assessment of Learning:</b> (Impact)  Students will complete homework booklets which provide them with a wide range of exam questions to check their understanding.  At the end of each topic, students will be assessed through a test which they are expected to revise carefully for.  Mock exams in Year 10 and Year 11 will assist teachers in understanding progress.		<b>RRSA Links:</b> The "Living World" topic which covers ecosystems, biodiversity, and environmental issues, is strongly linked to the Rights Respecting Schools Award (RRSA) through the United Nations Convention on the Rights of the Child (UNCRC).  <b>Article 6: The Right to Life, Survival, and Development</b>  <b>Article 24: The Right to a Good Health and a Clean Environment</b>  <b>Article 29: The Aims of Education</b>	
<b>British Values Links:</b> The "Living World" topic, which explores ecosystems, biodiversity, and environmental issues, provides numerous opportunities to teach and promote fundamental British Values. These values, as outlined by the UK government, are: Democracy, The Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different beliefs.			
<b>Eco Schools Links:</b> There is a direct and practical link to the <b>Eco-Schools</b> program. Eco-Schools is a global initiative that encourages a whole-school approach to environmental education and action. <b>Biodiversity:</b> The "Living World" topic is all about biodiversity—the variety of life on Earth. <b>Litter:</b> In "Living World," students learn about the impact of human activity on ecosystems. Litter is a tangible example of this, as it harms wildlife and pollutes habitats. <b>Water:</b> The "Living World" topic covers the water cycle and the importance of clean water for all living things. <b>Waste:</b> Students in "Living World" learn about decomposition and the impact of non-biodegradable materials.			



<p><b>Reading / Enrichment:</b></p> <p><b>BBC Bitesize:</b></p> <p>The <b>BBC Bitesize</b> website offers free, curriculum-aligned resources for GCSE Geography. It provides detailed notes, short videos, and practice quizzes for the Living World topic</p> <p><b>PMT</b> offers excellent, free revision notes and videos for the AQA GCSE Geography course, including detailed content on Rainforests and Deserts</p> <p><b>The Geographical Association:</b> The GA is the professional body for geography teachers in the UK. Their website offers a wealth of resources, articles, and fieldwork ideas that can deepen your understanding of the topics.</p> <p><b>Time for Geography:</b> Offers some fantastic videos to support understanding of rainforests.</p>	<p><b>Key Vocabulary:</b> (Literacy)</p> <p>Ecosystem Biodiversity Habitat Population Species Producer Consumer Decomposer Food chain Food web Predator Prey Photosynthesis Respiration Symbiosis Adaptation Evolution Natural selection Extinction Conservation Sustainability Pollution Climate change Carbon cycle Nitrogen cycle Water cycle Biome Ecology</p>	<p><b>Numeracy Opportunities:</b></p> <p>Representing Data</p> <p>Calculating Averages</p> <p>Understanding Range and Spread</p> <p>Counting and Measurement</p> <p>Basic Arithmetic</p> <p>Percentages and Ratios</p> <p>Fractions and Decimals</p>	<p><b>Career Links:</b></p> <p><b>Ecologist:</b> Studies the relationships between living organisms and their environment. Ecologists may specialize in a particular ecosystem, like marine or freshwater environments, or a specific group of organisms.</p> <p><b>Conservation Scientist:</b> Works to protect and preserve natural resources, including wildlife, forests, and wetlands. They may develop plans for land use and habitat restoration.</p> <p><b>Zoologist/Botanist/Marine Biologist:</b> Specializes in the study of animals, plants, or marine life, respectively. These roles often involve field research, species identification, and population monitoring.</p> <p><b>Environmental Scientist:</b> Collects and analyzes data to identify and solve environmental problems, such as pollution and climate change.</p> <p><b>Research Scientist:</b> Conducts experiments and research in a lab or field setting to better understand biological processes and find solutions to environmental challenges.</p>
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