KS4 GEO – Year 10 Long Term Mapping

Subject Intent/ Aims:

At St Philip Howard we want to foster a love of Humanities and reflect its importance on how it has and does shape our day to day lives. Pupils will be taught how History has changed our world and how Geography is shaping the future world. Humanities teaching will encourage pupils to think creatively, attempt to rationalize our past and to ask questions about our present world. Pupils will learn how Humanities helps us to understand others through their languages, histories and cultures which will foster a growing awareness in our young people of the need for social justice and equality. Our teaching will encourage pupils to have enquiring empathetic minds that seek to make intellectual sense of the changing world.

Pupils will be able to approach their learning critically and logically with subjective, complex, imperfect information. They will weigh evidence skeptically and consider more than one side of every question.
As such in Humanities pupils will build skills in writing and critical thinking.

We will endeavor to develop informed and critical citizens of the future enriching learning within and outside of the classroom. Success will ensure that pupils appreciate that without the Humanities, democracy cannot flourish and the sustainability of our planet cannot be guaranteed.

ADVENT- Key Concepts:	LENT- Key Concepts:	PENTECOST- Key Concepts:
AQA The Living World	AQA Coasts AQA Rivers	AQA Urban issues and challenges

National Curriculum Coverage: N/A		**National Curriculum Coverage: N/A**	**National Curriculum Coverage: N/A**
Components (Key Content): Eco Systems An **example** of a small scale UK ecosystem to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling. The balance between components. The impact on the ecosystem of	**HO Knowledge:**	**Components (Key Content/ Knowledge)** How the coast is shaped by several physical processes Wave types and characteristics. Coastal processes: • weathering processes – mechanical, chemical • mass movement – sliding, slumping and rock falls • erosion – hydraulic power, abrasion and attrition • transportation – longshore drift • deposition – why sediment is deposited in coastal areas. Distinctive costal landforms	**Components (Key Content/ Knowledge)** Population in urban areas – The global pattern of urban change. Urban trends in different parts of the world including HICs and LICs. Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. The emergence of megacities. Urban growth challenges for LICs and NEEs • the location and importance of the city, regionally, nationally and internationally • causes of growth: natural increase and migration

changing one component.
 	
An overview of the distribution and characteristics of large scale natural global ecosystems.
 	
Tropical Rainforests
 	
The physical characteristics of a tropical rainforest.
 	
The interdependence of climate, water, soils, plants, animals and people.
 	
How plants and animals adapt to the physical conditions.
 	
Issues related to biodiversity.
		How geological structure and rock type influence coastal forms.
		
		Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks.
		
		Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars.
		
		An **example** of a section of coastline in the UK
		
		Management strategies to protect coast lines
		
		The costs and benefits of the following management strategies:
		
		• hard engineering – sea walls, rock armour, gabions and groynes
		• soft engineering – beach nourishment and reprofiling, dune regeneration
			• how urban growth has created opportunities:
			  ○ social: access to services – health and education; access to resources – water supply, energy
			  ○ economic: how urban industrial areas can be a stimulus for economic development
			• how urban growth has created challenges:
			  ○ managing urban growth – slums, squatter settlements
			  ○ providing clean water, sanitation systems and energy
			  ○ providing access to services – health and education
			  ○ reducing unemployment and crime
			  ○ managing environmental issues – waste disposal, air and water pollution, traffic congestion.
			
			Opportunity and challenges in urban UK cities
			
			Overview of the distribution of population and the major cities in the UK.

Changing rates of deforestation.
 	
A **case study** of a tropical rainforest
 	
Value of tropical rainforests to people and the environment.
 	
Strategies used to manage the rainforest sustainably
 	
Cold Climates
 	
The physical characteristics of a cold environment.
 	
The interdependence of climate, permafrost, soils, plants, animals and people.
		• managed retreat – coastal realignment.
		
		An **example** of a coastal management scheme in the UK
		
		River Valleys
		
		The long profile and changing cross profile of a river and its valley.
		
		Fluvial processes:
		
		• erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion
		• transportation – traction, saltation, suspension and solution
		• deposition – why rivers deposit sediment.
		
		Fluvial Landforms
			A **case study** of a major city in the UK to illustrate:
			
			• the location and importance of the city in the UK and the wider world
			• impacts of national and international migration on the growth and character of the city
			• how urban change has created opportunities:
			  ○ social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems
			  ○ environmental: urban greening
			• how urban change has created challenges:
			  ○ social and economic: urban deprivation, inequalities in housing, education, health and employment
			  ○ environmental: dereliction, building on brownfield and greenfield sites, waste disposal
			  ○ the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements.

How plants and animals adapt to the physical conditions. Issues related to biodiversity. A **case study** of a cold environment The value of cold environments as wilderness areas and why these fragile environments should be protected. Strategies used to balance the needs of economic development and conservation in cold environments		Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges. Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes. Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries. An **example** of a river valley in the UK Strategies to prevent flooding How physical and human factors affect the flood risk – precipitation, geology, relief and land use. The use of hydrographs to show the relationship between precipitation and discharge.	Urban sustainability Features of sustainable urban living: • water and energy conservation • waste recycling • creating green space. How urban transport strategies are used to reduce traffic congestion.

		The costs and benefits of the following management strategies: • hard engineering – dams and reservoirs, straightening, embankments, flood relief channels • soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration. An **example** of a flood management scheme in the UK	

Generic Composite Skills:	**HO Composites:**	**Composite Skills:**	**Composite Skills:**
Consolidate and extend their knowledge of the world's major countries Understand how geographical processes and their impact on change Understand increasingly complex geographical systems in the world around them. Competence in using geographical knowledge, approaches and concepts		Consolidate and extend their knowledge of the world's major countries Understand how geographical processes and their impact on change Understand increasingly complex geographical systems in the world around them. Competence in using geographical knowledge, approaches and concepts Analysing and interpreting different data sources	Consolidate and extend their knowledge of the world's major countries Understand how geographical processes and their impact on change Understand increasingly complex geographical systems in the world around them. Competence in using geographical knowledge, approaches and concepts Analysing and interpreting different data sources

Analysing and interpreting different data sources			

Final composition/ Deliberate Practice:	**Final composition/ Deliberate Practice:**	**Final composition/ Deliberate Practice**
Cartographic skills Atlas maps: • use and understand coordinates – latitude and longitude • recognise and describe distributions and patterns of both human and physical features • 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 • use and understand coordinates – four and six-figure grid references • use and understand scale, distance and direction • use and understand gradient, contour and spot height • identify basic landscape features • identify major relief features • draw inferences about the physical and human landscape by interpretation of maps	Cartographic skills Atlas maps: • use and understand coordinates – latitude and longitude • recognise and describe distributions and patterns of both human and physical features • 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 • use and understand coordinates – four and six-figure grid references • use and understand scale, distance and direction • use and understand gradient, contour and spot height • identify basic landscape features • identify major relief features • draw inferences about the physical and human landscape by interpretation of maps	Cartographic skills Atlas maps: • use and understand coordinates – latitude and longitude • recognise and describe distributions and patterns of both human and physical features • 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 • use and understand coordinates – four and six-figure grid references • use and understand scale, distance and direction • use and understand gradient, contour and spot height • identify basic landscape features • identify major relief features • draw inferences about the physical and human landscape by interpretation of maps

• 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, Maps in association with photographs: • photographs: use and interpret ground, aerial and satellite photographs • describe human and physical landscapes 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 • complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines • use and understand gradient, contour and value on isoline maps	• 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, Maps in association with photographs: • photographs: use and interpret ground, aerial and satellite photographs • describe human and physical landscapes 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 • complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines • use and understand gradient, contour and value on isoline maps	• 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, Maps in association with photographs: • photographs: use and interpret ground, aerial and satellite photographs • describe human and physical landscapes 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 • complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, 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, Numerical skills Numerical skills to: • demonstrate an understanding of number, area and scales • design fieldwork data collection sheets and collect data • 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 • calculate percentage increase or decrease • describe relationships in bivariate data: • be able to identify weaknesses in selective statistical presentation of data.	• plot information on graphs when axes and scales are provided • interpret and extract information from different types of maps, graphs and charts, Numerical skills Numerical skills to: • demonstrate an understanding of number, area and scales • design fieldwork data collection sheets and collect data • 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 • calculate percentage increase or decrease • describe relationships in bivariate data: • be able to identify weaknesses in selective statistical presentation of data.	• plot information on graphs when axes and scales are provided • interpret and extract information from different types of maps, graphs and charts, Numerical skills Numerical skills to: • demonstrate an understanding of number, area and scales • design fieldwork data collection sheets and collect data • 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 • calculate percentage increase or decrease • describe relationships in bivariate data: • 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. 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.	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. 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.	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. 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.

Assessment/s (Formative and Summative):	**Assessment/s (Formative and Summative):**	**Assessment/s (Formative and Summative):**
RRR tasks Vocab tests Knowledge Tests AQA GCSE Exam Questions	RRR tasks Vocab tests Knowledge Tests AQA GCSE Exam Questions	RRR tasks Vocab tests Knowledge Tests AQA GCSE Exam Questions

Adapted Curriculum Content:	**Adapted Curriculum Content:**	**Adapted Curriculum Content:**

Adaptive Implementation Practices:

Well considered and regularly reviewed seating plans.

Dyspraxia: Gradual teaching of smaller skills and components into larger skills. Allow extra time to complete tasks and ask pupils to repeat back instructions. Use of lined paper with margins. Only ask pupil to answer Qs if they volunteer. Extra support during task changes. Use of simple clear language. Use of laptop where necessary. Variety of teaching approaches e.g visual / auditory / kinesthetic. Visual reminders of expectations.

Autism: Break down steps / instructions and explain new tasks in advance where possible. Consistent tone and phrasing and use of symbols to assist communication. Differentiation through chunking and clear goals. Modelling of completed work. Time out and cooling off time if needed.

Dyscalculia: Differentiated work with chunks and repeated, clear instruction. Extra time to complete tasks. Time out if needed. Use of squared paper and calculator where appropriate.

ADHD: Use of fidget tools and chair stretches when needed. Time warning countdowns and brain breaks / time out cards. Clear behaviour expectations and use of praise / reward. Interruption slides to reengage during lessons and provide brain break. Visible instructions for all tasks, chunked and differentiated.

St Philip Howard Catholic Voluntary Academy Department Planning 2024

Key Terms:	Key Vocabulary:	Key Terms:	Key Vocabulary:	Key Terms:	Key Vocabulary:
Nutrient cycling	Abiotic	Beach nourishment	Abrasion	Brownfield site	Dereliction
Global ecosystem	Biotic	Beach reprofiling	Arch	Greenfield site	Economic opportunities
Commercial farming	Consumer	Chemical weathering	Attrition	Human Development Index (HDI)	Inequalities.
Ecotourism	Decomposer	Dune regeneration	Bar	North-south divide (UK)	Industrial structure
Selective logging	Ecosystem	Flood plain zoning	Cave	Rural-urban fringe	Infant mortality
Subsistence farming	Food chain	Flood relief channels	Cliff.	Sanitation Measures	Information technologies
	Food web	Flood warning systems	Cross profile	Social opportunities	Intermediate technology
	Producer.	Fluvial processes	Dam and reservoir	Squatter settlement	International aid
	Biodiversity	Lateral erosion	Discharge	Sustainable urban living	Life expectancy
	Debt reduction	Long profile	Deposition		Science and business parks
	Deforestation	Longshore drift	Erosion		Mega-cities
	Logging	Managed retreat	Embankments.		Migration
	Mineral extraction	Mass movement	Estuary		Natural increase
	Soil erosion	Mechanical weathering	Flood		
	Sustainability	Ox-bow lake	Flood plain		
		Soft engineering	Flood risk		

St Ralph Sherwin Catholic Multi Academy Trust

St. Philip Howard Catholic Voluntary Academy

		(Channel) straightening Vertical erosion Wave cut platform	Gabion Groyne Gorge Headlands and bays Hydraulic power Hard engineering Hydraulic action Hydrograph Interlocking spurs Levees Precipitation Rock armour Sand dune Sea wall Sliding. Slumping Spit		Pollution Traffic congestion Urbanisation

			Stack Saltation Solution Suspension Traction Waterfall Waves		
Literacy/ Numeracy/ Cross-Curricular Links: Science – Eco systems / Biology Maths – Statistics and Data RS - Stewardship		**Literacy/ Numeracy/ Cross-Curricular Links:** Maths – Statistics and Data Engineering – Flood defences RS - Stewardship		**Literacy/ Numeracy/ Cross-Curricular Links:** Engineering – Growth of mega cities / infrastructure Maths – Statistics and Data RS - Stewardship	

SMSC/ BV/ RSHE: BV – Charity and Relief SMSC - Stewardship	**SMSC/ BV/ RSHE:** BV – Charity and Relief SMSC - Stewardship	**SMSC/ BV/ RSHE:** BV – Urbanization and community BV – Charity and Relief SMSC - Stewardship

St Ralph Sherwin
Catholic Multi Academy Trust

St. Philip Howard
Catholic Voluntary Academy