

**Curriculum Map: Geography Year 10**

|  | <b>The Living World</b>   | <b>Changing Economic World</b>   | <b>Geographical Applications</b>   |
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| <p><b>Content</b><br/>Declarative knowledge<br/>'I Know'</p> | <p>What an ecosystem is</p> <p>What biotic and abiotic factors are</p> <p>The different role within an ecosystem (producers, consumers, decomposers etc)</p> <p>How energy is passed through a freshwater pond food chain</p> <p>The distribution and characteristics of large scale natural global ecosystems (biomes)</p> <p>The physical characteristics of a tropical rainforest</p> <p>Reasons for the changing rates of global deforestation</p> <p>The adaptations of plants and animals in the rainforests</p> <p>How rainforests are used by humans</p> <p>The threats to the rainforest</p> <p>How rainforests can be managed sustainably</p> <p>The physical characteristics of a hot desert</p> <p>The adaptations of plants and animals in hot deserts</p> <p>How hot deserts are used by humans</p> <p>How hot deserts are at risk of desertification</p> | <p>How to classify countries according to levels of economic development and quality of life</p> <p>What development means</p> <p>How birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates and access to safe water to measure development link to development</p> <p>What a Demographic Transition Model shows</p> <p>What a population pyramid shows</p> <p>What the development gap is</p> <p>The consequences of uneven development</p> <p>The political, social, cultural, and environmental characteristics of Nigeria</p> <p>Why aid is received by Nigeria</p> <p>The changes to the UK economy in recent years</p> <p>What a 'post-industrial economy' is</p> <p>The changes in the UK moving towards a 'post-industrial economy'</p> <p>How industrial development can be more environmentally sustainable</p> <p>The social and economic changes in a rural area with population growth</p> <p>The social and economic changes in a rural area with population decline</p> | <p>What primary data is</p> <p>What secondary data is</p> <p>What makes a suitable location for a geographical investigation</p> <p>What a hypothesis is</p> <p>What a risk assessment is</p> <p>What a methodology is</p> <p>What data presentation is</p> <p>What measures of central tendency are</p> <p>What a statistical test is</p> <p>What data analysis is</p> <p>What a conclusion is</p> <p>What an evaluation is</p> |

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|   |   | <p>What the 'north-south' divide is and why it exists</p> <p>How the UK links with the wider world through trade, culture, transport and electronic communication</p> <p>The economic and political links between the UK and European Union and the Commonwealth</p>   |  |
| <p><b>Skills</b><br/>Procedural<br/>Knowledge<br/>'I know how to'</p> | <p>Explain how nutrients are cycled within an ecosystem</p> <p>Explain the interrelationships between plants and animals in a freshwater pond food web</p> <p>Explain how natural and human factors can change a freshwater pond ecosystem</p> <p>Explain and evaluate how plants and animals adapt to the physical conditions in a tropical rainforest</p> <p>Explain and evaluate the causes of deforestation in Malaysia</p> <p>Evaluate the impacts of deforestation in Malaysia</p> <p>Evaluate how rainforests can be managed sustainably</p> <p>Explain how plants and animals adapt to the physical conditions in a hot desert</p> <p>Assess the development opportunities in the Thar Desert</p> <p>Evaluate the challenges for development in the Thar desert</p> <p>Assess the causes of desertification</p> <p>Evaluate the strategies used to reduce the risk of desertification</p> | <p>Evaluate data in helping to shape understanding of development and quality of life</p> <p>Explain the use of different variables in demonstrating standard of living and economic development</p> <p>Analyse the links between stages of the Demographic Transition Model</p> <p>Explain the causes of uneven development (physical, economic, historical)</p> <p>Explain different methods of reducing the development gap</p> <p>Evaluate the impact of tourism in reducing the development gap in Jamaica</p> <p>Explain how Nigeria's political and trading relationships with the wider world have changed</p> <p>Explain how Nigeria's industrial structure is changing and how the manufacturing industry is affecting economic development</p> <p>Evaluate the impact of TNCs in Nigeria</p> <p>Explain how economic development has affected the quality of life in Nigeria.</p> <p>Explain the impacts of industry in the UK on the environment</p> | <p>Recognise and describe distributions and patterns of both human and physical features on an atlas map</p> <p>Use and understand OS maps at a range of scales, including 1:50 000 and 1:25 000 I can use and understand coordinates including latitude and longitude and four and six-figure grid references</p> <p>Understand and calculate scale, distance and direction on a map</p> <p>Use and understand gradient, contour and spot height on a map</p> <p>Identify basic physical and human features and describe their characteristics from map evidence</p> <p>Draw, label, understand and interpret sketch maps</p> <p>Use and understand ground, aerial and satellite photographs</p> <p>Use and understand a variety of maps including choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines</p> <p>Use and understand line charts, bar charts and pie charts</p> <p>Use and understand pictograms and histograms</p> <p>Use and understand divided bar graphs, scattergraphs, and population pyramids</p> |

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|   |   | <p>Explain the development in transportation (South-west superhighway/Crossrail/ Liverpool2/Heathrow)</p> <p>Assess the strategies used to resolve regional differences in the UK</p>  | <p>Use and understand dispersion graphs</p> <p>Plot information on graphs when axes and scales are provided</p> <p>Suggest the best graph to represent different types of data</p> <p>Understand and correctly use proportion and ratios</p> <p>Calculate and interpret measures of central tendency (mean, median, mode, range, quartiles and interquartile range, mode, modal class)</p> <p>Calculate percentage increase or decrease and understand the use of percentiles</p> |
| <p><b>Strategies</b><br/>Conditional Knowledge<br/>'I know when to'</p> | <p>I know when to apply my declarative and procedural knowledge to develop my understanding of the six geographical concepts:</p> <ul style="list-style-type: none"> <li>- Place</li> <li>- Processes</li> <li>- Perspectives</li> <li>- Interactions</li> <li>- Sustainability</li> <li>- Skills</li> </ul>  | <p>I know when to apply my declarative and procedural knowledge to develop my understanding of the six geographical concepts:</p> <ul style="list-style-type: none"> <li>- Place</li> <li>- Processes</li> <li>- Perspectives</li> <li>- Interactions</li> <li>- Sustainability</li> <li>- Skills</li> </ul>   | <p>I know when to apply my declarative and procedural knowledge to develop my understanding of the six geographical concepts:</p> <ul style="list-style-type: none"> <li>- Place</li> <li>- Processes</li> <li>- Perspectives</li> <li>- Interactions</li> <li>- Sustainability</li> <li>- Skills</li> </ul>  |
| <p>Key Questions</p>  | <p><b>Place:</b> Where are the world's major biomes?</p> <p><b>Processes:</b> How is energy passed through a food chain?</p> <p><b>Perspectives:</b> What is the value of the tropical rainforest to people?</p> <p><b>Interactions:</b> How can people use hot deserts for economic opportunity?</p> <p><b>Sustainability:</b> How can we manage deforestation in the tropical rainforest?</p> | <p><b>Place:</b> Which parts of the world are less developed than others?</p> <p><b>Processes:</b> How does a countries economy change over time?</p> <p><b>Perspectives:</b> How does development affect quality of life?</p> <p><b>Interactions:</b> How do links between countries and places help to improve the global economy?</p> <p><b>Sustainability:</b> How can poorer countries build a sustainable economy?</p> | <p><b>Place:</b> What makes a place suitable for a geographical investigation?</p> <p><b>Processes:</b> How is a geographical investigation carried out?</p> <p><b>Perspectives:</b> How might data be subjective?</p> <p><b>Interactions:</b> How do physical and human geography link together?</p> <p><b>Sustainability:</b> What are the ethical considerations when undertaking a geographical investigation?</p>  |

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|  | <b>Skills:</b> Which cartographic, graphical and analytical skills can help to deepen our understanding of this topic? | <b>Skills:</b> Which cartographic, graphical and analytical skills can help to deepen our understanding of this topic? | <b>Skills:</b> Which cartographic, graphical and analytical skills can help to deepen our understanding of this topic? |
| Assessment topics                          | GCSE exam style assessment (past paper)  | GCSE exam style assessment (past paper)  | GCSE exam style assessment (past paper)  |
| Cross curricular links/Character Education | Development of analytical and evaluative skills<br>Development of critical thinking skills                             | Development of analytical and evaluative skills<br>Development of critical thinking skills                             | Development of analytical and evaluative skills<br>Development of critical thinking skills                             |