

# Sackville School Geography Curriculum - Year 10



TERM	WHAT? (Is delivered?)	WHY? (Is this important?)	WHY NOW? (Why is this taught now?)	IMPACT? (What is the impact at the end of this half term?)	ASSESSMENT
1	The Development Gap	This topic develops students' understanding of global inequality, and a range of strategies that may help to close the development gap, such as trade, aid and debt relief. It also provides students with an understanding of the root cause of migration. The topic includes a detailed exploration of Nigeria, as an example of a newly emerging country, as well as a comprehensive investigation of the UK's changing economy, providing students with important knowledge as they enter the workforce in the near future.	This topic includes important foundational concepts, such as the demographic transition model and the Clark-Fisher model, which can be referred back to in future topics, helping to promote progress, and consolidate knowledge and understanding. This topic contains complex theory, so teaching it near to the start of the course, when enthusiasm levels are high is advantageous. The UK topic links strongly to the final topic of Challenges of an Urban World, providing an opportunity for retrieval and revision in year 11.	Students will be able to: <ul style="list-style-type: none"> <li>describe the inequalities between LICs and HICs</li> <li>evaluate a range of strategies capability to close the development gap.</li> <li>identify why Nigeria is a newly emerging economy and contrast it with the UK's economy.</li> <li>explain how the UK's economy has been impacted by deindustrialisation.</li> </ul>	Google form quiz Tests based on past paper questions: 1. End of topic test on development gap 2. End of topic test on Nigeria 3. End of topic test on Changing UK economy

2	Physical Landscapes of the UK	This unit develops students' appreciation of the UK landscape. We study the coastal landscapes topic rather than the glaciation topic because of our schools location near to the South Coast, and because of the importance in understanding how coasts will be impacted by the impacts of global warming. We also study rivers, and then consolidate understanding by conducting a river study on the River Taff in the Brecon Beacons on the GCSE field trip.	This technical topic is taught at this stage in the course because we visit South Wales on our field trip in July of year 10, so students need to have an understanding of rivers to maximise their learning when in the field. This topic includes lots of skills based activities, such as grid references and other map based skills, which will be further consolidated in year 11.	Students will be able to: <ul style="list-style-type: none"> <li>• identify a range of landforms and explain the processes involved in their formation.</li> <li>• evaluate a range of strategies to manage UK physical landscapes.</li> <li>• explain how UK physical landscapes will be impacted by global warming</li> </ul>	Google form quiz Tests based on Past paper questions: <ol style="list-style-type: none"> <li>1. End of topic test on rivers.</li> <li>2. End of topic test on coasts</li> <li>3. Familiar and unfamiliar field work assessment..</li> </ol>
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Links to L4L Curriculum and Gatsby Benchmarks:

Careers in development aid/charity sector, hazard management and science (geology, meteorology, climate science)

L4L - extremism and radicalisation in Nigeria and appreciation of natural environment via UK physical landscapes