

## Geography Course Outline – Year 10 2021-22

	Topic	Key Learning	Homework
Autumn Term	<b>Paper 1, Topic 3 Challenges of an urbanising world</b>	<p>Students will study the causes and challenges of rapid urban change. Students will consider how the world is becoming increasingly urbanised as a result of socio-economic processes and change. Cities change over time and this is reflected in changing land use.</p> <p>Students will consider why quality of life varies within one rapidly growing megacity (Mumbai) which is within in a developing/emerging country. Students will establish the location and context of Mumbai and how this influences its growth, function and structure. Students will understand how rapid population growth creates opportunities and challenges for people living within the chosen megacity. Students will consider how the quality of life in the chosen megacity can be improved through different strategies for achieving sustainability.</p>	<ol style="list-style-type: none"> <li>1. London's population</li> <li>2. Knowledge check</li> <li>3. Land use in cities</li> <li>4. Key terms</li> <li>5. Revision</li> </ol>
	<b>Paper 2, Topic 4 UK Physical Geography: River Processes &amp; Pressures, Coastal Change &amp; Conflict</b>	<p>Students will study an overview of the UK's physical landscape. Students will explain how geology and past processes have influenced the physical landscape of the UK. Students will also establish how a number of physical and human processes work together to create distinct UK landscapes.</p> <p>Students will learn how distinctive river landscapes have different characteristics formed by interacting physical processes. Students will understand how river landscapes are influenced by human activity interacting with physical processes. Students will study and consider why rivers are more prone to flood than others and there is a variety of river management options available.</p> <p>Students will understand that distinctive coastal landscapes are influenced by geology interacting with physical processes. In addition, students will consider how distinctive coastal landscapes are modified by human activity interacting with physical processes. Students will also study how the interaction of human and physical processes present challenges along coastlines and there are a variety of management options.</p>	<ol style="list-style-type: none"> <li>1. Processes</li> <li>2. The formation of a waterfall</li> <li>3. Human Actions affecting Hydrographs</li> <li>4. Key terms and revision</li> </ol>
Spring Term	<b>Paper 3 Topic 7, Forests under Threat (The TRF)</b>	<p>Students will study the structure; functioning and adaptations of the tropical rainforest reflect the equatorial climate. Students will consider why a fast rate of nutrient cycling occurs. Students will explain that tropical rainforests are threatened directly by deforestation and indirectly by climate change. Students will consider global and local actions that can be taken to manage and protect the tropical rainforest, and how this is vital if goods and services are not to be lost for future generations.</p>	<ol style="list-style-type: none"> <li>1. Key terms</li> <li>2. Threats</li> <li>3. Revision</li> </ol>
	<b>Paper 2 Topic 6, Geographical Investigations Urban and Physical Fieldwork</b>	<p>Students will conduct fieldwork of a dynamic urban area. Students will investigate how and why quality of life varies within urban areas. Students will conduct a field trip into Southgate, testing the hypothesis: 'The quality of life increases from the CBD to the rural-urban fringe'. Students will then write up their enquiry which will then be assessed in their final Paper 2 GCSE examination.</p> <p>Students will conduct fieldwork of a drainage basin in the UK. Students will investigate how and why drainage basin and channel characteristics influence flood risk for people and property along a river in the UK. Students will conduct a field trip along Loughton Brook river in Epping Forests, testing the hypotheses: 'Channel depth and width will increase with distance downstream' and 'Velocity will</p>	<ol style="list-style-type: none"> <li>1. Urban Site Descriptions</li> <li>2. Urban Completion of Data Representation (</li> <li>3. Urban Analysis</li> <li>4. Rivers Site Descriptions</li> <li>5. Rivers Completion of Data Representation</li> <li>6. Rivers Analysis</li> </ol>

		increase with distance downstream'. Students will then write up their enquiry which will then be assessed in their final Paper 2 GCSE examination.	
<b>Summer Term</b>	<b>Paper 3 Topic 7, Forests under Threat (The Taiga)</b>	Students will look at the taiga and how it shows different characteristics to the tropical rainforest, reflecting the more extreme and highly seasonal climate. Students will establish that the taiga is increasingly threatened by commercial development. Students will consider both conservation and sustainable management of the taiga forests. Students will see how the taiga wilderness areas need to be protected from overexploitation.	<ol style="list-style-type: none"> <li>1. Key terms</li> <li>2. Threats</li> <li>3. Revision</li> </ol>
	<b>Paper 1 Topic 2, Development Dynamics</b>	Students will understand that there are different ways of defining and measuring development. Students will see that there is global inequality in development and different theories in how it can be reduced. Students will look into contrasting approaches to development vary in type and success. Students will look into the development of the emerging country – India – and how its development has been influenced by its location and context in the world. Students will explain how globalisation causes rapid economic change in the emerging country. Students will look at how the rapid economic growth results in significant positive and negative impacts on people and environment in the emerging country. In addition students will understand how rapid economic development has changed the international role of the emerging country.	<ol style="list-style-type: none"> <li>1. Development Dilemma</li> <li>2. Indian TNC Research</li> <li>3. Development Project Research</li> </ol>