Curriculum Summary Document

Year 10 - Geography

How are physical & human landscapes changing?

Module/ Unit of Learning	Taught During	What will students learn?	How does this help to build a broad and strong foundation?	Links to other Subjects
How do river landscapes change?	Autumn 1	Students study how fluvial processes shape river landscapes. They examine landforms such as waterfalls, meanders, ox-bow lakes and floodplains, interpreting diagrams to explain sequences of change.	This unit develops secure physical process knowledge for Paper 1. Students practise using command words (describe, explain) and interpreting diagrams to construct structured written explanations.	Oracy: Explaining linked processes clearly and accurately. Science: Environmental systems and energy transfer. Mathematics: Reading hydrographs and cross-sections. Computing: Using GIS for drainage basin analysis.
How do urban & rural areas interact in the UK?	Autumn 2	Students investigate how economic change, accessibility and settlement patterns influence interactions between urban and rural places. They interpret maps and data to compare regions.	This unit strengthens comparative writing for Paper 2. Students practise selecting evidence and structuring comparative explanations about change across places.	Oracy: Comparing patterns and explaining differences. History: Industrial and post-industrial development. Economics: Employment and service distribution. PSHE: Identity and community change.
What are the consequences of urbanisation in London & Mumbai?	Spring 1	Students compare opportunities and challenges in two major world cities. They examine informal settlements, transport systems and sustainability strategies.	This unit develops evaluative reasoning for Paper 2. Students practise justifying judgements and supporting conclusions with case study evidence.	Oracy: Presenting balanced arguments and conclusions. Business Studies: Urban economies and labour markets. History: Urban development and migration. Mathematics: Interpreting proportional and demographic data.

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What causes changes in	Spring 2	Students study atmospheric circulation, climate zones and weather systems. They interpret	This unit develops precise process explanation for Paper	Oracy: Explaining complex systems clearly.
weather & climate?		climate and weather data to explain spatial variation.	1. Students learn to connect processes at different scales using accurate geographical terminology.	Science: Atmospheric processes and energy transfer. Mathematics: Interpreting climate graphs and scatter data. Computing: Visualising atmospheric datasets.
What are the factors of change along coastlines?	Summer 1	Students investigate wave processes, erosion, transportation and deposition. They interpret landform sequences to explain coastal change.	This unit prepares students for landform explanation questions in Paper 1. Students practise sequencing processes and annotating diagrams accurately.	Oracy: Using precise terminology in explanation. Science: Material properties and erosion. Design Technology: Engineering solutions in environmental contexts. Mathematics: Measuring change and interpreting wave energy data.
How can coastal hazards be managed?	Summer 2	Students evaluate hard and soft engineering strategies to manage coastal hazards. They consider cost, sustainability and long-term impact.	This unit develops decision-making and evaluation required for higher-mark extended responses in Paper 1 and Paper 3.	Oracy: Defending a viewpoint using evidence. Economics: Cost-benefit decision-making. Citizenship: Community priorities in decision-making. Art: Representing landscape change visually.