Geography	Working towards expected outcomes Your child is not yet making the expected progress within this course.	Working at expected outcomes Your child is achieving the expected progress for this point within the course.	Working beyond expected outcomes Your child is exceeding the expected progress.

Year 10
Autumn 1
 	
Hazards
Tectonics
	Students working **towards** expected outcomes in Year 10 can:
	
	• Give a basic definition of a natural hazard
	• List types of natural hazard
	• List simple factors affecting hazard risk.
	• Give a basic outline of plate tectonics theory relating to convection currents
	• Name some places earthquakes and volcanic eruptions are located and state that they are related to plate margins
	• For each of the types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity:
	  ○ State the direction of plate movement
	  ○ Give a simple description of how tectonic activity occurs here, with some errors in sequence & limited explanation
	• List basic primary and secondary effects of a tectonic hazard
	• List basic immediate and long-term responses to a tectonic hazard
	• Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth – knows the names of the case studies but lacks specific facts & figures, descriptive statements that could relate to any HIC or LIC
		Students working **at** expected in Year 10 can:
		
		• Give a clear definition of a natural hazard
		• List types of natural hazard & categorise them into meteorological, geomorphological & tectonics
		• Explain human & physical factors affecting hazard risk.
		• Explain the theory of plate tectonics relating to convection currents in a clear sequence
		• Describe clearly the general locations of earthquakes and volcanic eruptions in relation to plate margins
		• For each of the types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity:
		  ○ State the direction of plate movement
		  ○ Give a clear explanation of how tectonic activity occurs here, in a clear sequence
		  ○ Correctly draw and label a diagram
		• Clearly explain primary and secondary effects of a tectonic hazard
		• Clearly explain immediate and long-term responses to a tectonic hazard
		• Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth – able to write clear PEEL paragraphs to explain their case study with specific facts for support. Knows Social, Economic and Environmental impacts. Can come to a conclusion.
			Students working **beyond** expected in Year 10 demonstrate working at the expected level and can consistently apply this. They also can…
			
			• Give named examples of plate boundaries
			• Analyse the factors that worsen primary and secondary effects of a tectonic hazard
			• Analyse the factors that influence the effectiveness of immediate and long-term responses to a tectonic hazard
			• Evaluate social, economic and environmental impacts of an earthquake in a PEEL paragraph, using specific facts from their named examples. Can come to a well-rounded, evaluative conclusion.
			• Explain reasons why people continue to live in areas at risk from general tectonic hazards – both volcanic & earthquake, with specific examples

	• Describe simple reasons why people continue to live in areas at risk from general tectonic hazards • List simple ways we can reduce the risks from a tectonic hazard	• Explain reasons why people continue to live in areas at risk from general tectonic hazards – both volcanic & earthquake • Explain ways we can reduce the risks from a tectonic hazard by categorising into monitoring, prediction, protection and planning.	
Year 10 Autumn 2 Urban Issues & Challenges	Students working **towards** expected outcomes in Year 10 can: • Give a basic description of the global pattern of urban change – difference between LICS & HICs • Describe simple factors affecting the rate of urbanisation through migration (push–pull theory). May not be clear about how natural increase also plays a role. • Give a definition of a megacity For the **case study** of a major city in an LIC or NEE (Lagos, Nigeria), they can: ○ Give a simple description of the location and list basic reasons why it is an important city ○ Give a basic description causes of growth: natural increase and migration; but may not be able to describe both or clearly distinguish between them ○ List basic ways urban growth has created opportunities e.g. access to services – health and education, access to resources – water supply, energy and access to jobs ○ List basic ways urban growth has created challenges e.g. Slums, squatter settlements, providing clean water, sanitation systems and energy, providing access to services – health and education, reducing unemployment and crime,	Students working **at** expected in Year 10 can: • Give a clear description of the global pattern of urban change – difference between LICS, NEEs & HICs • Explain a range factors affecting the rate of urbanisation through migration (push–pull theory) and how natural increase in urban areas also plays a role. • Give a definition of a megacity, give examples and describe the pattern of where the most growth is For the **case study** of a major city in an LIC or NEE (Lagos, Nigeria), they can: ○ Give a clear description of its location at a range of scales and can describe the importance of the city, regionally, nationally and internationally ○ Explain the causes of urban growth in Lagos: both natural increase and migration ○ Explain a range of ways urban growth has created opportunities in the categories below, with supporting examples for some: ▪ 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 ○ Explain a range of ways urban growth has created challenges in the categories below, with supporting examples for some:	Students working **beyond** expected in Year 10 demonstrate working at the expected level and can consistently apply this. They also can… • Give specific facts and figures about the challenges and opportunities in Lagos and London to write detailed PEEL paragraphs • Evaluate the success of the opportunities created by urban growth in Lagos and London • Can come to well-rounded, evaluative conclusions that weigh up the social/economic/environmental challenges & opportunities • Evaluate the success of the strategies used in Lagos to improve the life of the urban poor • Evaluate the social/economic/ environmental success of the Lower Lear Valley urban regeneration project • Evaluate the limitations of the sustainable urban living & sustainable transport strategies used in London

	waste disposal, air and water pollution, traffic congestion. They may not know all of these issues. • For the **example** of how urban planning is improving the quality of life for the urban poor the student can give a basic description of methods used in Lagos and describe how they improve people's lives (e.g. providing improved housing, transport and training) • Give a basic overview of the distribution of population and the major cities in the UK, with mistakes & limited examples. For the **case study** of a major city in the UK (London), they can: ○ Give a simple description of the location and basic reasons why is it an important city in the UK and the wider world ○ Give basic impacts of national/ international migration on the growth and character of the city ○ Give a basic description of how urban change has created opportunities e.g. cultural mix, recreation and entertainment, employment, integrated transport systems, urban greening ○ Give a basic description of how urban change has created challenges e.g. urban deprivation, inequalities in housing, education, health and employment, dereliction, building on brownfield and greenfield sites, waste disposal	▪ 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. • For the **example** of how urban planning is improving the quality of life for the urban poor the student can give a clear description of the named methods used in Lagos (Tempo Housing, BRT Buses & Skills Acquisition centres) and can explain how they improve people's lives • Give a clear overview of the distribution of population and the major cities in the UK, with some named examples For the **case study** of a major city in the UK (London) they can: ○ Give a clear description of the location and explain the importance of the city in the UK and the wider world ○ Give clear impacts of national and international migration on the growth and character of the city with some examples ○ Give a clear explanation of how urban change has created opportunities in the categories below, with supporting examples for some: ▪ social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems ▪ environmental: urban greening ○ Give a clear explanation of how urban change has created challenges in the categories below, with supporting examples for some: ▪ social and economic: urban deprivation, inequalities in housing, education, health and employment	

	• List simple impacts of urban sprawl on the rural–urban fringe, and describe why the growth of commuter settlements is taking place **For the example** of an urban regeneration project (Lower Lea Valley Olympic Park in Stratford, London) they can: ○ List simple reasons why the area needed regeneration ○ Describe some of the main features of the project. • Describe some features of sustainable urban living e.g. water and energy conservation, waste recycling, creating green space. • Give basic ways that urban transport strategies are used to reduce traffic congestion.	▪ environmental: dereliction, building on brownfield and greenfield sites, waste disposal • Explain the impact of urban sprawl on the rural–urban fringe and explain why the growth of commuter settlements is taking place. **For the example** of an urban regeneration project (Lower Lea Valley Olympic Park in Stratford, London) they can: • Explain clear reasons why the area needed regeneration • Describe the main features of the project and explain how these have improved the area socially, economically and environmentally • Explain how the following features make urban living more sustainable: ○ water and energy conservation ○ waste recycling ○ creating green space. • Explain how specific urban transport strategies in London are used to reduce traffic congestion.	

Year 10 Spring 1 River Landscapes	Students working **towards** expected outcomes in Year 10 can: • Give a basic overview of the location of major upland/lowland areas and river systems in the UK • Describe some changes to the long profile and cross profile of a river and its valley. They may not be clear between the river itself & the valley • Give a basic definition of the following fluvial processes: ▪ erosion – hydraulic action, abrasion, attrition, solution ▪ vertical and lateral erosion ▪ transportation – traction, saltation, suspension and solution ▪ deposition – some understanding of why rivers deposit sediment. For each of the sets of landforms below the student can give a basic description of their key characteristics and their formation, using simple terminology. The sequence may be incomplete or in the incorrect order. They will be basic reference to the fluvial processes involved in their formation. ○ landforms resulting from erosion – ▪ interlocking spurs ▪ waterfalls and gorges. ○ landforms resulting from erosion and deposition – • meanders and ox-bow lakes. ○ landforms resulting from deposition – • levees	Students working **at** expected in Year 10 can: • Give a clear overview of the location of major upland/lowland areas and river systems in the UK with some named examples • Clearly describe the changes to both the long profile and cross profile of a river and its valley. • Give a clear definition of the following fluvial processes: ▪ erosion – hydraulic action, abrasion, attrition, solution ▪ vertical and lateral erosion ▪ transportation – traction, saltation, suspension and solution ▪ deposition – clear understanding of why rivers deposit sediment For each of the sets of landforms below the student can give a clear description of their key characteristics and explain their formation, using geographical terminology. The sequence is complete and in the correct order. They will be clear reference to the fluvial processes involved in their formation. ○ landforms resulting from erosion – ▪ interlocking spurs ▪ waterfalls and gorges. ○ landforms resulting from erosion and deposition – • meanders and ox-bow lakes. ○ landforms resulting from deposition – • levees • flood plains • estuaries	Students working **beyond** expected in Year 10 demonstrate working at the expected level and can consistently apply this. They also can… • Explain why a rivers' long and cross profile changes • Evaluate factors that affect rates of erosion, transportation and deposition • Extend their explanation of the formation of river landforms by considering how the feature will change in the future • Analyse how human and physical factors interrelate to cause flooding • Evaluate how flood management strategies create conflict between different stakeholders • Evaluate the success of the Jubilee Flood Relief Channel and how it creates conflict between different stakeholders

	• flood plains • estuaries • For the example of a river valley in the UK (River Tees) the student can identify some major landforms of erosion and deposition, however these may be generic • Give simple descriptions of how some physical and human factors affect the flood risk – precipitation, geology, relief and land use. • Give a basic description of how hydrographs show the relationship between precipitation and discharge. • List basic 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. • For the example of a flood management scheme in the UK (Jubilee Flood Relief Channel) the student can: ○ Give a basic description of why the scheme was required ○ Give a basic description of the management strategy ○ List simple generic social, economic and environmental issues	• For the example of a river valley in the UK (River Tees) the student can identify some it's major landforms of erosion and deposition, with some named examples from the River Tees. • Giver clear explanation of how the following physical and human factors affect the flood risk – precipitation, geology, relief and land use. • Give a clear description of how hydrographs show the relationship between precipitation and discharge. Can successfully interpret flood hydrographs and can explain the difference in their shapes (Flashy vs. steady) • Explain the specific 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. • For the example of a flood management scheme in the UK (Jubilee Flood Relief Channel) the student can: ○ Give a clear description of why the scheme was required ○ Give a clear description of the management strategy ○ Explain the specific social, economic and environmental issues of the scheme	

Year 10 Spring 2 The Challenge of Resource Management	Students working **towards** expected outcomes in Year 10 can: • Give a basic description of the importance of food, water and energy to the economic and social wellbeing • Give a basic description of the distribution of resources around world • Give basic reasons why resources are unevenly distributed around the world <u>Resource management core content</u> • Give a basic description of the distribution of resources around the UK. • List simple ways the demand for different foods in the UK has changed over time • Give a basic explanation of why food miles are increasing in the UK. • Describe simple ways food miles can be reduced in the UK • Give a basic description of the different industries involved in agriculture (agribusiness) • Describe the changing demand for water in the UK. • Give a basic description of the problems with water quality and pollution in the UK and list simple ways it can be managed. • Give a basic explanation of how the UK is trying to manage water to meet supply and demand through increasing supply and transferring water • Describe simply the UKs energy mix and how it has changed over time.	Students working **towards** expected outcomes in Year 10 can: • Give a clear description of the importance of food, water and energy to the economic and social wellbeing • Give a clear description of the distribution of resources around world • Explain clearly why resources are unevenly distributed around the world <u>Resource management core content</u> • Give a clear description of the distribution of resources around the UK. • Explain ways the demand for different foods in the UK has changed over time (i.e. out of season, exotic) • Give a clear explanation of why food miles are increasing in the UK and link this to changes in demand for food • Explain the ways food miles can be reduced in the UK (eat seasonal, eat local, grow your own etc.) • Give a clear description of the different industries involved in agriculture (agribusiness) and explain how they are changing in the UK. • Explain the reasons for the changing demand for water in the UK. • Explain the problems with water quality and pollution in the UK and describe ways it can be managed. • Give a clear explanation of how the UK is trying to manage water to meet supply and demand through increasing supply and transferring water • Describe clearly the UKs energy mix and explain how & why it has changed over time.	Students working **beyond** expected in Year 10 demonstrate working at the expected level and can consistently apply this. They also can… • Evaluate the challenges that arise through increasing water supply and the impact of climate change on this • Evaluate the limitations of alternative energy sources in the UK e.g. the placement of wind farms, NIMBYism attitudes towards nuclear • Evaluate the factors that affect availability of water by considering those that impact LICs, NEEs and HICs • Evaluate the pros and cons of different strategies such to increase water supply • Evaluate the success of the China SNWTP by considering the views of different stakeholders and how there is potential for conflict • Evaluate the effectiveness of the methods used to manage water sustainably • Evaluate the success of the Hitosa gravity fed scheme

	• Give basic ways the UK can reduce its reliance on fossil fuels by increasing use of renewables & nuclear • describe some of the economic and environmental issues created by different energy sources (fossil fuels, renewables & nuclear) Resource management option: Water • Give a basic description the global distribution of water resources using a map • Give a basic explanation of why water consumption is increasing globally i.e. population growth, use of appliances • Describe the different factors which effect water availability including some of climate, geology, pollution of supply, over-abstraction, limited infrastructure & poverty. • Describe the impacts of water insecurity including: waterborne disease, water pollution, food production & industrial output • Describe how there is potential for conflict where demand for water exceeds supply. • Describe simple methods of how water supplies can be managed to increase supply • Describe some of the advantages and disadvantages of the China South to North Water Transfer Project • Give a basic explanation of some of the methods for managing water sustainably - grey water, water recycling, drip irrigation & groundwater management	• Explain how the UK can reduce its reliance on fossil fuels by increasing use of renewables & nuclear • describe and explain some of the economic and environmental issues created by different energy sources (fossil fuels, renewables & nuclear) Resource management option: Water • Give a basic description the global distribution of water resources (both surplus and deficit) • Give a basic explanation of why water consumption is increasing globally i.e. population growth, use of appliances • Explain the different factors which effect water availability including some of climate, geology, pollution of supply, over-abstraction, limited infrastructure & poverty. • Explain the social/economic/environmental impacts of water insecurity including: waterborne disease, water pollution, food production & industrial output • Explain how there is potential for conflict where demand for water exceeds supply. • Explain how water supplies can be managed to increase supply i.e. building new reservoirs, water transfer schemes • Explain a range of the advantages and disadvantages of the China South to North Water Transfer Project, with specific facts for support • Give a clear explanation of how the following methods manage water sustainably - grey water, water recycling, drip irrigation & groundwater management • Explain how a local scheme (Hitosa, Ethiopia) has managed water sustainably to increase water supplies	

	• Describe how a local scheme (Hitosa, Ethiopia) has managed water sustainably to increase water supplies		
Year 10 Summer 1 Hazards Weather & Climate	Students working **towards** expected outcomes in Year 10 can: Tropical Storms • Give a basic description of the general atmospheric circulation model: pressure belts and surface winds. • Describe simply the global distribution of tropical storms (hurricanes, cyclones, typhoons). • Has a basic understanding of the relationship between tropical storms and general atmospheric circulation. • List some of the conditions required for a tropical storm to form and give a basic description of the sequence of their formation and development. There may be errors in sequence or stages missing. • Label the structure and some features of a tropical storm. • Describe simply how climate change might affect the distribution, frequency and intensity of tropical storms. May not cover all three aspects. • List basic primary and secondary effects of tropical storms. • List basic immediate and long-term responses to tropical storms. • Use a named example of a tropical storm to describe its effects and responses (Typhoon Haiyan). Points will be generic. • List simple ways to reduce the effects of tropical storms.	Students working **at** expected in Year 10 can: Tropical Storms • Give a clear description of the general atmospheric circulation model, including an understanding of pressure belts and surface winds. • Describe clearly the global distribution of tropical storms (hurricanes, cyclones, typhoons). • Has a developed understanding of the relationship between tropical storms and general atmospheric circulation. • Describe the conditions required for a tropical storm to form and give a clear description of the sequence of their formation and development, that is complete. • Label the structure and describe the features of a tropical storm. • Describe clearly how climate change might affect the distribution, frequency and intensity of tropical storms. • Explain the primary and secondary effects of tropical storms. • Explain the immediate and long-term responses to tropical storms. • Use a named example of a tropical storm to describe its effects and responses (Typhoon Haiyan). Points will be specific to this example by using specific facts and named places in the Philippines. • Explain ways we can reduce the risks from a tropical storm by categorising into monitoring, prediction, protection and planning.	Students working **beyond** expected in Year 10 demonstrate working at the expected level and can consistently apply this. They also can… • Analyse the factors that worsen primary and secondary effects of a tropical storm • Analyse the factors that influence the effectiveness of immediate and long-term responses to a tropical storm • Evaluate social, economic and environmental impacts of a tropical storm in a PEEL paragraph, using specific facts from their named example. Can come to a well-rounded, evaluative conclusion. • Analyse the differing roles of HIC, NEEs and LICs in causing climate change and their ability to cope with it's impacts • Evaluate the barriers to implementing the listed strategies for managing climate change

	Extreme Weather • List some types of weather hazard experienced in the UK. • Use an example of a recent extreme weather event in the UK (July 2022 Heatwave) to give a basic description of its causes and list some impacts social, economic and environmental impacts • Give a basic description of how management strategies can reduce risk. • State that weather is becoming more extreme in the UK, with limited understanding of the evidence Climate Change • Give a basic overview of the evidence for climate change from the beginning of the Quaternary period to the present day (ice cores, tree rings, sediment cores, direct measurements, sea ice changes etc) • Simply describe the possible causes of climate change: ▪ natural factors – orbital changes, volcanic activity and solar output ▪ Human factors – use of fossil fuels, agriculture and deforestation. • List some effects of climate change on people and the environment. • Give a basic description of some of the methods of managing climate change listed below: ▪ mitigation – alternative energy production, carbon capture, planting trees, international agreements	Extreme Weather • Clearly describe the types of weather hazard experienced in the UK. • Use an example of a recent extreme weather event in the UK (July 2022 Heatwave) to give a clear explanation of its causes and specific social, economic and environmental impacts • Explain how management strategies can reduce risk. • Give a clear overview of the evidence that shows that weather is becoming more extreme in the UK Climate Change • Give a clear description of the evidence for climate change from the beginning of the Quaternary period to the present day (ice cores, tree rings, sediment cores, direct measurements, sea ice changes etc) • Clearly explain the possible causes of climate change: ▪ natural factors – orbital changes, volcanic activity and solar output ▪ Human factors – use of fossil fuels, agriculture and deforestation. • Describe a range of effects of climate change on people and the environment. • Give a clear explanation of the methods of managing climate change listed below: ▪ mitigation – alternative energy production, carbon capture, planting trees, international agreements ▪ adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels.	

<table>
<tr><td></td><td colspan="3">▪ adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels.</td></tr>
<tr><td rowspan="3">Yeat 10
Summer 2

Human & Physical Fieldwork</td><td colspan="3">Students need to undertake two geographical enquiries , each of which must include the use of primary data, collected as part of a fieldwork exercise. Students will be expected to:
1. apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry
2. select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry.
This is achieved through the content outlined below.</td></tr>
<tr><td>Students working towards expected outcomes in Year 10 can give a basic description of the content below. Their explanation will be limited and may contain errors. They may not be able to apply their knowledge to unfamiliar contexts.</td><td>Students working at expected in Year 10 can give a clear description of the content below, using geographical terminology. Their explanations will be clear and use their knowledge from their own geographical enquiries. They will be able to successfully apply their knowledge to some unfamiliar contexts.</td><td>Students working beyond expected in Year 10 demonstrate working at the expected level and can consistently apply this. They also can evaluate both their own fieldwork and apply this knowledge to unfamiliar contexts successfully. s</td></tr>
<tr><td colspan="3">• Outline of factors that need to be considered when selecting suitable questions /hypotheses for geographical enquiry.
• Describe the geographical theory/concept underpinning the enquiry into the success of regeneration in Digbeth / changes to particle size in Carding Mill Valley
• List some appropriate sources of primary and secondary evidence, including locations for fieldwork.
• Give a basic description the potential risks of both human and physical fieldwork and how these risks might be reduced.
• State the difference between primary and secondary data.
• Identification and selection of appropriate physical and human data.
• Measuring and recording data using different sampling methods.
• Description and justification of data collection methods.
• Appreciation that a range of visual, graphical and cartographic methods is available.
• Selection and accurate use of appropriate presentation methods.
• Description, explanation and adaptation of presentation methods
• Description, analysis and explanation of the results of fieldwork data.
• Establish links between data sets.
• Use appropriate statistical techniques.
• Identification of anomalies in fieldwork data.
• Draw evidenced conclusions in relation to original aims of the enquiry.
• Identification of problems of data collection methods.</td></tr>
</table>

	• Identification of limitations of data collected. • Suggestions for other data that might be useful. • Extent to which conclusions were reliable.